

**IMPACT OF CROSS-CULTURAL LEADERSHIP COMPETENCIES  
ON PROJECT PERFORMANCE: A STUDY OF CHINA PAKISTAN  
ECONOMIC CORRIDOR PROJECTS**



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## **DEDICATION**

To Allah Almighty for giving me the guidance, strength and persistence to complete this dissertation and also to my parents, my wife and, my teachers and friends who have been my guiding light and source of inspiration.

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## ABSTRACT

A considerable amount of research on cross-cultural leadership has been undertaken but still, there is a gap to identify leadership competencies required to enhance the performance of projects in a cross-cultural environment, specifically, China Pakistan Economic Corridor. The objective of this research is to examine the impact of Western leadership competencies and the Chinese Confucius leadership competencies on the performance of CPEC projects. This study employed semi structured interviews and survey questionnaire instrument to collect data from the executives and managerial staff of both China and Pakistan working on CPEC projects. For the sampling, the convenience sampling method was used due to the availability and willingness of respondents of the study. In this study, a mixed-method approach was adopted where 350 survey questionnaire responses were collected and 20 semi-structured interviews were conducted. Furthermore, different analysis techniques were used including factor exploratory and confirmatory factor analysis, correlation and regression analysis by using SPSS and AMOS software. The findings of quantitative data analysis indicated that achieving self-awareness and Yi (impartiality/fairness/justice / righteousness) have positive effect on project performance. Furthermore, qualitative results show competence leadership as the most composite leadership that can improve the outcome of the projects in the context of CPEC. Based on findings of both quantitative and qualitative data, project performance can be enhanced further through cross-cultural leadership competencies, if adopted appropriately. To achieve high project performance, a deep-rooted understanding of leadership competencies like critical analysis and judgment, vision, strategic perspective, leadership's engaging communication and self-awareness (H1a, H1b, H1c, H1d and H1h) is essential. The result also highlighted that Confucius competencies of Virtue/ethics, wisdom and faithfulness (H2a, H2b, H2d and H2e) are distinct competencies that are necessary for the leaders to be engaged in cross-cultural projects. The implications suggest organizing of short training programs, skill development of cross-cultural managers, cross-cultural exhibitions, pre-deployment exposure visits, and publishing a guidebook to address diversity, maintaining good relationships with the key stakeholders and establishing conflict management mechanisms to address cultural diversity.

**Keywords:** Cross-cultural leadership, Competency leadership, Confucius leadership, China Pakistan Economic Corridor Projects, Project performance.

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## LIST OF ABBRIVIATION

IQ	Intelligence Quotient
EQ	Emotional Quotient
MQ	Managerial Quotient
CPEC	China Pak Economic Corridor
BRI	Belt & Road Initiative
GLOBE	Global Organizational Behavior Effectiveness
PDI	Power Distance Index
EEF	Enterprise Environmental Factor
OPA	Organization's Process Assets
HRM	Human Resource Management
PM	Projects Management
PMI	Projects Management Institute
MNEs	Multi National Enterprises

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# CHAPTER 1

## INTRODUCTION

CPEC is largest cross-cultural project in Pakistan's history in which joint coordinated approach is intensely required to achieve projects objectives. This chapter is aimed at offering an overview of the research study on the issue of project performance under CPEC, a brief description on the aspect of leadership and its application in cross cultural projects, differences in Chinese and western leadership philosophies and the details of the CPEC projects.

### 1.1 Background

The era of globalization since early 1990s and the advancement of technology have improved connectivity that provided the means to promote inclusiveness and human interaction. According to Professor Ian Goldin, professor of Globalization at Oxford University, the results of globalization have brought immense benefits and better things for more people more quickly with 2 billion people lifted out of poverty (Goldin & Mariathasan, 2014). Conversely, the impact of local events across the borders due to the financial meltdown and pandemics has increased as a response to rapid globalization (Hussain, 2019). Similarly, the surge in the speed of connectivity around the world has made international cross-cultural projects a common phenomenon for organizations that require their leaders to work with and lead the increasingly diverse group of people from an increasingly diverse location. Thus, globalization results in a cross-cultural workforce which can be seen as an advantage for organizations to improve performance (Eriksson & Hägg, 2016). The challenges of globalization, technology changes and advancement require the development of new management and leadership practices that can improve performance and effectiveness and as the growth of the economies takes place, this also increases the firms' international activities in various countries (Kraus et al., 2018) and the "born global" firms incorporate internationalization as a crucial pillar of their business (Bouncken et al., 2015; Zander et al., 2015). The development of organizations to multinational entities come across differences in cultures that affect the relationships, commitments, teams' decision-making and other social interactions to address the issue and accrue the desired outcome (Drache et al., 2019).

According to the World Bank's report (2018), a considerable part of the world's gross domestic product is almost entirely project-based. Usually, projects are cross-cultural and multi-disciplinary and this can be seen more evidently in the international projects and organizations that are global. The management of cross-cultural projects contributes towards value creation around the globe (Anbari et al., 2009). Similarly, mega projects with cross-cultural teams are managed differently and they fall under the category of complex projects (Brady & Davies, 2014). Therefore, such projects and their management have been gaining attention amongst the industry as well as academic experts. It is not necessary that the core beliefs and values of the national culture of a country guide its people's behaviors at projects. As a result, enterprises working on projects with cross-cultural teams or virtual teams may have different enterprise culture not similar to national culture. The challenges related to cross cultural teams are rapidly increasing as there are frequent cross border acquisitions, alliances, joint ventures and mergers with organizations working on cross cultural diversity so that projects' teams can work across borders (Daft, 2015).

According to Yazdanmehr et al., (2020) leadership has been studied in a variety of contexts. The concepts of leadership and culture are amongst the most discussed topics after globalization (Tsai, 2011). Several studies on leadership effectiveness have been conducted (Deng & Gibson, 2009) and several studies and research have also been done on cross-cultural management competencies (Heath et al., 2017). However, according to Snaebjornsson & Edvardsson (2013), there is also a need for more research on leadership in a cross-national context (2013). This has increased the focus of leadership literature in academia on cross-cultural leadership research and the growing interest in the subject makes its application in management necessary (Avolio et al., 2009). The majority of leadership studies so far have been conducted in the West, and leadership theories have been developed in the Western context making them very limited in their applicability to different economies and cultures (Snaebjornsson et al., 2015; Yuki, 2010). Similarly, while more and more projects are being executed successfully using multicultural teams, the management of such projects with varying stakeholders, work ethics and cultural requirements is no less than a challenge as cultural differences often increase the instances of conflicts (Giri, 2019; Mohammed et al., 2008). Dietrich et al. (2010) highlighted that leader needs to be culturally sensitive as well as promote creativity and motivation through flexible leadership. For

the successful execution of cross-cultural projects, a project leader needs to be not just aware of the local culture, but also of the project stakeholders (Khairullah & Khairullah, 2013). Leaders must grasp the cultural, social and behavioral tendencies and be adaptive towards the policies ensuring mutual growth, improving performance in networking and strategies to achieve desired results (Busch et al., 2013).

There has been a wide range of research on the development of cross-cultural topics and related disciplines, but there have not been meaningful systematic analyses of cross-cultural leadership and management (Barmeyer et al., 2019). According to Ahsan (2018), cross-culture is a process of offering comparison or dealing with different cultures and leadership skills that are critically important to such an environment. While all leadership theories are used to develop further theoretical research, however since the 1940s every school of thought has chronologically been popular for a decade or two. Dulewicz & Higgs (2003) stated that these studies have explored cross-cultural leadership and have embedded it within the management leadership literature which has evolved over the last seventy years and includes main leadership schools of thought: i) The Trait School, ii) Behavioural School, iii) Contingency school, iv) Visionary School, v) and Competency School. The discussion of leadership competencies has also evolved through the research on comparing leadership best practices in enterprises and national cultures. These amongst other include (Hofstede, 1984), Schwartz and Global Organizational Behaviour Effectiveness Research Project (GLOBE), which are amongst the most known in the Western leadership literature (House et al., 2004).

The competency school of leadership is currently the core focus in management leadership literature as it encompasses factors and attributes from all other five schools (Turner & Müller, 2005). Hence, the competency school of leadership remains one of the core theoretical frameworks for this study. By using the Competency School in the West, and the Confucius school in the East (China), as focal leadership theories in this study it is aimed at comparing the two in light of cross-cultural leadership competencies vis-à-vis the CPEC projects.

The competencies and actions of the leader are also shaped by changing organizational culture. Distinct factors have been involved in affecting the performance of mega projects where competencies and attitudes of leadership are of vital importance.

Leadership brews social influence too through maximization of efforts to achieve goals (Brady & Davies, 2014). Leaders who are competent and possess skills and competencies affect the team performance and hence the overall performance of the project. The performance of the project leads to the success of businesses and this, in turn, contributes towards the performance of the organization. To stay ahead of others in this competitive global business world, and to mitigate the risk of cross-cultural projects, such businesses and organizations adopt cross-cultural leadership competencies when it comes to managing multinational projects (Sennara & Hartman, 2002). The differences in culture can either lead to miscommunication and difficulties or can lead towards bigger perspectives and creativity. The vast literature available needs to be used by multi-cultural project teams to enhance their performance (Bissessar, 2018).

Many studies have highlighted that project performance is often measured through the “Iron Triangle” which focuses on the cost, time and scope of the project. Project performance is not only limited to the performance of project management but it also extends to measure project performance indicators such as customer satisfaction (Biafore & Stover, 2012). However, despite so much research and available knowledge on project performance and success factors, many projects still fail to achieve targets and therefore require further in-depth research Buchanan, Dai & Wells in (de Carvalho et al., 2015)

Today, China is becoming the world’s leading economic power fastly. Chinese companies which were predominantly restricted to functioning out of their own country are now getting increasingly involved with international markets (Wang, 2019). Business managers around the world believe that it is now imperative to understand the management and leadership of the Chinese. Until the modern period, China did not pursue the concept of “project performance ” in the Western sense. However, with more interaction with global partners, their approach is witnessing a significant change (Chong & Grzymała-Moszczyńska, 2015). The project leads of China and experts now have access to the academic and practitioner-oriented writings of the West and they also gained experience by working with other countries, therefore, there has been a change in the thinking of the Chinese business executives. Chinese culture gives them their identity; however, these are actively looking at other leadership philosophies overseas to develop better leadership capabilities (Zhaoguang, 2018). Similarly, many countries are

benefiting from the Chinese experience through cross-cultural projects and collaboration and information exchange such as cultural and academic exchanges (ESCAP report, 2017).

The six major Economic Corridors in BRI (Maçães, 2019) include New Eurasian Land Bridge, the China-Mongolia-Russia Economic Corridor, China-Central and Western Asia Corridor, China-Indochina Peninsula Economic Corridor, Bangladesh-China-India-Myanmar Economic Corridor and China Pakistan Economic Corridor (CPEC) is the flagship project of the Initiative (Jing, 2018). The betterment of the development projects and people-to-people interaction of the countries that are under the Belt and Road Initiative including Pakistan can be contributed to the connectivity. Moreover, this also helps in tapping the maximum market potential within the region thereby enhancing the investment and trade opportunities. China is also exploring options to export excess industrial capacity and encouraging Chinese enterprises to look for opportunities outside China as part of a coordinated overseas investment strategy (Jeremy Garlick, 2020). Moreover, this also leads towards massive job creation, enhancing cultural exchange, mutual learning between the countries, and contributing towards prosperity. More than 60 countries are connected through the land corridors and different challenges needs across different regions are addressed through these corridors as these corridors enhance the connectivity between the countries and China thus increasing people-to-people interaction. These also foster trade, and lead to improvements in information and communication technology and improve people-to-people interaction. Varying stages of development are covered that have different cultural teams providing open and inclusive platforms for development and interaction between countries along the new silk route (Garver, 2012).

Various mega projects are being executed in Pakistan by the Chinese companies in the CPEC portfolio. The different backgrounds and cultural differences in China and Pakistan are prominent which result in cross-cultural communication barriers for people in the two countries (Karim Khan, 2019). The main differences are customs, religious affairs, diet, festivals, gender views, views regarding marriages, work practices and communication (Routamaa & Hautala, 2008). The performance of the CPEC projects depends on the competencies and actions of the Pakistani and Chinese project leaders working in changing cross-cultural organizational environments as the difference in cultures and communication styles may cause misunderstandings and conflict

undermining the overall performance (Eberle & Bradley, 2019). As CPEC unfolds, cross-cultural leadership, as well as project management challenges and risks, need to be addressed.

The CPEC venture embarks on a comprehensive and strategic approach to strengthen and support the infrastructure, agriculture, manufacturing, energy, Information Technology, real estate, tourism, and other sectors and the timeline for completion of related projects have been identified (Bhattacharjee, 2015; Hussain et al., 2017; OPF, 2017). According to Khosru Bakhtiyar, Minister Planning of Pakistan, this project engages a cross-cultural workforce and leadership at cross-cultural levels (Nov 2018). CPEC is the most significant cross-cultural project both countries have undertaken since 1947. While it is important for the Chinese to establish their connectivity with the West, it is enormously important for Pakistan to stabilize its economy and restore peace with its current state of the economy with untapped resources and manpower, especially Human Resource (Snyder, 2014). The relation between China and Pakistan will become stronger through the economic corridor which has a length of 3,000KM and runs from Gwadar to Kashgar. The completion of the entire project will take several years and the budget is estimated to be over \$46 Billion (Arrfat, 2017). It is expected that through CPEC Pakistan becomes the regional economic hub under the project through the massive investment and the growing ties between Pakistan and China will grow stronger. Overall, the project is promising; however, some argue that the challenges and opportunities need to be critically evaluated in a cross-cultural context (Syed, 2018).

CPEC is also expected to bring positive economic impact beyond the borders which include Iran, India, Afghanistan and nearby regions. As the geographical linkages between the countries enhance through rail, road and air, therefore, there will be more growth opportunities and the academic and cultural and knowledge exchanges enhanced. Moreover, this also leads to an increase in trade and more profitable businesses (Khan et al., 2014). A win-win model is created as the cooperation will enhance between the countries and the entire region is well connected with shared development, harmony and destiny (Blaskovics, 2014). Results of these mega projects are impacted due to various factors including managing the cost, time and Scope of the project. Till November 2019 total employment on CPEC projects is 60, 000 and 68 % of which are Pakistani employees and the remaining Chinese (CPEC fact book, 2019).

Summary of job estimates for technical and non-technical work force for the establishment of 43 projects till 2030 (Annex A).

According to Syed (2018), with an increase in the number of Chinese firms working on CPEC, there is a growing need for cultural and public relations. Similarly, the Chinese expatriate managers working on CPEC in Pakistan face challenges due to cultural differences, language barriers with local employees, turnover and employee motivation (Leung, 2019). The changing environment requires an understanding of leadership philosophies and develop competencies for handling cross-cultural teams. This is not the first research paper on Chinese leadership philosophies and practices with western practices and various comparative studies have been conducted however, there is a gap in research on projects with cross-cultural teams. The current research work covers the deep gap in research, practices and understanding the Chinese leadership and management as China is moving towards being central in the globalized economy (Chen, 2008).

## **1.2 Problem Statement**

Business expansions concomitant to globalization multiply the chances of diversified working environments leading to cultural differences and different leadership styles emanating from diversified social backgrounds create complex working environments (Turnbull et al., 2012). Furthermore, the difference in leadership competencies in cross-cultural projects generates numerous challenges, especially due to the inherently different social environments (Mendenhall & Bird, 2013). This requires identifying and acquiring leadership skills that can manage and improve the performance of a cross-cultural workforce. Hitherto the leadership styles focused in single model studies evolving from indigenous project management academic and practical discourse (Strielkowski et al., 2017). Similarly, Sunzi & Griffith, (2005) highlighted that foreign enterprises offer high compensation packages compared to domestic companies attracting a large number of local employees but that often results in cross-cultural challenges. So, there remains a focus on cross-cultural model of project management. Confucius's beliefs which are widely followed in China and are in contrast to the cultural and religious beliefs in many of the partner BRI countries, are a new phenomenon which may create some problems for successful implementation and performance of the projects (Eberle & Bradley, 2019).

Through the application of clear and concise leadership competencies in the management of the project many issues could be avoided which has the potential to affect the project's performance. Similarly, if the cultural differences within an organization are managed properly and transform an organizational environment, this can enhance the advantage for the business and also develop sustainable and strong internal relationships (Eriksson & Hägg, 2016). However, not all organizations consider these advantages of cultural diversification to be sufficient to recognize it in everyday managerial transactions. The question remains on how to best develop leadership competencies in the multicultural environment and address conflicts and issues arising from the environment as conflict impacts the performance of teams. Since the inception of CPEC in 2013, the issue regarding cross-cultural leadership and project performance has raised the question and need for a suitable model of cross-cultural leadership that can be applied to different projects within CPEC. This is also coupled with other integration and cultural issues on a more societal level faced by Chinese teams in Pakistan (Lin, 2017). Chinese employees and officials generally abide by rules given by leadership Drache et al., (2019) there exists a need for suitable cross-cultural leadership in CPEC projects. Moreover, CPEC projects require effective leadership skills to manage stakeholder relationships for optimal performance and execution of the high employment investment projects (Drache et al., 2019). As the progress of the project and the scope of CPEC expands, more and more cultural, commercial and community conflicts including labor issues may occur which would require careful handling to ensure performance (Leung, 2019). CPEC projects have brought both investment and cross-cultural challenges of unprecedented nature, however, since its inception, there is no unified way to manage cultural diversity (Anwar et al., 2018). As per Rehman (2020), the dynamics of public and private partnership in CPEC have changed and have increased the issue of finding the right management technique for overcoming cultural differences and to manage a cross-cultural workforce (Hussain, 2019).

### **1.3 Gap Identification**

Leadership is a complicated research area and it gets complex with the addition of the component of cross-culture (Homan et al., 2020). Extensive cross-cultural leadership research is still very limited (Snaebjornsson et al., 2015). In the contemporary studies of leadership in a cross-cultural scenario, the studies have focused



on specific management methods and little focus on cross-cultural leadership during project execution. The difference in leadership practices generates challenges in a multicultural project environment, (Bird and Mendenhall, 2013). Previous research on comparative studies between the Western and Eastern nations regarding cross-cultural diversity has not focused on leadership competencies and practices and it should be mentioned that studies regarding leadership competencies and their application on CPEC mega project in Pakistan are fairly novel and in their embryonic stages (Afzal et al., 2018). Therefore, there is a need for more studies on the topic to understand the implications on project performance in CPEC scenario and while some researchers have worked on the cultural impact of CPEC, limited research has been found on differences between cross-cultural leadership and practices in Pakistan and China (Asif et al., 2019). Additionally, the Impact of culture and its impact on the performance of a cross-cultural mega project needs attention for achieving desired results in contemporary projects. (Blaskovics, 2014). This provides a platform for undertaking theoretical research and would contribute towards filling the research gap.

#### **1.4 Research Questions**

The research questions of this study are as follows:

- 1) What is the impact of Western competency leadership competencies on the performance of CPEC projects?
- 2) What is the impact of Confucius leadership competencies on the performance of CPEC projects?
- 3) Which cross-cultural leadership competencies are more effective to improve the performance of CPEC projects?

#### **1.5 Research Objectives**

1. The Main Objective of the study is to explore the impact of cross-cultural leadership on CPEC projects.

The specific objectives of the study are:

- a) To examine the impact of Western competency leadership competencies on the performance of CPEC projects.

- b) To examine the impact of Confucius's leadership competencies on the performance of CPEC projects.
- c) To determine the effective cross-cultural leadership competencies required to improve the performance of CPEC projects.

## **1.6 Significance of the Study**

Leadership and culture have been debated widely in the literature. Today is arguably the most opportune time for this field as the focus of leadership is not only on own performance, but also on the followers, culture, and a broader spectrum of different types of organizations like non-profit, multinational, public-private and SOEs, etc. In the contemporary studies of leadership in a cross-cultural scenario, the studies have focused on the specific management methods and little focus on cross-cultural leadership during projects and impact on performance. The difference in leadership practices and competencies generates numerous challenges in a multicultural project environment. Studies on managing cultural risks in international projects have identified “project leadership” as one of the main factors that have an impact on a project’s effectiveness and performance. Moreover, the literature on project performance does not directly address the impact on the performance of a project due to the leadership competencies of the project manager.

There is an increasing number of comparative studies being conducted to determine the best cross-cultural leadership within China; however, fewer studies have been carried out to study Chinese organizations and firms that are working abroad in cross-cultural environments. Moreover, no published study was found that researches the difference between cross-cultural leadership and practices between China and Pakistan based on project management practices. Since the two countries are working on the next phase of advancing CPEC with high standards and building CPEC into an exemplary Project of high quality, a study to understand the leadership practices becomes imperative.

### **Theoretical Significance**

By analysing and comparing the two most commonly used leadership Philosophies in “East” and the “West”, the study aims to determine which one or a

combination of the two leaderships' competencies are most appropriate for the cross-cultural management of CPEC projects. This study also aims to provide an in-depth insight into the cultural context of leadership strategies through projects under CPEC. It gives proactive insight to the researchers, government policy makers, analysts, business executives and HR professionals working in China and Pakistan. Hence, it benefits not just academics, but policy makers, HR professionals and consultants of both countries to address and highlight related solutions and policies keeping in view past understanding, cultural differences between the two nations and required flexibilities at both ends to continue long term harmonious relationship in the modern business world. The current study fills the literature gap present in cross-cultural leadership studies and helps team leaders to address cultural issues and challenges through the application of leadership competencies that can help achieve project performance and outcomes. This research work is an important step to cover the gap between research, practice and teaching of cross-cultural leadership. Moreover, most of the research and studies on cross-cultural leadership compare the leadership of a certain nation, organization or institution. Hence, this study serves as a new addition to cross-cultural leadership by studying a bilateral project of this magnitude in which two states having different cultures and are fully involved and participating on an equal level culturally. This study further aims to fill the research gap by analyzing the impact of cross-cultural leadership projects and recommends leadership competencies that suit best in a portfolio involving a Chinese team. This study will serve as a guiding framework for cross-cultural project management research of enterprises. It will be an addition to the research on the said subject with the case analysis of CPEC. Moreover, it adds to the literature on CPEC which will be beneficial to future researches on CPEC from any perspective or multi-disciplinary approach.

### **Practical Significance**

Keeping in view the significance and prevalence of cross-cultural CPEC projects management, this study attempts to add to extant literature as there remains a gap for assessing cross-cultural leadership impact on project performance vis- à-vis China Pakistan environment projects e.g. CPEC, due to the project itself being quite recent with the Memorandum of Understanding (MOU) being signed in 2013. However, the magnitude of the project can be realized by the amount of investment it bears i.e. \$49.6 Billion. Moreover, in the process of literature review, it was observed that

considerable research has not been done on China-Pakistan cultural aspects and their comparison. Therefore, since CPEC is one of the leading projects in BRI and is based on a broad framework with multiple sectoral projects, any study on improving performance can have a long-term impact on leadership development for the projects' effective implementation. This research also provides a new agenda for future research on leadership in diverse teams. By identifying the competencies, this study helps practitioners to address the challenges of diverse environments and manage cross-cultural conflicts and leadership issues arising due to it. The entrepreneurs and practitioners, even the diplomats can be equipped with the pertinent information on the development of CPEC projects from the cultural and social perspective which at the broader level is comprehended to be an organizational issue but is embedded in society. This can help as there are continuous periodic meetings of Joint Working Groups at the government level and also regular interactions at the organizational level.

## **1.7 Structure**

The study comprises five chapters. In the first chapter background, problem statement, research questions, research objectives, significance of the Study are discussed. Chapter 2 reviews the literature on Cross-Cultural Leadership, Western Leadership, Competency Leadership, Chinese Leadership, Confucius leadership, Project Performance, CPEC, theoretical framework, hypotheses for the study. In chapter 3, research design, population & sampling, data collection & using techniques, instrument, source of data, variable specification, unit of analyses, construct validity, pilot study, demographic variable and ethical consideration, are discussed. Chapter 4 examines the data that is collected from the respondents. Various tools have been used to analyze the data accordingly. Lastly, in chapter 5 discussion is made based on the results obtained and concludes the study, highlighting the limitations/delimitations and providing suitable recommendations for further studies.

## CHAPTER 2

### LITERATURE REVIEW

This chapter aims to provide the readers a detailed review of the available literature on the definitions, contemporary issues, studied variables and the context within which this study has been prepared. Furthermore, it reviews the CPEC projects and various factors affecting their performance. This also presents hypotheses developed based on the existing literature and theoretical underpinnings on cross-cultural leadership competencies, in addition to the research model of the study.

#### 2.1 Cross-Cultural Leadership Studies

Leadership has become one of the key research topics in the 21st century and the subject itself makes the study of leadership from various aspects to be a necessity rather than a peculiar exercise (Strielkowski, 2018). According to Dulewicz & Higgs (2005), leadership has been learned through various traits of human behavior. Likewise, the literature review of Higgs (2003) identified six different and more essential schools of leadership. They were grounded on peculiarities, exigencies, emotional intelligence, imagination and competencies. All of these leadership schools and philosophies were created over individual characteristics and personal competencies. We can also say that it was the amalgamation of knowledge and skills that crafts a leadership which is a mix of various traits (Adair, 2018). The principles of leadership had been developed from the start of civilization. Leadership principles were documented in Egypt written in 2300 BCE and the same was even defined by Lao-Tzu and Confucius however, they are evolving with changing environment (Bathurst & Chen, 2018). The influence of a leader is vital for efficiency and productivity (Chan et al., 2019). Similarly, leadership promotes and creates an environment of effective communication and promoting new ideas. (Begum et al., 2020). Over 300 definitions of leadership and several studies on leadership effectiveness Over 300 definitions of leadership, there are 221 definitions of the leaders that have been defined in 587 publications including defining Leadership as the process in which members interact and lead in varying situations. According to Drucker (1996), a leader is simply someone who tends to have followers. Leadership is also defined as having knowledge regarding oneself, having a well-communicated vision, the ability to build a relationship, and the ability to realize one's own potential

(Adair, 2018). Leadership is also termed as the motivation for persuasion of people to set aside their apprehensions and pursue a communal goal (Hawkins & Dulewicz, 2007)

Most of the widely used research based on leadership has emerged in the West and is grounded on American leadership standards. In the contemporary era, however, additional leadership literature of the East is being explored and worked upon in different research studies. That is why leadership research is very relevant and widespread for instance, one of the eminent studies is Hofstede's cultural dimensions (Snaebjornsson et al., 2015). Shenhar et al., (2007) also explored project management research from a team/leadership view. It is integral to develop good leaders and their competencies for the betterment and growth of an organization. Leadership in itself is a tricky research area and it gets intricate with the addition of the component of cross-culture (Homan et al., 2020). A workable framework and understanding first need to be developed for cross-cultural leadership to get optimum results. A manager is also referred to as a leader with high managerial competencies and cable to motivate employees and work as a team (Raisiene, A. G. 2014). Ahmed et al. (2013) stated that future project leadership will be challenging and will be required to produce change and set direction to cope with change and also highlighted the subtle difference between a project leader and a manager. Leaders act as the change agents and they impact people more than normal people (Snaebjornsson & Edvardsson, 2013). Lastly, leadership competencies are personal attributes that bring superior performance and help exceptionally perform their jobs in different cultural environment (Awad S. Hanna et al., 2017).

Accordingly, Bohner & Dickel, (2011) defined culture as "the means through which people develop an attitude". Culture is made by the interaction of people which determines how they interact further and also is crucial for managing change within an institution (Mühlhahn, 2019). According to Northouse, (2013), culture is the learned beliefs of distinct norms, traditions and symbols which are very common among the locals. With the advancement of technology, industrialization and economic development, a fundamental paradigm shift is affecting national and global leadership cultures, especially those leaders that have lived in other countries for some time (Bissessar, 2018). In this era of globalization, leaders working in multinational enterprises (MNEs) are driven by new advancements in technology, regional integration and support from the governments seeking to increase their sphere of business influence

by entering the new promising markets (Strielkowski et al., 2017). Schein and Schein (2018) in their book “leadership and culture” argue that culture has become a popular research area and various organizations are expanding their focus on the role of cultures to deal with differences. Hofstede (2001, 2007) has argued for the need for a favorable framework and the change in business approaches due to diversity brings competitive advantage. He stated that cultural differences arise due to the differences in the shared values. He further argued that at times culture is not applied appropriately in research works due to a lack of theoretical justification. Therefore, in cross-cultural research works it is necessary to address what we are comparing, units of comparison and the phenomenon under study. Homan et al. (2020) further stated that in cross-cultural research works it is necessary to identify that whether organizations in the countries under study have different characteristics and whether the differences exist due to the cultural difference.

Moreover, special emphasis is given to how the role of leadership varies with the age of the organization from inception as the cultural issues vary at each stage. How culture change is managed at each stage and in different types of organizations is emphasized as a central concern of leader behavior (Johan Larsson & Stig Vinberg, 2010). It is worth highlighting that while the historical data on culture and leadership is very rich and deep-rooted to discuss, Western cross-cultural leadership research, started during the Industrial Revolution, whereas, Chinese research, started during its economic reforms (Zhao & Jiang, 2009). Similarly, according to Zander et al., (2012) leaders have to face various challenges because of unsure, unsettled and intricate changes in the environment and the culture. This increasingly global competitiveness makes leadership selection and development crucial for multinational corporations working in varying culture (Caligiuri & Tarique, 2012; Miao et al., 2018).

However, it must be kept in mind that the word “culture” itself signifies the intricate set of concepts and values (De Mooij, 2017). Similarly, establishing and exploring what affects cross-culture leadership is imperative (Avolio et al., 2009). Müller & Turner, (2010) has shown how cultural disparities influence the genres of project management and communication. Different competencies have been examined and how cultures impact the communication and performance of the projects (Hamamura et al., 2018). Similarly, Yang, (2012) explained that linguistic and communication hurdles and different cultural variations which are associated with work

are the main areas of discussion. Another hypothesis that is shared amongst many cultural studies and literature on culture is that culture shapes people's attitudes and values which then directly affect their interaction, including leadership (Ayman et al., 2012). At various levels, enterprises work in cross-cultural environments frequently. It is therefore important for these enterprises to adopt the best cross-cultural leadership competencies to ensure desired performance (Ahsan, 2018). King & Zhang, (2014) conducted a literature review of 646 studies on Western and Chinese leadership to identify the attributes of leaders and highlighted that a large number of recent research focused on Western leadership and management principles and while Western leadership principles vary to some extent across European and American cultures, it was found completely distinct from Chinese leadership principles. Chinese business leadership continues to follow traditional, long-established Chinese approaches (Gutierrez et al., 2012; McGregor, 2010). King & Zhang (2014) also recommended that in any cross-cultural environment, Western leaders need to understand the importance of Chinese values and further research may determine the extent to which Chinese leadership philosophy can be combined into Western management theories for a better performance of the leader.

Cullen & Parboteeah, (2008) also stated that the culture and international business cannot be separated because the culture is embodied with distinct shared beliefs, different norms, different cultures among a distinctive group of people and managers must understand the cultural diversity and its dimensions. The enterprises' management has used different conventional approaches to a culturally diverse workforce and to solve different cross-cultural hitches in globalization. According to Jacob (2003), the relationship between local and expatriate culture is very complicated and the local culture influences the expatriate corporate culture in numerous complicated ways. Furthermore, Dunn et al. (2012) also explained a leadership model which consisted of leadership awareness of culture and the purpose for strengthening leadership. Muller & Turner (2010), examined leadership competencies through different types of projects. According to Livermore (2010), the research analysis has shown that 90% of leadership from around 68 countries highlights that cross-cultural leadership is a management challenge. Caligiuri & Tarique (2012) have advocated that cultural tolerance, flexibility within a culture and ethnocentrism all are associated with leadership competencies. Homan et al. (2020) argue that when diverse teams are



experiencing inter-group bias, team leaders should try to prevent this by stimulating cohesion. However, interaction amongst people of different organizations belonging to different cultures working on multinational projects such as CPEC remains an issue, and there is not much research available in the context of which leadership competencies are apt for such projects, let alone comparative studies (Toor & Ofori, 2006).

Day & Antonakis (2012), has stated that there has been a need to have cross-cultural leadership and the leaders need to select the most appropriate leadership competencies to be successful in various cultures. For instance, leadership varies from culture to culture. Therefore, one culture may be appropriate for another culture but not for the others. Furthermore, when we talk about employee behavior, culture acts as the peripheral source of influence on individual behavior within the organization (Bissessar, 2018). There exist strong disparities between management and leadership but organization performance is related to management. In a study on intercultural management, Jacob, (2003) argue that employees working for multinational companies would prefer to see a variance in the leadership skills of their expatriate team and the leadership. It was further emphasized that there can be errors from the expatriate side due to a lack of awareness regarding the culture and its effectual management practices. Likewise, the West is seen largely as a relatively homogenous region in terms of application of leadership (Raisiene, A. G. 2014). Toor & Ofori, (2006) stated that the leadership competencies are the amalgamation of the leaders' understanding regarding situations and cognitive information. Further, Yan & Hunt, (2005) presented a theory about society and culture and how they influence each other. He also stressed the influence of leadership discernment its process of followers and the techniques of how they perceived leadership and its efficacy. Ahmed & Philbin, (2020) in their literature review has highlighted that leadership competencies are a critical factor. Similarly, cultural diversity contributes to learning and is a vital reason for better performance and a broader base of concepts and ideas. Leaders are, therefore, looking at cross-cultural understanding while working abroad (Daft, 2015).

Henry Kissinger (2012), stated that the Chinese system and culture are very distinctive from the western approach and need to be understood. A new perception of interaction and management of cross-cultural teams have emerged and this has made various companies to compete in the global markets and this has enhanced the human resource mobility around the world and has led to the cross-cultural interaction

challenge between the workforce belonging to different cultures (Barmeyer et al., 2019) argues that when Multinational Companies or Organizations Expand In The Global Market then there tend to be major concerns related to the shortage of suitable leaders who can deal with the cultural challenges and there is a higher rate of failure of international assignments. Cross-cultural leadership is also viewed by 90% of the leaders from various countries as the top most management challenge (Livermore, 2010). Therefore, there has been a keen focus on bridging the skill gap of competent managers (Annual Global CEO survey, 2011). Therefore, developing cross-cultural leadership is integral and it is also important to determine what characteristics or attributes develop an effective cross-cultural leader.

The understanding of the national and enterprise cultures has also become imperative for cross-cultural similarities and differences need to be studied in depth (Matsumoto & Yoo, 2006). This can motivate the people who belong to different cultural backgrounds leading towards productive cultural diversity thereby providing a competitive advantage in solving problems and enhancing the creativity of the organization (Jacob Cherian et al., 2020). Flexible leadership needs to be adopted by the leaders to promote creativity and motivation within the organization which helps in achieving the goals of the project or organization. Since Culture tends to have an impact on the leaders, the performance of leaders, and relationship building of leaders with other team members, therefore, different leadership competencies need to be adopted in different cultures. It is also argued by Blaskovics, (2014) that whenever there is a change in the leader's organization, then the leadership competencies also need to be changed and the present leader needs to have cultural acumen or to be sensitive to cultural differences. Culture has the power to influence, limit and create the behavior of the members of an organization. Therefore, it is integral to build good relations with the project team.

Western cross-cultural leadership research has a century-long history whereas contemporary Chinese research started around 80 Years ago and is comparatively a new phenomenon. However, the same basic pattern in research works has been followed for Chinese leadership without much change (Barney & Zhang, 2009). Many of the Chinese research work that has been carried out mainly focus on western leadership theories such as leader-member exchange and transformational leadership. Chen & An, (2009) found that two-thirds of the literature on cross-cultural leadership of Chinese focuses on

western leadership. Moreover, the theories developed in the West have been used by Western scholars in research works focused on indigenous leaders. Therefore, such theories reflect a lack of knowledge and this also might lead towards misrepresentation of the leaders in the Non-Western context. For example, the studies that make use of the leader-member exchange theory do not capture the member and leader relationship base in China (Hoppe & Eckert, 2007). The Chinese scholars began to study Western philosophers in the late nineteenth century and in 1915 a proposal emerged to open a department of Western Philosophy (Nancarrow, 2009). Table 2.1 reflects the various leadership philosophies:

**Table 2.1 Leadership Philosophies**

<b>School</b>	<b>Period</b>	<b>Main Idea</b>
Confucius	600 BC	Relationships (jen), Value (xiao), Process (li), Moderation (zhang rong)
Daoism	600 BC	Yin Yang (Dark and Light) of the Dao (the way)
Suntzu	400 BC	Art of War (winning the war without fighting)
Greek Philosophies by Aristotle	300 BC	Relationship (Pathos), Values (ethos), Process (logos)
Trait Leadership	1930s – 1940s	Effective leaders show common traits, leaders born not made
Behavioral leadership	1940s – 1950s	Effective leaders adopt certain competencies or behavior leadership skills can be developed
Contingency Leadership	1960s – 1970s	What makes an effective leader depends on the situation
Visionary or Charismatic Leadership	1980s – 1999s	Transformational: Concern for relationships Transactional: Concern for process
Competency Leadership	2000s	Effective leaders exhibit certain competencies, including traits, behaviors, Emotions, Process, Intellect, Different profiles of competence better in different situations

Adapted from: (Chen & Lee, 2008) and (Ralf Muller & Turner, 2006)

In the changing environment, it is important to understand the impact of culture within projects (Hofstede, 2007) and for CPEC projects it is imperative to understand the Chinese and Pakistani cultures. Understanding the culture is important to equip individuals and the organization with the unique characteristics that the other culture has. For example, Chinese culture has different characteristics than western culture and these characteristics need to be understood for the appropriate execution of the projects. MacKenzie et al., (2001) stated that there are high-performance expectations in leadership and this leads the followers to perform better through optimism and enthusiasm. Lin et al. (2013), argued that Confucianism is associated positively with high performance as it enables trust and harmony to be internalized rather than having an emphasis on formal agreements. Confucians stress the family-like relationship within the workplace.

The research study of Gao et al. (2011) suggested that the Chinese managers widely make use of the Chinese philosophy and the same is deeply embedded in their management. Moreover, Chinese employees and project team members are willing to embrace new environments and different forms of organizations which means that they have become open to western leadership as well. A different tone is set by the western leader to achieve desirable values, skills and attitudes that are required for the particular organization and the employees are shaped by making the vision prominent. Western leadership is also based on performance management and good communication which improves project member collaboration (Bond-Barnard et al., 2018).

Eastern leadership follows more traditional approaches and focuses more on the characteristic of the leaders and the followers, gained through personal development (Chen & Lee, 2008). Although Chinese leaders are now working to integrate efficiency, process automation, and waste elimination, however, the role of Chinese leaders is still largely characterized by inspiring the subordinates and leading by example (Schedlitzki et al., 2017; Zhaoguang, 2018). The ethical considerations still hold more importance than the achievement of profit (Ahmed et al., 2003). However, modern approaches now encourage both the east and west to adopt each other's principles. There is no answer that which leadership model or competency is more suitable for project performance and professional life. On one hand, the Chinese consider leadership as an art and focus more on the humanistic and interdependent approach whereas objective results are the core focus of Western leadership. Therefore, it is important that learning is done from

one another and a leadership consisting of characteristics from both East and West is adopted by the leaders. The distinctive character of the Chinese patriarchal Confucian culture with a centralised Marxist-Leninist state under the CCP demonstrates that the Chinese approach is different from the West (Jeremy Garlick, 2020) . Western leaders also make use of self-awareness. This means that a person can understand his/her strengths, beliefs, purposes and talents. If one is aware of the value system of oneself then one can motivate to perform in such a manner that gives satisfaction. Therefore, optimism and self-evaluation enable the leader to gain more followers (Hu et al., 2012).

When new team members of the project experience cultural diversity that they never encountered before, the cultural aspect can be the first bone of contention (Jacob Cherian et al., 2020). Making it important to truly comprehend and create key aptitudes to deal with multicultural groups and improve the probability of progress and performance of the project. It is fair to say that the Chinese project leadership does not have guidelines only from the Chinese leadership theories and practices and as they gather more information of the local practices western/local philosophies and practices have also had an impact on Chinese leaders. Chinese leadership philosophies, business ethics and methods of doing projects take guidance predominantly from the Confucius school of thought and such leadership is also most common in Chinese business practices (Danuser, 2009; Kissinger, 2011) China's centralized system of governance is run based on meritocracy – a key tenet of Confucianism. Confucius's teaching for leaders and followers can be related to the CEOs and managers and their selection based on meritocracy and cross-cultural criteria are likely to accrue positive results and project performance.

Various cross-cultural diversities exist within the project team and these can include the socio-cultural dimensions, attitudes, control, people relationships and motivational orientation. The characteristics adopted in individual countries are based on cultural assumptions and they are not suitable for collectivist cultures (Daft, 2015). Attention is given to relationships factor in cross-cultural projects. In Asian cultures, Guanxi which refers to personal connections is integral for performance (Lai, 2017). Chen, (2008) argues that it is essential to know the norms, beliefs and values of teams to execute the projects successfully. Culture has the tendency to change with time and the cultures need to be identified and understood through careful reading, listening and discussions. The identified beliefs then need to be integrated with the culture of one's

society. Cultural differences can be either a push towards creativity and better perspectives or they can lead towards miscommunication. Managers of cross-cultural projects need to make use of literature to help enhance their performance. As promoted by Confucius in his teachings, intercultural harmony and integration would entail knowledge and exposure to cultures. Such a structure needs to be developed that takes the different constituents of culture into account and it should be flexible so that modifications can be made based on decisions. Intercultural training should be encouraged for the managers in which participants are assigned various tasks and people from different cultures observe their behavior, especially in a turbulent and difficult cultural environment.

There are various challenges that the CPEC projects have to face and cultural difference is one of the main challenges (Sarmad & Choudhary, 2019). Pakistan being once part of the British colonies has naturally absorbed many of the Western leadership competencies when it comes to business and management, however, besides adopting western leadership practices (Khakwani, 2014). In recent years, however, more leadership literature of the East is being explored and worked upon in different research studies. Hence, this literature review focuses on the leadership theories that can be applied to help find requisite cross-cultural leadership competencies to help resolve the issues. This can be addressed through tailor-made training that can develop a general competence on the job where the managers get the opportunity to work in a close environment in the initial phase so that relationship is developed by better knowledge of each other. More such interaction leads to the possibility to overcome many cultural stereotypes (Deng & Gibson, 2009).

## **2.2 Western Leadership**

Most of the research in the last 50 years on leadership happened in the West. According to Larsson, (2017) five schools have emerged in western leadership literature during the last 50 years appropriate in different competitive situations. Turner & Müller, (2005) further suggested that these leadership schools have made distinct contributions. The last of the mentioned leadership schools is the Competency school which focuses on the competencies of effective leaders (Dulewicz & Higgs, 2005). Before studying the latest competency western leadership; it is necessary to first which western leadership philosophies preceded it as provided in table 2.2:

**Table 2.2 Western Leadership**

<b>School</b>	<b>Period</b>
<b>Western Leadership Theories</b>	
Trait Leadership	1930 – 1940
Behavioral	1940 – 1950
Contingency	1960– 1970
Visionary or Charismatic	1980 – 1990
Competency	2000
<b>Western comparative Studies on competencies</b>	
Hofsted’s Study	2001
Schwartz’s Research	2004
Global Leadership Organizational behavior effectiveness (GLOBAL) Study	2004

Adapted by: (Anbari et al., 2009)

Before undertaking an analysis of the literature on western philosophies, the study of available comparative studies on cultural dimensions must be carried out.

### **2.2.1 Western Competencies Comparative Studies**

The first and most famous comparative study on national cultures was conducted by Hofstede, (1980) followed by Schwartz, (2006); Schwartz, (1994) and the most recent has been the GLOBE study. Still, the proportional and widespread cross-cultural leadership exploration is very limited, with one of the famous ones being Hofstede’s cultural dimensions (Snaebjornsson et al., 2015). Geert Hofstede, a Dutch scientist and former IBM employee have added a technique to categorize national cultures, established through empirical research which enables leaders who are working in multi-cultural environments to use the appropriate dimension and technique which brings about maximum positive results and enhances performance in projects and teaches him/her how to deal with different stakeholders belonging from different cultures (Bissessar, 2018). This is very helpful in multi-cultural and multi-dimensional projects

and CPEC is one of such projects (Alawamleh et al., 2019). Hofstede developed a dimensional approach and conducted numerous surveys in the 1960s and 1970s with a sample greater than 100,000 IBM personnel in 50 countries while focusing on the differences in terms of culture at the national and enterprise level. (Browaeys, 2010; Hofstede, 1980; Jacob, 2003). Consequently, a framework of five dimensions suitable for relating the qualities of national cultures were shaped. The five dimensions are known as the Power Distance Index which emphasizes the elements of equality and inequality among different people in the societies. If there are high inequalities of supremacy and wealth between the societies, and if they are to follow a caste arrangement that restricts upward movement, it means that there's a high-power distance ranking. In an organization with High PDI, subordinates are dependent on their bosses with power also limited to a few individuals (Bissessar, 2018). The Uncertainty Avoidance Index (UAI); concentrates on the tolerance intensity for unknowns and obscurity among the societies. The intensified Uncertainty Avoidance grading shows that the country has a less lenience ambiguity and uncertainty which forms a law-oriented social order that establishes laws, rulebooks, guidelines, and wheels to minimize the extent of vagueness (Sunil Venaik & Paul Brewer, 2010). The other actor is the Long-Term Orientation (LTO); Concerns with the long devotions towards these values and to the extent where society clasps such kinds of approaches. Long-term orientation fosters thrifty behaviors, perseverance and adaptation to changing circumstances for future rewards. Conversely, a short-term-oriented society focuses on short-term achievement, and a more individualistic approach (Bissessar, 2018).

The study focused on the individual and collective accomplishment and social relationships including more collective and community-driven initiatives and the extent to which the society supports, or does not support, the conventional anti-feminine exertion role of the male accomplishment, control, and supremacy (Hofstede 2010).

Hofstede, (2001) further argued that the culture of the host country needs to be adopted by the corporations for their efficient management. Moreover, the cultural features need to be assessed by the global managers in the country where they work. Jacob, (2003) argues that the national culture is defined in gross terms by Hofstede and this has been criticized. He believes that a system can shape the values and beliefs of people impacting people's life as systems from different societies or nations are distinct from each other in many dimensions (Hofstede, 1980).



Global Leadership and Organizational Behavior Effectiveness study as comprehended by Robert J. House in 1991 is an extension of the earlier Cross-cultural comparative studies (Hoppe & Eckert, 2007). The GLOBE study presented different dimensions based on uncertainty, collectivism and social collectivism, power distancing, assertiveness, egalitarianism, performance, future and human orientation (House et al., 2004). Some of these proportions are associated with the corresponding proportions from Hofstede. On the other hand, they vary as the GLOBE proportions differentiate amid practices and cultural practices, as divergent to Hofstede.

Another cultural study is the Schwartz (1992, 1994) cultural values framework. While other cultural studies analyze manifestations of human behaviour, Schwartz focused more on social problems (De Mooij, 2017). To investigate the usefulness of Schwartz's study, it is imperative to understand the underlying dimensions of Hofstede's frameworks as they both attempted to compare cultures. Schwartz's value dimensions offer an alternative way to compute cultural distance that may be more appropriate in some contexts. According to Siew Imm Ng et al et al., (2006) Hofstede derived his framework empirically, while Schwartz developed his framework theoretically and Hofstede's power distance is more similar to Schwartz's hierarchy and GLOBE's in-group collectivism shows more results than Hofstede's individualism-collectivism and (Schwartz, 2006). All dimensions include values related to relationships, assertiveness, achievement and performance (de Mooij, 2017). Schwartz's framework (1994) used seven national culture level value types of conservatism, intellectual autonomy, affective autonomy, hierarchy, mastery, egalitarian commitment and harmony. The Schwartz Theory of Cultural Values (Schwartz, 2006) has been widely acknowledged at an individual and national cultural values comparison and provides insight into the conflicts that are likely to evolve in MNCs and recognizes that culture in South Asia is high in the hierarchy and low in autonomy and egalitarianism (Sagiv et al., 2011).

After studying the comparative studies, it is now vital to have a comprehensive literature review of the western leadership theories.

### 2.2.2 Western Leadership Studies

According to Trait Theory, leaders are gifted with certain traits and personality characteristics that distinguished them from others and ignore the assumptions about whether leadership is an ability that is genetic or acquired. Jenkins identified two traits focus on intellectual and personality traits while focusing on the military and non-military leaders (Zakeeret al., 2016). The Contingency theory highlighted that no leadership style can be a stand-alone and is also dependent on the followers with the focus of a leader-subordinate relationship (Bass, 1997). The contingency Leadership developed by Fiedler emerged in the 60s and highlighted the factors impacting leadership effectiveness including task, power, position, skills (Imran et al., 2019). The contingency leadership provided the groundwork for research on situational management theory (Northouse, 2007). The contingency school involves three main aspects (1) leader, (2) followers, (3) situation. A leader must assist the team in finding a suitable path to achieve their goals and then help them to do so. Hence, the performance of the process depends on a combination of all three aspects (Leister et al., 1977). Different theories within the contingency school have emerged suggesting that the leaders should make their abilities contingent on the followers to improve the outcome (Ayman et al., 1995; House, 1971). The contingency school recognizes three main factors of task, authority and team that lead to leadership effectiveness (Ayman et al., 1995).

According to contingency theory, leadership is defined as a procedure of satisfying adherents' needs and of impacting supporters in perspectives and individual ethics. Leaders are key in creating trust, trustworthiness and Leadership competencies play a vital role in increasing employees' commitment (Cortes & Herrmann, 2020). Efficient leaders promote better approaches towards accomplishing project objectives (Northouse, 2018). In projects, commitment is one of the key factors for enhancing performance (Bond-Barnard et al., 2018; Buvik & Rolfsen, 2015; Dietrich et al., 2010).

The next philosophy of visionary leadership that includes transformational and transactional leadership enhances organizational performance. (Ali & Chin-Hong, 2017). Burns, (1978) developed the model of transformational leadership and according to Bass & Avolio, (1994), in the 1980s the visionary school has recognized two main leadership models named Transformation leadership and Transactional leadership.

Transformational leadership has received enormous attention from academicians, researchers and policymakers (Ali & Chin-Hong, 2017). It is based on four aspects which include intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration (Ali & Chin-Hong, 2017). These all are considered to be highly effective for leadership (Leong & Fischer, 2011). Team leaders with transformational abilities promote innovation in the organizations and develop organizational performance (Cortes & Herrmann, 2020), whereas transformational leadership focus to achieve the target. (Chan et al., 2019). According to Jacob, (2003) the Transformational Leader would be appropriate for intercultural managers as a transformational leader is a team player as well, and be prepared to be influenced by, and learn from, other organizational members (Mingzheng & Xinhui, 2014). Transformational leaders set more challenging expectations and manage to achieve higher performance. Their followers tend to be more satisfied and more committed towards the goals (Leong & Fischer, 2011). This leadership model is the most widely studied and promotes novelty, ideas, and execution change (Begum et al., 2020). In development projects, the executive's situations are intricate, requiring the two sorts of administration. With just a value-based initiative, project colleagues would experience issues adjusting to fast changes in development projects (Northouse, 2018). Transformational authority motivates project groups to handle project changes. Till the 90s, scientists advocate for transformational authority to energize individuals' inspiration and creative mind (Homan et al., 2020). Transformational leader inspire followers and encourage them to do more and promote diversity and change (Daft, 2015).

Sarid, (2016) has stated that transformational leadership has many common attributes which are under the influence of distinct cultural backgrounds. However, Spreitzer et al. (2005) has concluded that cultural values and the cultural dimensions have influenced transformational leadership in numerous countries. He further stressed that transformational leadership will be more influential in less conventional cultures such as western culture in western countries. However, according to Homan et al. (2020), transformational leadership can stimulate positive effects of team diversity.

In contrast to transformational leadership, the transactional model focuses on the performance, organization, and supervision of the project. Transactional leaders identify follower needs and influence followers by rewarding based on work performance

(Sarid, 2016). Transactional leadership is based on an exchange process between leader and follower, however, does not promote change (Daft, 2015). However, in contrast, transformational leadership, transactional leadership is less communal and have very little affirmative influence impact in countries like China, where traditional culture is a core part of the business environment, which to a certain degree can hinder the development of transformational leadership (Shao & Webber, 2006). Transactional leadership is composed of three factors: contingent reward leadership, management by exception active, and management-by-exception passive. Perhaps the main difference between transactional and transformational leadership vague is that in the transactional, the leader leads the project in a transactional behaviour, that is, through rewards and penalties. Unlike transformational leaders, the ones who have adopted the transactional approach prefer to keep the status quo by following the same process and avoiding any intellectual stimulation. Such leaders are mainly concerned about scrutinizing their follower's performance to point out fallouts and errors (Vera & Crossan, 2004).

Leaders stress on transactional leadership type because of its emphases on expertise and procedure establishment and routines that are based on the existing rules and structure. In other words, transactional leaders are primarily anxious about following the rules rather than being innovative and creative with project management. This leadership, it is noted, is common in Pakistan (Khakwani, 2014). Hay, (2006) stated that transactional and transformational leadership are two distinct methods of comparison. He said that James MacGregor has explained the difference that transactional leadership deals with tangible incentives and the transformational focus on the inherent necessities such as nurturing the consciousness about different essential outcomes and unique ways to attain those outcomes. In other words, transactional leadership is more submissive while transformational is more demonstrative. The transactional–transformational division has been widely studied through the Multifactor Leadership Questionnaire (MLQ) (Sarid, 2016). All the above-mentioned schools of leadership suggest different leadership competencies are appropriate in varying situations requiring different actions at different project phases leading to the Competency leadership school.

### 2.3 Competency School of Leadership

Following the visionary leadership philosophy, Müller & Turner, (2007) competency model argued that leaders can be made. Hence, competency school includes personal traits and characteristics, as well as knowledge, intelligence and managerial skills (Müller & Turner, 2010). Moreover, it also distinguishes how different competencies can be applied to different scenarios and circumstances. And lastly, under the personal traits and characteristics, the competency school also encompasses the visionary school as it gives the space to build competency profiles based on different forms of leadership (transformational and transactional). All in all, the competency school of leadership is an all-inclusive leadership school of thought that is currently the most popular in the leadership as well as management literature (R. Müller & J. R. Turner, 2007). Furthermore, according to Dulewicz & Higgs, (2003) there are four distinct types of leadership performance determinants such as i) Cognitive, ii) Emotional, iii) Behavioral, and iv) Motivational – which were then further divided into the following 15 competencies within three Intelligent based leadership aptitudes of EQ, MQ, IQ (Dulewicz & Higgs, 2005). These competencies are known for their indispensability for any leadership in a general management context and the organization’s performance during various stages (R. Müller & J. R. Turner, 2007).

**Table 2.3 Competency Leadership Competencies**

<b><u>Intellectual Dimensions</u></b> <b><u>(IQ)</u></b>	<b><u>Managerial Dimensions</u></b> <b><u>(MQ)</u></b>	<b><u>Emotional and Social Dimensions</u></b> <b><u>(EQ)</u></b>
<ul style="list-style-type: none"> <li>• Critical analysis and judgment</li> <li>• Vision and imagination</li> <li>• Strategic perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Resource management</li> <li>• Engaging communication</li> <li>• Empowering</li> <li>• Developing</li> <li>• Achieving</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Emotional resilience</li> <li>• Intuitiveness</li> <li>• Interpersonal sensitivity</li> <li>• Influence</li> <li>• Motivation</li> <li>• Conscientiousness</li> </ul>

Dulewicz & Higgs, (2003) have further simplified the above into three core competencies which form the basis of this study’s theoretical framework vis-à-vis competency school of leadership: i) Intellectual Intelligence Quotient (IQ), ii)

Managerial Intelligence Quotient (MQ), and iii) Emotional Intelligence Quotient (EQ). Müller & Turner, (2010) explained these leadership elements into further three main competent elements called critical analysis based on judgment, vision and imagination and the strategic perspective. The managerial element in leadership competencies is broken down into Managerial Competency of the leader (MQ), which is further divided into 4 competencies by (Dulewicz & Higgs, 2003): the ability to have engaging communication, efficient management of available resources, ability to empower team members, ability to concentrate on simultaneous development, and achieving set tasks/goals comes under the managerial construct of the competency leadership (Müller & Turner, 2010). Emotional Competency (EQ) constitutes emotional, behavioral and motivational elements; however, in particular, it includes 6 following competencies: self-awareness on the part of the leader, emotional resilience, motivational capability, and sensitivity towards team members, ability to exert influence, intuitiveness, and lastly conscientiousness (Müller & Turner, 2010). Dulewicz & Higgs, (2005) discovered the importance of EQ through their earlier research.

Emotional competence is indeed the most significant when it comes to project performance according to the study conducted by Müller & Turner, (2007), however, intellectual and managerial competence is also crucial for project performance. Moreover, what is also important to understand is that three core constructs of competencies such as IQ, MQ and EQ in this school of thought are different than the leadership of the competency school of leadership. While these three core competencies constitute 15 aptitudes, as mentioned above, each of them can be further categorized into three competencies i.e. i) Engaging, ii) Involving, and iii) Goal-oriented (Dulewicz & Higgs, 2003; R. Müller & J. R. Turner, 2007). This helps us determine how the 15 dimensions within the three constructs impact the project performance on different types of projects corresponding to various leadership flair. Dulewicz & Higgs, (2003) in their research work identified that leaders should have IQ, EQ and MQ. IQ contributes mostly towards the performance of leaders (Heath et al., 2017).

### **2.3.1 Intelligence Quotient (IQ) Competency**

The intelligence quotient (IQ) is an essential part of the individual personality which helps him to become a leader. Some argue that intelligence is not mandatory for

the project because many projects have been succeeded without an effective intelligence system. Yang et al. (2014) explained the importance of intelligence in leadership competencies that it creates a pathway for “understanding of knowledge” about the project and its customers. It helps in the recognition of “essential elements” about project performance. According to Ray, (2017) life plays an equilibrium role through Emotional quotient EQ and intelligence quotient IQ. Also, these attributes are pivotal for corporate leadership and management. Good management in any project requires effective and out of the box intelligent ideas for the emotional and managerial development of individuals as well as project performance. He further added that this factor is the first basic criteria for a good project manager because the project examines in many different ways. High intelligence will lead to finding the solution for any evil in very less time because it is a crucial factor within the project. Raja, (2017) defined intelligence quotient (IQ) as a mathematical standardized assessment test to understand human intelligence. He further added that this assessment helps people to understand an individual role in corporatism and the managerial world. A person with a high Intelligence quotient can have high skills in different dimensions within the project. Both Raja & Ray have one thing in common and that is the higher the intelligence level is, the higher the project performance. Heath et al., (2017) critically analyzed the definition of intelligence quotient (IQ) and came up with three major traits of intelligence quotient (IQ) firstly it brings “self-regulation” in the leadership and helps the leadership to examine own self and take steps in the context of the project. The second is, “motivation”. According to them, motivation helps the leader to play his part during the hard times in the project. This motivation maintains the leadership as well as his co-workers to have faith in each other and this is the most important factor in group dynamics. The third one is, “empathy”, and the fourth one is the “social skills”. These develop social skills which help the leadership to have excellent communication with his teammates (Kamran, 2018).

The cognitive role in the project is crucial for project performance. Therefore, human intelligence affects project performance in a significant way which is proved from previous studies (Klagge, 2014). There is an evident relationship between intelligence and performance so if the role of intelligence is placed within the project and analyzed it brings a positive outcome. According to Álvarez et al., (2015), the high (IQ) level comes from different ways such as through parental support and

achievements. This means that (IQ) can be increased through different ways which can help a person. People usually boost their intelligence quotients through different learnings from childhood until professional life. (Zhang & Fan, 2013) highlighted those competencies like Intelligence quotient become the measure of performance in the project. This is because of the inimitable attributes of many personnel and their multiple goals, and the uncertainty of the project. Intelligence creates a unique impact on the project by analyzing different knowledge, skills, opportunities and threats within the project. This can only be understood if a manager has effective (IQ) attributes (Beaujean et al., 2018). Similarly, Esti Junining (2015) highlighted that the competency of critical thinking and analysis skills, are essential including other competencies like strategic vision are required to survive in this globalization era. These IQ competencies help leaders to bring new ideas and encourage innovations.

Kariuki, (2018) stated that the Intelligence quotient is a leadership attribute and sound judgments and decisions making are key competencies of a good leader, Similarly, Awad S. Hanna et al., (2017) highlighted that leaders' vision and imagination bring innovation which is critical in contemporary management. Through his clear vision of the future, he can address and handle several issues and then a strategic perspective is imperative to introduce changes and their broader implications through understanding the opportunities and threats (Nika Gruden & Aljaz, 2018). The presence of strong (IQ) competency help find the way for alternative decisions. Usually, many managers fail to understand the nature of threats due to weak intelligence skills. The weak approach towards project threats sometimes ends up in project failure. However, if the intelligence skills of the managers are effective, they can easily cope with the threats. For instance, reliable leadership is indispensable for any project attainment; leadership comes through personal peculiarity, for instance, the effective intelligence quotient (IQ) level and good communication skills (Long et al., 2016). They further explained that effective communication is only possible if there are sharp (IQ) characteristics within the leader who leads the project. Conflict and other barriers within the projects are common factors and it varies in each culture (Long et al., 2016). Therefore, intellectual qualities predict those conflicts before they arise so that they can be dealt with for the sake of project performance. He further added in their book that intellectual manager always anticipates threats due to different external affairs such as government economic policies, natural calamities, etc. Afzal et al., (2018) claimed that



the foremost apprehension for a manager, team lead and management is the performance of any project. The manager failure can consider the fiasco of any project, therefore, every manager must have these competencies such as (IQ), (EQ) and (MQ) qualities. We cannot sideline the role of the leaders and Project Manager within these projects. He is the backbone of any project and the project is entirely dependent on manager intellectual and managerial skills. Overall, IQ scores and competencies have been under scrutiny since its inception, yet they are been utilized for numerous leadership tasks and situations (Beaujean et al., 2018) and a high IQ helps a leader on an individual level and address some improves capability for making him/her a global leader (Dr. Kerri Heath & Dr lene Martin, 2017).

### **2.3.2 Emotional Intelligence Quotient (EQ) Competency**

Defining emotional intelligence is easy in general but it is a broader and more multifaceted term in the management and corporate sector. As per Dulewicz & Higgs, (2005) several authors have highlighted the importance of EQ in defining leadership competencies. Similarly, Serrat, (2017) stated that emotional intelligence (EQ) includes a leader's abilities such as skills, capacities of individuals, the self-evaluation, self-assessment and management of own emotions. The (EQ) emotional intelligence deals with the emotions of leaders and managers affiliated with the project. Therefore, it is crucial to have emotional intelligence as an attribute. Definition of emotional intelligence EQ is not limited to one single term. Hence, emotions are many and vary from individual to individual therefore understanding the term is not easy. A good project result is only possible if the project leader has the ability to tackle every challenge in the future. Raja, (2017) defined emotional intelligence (EQ) as abilities to generate an assessment of different thoughts that helps individuals to understand the emotional knowledge about different things. He further explained that emotional intelligence regulates and reflects emotions for the development of intellectual growth. The crux of his definition is based on that emotional intelligence is pivotal to improve performance. The emotional intelligence will take time in emotional growth but it creates a sustainable behavioral system for every individual so that he can manage on own self (Klaniecki et al., 2018). The Leader having high EQ also have high "empathy", which is a significant competency that keeps the leader emotionally connected with his team in the project. (Kamran, 2018).

Emotional intelligence is beneficial for the individual and the project performance as emotionally intelligent people remain flexible to change (Afzal et al., 2018). Afzal et al, further stated that emotional intelligence is the mutual human capabilities that are essential to measuring the intellectual qualities of the people and the stakeholders of the project. Emotional intelligence works as a sentimental tool that helps to build an emotional bridge between the project and its associated members. This emotional intelligence also creates an emotional bond between the members of the same project. Miao et al., (2017, 2018) pointed out that Emotional intelligence is important for understanding research-based knowledge about different people. According to their studies, every project contains different human capital divided on the job specialties. Therefore, emotional intelligence creates an invisible bond between them to achieve their objectives. Conscientiousness competency EQ is the combination of distinct abilities and expressions of emotions. It is the quality of igniting the feelings associated with the project and human interface and is the quality that moves the individual toward intellectual growth. Similarly, the competency of self-awareness awareness is the leaders' ability manage feelings in a way to be able to control them and their impact at work place with the competency of emotional resilience in individuals with EQ (Malcolm Higgs and Victor Dulewicz, 2016).

Rezvani et al., (2016) have explained pivotal rapport between the project executives/managers, EQ emotional intelligence quotient and the performance of the project. He uncovered an instrumental connection between these variables. Based on his research we can say that EQ has a momentous influence on project completion within a specified timeframe. Further, if there is no emotional Intelligence among the project members, the project loses its momentum due to ineffective coordination. According to Sunindijo, (2015) the EQ emotional intelligence quotient has an ample part in the Marketing sector and Innovations management. Based on his studies, emotional intelligence creates different ways for people to understand marketing skills and management of distinct innovations during the project so that the objectives can be easily achieved. The primary objective of the manager is to finalize the project according to the market need. Therefore, it requires the manager to have market-based (EQ) as well.

Furthermore, the competencies under EQ include self-awareness includes leader's ability to understand their feelings, Emotional awareness and self-confidence

and then control them. Whereas, emotional resilience includes consistent performance in varying situations and environments. Similarly, the other competency of intuitiveness is the leader's ability to take right and then have the strength to implement them in different situations. According to (Muller & Turner, 2005) interpersonal sensitivity is the competency of assimilating and understanding the different perceptions of others and lastly, a leader must possess the capability of embracing and letting others accept the changing situations and lastly the most critical competence to achieve clear results and make an impact by encouraging others to support the chosen direction. According to Mazur et al., (2014), the performance of the project enormously depends on personal attributes, human skills and more importantly over the proficiencies of the project manager. This means that leadership and team cohesion is more crucial than technical assistance in the project. The project technicalities can only be understood if you have effective emotional intelligence traits to tackle the negatives. Furthermore, Stephens & Carmeli, (2016) explained that people with high emotional attributes utilize their qualities and improve his / her skills for effective communication within the project with project members and other stakeholders, For instance, a study by Mazur et al., (2014) has shown an effective connection between the project performance and EQ emotional intelligence quotients from the discernment of any project manager and the associated project. His studies have witnessed that the manager with effective and elevated emotional intelligence communication is more valuable than those with none or less emotional intelligence attributes.

Further, the affirmed connotation among emotional intelligence and project performance varies from culture to culture and state to state. According to Ashkanasy & Dorris, (2017) the EQ emotional intelligence quotient and the intrusive performance of the project alter the emotions among team members who are working in the long-term project, the timeframe of the projects increase and decrease the intensity of emotional intelligence. This means that the linkage between emotional intelligence and the members is expressed from time to time and culture to culture. The role of emotional intelligence is most effective in construction projects; however, it does not mean that they are less effective for other projects. For instance, the study of (Cacamis & El Asmar, 2014) has shown vital results about the relationship between EQ and project performance in the USA. According to their studies, injection of EQ in the project participants improves teamwork, ultimately results in better project performance.

Further, their studies have also witnessed that the managers of many successful projects have very high emotional EQ scores. Jose Ruiz, (2019) discussed emotional intelligence (EQ) importance in different countries by highlighting different managers from different countries. According to her findings, emotional intelligence (EQ) is key to the management of any project and it provides the baseline for the project. She further explained that emotional intelligence (EQ) is the denominator factor in managers (Miao et al., 2018). A leader with EQ competencies of self-awareness, motivation and self-regulation demonstrates better control to manage varying situations and environments to reduce conflicts and create organizational commitment and stakeholder management (Heath et al., 2017).

### **2.3.3 Managerial Quotient (MQ) Competency**

Managerial Quotient is based on the different managerial competencies of the leader within the project. Liikamaa, (2015) explained the basic managerial intelligence for better project performance is Managerial behavior with his team members. The behavior of the manager is varying with culture due to the social acceptance of managerial competence in different countries. Another is the creative ability and understanding of the gap between vision and current project performance. The managerial intelligence creates the proportions of the creative tension and divides them into different phases. Thirdly, it is decisive for the project manager and the management that it should be self-evaluative during the project so that he/she can act accordingly. The managerial Quotient is directly and indirectly associated with Intelligence quotients and emotional intelligence (Higgs & Dulewicz, 2016). According to Ralf Muller & Rodney Turner (2007), MQ competency includes Managing resources, Communication, Developing, Empowering and Achieving as its fundamental competencies.

As pointed out by Goleman, (2013), managerial aptitude is the pragmatic ability of the leader which ultimately results in effective project performance. Dargahi et al., (2019) conducted a comparative study and highlighted that managerial quotient (MQ) is the combination of emotional, political, cultural, moral and spiritual intelligence (Wu et al., 2017). The results of the study show the importance of (MQ) managerial competence for better project performance. The research of Maqbool et al., (2017) has shown an affirmative relationship between managerial intelligence and the project manager based on project performance within Pakistan. Reiche et al., (2017) conducted

another study in Canada, over managerial importance in project performance. According to its findings, managerial intelligence and knowledge are very influential to the project performance. Furthermore, the impact over project performance is due to the manager's competencies such as excellent communication skills, social cohesion with co-workers and effective risk-management abilities of the managers. Similarly, Project performance should be based on the manager's behavior towards the client, project knowledge, customer satisfaction and client affirmative response (Al Kazaz & Shibani, 2016).

Rezvani et al., (2016) explained that managerial intelligence in the context of different cultures. This managerial intelligence is the intuitive ability that is adjustable to the personality traits of the manager. Further, different cultural experiences have shown different managerial competencies based on the nature of the project. The study of Ahmed & Anantatmula, (2017) found a positive link between project leadership and managerial competencies considering project performance. According to his research conclusions, proficient leadership within the project has an affirmative effect on the manager. Further, according to Berg & Karlsen, (2016) competent and specialized project management is not possible without a leadership managerial quotient (MQ). In other words, MQ assists the leadership to understand the tool and techniques which are significant for project performance. Todorović et al., (2015) explained that a leadership competency model is the growing trend and need on any organization or project for better performance. A good project is entirely dependent on the leadership competencies and these are only possible if a leader has managerial power (MQ). According to Drejer, (2001) leader's competence also includes the ability to mobilize necessary resources, including knowledge, skills, and attitudes to achieve desired results. Attakora-Amaniampong, (2016) also explained the relationship between project managerial intelligence and project performance and how communication and empowering teams help achieve objectives. His findings highlighted the implications of leadership competencies at different levels such as industrial, and country-level as well. According to his findings, the leadership competencies at the industrial level and country level are always interconnected. The leadership within the cross-cultural project follows the country's practices. They take steps based on macro-level policies; therefore, the positive reaction of project management in the project is only possible if the leadership

have managerial intelligence (MQ). This means that managerial intelligence (MQ) is prerequisite for effective managerial decisions.

The Western leaders' competencies in understanding business and financial resources including human resources vary between different project phases. Thus, the leader Project leader must be proactive and can analyze different perspectives to make effective management decisions, properly address controversial opinions, and show performance improvement (Awad S. Hanna et al., 2017). According to Ralf Muller & Roderly Turner, (2012), increasing EQ and MQ skills impact projects and projects needs to be evaluated as to its specific environment and the leadership competencies and finds a positive correlation between EQ, IQ, and MQ Project successful performance.

Overall, the comprehensive literature review of the competency model highlights the impact of IQ, MQ and EQ and their corresponding competencies which have been analyzed later for their impact on performance.

## **2.4 Chinese Leadership**

Western and Chinese leaders have different understandings of past, present and future (Graham Allison, 2017). There is a distinct difference between the Western and Chinese leadership philosophies (Xiuhong et al.,2011). Since early times leadership philosophies have been a key interest area for Chinese scholars who were part of the emperor's governance, performance and maintaining stability and consistency in treating people have been defined as the leading success factor for positive performance (Zhang et al., 2008). The earliest Chinese history (5<sup>th</sup> to 2<sup>nd</sup> Century BCE) has substantial literature on a plethora of issues on leadership. The scholars of those times were characterized by the diversity of ideas and concepts (Lai, 2017). These ancient philosophers in Chinese civilization have advocated for the local people to obey all the sacraments and customs. A similar phenomenon has created a culture of SOEs who works in BRI (Lee, 2017). Stability was critical for early thinkers and they emphasized the institutions, methods and processes that could help establish a more stable and peaceful social structure. Institutions' development, methods and processes that could help establish a more stable and peaceful existence were critical. The Confucian vision

of an ideal society saw good relationships as fundamental to social stability with an ideal society having strong relationships as fundamental to social stability (Lai, 2017).

Since the opening up of China in the 1980s, several studies on leadership in China have focused not just on the Western Leadership theories, there has also been an emphasis on deep Chinese philosophies such as Confucianism and Daoism which are still part of the Chinese cultural fabric and influence (Ma & Tsui, 2015). The ancient culture and the ancestries are unfathomable in China. This formed the core of Chinese education and business practices for centuries. Entry into the country's imperial bureaucracy depended on word-for-word memorization of ancient texts and the ability to follow guidelines. Chao et al., (2016) have stated that, in general, the Chinese and the affiliation among members and leaders are undisputed and they are always grounded on the pre-eminence of morality, character, competencies and performance along with the fundamental human needs. In recent studies, the Chinese leadership model is centered on leadership traits focusing on behavior and the cultural perspectives as very crucial. According to Chen, (2008), Chinese leadership philosophies offer various opportunities and challenges including cultural diversity as Chinese leadership has a high moral factor by making themselves moral models (Mingzheng & Xinhui, 2014).

Chinese philosophies are characterized by debate and argument and have evolved with changing traditions. Chinese leadership thought first related with "Confucianism," then with "Legalism," third with "Daoism," and "Buddhism" and, later, "Marxism" (Ge, 2013). At various stages in China's development, one or more of these key schools of thought was considered to be influential and to comprehend the economic and political China of today, it is imperative to have an understanding of the most important leadership philosophies that constitute the Chinese culture (Fung, 1997). Out of the major philosophies, Buddhism is considered a major religious philosophy while Confucious philosophy, Daoism, legalist and Paternalistic focused on personal, governmental morality social relationships and justice (Friederike Assandri & Barbara Meisterernst, 2019). Table (2.4) highlights the historical account and basic findings of various Chinese philosophies.

**Table 2.4 Chinese Leadership Philosophies**

<b>S.No.</b>	<b>Leadership School</b>	<b>Pioneers</b>	<b>Basic Focus / Meaning</b>
1.	Daoism (Dao Jia)	Laozi, Zhuangzi, Lie zi and the hermits	Naturalistic, or the way it is
2.	Confucianism (Ru jia)	Confucius (kongzi), Mencius (Menzi)	Social order or hierarchy
3.	School of Yin-Yang (Yin Yang Jia)	Fu Xi, King Wen	Yin-Yang
4.	Legalism (Fa Jia)	Hanfei and the men of method	Man-made laws and rules
5.	The art of War (Bing Jia)	Sunzi,	War is necessary for peace
6.	Paternalistic	Cheng(2000)	Moral leadership, benevolence and authorities

Source: (Chen & Lee, 2008), Leadership & Management in China

Cheng, (2004) have argued that the concentration of Chinese culture, leadership capabilities, and organizational structure is escalating like the western countries, and various studies are under consideration from the past decade. He further argued that in both etic (outside perspective) and emic approaches (inside perspective) many theories have followed the emic approach for prominent outcomes about Chinese philosophy of leadership and organizational structure as it studies one culture at a time (Unger et al., 2019). As Rarick, (2007) pointed out in his studies that to understand the Chinese culture, it is mandatory to explore and see the crucial elements of Chinese culture such as values, norms, traditional sentiments. He highlighted that Confucius set the standards and values that still influence Chinese culture.

In recent times, the researchers have commenced understanding leadership in the framework of Chinese traditions and many of these are related to the business organization's leadership (Cheng, 2004). Therefore, there is the requirement for studying the Chinese culture from a project management perspective and then comparing it with main western leadership models. On the Chinese account, Ames & Rosemont Jr, (2010) have indicated distinct Chinese leadership approaches to manage



the rival tribes. However, before studying the Confucius leadership school, we must first review other popular leadership schools that have or continue to exist in China.

According to Sun et al., (2008), Daoism is based on amalgamated notions and fundamentals of freedom. It is the initial principle of Yin and Yang studies, this can be a sight from heaven, humanity and earth and hence, it can be a sight of all the crucial dimensions of the world. The model of Daoist is composed of the big five contemplations: the water is selfless; this means that if you ask someone what is water? they answer “nothing” therefore according to Daoist effective leaders should be the same as the water. Ng et al., (2007) said that water is very helpful and obliges everything. Daoism mainly stressed individuality while Confucianism relies on self-cultivation, despite seeing the ruler as the replica of pluses the Daoism sees the ruler as the replica of altruism. Daoists comprehend that the foremost objective of leaders is to assist their own people without any personal comforts. It is mandatory for a leader to be obsequious and meek and can comprehend everything. It is the attributes of a leader to keep his profile as low as he can so that he can influence others.

Li, (2007) has shown that Daoist leadership is the epitome approach, but it is operational only if the leaders furnish their personalities with extremely effective leadership attributes and their organization should function in a generous environment. Moreover, the characteristics and variables of the Daoist Leadership such as being altruistic and virtuous are also covered by the Confucius leadership school of thought, but Confucius gives a clear way to the leadership’s growth and development and supports an action-free leadership (Ma & Tsui, 2015). In Western comparison, the Daoist philosophies can be related to Laissez-faire as they promote the natural way. By assessment, Daoism is mostly accustomed to nature and we can say that it is the definitive lesson on how to live and attain human grounds in proper cosmic orders. Laozi was a legendary teacher and known famously to drive the world away from human intrigue by riding an ox. This is something he also shared with Confucius. Rather than convincing others, Lao Tzu decided to withdraw from the wilderness. However, before he left, he committed his thoughts in writing. Lao Tzu is also called Daodejing which means that his book “Way and its Power” shows a different dimension of power. Because according to him the power has many insinuations but, in his case, it is the rectitude and uprightness, it is linked with Dao differently (Lai, 2017) and (Ge, 2013).

The other popular philosophy in China is Buddhism. The root of this notion came from India. This brought a belief of love, respect for all the sentiments. Buddhism was locally transformed into an imperial and grand ideology for ruling (Dellios & Ferguson, 2017). For instance, it brought the concept of “Skillful” which means the selection of optimum technique or strategy for teaching. The concept of “sunyata” brought the results that all the notions arise through dependency not by themselves; therefore, they do not carry their existence and tend to be contingent. According to Dellios & Ferguson, (2017) like Daoism, Buddhism can be viewed in different ways such as both philosophical and religious. The mystical connotations are also present in Daoism however, their management and leadership application is limited (Lai, 2017).

According to the Stanford Encyclopedia of Philosophy, (2018) the most radical school of thought is that of Legalist as it concentrates on how to make the state prosper (Ma & Tsui, 2015). The Legalist School of Han Fei emerged 300 years after Laozi and concentrates more on power attainment and has similarities with the realist school of thought as no authority is accepted except that of the ruler. The legalistic considers Power essential for leadership and further state that aggression contributes towards the leader’s power (Chan, 1963). Authoritarianism makes use of authority and power as the base to make decisions. The subordinates are extremely subservient and vertical relationship is the main focus which involves inequality and this is contrasted with the horizontal relationships which focus on equality and human rights. Legalists rejected the increasingly popular view that government exists for the people, focusing instead on the ruler’s maintenance of power (Eweje et al., 2012).

Legalists believed that the human situation cannot be improved through education, and instead, people need a very strong government and a code of law that has been devised carefully and a policing force to enforce the rules and regulations (Lai, 2017). Hsun Tzu was the founder of a Legalistic school. The most important thinking of the legalist was that humans possess selfish behavior. The basic disposition of legalists is that humans are afraid of punishments and if a law is established without the disposition of people then it will not succeed punishment and reward were discussed as complementary tools of instilling political order and Punishment and rewards were used to discourage or encourage certain behaviors (Lai, 2017).

The legalist philosophers felt that morality does not play a part in the decision-making process (Garrigana et al., 2018). Legalism was used to control the people in China. Since it was known that people act according to their self-interest, therefore, there were some severe penalties for breaking the law. The vacuum that had been created by legalists was filled by Confucianism as the culture of embracing humanity was provided with the help of Confucianism. At times legalism is compared with the social sciences as well and there are some common characteristics (Zhou, 2007). The focus was on creating a state that was rich and had a powerful army. The legalists also resented the practice of hiring and promotions based on worthiness and stated that these decisions should not be made based on the heart of a leader to avoid any manipulations. The traditional Chinese society did not focus on Legalist principles but was built on the principles of Confucianism.

The next Chinese philosophy which has an impact on the Chinese is the SunTzu Philosophies. SunTzu's leadership philosophies have been very influential and have been mentioned in the book "Art of War" written in the turbulent period between 452- 221 BC (Sun et al., 2008). Sun Tzu is considered one of the finest thinkers even today due to deep insight in his work which provides perceptions regarding the qualities of leadership with a focus on the management and general organization. The work of SunTzu has been influenced by the work of Confucius, Daoism and legalism (Chen, 2008). Sun Tzu's work is taken in terms of strategic leadership, which results in better performance. This is based and derived from the views of Sun Tzu himself on warfare, wherein he describes the outlines of how the commander (leader) should achieve desired performance in an organizational sense via strategic decision-making and leadership (Blaskovics, 2014). The ideal leadership explained in the art of war, focuses on the characteristic of 5 main attributes and these include courage, firmness, trustworthiness, benevolence and wisdom. SunTzu helps an organization in gaining a competitive advantage and an organization is provided with a strategically favorable environment. There are plenty of similarities between the leadership of SunTzu and Confucius with wisdom as the key attribute. Although Sun Tzu focuses more on strategy and military, however, it has been applied in various studies of business and management in contemporary western and eastern studies.

Later, the school of thought called the Paternalistic Leadership (PL) as valued and found in many developing Asian nations was based on China's patriarchal mindset

and traditions and is based on an indigenous leadership (Busch et al., 2013). Farh et al., (2008) explained that PL leadership was centered on three main notions i.e., moral leadership, authoritarianism and benevolence. The major role of this approach was to highlight the leaders who have power and control, can put others to become obedient citizens for any decision and should maintain political stability through power. They maintain dignity and high self-esteem; even stability should be based on high standards. They have a zero-tolerance approach to low performance. They don't compromise on anything associated with the discipline. Westwood, (1997) explained the paternalism approach; he argued that this approach is more family-based which leads to the same relation of father and son in the workplace. It is the indigenous leadership approach that can be derived from ancient Chinese ethnicities and can be noticed in many family business activities even in overseas Chinese. Farh & Cheng, (2000) further proposed three main elements such as authoritarianism, moral leadership and benevolence. There are two main characteristics of the Chinese in paternalistic leadership, mainly, relational differences and paternalistic authority (Zhaoguang, 2018). The Confucian belief in social order leads towards the paternalistic authority characteristic. According to this belief, fathers tend to have complete authority over their sons. Such an autocratic leadership leads to little empowerment and the contributions of subordinates are not counted largely. The leaders tend to treat the outsiders and insiders in a different manner which is known as the differential pattern and this leads to mutual trust being developed between certain groups. For that specific group, this leads to creation of more opportunities. Paternalistic authority originates from the Confucian belief in social order, according to which fathers possessed absolute authority over their sons. Because of this traditional influence, organizations in China are still regarded as large families with their leaders acting as the families' heads (Zhang et al., 2012). Therefore, to understand such contexts, it is necessary to explain the indigenously developed theory (Lynn-Sze & Ahmad, 2017).

Shanshi & Wenquan, (2004) has concluded that the Paternalistic approach varies from organization to organization; it is more effective in some organizations and less effective in some. For instance, it is effective in those who have a simpler structure, normal managerial positions and small businesses with stable technology. However, he further explained that it does not mean that they are not appropriate for other businesses; it depends on leaders who can manage the subservience. Therefore, if anyone wants this

paternalistic leadership approach to work effectively, they should drag in the fusion and social cohesion among their subordinates and the change in the modern management system (Busch et al., 2013).

Thus, out of all the stated Chinese philosophies used in past and are still referred to in contemporary literature, Confucius till to date continues to be the most preferred philosopher of China (Lynn-Sze & Ahmad, 2017) and therefore, has been discussed as the key Chinese philosophy for the study. Since the death of Chairman Mao, the Chinese Confucian-led duties and obligations survived at universities where courses on Confucianism are becoming more popular. By and large, scholars believe that Confucianism philosophies are more appropriate for China than Western liberal democracy even proposing Confucianism as a state philosophy for China (Nancarrow, 2009).

#### **2.4.1 Confucius Leadership**

Confucius is the most notable philosopher of China that dominated moral and political discourse (Wang, 2019). Kong Fuzi (Great Master Kong) popularly known as Confucius, (whose real name was Kong Qiu) lived from 551 to 479 BCE during a period of delayed turmoil with the fall of the Zhou dynasty. This happened in the era known as 'spring and autumn (770–476 BCE) and the resulting 'Warring States' that possibly came to an end when China was united in 221 BCE. This period brought many schools of thought for tackling the issues in the contemporary days. Like the present strategists, every school of thought looked for a government response. According to Kissinger, (2012), the Confucian leadership approach paid attention to the individual leader. For more than 2000 years, Confucianism has influenced leadership, culture, and the way of life in many Asian countries, such as Japan, Korea, Thailand and Malaysia. While Confucianism is Chinese based on origin, its cultural and political developments have influenced Asian intellectuals and leaders alike (Ali, 2020). Therefore, it is important to understand the Confucian values and their implications for leadership practices (Lynn-Sze & Ahmad, 2017). According to a Swedish physicist, if a man wants to survive the 21<sup>st</sup> century, he must draw on the wisdom of (Xu, 2007) as Confucianism is considered to have the guiding principle to interpersonal relationships. The practices of Confucius philosophy have a significant impact on Chinese leaders and the principles that guide them (Huang, 1988). The proponents of the Confucian leadership model

propose that the Confucian culture is a reason for Chinese economic growth as it provides the fuel for efficient working (Han, 2013). Confucianism has promoted the pursuit of education that develops intuition and personal abilities (Farh et al., 2008).

Confucius Analects which relies on different historical events and Compiled by his disciples have been used to share the thoughts and wisdom of Confucius (Warner, 2016). There are a total of 502 chapters in the Analects and 58 of them are related to benevolence also known as Ren. Out of these, 49 chapters deal with the topic of Li (Rituals). There is stress on human relationships in Confucian philosophy. Confucius emphasized that humans should develop goodness in themselves which later was contested by the Legalists (Chen, 2008). In the fourth-century Confucianism was progressed by Mencius and it was taken forward by Xunzi. Mencius can be recognized as the theoretical and rational father due to his works for peaceful development in China. The approach was adopted in this day and age due to his concerns for freedom and solidarity whereas Xunzi cautioned against what he accepted to be a characteristic propensity for individuals to be Self-seeking. Xunzi pondered this as the major reason for educating them according to the benchmarks of fitting behavior.

After 1911, the removal of the Qing Dynasty and the establishment of the Republic of China, many of the older Confucian institutions were reformed. Later, with the founding of the PRC in 1949 and after assuming power Mao Zedong denounce Confucianism. The approach of Mao's ideology was a different model of leadership that collides with Confucian ideology (Chen & Lee, 2008). To downplay Confucianism, Mao pursued an ideological battle during the Cultural Revolution. Therefore, Confucius's theories remained most relevant until 1940, with a peak in their popularity in 1920. However, after the opening up in the 1980s with Deng's reforms, the Chinese communist party understood that Confucius might be relevant for them in getting the nation together. But this Confucius model was slightly different from the previous version which was described in Analects (Warner, 2016).

In the present day, the Chinese President Xi Jinping has again turned towards the Confucian governance model and the communist party has prioritized Confucius importance again and has increased Confucianism philosophy in political theory and education (Jeremy Garlick, 2020). All in all, Confucianism is one of the most important and influential Chinese philosophies and its influence can be found in the everyday

Chinese lifestyle (Lynn-Sze & Ahmad, 2017). Confucianism has made a significant mark on Chinese society in recent times, more so from the first half of the 20th Century (Schuman, 2015). The Confucian hierarchy is being followed in various state-owned enterprises including the Bank of China and an employee welfare model, stressing the collective as opposed to the individual approach. All of these factors can be considered in the Belt and Road initiative and can also help China increase its role in global affairs (Asif & Ling, 2018). Many link Xi Jinping's manifestoes and efforts for national rejuvenation with Confucian values (Naseem & Javaid, 2019).

Confucian Philosophy denounces the probability of one civilization forcing itself on another which in itself dispels the criticism against the Belt and Road Initiative (Maçães, 2019). The Chinese Communist Party General Secretary formulated a model of common destiny that gives extravagant importance to this perspective. According to Dellios & Ferguson, (2013) the Confucian notion of formation of a person (人) is attributed to benevolence and humanness, which turn us into a human, arise from our practices and know-how when we interact with one another. This is why these Confucian rights are becoming socially legitimized rituals. The outer expression of one's inner Ren is the basic requirement to show the humbleness towards another person (Dellios & Ferguson, 2013). The intention is to be good to others. This is also related to reciprocity in Confucianism. According to the Analects 15:23, what one does not want for himself, he should not select it for the others. One needs to use judgment to evaluate the perspective of the other. Chan, (2000) states that this reflects that Confucian does have autonomy but in the context of being relational in which there are the characteristics of humanity, empathy and respect. Another teaching of Daoists focuses on non-interference through non-action which is known as wuwei. It is stated that there is productive mutuality when you do not do for others, that what one does not choose for oneself.

Confucianism has had a significant effect on China's governmental issues and culture in the course of the last 2,000 years. Today, it keeps on affecting the conduct of Chinese individuals (Liou et al., 2014). Confucian standards incorporate Ren; mankind, kindness, exemplary nature, legitimacy, astuteness, and dependability (Yan & Sorenson, 2004). As per Shek et al. (2013), Ren is viewed as the most noteworthy Confucian guideline, deciphered as regarding the nobility of human life or mankind toward others.

Ren is the most noteworthy good guideline and standard. Yi is the capacity to make the best decision; a vital precondition for a prevalent individual. Confucius expressed, the unrivaled man doesn't set his psyche either against or for something, what is correct a leader follows. Yi permits individuals to consent to social requests or good standards, while law and discipline fill in as optional instruments in keeping up social capacity (Shek et al., 2013). Li alludes to good manners and consistency with social guidelines. Li associates singular character and social obligations through principles of words and activities. Zhi alludes to knowledge, particularly moral insight including learning and the capacity to comprehend and precisely survey circumstances. Zhi expects pioneers to amend blames and make great decisions. Xin refers to unwavering ness on the leader, moral standards, and social guidelines. As per Xin, trust must not be broken (Despotidou & Prastacos, 2012).

Confucian standards are mostly conceived with individuals. Leaders with Ren intends to be kind-hearted to individuals; Yi intends to be useful to the powerless or poor; Li intends to be amiable to individuals; Zhi intends to treat individuals astutely; Xin intends to confide in individuals. In any case, there are likewise prerequisites for exchanges in the five standards, particularly Yi and Xin. Yi likewise implies reasonable treatment; Xin as a dependable way. Transformational administration centers on individuals, while value-based authority centers around exchanges (Liu & Stening, 2016). In this manner, the five standards of Confucianism are identified with transformational authority to an enormous degree and are identified with value-based initiative.. In Chinese history, leaders following Confucianism picked up adoration and love as the main competency(Connolly, 2016). The idea of Li alludes to customs, services, respectability, graciousness, and respectfulness. Li is predictable with contract soul and reliable with value-based authority. Li relates to rules of legitimate direct or execution that adjust to the principles, lined up with value-based initiative (Zhu, 2015).

Major differences and overlaps have been noticed in the Chinese philosophies of Daoism, Legalism and Confucianism. The first major similarity in the philosophies is the existence of Dao. This refers to heavenly rules and the heavenly Way. However, since concepts are not well defined in Chinese writings, therefore, different meanings to Dao might be given by all three schools of thought. Daoism focuses on the heavenly nature of Dao, Confucianism focuses on interpersonal relationships and Legalism focuses on the behavioral tendencies of people. Secondly, harmony and order seeking



are mentioned in all three schools of thought. According to Daoism, ideal harmony is when there is no interference in Dao, whereas Confucianism describes ideal harmony occurring when people adhere to the social roles that they have and Legalism defines it as the focus towards the organizational role. Both Legalism and Daoism are similar in the thinking that goals might not be accomplished due to social changes, however, the recommended actions differ in both schools of thought. Legalism focuses on continuous improvement and Daoism focuses on not taking actions. On the other hand, the focus of Confucianism is on virtue and rituals, however, it focuses on the need to balance as does Daoism. Lastly, all three schools of thought have a difference in virtues and leadership actions. Confucianism and Legalism focus on the proactive nature of leaders and Daoism emphasized that leaders should be passive and inactive. Legalist believes that actions and rules are consistent whereas Confucianism focuses on personal development, virtue promotion and self-perfection. However, there are some limitations of Chinese leadership towards modern leadership. Therefore, there is a need to be more cautious towards the development of new models for leadership. Ideas might be relevant but might not turn out to be equivalent.

From the Confucian perspective, concepts of devotion to duty, focus on family, reciprocal duty, respect for the aged, honouring worthy people, harmony and co-existence have a profound and most significant influence on Chinese peoples' behavior (Lynn-Sze & Ahmad, 2017). Confucianism stresses the reverence of the hierarchy, benevolence, morality & especially harmony (Confucius Analects verse 13.23). In the Analects, the Confucius competency of li is defined as the harmonization and it is the priceless and most adorable approach of the kings (Confucius Analects verse 1.12). From the Chinese perspective, a “win-win” relationship creates a social phenomenon that makes the way of living. In the Confucian teachings, they share communal comforts (Ali, 2020).

Today, even after two thousand years later, Confucian ideology continues to be relevant not just in China but the world as it tries to revitalize itself to keep up with the process of globalization (Lam, 2003). Keeping in mind the historical significance of Confucianism in China along with other countries, the study focuses on three most important constructs of Confucius school of leadership that are most extensively conferred in management and leadership studies i) li (virtue, morality and ethics), ii) Yi (impartiality and fairness), and iii) Ren (Benevolence) and social relationship (guanxi).

These three elements are regarded as the core of Confucius's leadership school of thought (Müller & Turner, 2010). In the analects of Confucius Ren appeared 109 times, and it shows 49 chapters that are linked with the ritual's issues. Overall, the philosophy of Confucian stresses human affiliation in its place of epistemological and ontological issues. In recent times, Confucius's philosophy and its impact on modern management theory and practice have received great attention (Warner, 2016). Business leaders in the West, as well as the East, are looking towards the famous Chinese philosopher who composed his thoughts on leadership 2,500 years ago (Rein, 2009). It is also believed by many scholars such as (Lennick & Kiel, 2011; Lynton & Thogersen, 2009) that leaders, both in the West and the East would perform well if they adhere to Confucian philosophy, as it gives "morality" great importance. As elaborated by (Patrick & Liong, 2012) Confucius was a valued Chinese specialist and social intellectual. Teachings of Confucius stressed individual and state/government probity, the perfection of the societal bond, impartiality, and honesty. Rarick, (2007) endorsed a complete system that accentuated the essentials of hard work, devotion, constancy education and societal order. According to Yu-xian, (2008) the Han Dynasty ruled out around 100 intellectuals because of Confucius and transformed into Confucian leadership. Likewise, (Chin, 2009) highlighted that in the middle of the 20th century, China joined Confucius way of ruling the state. The thinking and wisdom of Confucius have been imprinted on the culture, leadership, and thought of the Japanese, Vietnamese and Korean as well (Chew, 2000; Chin, 2009). The influence has also made an impact outside Asia in the western culture (Yang, 2000).

Li & Ma, (2015) explained 6 main Confucian norms and values. Such as a ritual property, wisdom, trustworthiness, and filial piety. All of these indicate to survival according to basic principles irrespective of individual interest. The ritual states the observance of different material and non-material things, such as norms and laws. As discussed above, li focuses on the leader to act in a virtuous manner while managing the project and its team members, to be moral and act ethically. Ren solely concentrates on the leaders who follow relationships, and how to be a lucrative leader who ought to establish a good social relationship with not only its followers but also everyone he/she interacts with. And lastly, Yi talks about the ability of the project leader to be impartial and fair when dealing with day-to-day tasks, specifically when managing the team members and any challenges or hitches that may ascend during the project (Forkan).

### 2.4.2 Virtue & Ethics (Li)

Confucian Ethics are, in a simplistic term, basically humanistic and collectivist in nature (Ip, 2004). In humanistic terms, it means that in Confucius school of thought the primary concern is the well-being of the “human” condition. Similarly, collectivistic as it puts collective values before individualistic values (Ip, 2009). Confucius describes the ideal leader in the form of a “perfect man” or uses the term “gentleman” and “exemplary person” or “Junzi” (Han, 2013), (Ames & Rosemont Jr, 1999; Lau, 1979). Wong, (2008) argues that Junzi is not attained by genetics, instead, Confucius urges to learn to be a Junzi as he promotes education and according to him, it is something that every person can achieve. In Confucianism, Jun Zi is the model of morality and the ultimate educational goal to fully present humanity and morality. Confucius argued that leaders should not treat their subordinates in a way they would not like their superiors to treat them (Pi-Chi Han, 2013). It has been further added that to be a Junzi, a person must be refined, and practice ethics. Hence, Virtue and ethics (li) form a crucial construct of leadership according to Confucius. Likewise, in the publication of X. Guo, (2002) called the “Ideal Chinese Political leader”, the li characteristics are drafted as; a) the deep internal compassion about other human beings, b) resilient sense of honor, c) fearless, d) sense of a strong moral undertaking, e) search of selflessness centered on the Virtue of shu, f) ability of self-control, g) self-worth, h) individual sovereignty and self-development, and i) sense of self-esteem. Apart from these administrative principles, Confucius and their followers speak about rules of interaction in work relationships. However, the effectiveness of these rules relies on the values of righteousness and benevolence of Confucian (Lai, 2017; Lee, 2001).

Since Confucian philosophy favors organizational hierarchy and centralized decision making stating the li also refers to principle dictates that team members must follow a defined way and a proper ritual in social interaction including methods of communication including the propriety of speech, (Lee, 2001). Also, in Chinese culture, there are rituals of speaking with leaders and elders, and speech is equated with seniority, authority, experience, knowledge, and expertise. This deficiency was compensated through Guangxi (networking) that brings collectivism. Guanxi plays an important role in Chinese society. Guanxi is more dynamic (Fu et al., 2006). In addition to its dynamic nature, guanxi is also much stronger than normal networking (Lai, 2017;

Yang, 2002). Although the norms in guanxi might be beneficial for the individuals that are involved they conflict with the universalistic norms which stress the treatment of the people similarly regardless of the relationship with these people. Therefore, the difference in this norm gives rise to contrast to merit and impartiality (Yi). Moreover, the procedural justice perceptions can be lowered due to group level guanxi if interpersonal guanxi practices are followed (Chen et al., 2009). Free discussion between students and teachers though greatly encouraged by Confucius; however, the hierarchy of communication was felt during interactions with Chinese enterprise leaders. Language is an important part of the hierarchical Confucian society and the ethical rules of Confucian place high value in human relationships (Eberle & Bradley, 2019; Ma & Tsui, 2015). Similarly, developing networking Guanxi is very important to build social networks and personal relationships. lack of Guanxi certainly fails with Chinese business partners (Eberle & Bradley, 2019). While there are plenty of benefits of guanxi, there is a negative side of guanxi as well. If we look at the broader level, the practices of guanxi can be detrimental for organizations, society and groups. Hsu & Wang, (2007) stated that the practices of guanxi are related negatively to the in-role performance of the employees and also with the extra-role performance of the employees.

In East Asia, it is also integral that people indulge in small talks before the initiation of business as it enables communication the personalized information. The function of communication includes self-fulfillment and actualizing autonomy and the outcome of communication tends to be more significant than the process. Li focuses on the fact that to have and develop authoritative conduct, it is necessary to have societal relationships for which communication plays an integral role (Lai, 2017). Confucianism promotes communication and relationship based on the hierarchy between leaders and followers that enhance understanding. A leader who possesses sing guanxi tends to have a lot of respect and a high level of trust. Thus, Li deals with the outward social behavior of a person and accepts the concepts of morality, customs and etiquette. In Confucianism, if a person is perfect in Li then that person has perfected all the relationships. In Li, different relationships involve harmony. What is interesting to note is that cognitive competency is similar to Confucius' Li. While emotional, behavioral and motivational competency corresponds to Confucius' Ren and Yi (R. Müller & J. R. Turner, 2007).

### 2.4.3 Impartiality (Yi)

Another important aspect of Confucian thought concerns ethical orientation. Yi means the leader is expected to uphold the highest standards of moral conduct by sacrificing self-interest for the good of the organization. This ethical orientation of Confucius has been adopted closely by Western managers. King & Zhang, (2014) suggested that Confucian ethics are consistent with and form the basis of many of the managerial ideas developed by the Western leadership. There is no doubt that junzi is a classic Confucian moral and fair person. The features of junzi as a moral individual, who is impartial and can aid as the attributes of a moral leader of Junzi. Moreover, King & Zhang, (2014) has stated that in the Confucian Analects and the leadership concept normally is interpreted as leading impartiality, overseeing government, and socio-political order. On the other hand, Confucius directed that if any person copes to turn himself into neutral and virtuous can he be able to change others. All these notions of governing are associated with the improvement and enhancement of giving your best and being unbiased while doing someone else work. Rarick, (2007) stated that all Confucius Virtues such as righteousness and impartiality are interpreted through the traits of Yi, as it is the very essential element of Confucian leadership because it enforces the leaders to show the highest moral ability.

Hence, righteousness and impartiality which translate into the attribute of Yi, are an important aspects of Confucian leadership as it calls for the leader to “uphold the highest canons of morality” and he needs to sacrifice his objectives for the collective good. Confucius always argued that that merit-based administration is the most benevolent and the most righteous and thus meritocracy stand out to be significant in exercising impartiality and Leaders even when showing self-interest Confucius promotes learning, meditation and self-perfection that is guided and constrained by YI. (Brand, 2009). Promoting meritocracy using different approaches to manage, lead and encourage the growth of subordinates (Watson, 2007). Confucius's teachings promote capable people and encourage that they to be given key positions (Ali, 2020). He urges the King to promote capable people so they promote capable subordinates and ensure their welfare and wellbeing.

#### 2.4.4 Relationship (Ren)

Chinese culture is greatly influenced by Confucian philosophy which maintains that to lead in a balanced, harmonious and positive manner, leaders need to consider the qualities of Ren (relationship), which plays a major role when influencing team collaboration and effectiveness by perfecting the social and personal relationship, as well as a working relationship which is known as guanxi (Chai et al., 2018). According to Park & Luo, (2001) Ren is a crucial cultural attribute, it has directions for interpersonal and pm book organizational dimensions in the Chinese culture. As contemporary Chinese society still functions within this sphere, that is why both local and international businesses in China need to comprehend and use Ren networks for a competitive edge over others. Thus, to improve leadership and work better with people in China, it is argued that leaders must realize and understand the relationship amongst the Ren networks, interpersonal relationships and trust. To enhance Ren, leaders and organizations in China often use commissions, bonuses, raises and promotions for perfecting working relationships or Ren (Chou et al., 2006). Furthermore, Confucius believes that if a leader knows how to endure his character, so he will have the competency of shaping others character as well, this assist to lead the kinfolk and state. Hence, the cultivation of own personality/character is mandatory for leadership and management.

The literature highlighting the consequence of Confucian leadership behavior (Wong, 2008) also believe that Junzi, a moral leader, needs to transform his/her life to which Wei-Ming, (1979) has indicated and says that Confucian alteration is centered neither over self-control or self-isolation nor it is over collective agreements. Likewise, it also endorses the unique type of realness that is honest to self and others. Based on socio-political order, Confucius proposes the leader's precondition and supreme attitudes to rule the people. It calls for perfecting relationships (Ren) such as social, working and personal, which in leadership is categorized as perfecting the relationship between yourself, the team you are leading as well those you interact with. Lau, (1979) explained a leader cultivates and nurtures himself or herself and also brings contentment in other peoples' lives (Al 12, p 19). Being good to both self and other people and reign over them with pride and humbleness (Al 2, p. 20). To achieve social and political concurrence, Confucius initially pressurizes the individual personal cultivation and after then it drives in the socio-political dimensions. As Herman & Ames, (1987) indicated,

that the personal organization and socio-political synchronizes equally and associates because the earlier can be replaced in the setting of socio-political input, and the latter is defensible as linked upon the accomplishments of personal cultivation.

Nonetheless, it is necessary to clarify why Confucius is still relevant today in leadership literature and practices, both in the East and the West. Although western leadership competencies such as emotional, charismatic, trait and competency are commonly used in the West, their application in Eastern countries where Confucius has been a major part of the culture has been difficult for a long time (Schenck & Waddey, 2017).

The Analects of Confucius provides a suitable construct for explaining modern management in China. Moreover, business leaders in the Private as well as the Public sector in China as well as Southeast Asia, still practice Confucius's leadership competencies within their businesses and corporations to lead project teams, which makes it as relevant today as it was hundreds of years ago (Chan, 2018). One of the many examples of how Confucius still impacts the modern leadership schools, especially in the East, is how the Vietnamese school of leadership is influenced and shaped by the core traditional values of Confucius (Hallinger et al., 2017).

#### **2.4.5 Benevolence (Ren)**

Benevolence is one of the most important Confucianism concepts. The central concept of benevolence is the foundation of Confucian leadership thoughts. The reason for this is that the concept of benevolence relates to the governance, relationships of the humans and nature of humans (Ge, 2013; Wedgwood, 2017). The concept of benevolence (Ren) is to become the most genuine, sincere and humane person possible. The process of becoming Ren, a benevolent gentleman, is also called a superior person and self-perfection by Confucius. He believed that human perfection can be attained by anyone. Those who devote themselves to the process of Ren are called Junzi. People are encouraged into becoming a gentleman not only for the sake of social harmony but also for the sake of self-control of the individual (Zhaoguang, 2018).

Confucius believed that being human means that a person is benevolent and it also reflects to love humans. The focus is being good to the humans and this reflects the characteristics of compassion, love and empathy of the people. The concept of

benevolence highlights that people need to act collectively rather than be selfish. If people have natural human tendency, then this lays the foundation for self-cultivation which leads to the development of benevolent leadership. To sustain human goodness, self-cultivation, moral education is very necessary (Ma & Tsui, 2015). Benevolence is the most important of all Virtues from which other Virtues originate. The standards of ritual also focus on the test of benevolence and duty to one's parents and elders. The meaning of benevolence is "two interconnected people". Benevolence is one of the major Confucian values. Confucius further considered benevolence to be a supreme accomplishment. Benevolence further differentiates the superior-minded from the petty-minded people. Ames & Rosemont Jr, (1999) stated that people who excel in the Virtues of Confucius are the ones who need to be selected as leaders called Jun Zi. Benevolence is also considered as the guiding principle of leadership and this is known as the Dao of benevolent government. (Yang & Rosenblatt, 2008). Generally, benevolent rulers should provide people with benefits and should take care of them. The rulers that are benevolent need to have a good know-how of living conditions of the people, they need to be sympathetic and need to take special care of the young and old people. They also have learning habits through seeing, learning and reading and through being as cautious as possible. Therefore, a leader always needs to learn and be focused on it.

Confucius emphasizes the promotion of virtuous and capable people. Once the leader promotes who he thinks is capable, he further highlights people that not know and are not capable. This leads to the development of a strong managerial team. Confucius suggested observing the candidates' intentions, actions and goals for promotions. The philosophy also focuses on developing the competencies of the subordinates for continuous improvement. This enables people to become nobler and has a stronger devotion (Tao & Qiyong, 2012).

Moral values and moral cultivation are of importance in Confucianism. The life of a person revolves around rectification of the mind, self-cultivation, taking care of others specifically family and pacification of the world. However, the perfection of oneself is not enough and perfecting the life of others is also equally important. A moral core has been developed through Ren, Yi and Li and Wisdom and important as well (Wah, 2010). Furthermore, active trustworthiness is equally leadership is also promoted in Confucianism and this makes it resemble the modern leadership models which



include transformational, leader-member exchange (LMX) and paternalistic leadership. Transformational leadership has a similarity with Confucianism in the sense that both play a role in development, education and helping people. Confucius and LMX have similarities in the maintenance of relationships to some extent. Confucianism emphasizes the development, discipline and improvement of subordinates and this resembles the leadership theories of the West. As per Confucius's teaching, the basis of good government demands physical and mental well-being among the people through education. (Nancarrow, 2009).

Overall Confucius continues to influence Chinese society as it promotes active leadership practices and competency that involves personal and subordinate development, promotion of Virtues and setting and achieving goals that promote benevolence even in modern China. Confucian doctrine upheld many aspects of traditional life and accomplishments, especially for those involved in government displaying an effective way of negotiating varying environments. They act in such a way as to create a harmonious environment in which all parties would be satisfied and happy with the result as the Confucian value-based leadership stresses the necessity for each leader, to search within him to determine his mission and vision as a leader (Lynn-Sze & Ahmad, 2017). These principles make it the most followed philosophy in contemporary China and are being promoted as a national ideology where rules and regulations are promoted. Confucius considers People as a key resource and Leader has to develop them through knowledge and practice. Based on the literature review, it is therefore correct to highlight that the Confucian principles of leadership are still relevant in contemporary projects. Moreover, there is a need to test the leadership principles of Confucius and they have not been largely tested (Dellios, 2017; Xu, 2011). Chinese Government and enterprises are following the philosophy of “harmony” as promoted by Confucius. At the same time, ordinary people are returning to Confucian ideas in search of the spiritual nourishment they feel is missing in their lives (Simon Worrall, 2015). Confucius is even relevant today in the economic market. The analects of Confucius is subject to discussion at political, educational, intellectual, etc. (Cheng, 2014).

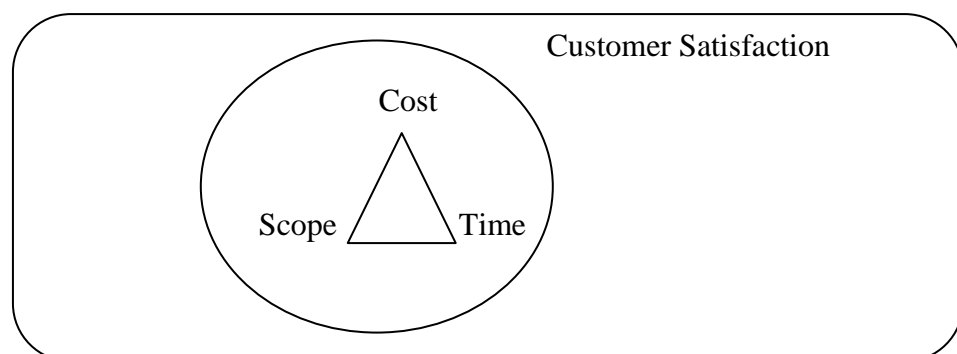
Overall, the available literature on Chinese philosophies suggests that the Chinese believe that political legitimacy comes from performance (Graham Allison, 2017). Confucius maintains that government has the function to make people virtuous

and that those who hold political office should possess virtues, the virtues they think these political office holders should have been different the way of great learning consists in manifesting clear character, loving the people, and abiding in the highest good. Here we see that Chinese culture has always seen the government as representative of the community and bearing responsibility for the civil education and moral edification of the people (Sandel & D'Ambrosio, 2018). Chinese leaders see themselves as trustees of a sacred inheritance and act accordingly. Because of their expansive sense of time, Chinese are careful to distinguish the acute from the chronic, the urgent from the important. Chinese believe in harmony through hierarchy, both at home and abroad (Graham Allison, 2017). Having such a historical significance within and outside of leadership school of thought is in itself a major argument for why the study selects Confucius as a theoretical framework, along with Competency School of Leadership.

## **2.5 Project Performance**

A project is defined as a temporary endeavour undertaken to create a unique product, service, or result and PMI's PMBOK® 7<sup>th</sup> Edition explains project practice processes (7<sup>th</sup> Edition, July 2021). A substantial amount of the World's wealth is spent on projects, including the design and construction of infrastructure, production and telecommunications facilities, software development, pharmaceutical research, development, defense systems, and many other types of projects. Project Management makes a significant contribution to value creation globally (Anbari et al., 2009) PMI's PMBOK® (2017) summarizes generally accepted project management practices, including best practice processes and lays the foundation for critical factors in project management and performance (Beste et al., 2020). Recent researches conducted on project performance are important methods through which the efficiency of the projects is further enhanced (Nazia Iram et al., 2016). The contributory factors of project performance have been widely discussed and interest in project enhancing project performance is due to the increasing implementation of project management (PM) (de Carvalho et al., 2015; Zhou, 2007); (Pinto & Slevin, 1989). In the late 1970's project performance, literature got increased attention and focused on operational sides, tools and techniques i.e., time, cost and quality. In the 1980s, research into factors enhancing performance was intensified with functionality, project management (schedule, cost and scope), and client satisfaction which were highlighted as critical

factors for projects performance (Sun et al., 2008). Through the 90s there have been no widespread and accurate methodologies for measuring project performance. In recent years, research into project performance has also focused on the limitations of the tools and techniques to deal with the growing speed of change (Söderlund, 2011), and interest in project performance and related success factors have been increasing steadily including the research on the competencies or attitude of the project leader impact on the project performance (Blaskovics, 2014). Performance is also used to gauge the efficiency of organizations (Ferrer & Santa, 2017). For project performance, the “golden triangle” consisting of cost, scope and time, together with customer satisfaction is considered to measure the overall performance of any project (Kerzner, 2017). This is because “cost, scope and time” are the most common “triple” constraints when it comes to measuring project performance (Kappagomtula, 2017). Similarly, Shenhar et al (1997) also indicated that dimensions of project efficiency include time, budget and scope with scope having the most significant impact. However, the golden triangle is not a sufficient criterion to measure project performance as it only seeks to measure the “efficiency” of the project and not “effectiveness” which requires considering customer satisfaction (Blaskovics, 2014). Customer satisfaction remains a vital element during the planning of the project and the focus on cost, time and quality is known as the classical triangle in program management (Beste et al., 2020). Project performance is measured through project determinants, time, cost and quality to establish Trust and collaboration in project teams (Bond-Barnard et al., 2018).



Source: (PMBok, 6<sup>th</sup> Edition, January 2017)

The impact of time management on project performance has been identified as critical (Farh & Cheng, 2000; Giri, 2019; Westwood, 1997). Similarly, Salazar-

Aramayo has highlighted that cost is critical to performance. Nancarrow, (2009) emphasized that quality of work done is among the most important attributes of project performance measurement. (Demirkesen & Ozorhon, 2017). Nancarrow, (2009) emphasized quality as an important attribute of project performance measurement (Demirkesen & Ozorhon, 2017). To implement the projects successfully, critical factors and competencies have been pointed out by (Slevin & Pinto, 1986) and by showing how different dimensions mean different things to different stakeholders at different times and for different projects as explained by Shenhar et al., (1997, 2007). Given the nature of this question, a combination of qualitative and quantitative methods and two data sets were used. They further highlighted that the project manager must be well aware of the factors that lead to the project's performance. Moreover, Dulewicz & Higgs, (2005) stated that those managers that have a good understanding and knowledge of leadership can lead a project more successfully. Effective leadership is required for achieving the outcomes of the projects.

Previous research has shown that project management performance is measured against cost, time and quality while project performance is measured against the overall objectives of the project (Nguyen et al., 2004). According to Shenhar et al., (1997, 2007), the concept of enhancing project performance has remained ambiguous and suggested a model of performance based on different dimensions, discussed over different timescales and used the term project efficiency instead of project management performance. Critical success factors, which should be realized so that the project finishes with desired performance, project performance are taken as an interchangeable term for project success by many researchers (Savolainen, 2012). A firm's capacity to adapt to new situations and environment quickly has been identified as one of the critical contributory factors with environmental uncertainty as a potential moderator in the relationship between leadership and performance (Xu, 2007). It is evident from the literature that high performing project management system is associated with the performance of the project (Cooke-Davies, 2004) and project performance is inter-linked with project performance (Mir & Pinnington, 2014) and (Giri, 2019). Therefore, these studies are trying to investigate the linkage between performance and leadership. Project performance has input and output adapted views. The view that is output-oriented measures the project performance via given criteria, which in this research study are the cost, scope and time. Input-oriented view measures the project

performance via critical success factors that are variables that impact the project's successful performance itself (Blaskovics, 2014). In the study, the critical success factors are the constructs of each of the two leadership philosophies that have been chosen as its theoretical framework: Confucius and Competency.

Further reviewing the literature on project performance has highlighted that when top leaders increase their support, the possibility of achieving better performance increases at the organizational level (Huang, 1988). Top management support covers a substantial amount of activities that are carried out by top management, which undoubtedly helps in improving organizational or project performance (Asif & Ling, 2018). Naseem & Javaid, (2019) study shows the relationship between leadership, teamwork and project performance. Dellios & Ferguson, (2013) in their research suggested that leadership can enhance relationships between team members and the outcome influences the project performance. Considering performance as an outcome, most researchers agree that an organization should meet the requirements regarding cost, time and scope (Asif & Ling, 2018). Similarly, Organizational performance is influenced by culture depending on the management application of cultural values (Chan, 2000).

For many years, researchers and practitioners have been diversifying their research to improve project performance by focusing on project-based management and the competence of project team members including leaders (Liou et al., 2014). Yan & Sorenson, (2004) pointed out that there is a positive significant relationship between organizational culture and project performance and accordingly a significant link between leadership and project performance. Though project performance rates and criteria differ by industry and the age and nationality of the project manager have an impact on overall performance (R. Müller & J. R. Turner, 2007). Similarly, interdependencies within cross-cultural projects might also lead to more mutual support and communication and therefore to higher overall performance (Shek et al., 2013). In the research on performance, as projects become multifaceted with multicultural teams management actions are significantly correlated with schedule and cost performance (Long D. Nguyen, 2018). Similarly, Li Ma & Hongwei Fu, (2020) have highlighted that a combination of cultural diversity and environment can lead to schedule delays of mega projects, high technological can lead to cost overrun and cultural differences are important factors affecting the key stakeholder's satisfaction. Therefore, understanding

projects' cultural differences and their impact on project success are vital (J.R. San Cristóbal, 2017). An increase in the communication frequency among cross-cultural team members also makes the work environment challenging (Despotidou & Prastacos, 2012). Lennick & Kiel, (2011) divided projects into various categories consisting of technological, organizational, goal, environmental, cultural, and information difficulties as is measured for mega construction projects in China (Rein, 2009). Project changing environment make implementation and control of the project difficult. (Patrick & Liong, 2012). Similarly, Ralf Muller & Rodney Turner, (2007) explained the relationship between the leadership with the projects, and its impact on project performance in the backdrop of the competency model and argued that management approaches are to be adjusted for different types of projects and leadership competencies. Similarly, the management of Megaprojects, which have less tangible objectives, differs drastically from the traditional industrial-commercial project (Ainel Kazhibekova & Vildana Jusufovic, 2010). Tammy Lategan & Stanley Fore (2015) highlighted different categories of projects and how their contracts are tailored so that the performance of the projects is reviewed. Ioana Beleiu, (2015) emphasized the existence of different success factors depending on project type as the pressure of implementing projects varies in the ever-changing business environment and leadership's ability to accept continuous innovation is imperative and accordingly, permanent monitoring of these factors is needed. Davis (2014) in her literature review focused on the level of projects and stated that different projects have different factors as in construction projects the challenges change and so does the criteria for gauging projects' performance.

Larsson, (2017) identified leadership competence and personality of managers as factors that influence project performance and a greater understanding of the effects of different leadership competencies on performance is imperative. According to Riaz Ahmed & Philbin, (2020) leadership competencies have been defined as "a cluster of related knowledge, attitudes, skills, and other personal characteristics varying from person to person and project to project. Similarly, Yu-xian, (2008) highlighted Leadership competencies as a combination of knowledge, skills and personality characteristics. Team leadership should be reflected in the team's performance, including its productivity, decision-making quality, innovation, creativity, viability, diversity and member satisfaction (Homan et al., 2020).

## 2.6 China Pak Economic Corridor (CPEC)

The China Pakistan Economic Corridor (CPEC) is part of China's Belt and Road Initiative (BRI). The BRI is an initiative for open and inclusive cooperation for economic, political and cultural exchange linked to the ancient Silk Roads where, since 2000 years under various dynasties trade continued and cultural exchanges also often occurred between trading partners across the route (Wu Hao et al., 2020). It is a huge initiative that includes Asia, Europe and African countries and establishes an economic and diplomatic partnership among these continents (Liu & Dunford, 2016). It is China's offer of public goods to the world as an emerging economic superpower (Chin, 2009). The BRI is not playing its part in material transportation but also transferring social elements such as traditions, languages, and convictions among the respective countries. The mutual contact will lead to different cognitive outcomes and increase self-development. This requires a similar Confucius education to empower and assist these methodologies. BRI has the exclusive temperament of social development but there is still a lot of work that lies ahead.

In general, Belt and Road Initiative has been perceived as a "geo-economic" vision and "geopolitical" initiative (Li & Ma, 2015). BRI is a reflection of China's emergence as a major economic power and a catalyst of regional economic integration. Development in China has generated considerable interest in its leadership model in countries that also wish to get richer including Pakistan. It is a Chinese vision of promoting economic integration. Given its vast coverage, it is an important new development in the world economy (Du & Zhang, 2018). According to Eberle & Bradley, (2019), the partner countries have different cultures, customs, communication styles, ideologies, ethics and religious beliefs. The difference also exists in the ways of thinking, economic systems, ideologies, of these countries. Countries along the BR Initiative include socialist countries as well as capitalist countries, and monarchies of the Arab world. Therefore undertaking and executing this initiative, leadership at all tiers determine its performance (Drache et al., 2019).

While speaking at the Thematic Session on "Connectivity of Policy" at the second BRI summit Minister Planning Pakistan Mr. Makhdum Khusro Bakhtyar stated that While Belt and Road Initiative (BRI) is redefining China as the center of connectivity between civilizations, where multiple cultures have peacefully coexisted

for centuries, it places Pakistan right in the center of this historic change. Connectivity on land through highways and maritime networks is the cornerstone of regional economic cooperation and integration. It has become a major priority for Pakistan especially in the context of efforts to find new drivers of economic growth (Beijing, April 2019).

From May 22 to 23, 2013, Chinese Premier Mr. Li Keqiang of the State Council visited Pakistan. During the trip, the concept of the "China-Pakistan Economic Corridor" was firstly proposed, and a long-term plan was developed, to promote the China-Pakistan Economic Corridor construction. On August 27, 2013, Joint Cooperation Committee of China-Pakistan Economic Corridor held its first meeting in Islamabad, which determined to jointly carry out the long-term plan for the China-Pakistan Economic Corridor and identified transport infrastructure and energy as the key points of cooperation. The transport infrastructure construction is an important part and plays an important role in the development of bilateral cooperation. From the Karakoram Road in the 1960s to the latest Gwadar Port, it shows that the cooperation scope of transport infrastructure has been expanded and deepened (Monographic study on Transport Planning 2014-2030, August 2014).

CPEC brings the biggest investment ever in Pakistan and promotes the cross-cultural experience of managing that investment through the project. In 2017, the Chinese foreign minister visited Pakistan and stated that CPEC is an icon project of the BRI and the focus of the project is on energy projects, transportation projects, and development of the industrial parks (Syed, 2018). However, in the long-term plan, there are other priority areas of cooperation, including agriculture, industries, tourism, people's livelihood and financial cooperation, etc. To date, 22 projects worth 28 Billion USD have been initiated which is expected to generate economic growth and business activity in Pakistan with resultant gains in exports, improved competitiveness and job creation. Prime Minister of Pakistan Imran Khan also stated that CPEC also provides a great opportunity to those countries that are landlocked in the sector of trade and provides an opportunity to enhance the economy. It is not merely an economic project, but rather has cultural, social and strategic aspects (Pakistan Economic Survey, 2018-19). The major events of BRI/CPEC are highlighted in (Table 2.5).

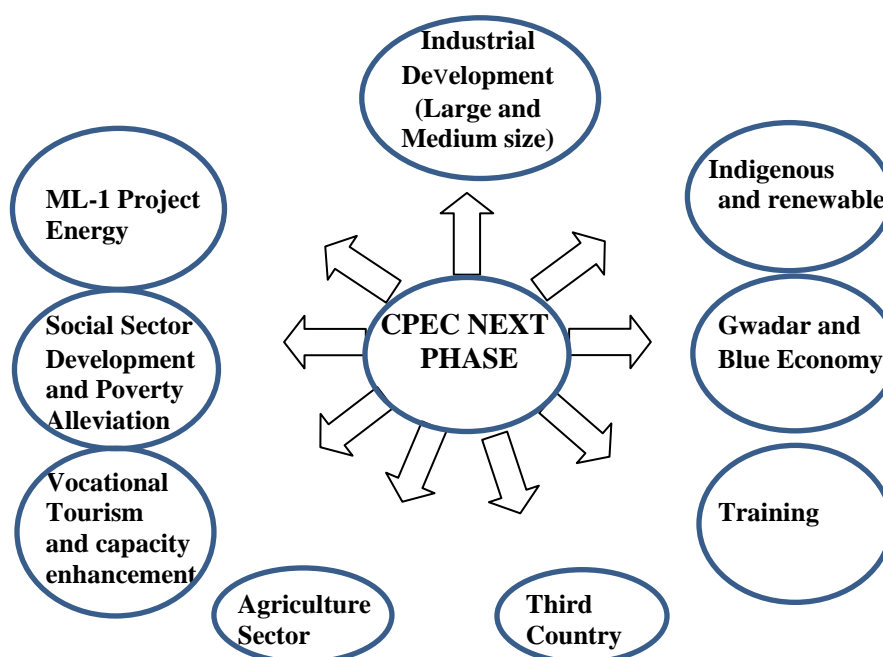


**Table 2.5 Major events of CPEC**

<b>Major Events CPEC</b>	
22 <sup>nd</sup> May 2013	Project initiated
20 <sup>th</sup> April 2015	51 agreements and Memorandums of Understanding valued at \$46 billion signed
18 <sup>th</sup> December 2017	Long term plan of CPEC Projects announced
30 <sup>th</sup> January 2018	Gwadar Free Zone Project inaugurated
October 2018	2nd phase of CPEC Projects commenced
January 2019	Under CPEC vision “One Corridor many doors”, the total number of employees on CPEC projects increased to 70,000.

Source: Planning Commission website ([www.CPEC.gov.pk](http://www.CPEC.gov.pk))

The next phase of CPEC commenced in 2018 and is expected to provide an opportunity for Pakistan to become a logistics and economic hub for South Asia, Central Asia, Western Asia, the Middle East and Western China (Crisis group, 2018). According to Dr. Liaquat, PD CPEC Center of Excellence at the Round Table on CPEC (2019) stated that the envisioned interconnectivity fosters peace through economic prosperity and alleviates risks of both intra-state and inter-state conflicts (Rifaat & Maini, 2016) and (Iqbal et al., 2019).

**Figure 2.1 CPEC next phase**

Through this initiative, CPEC generates professional, educational and cultural exchanges and a way of realization of understanding of policy and economic patterns across the countries in BRI (Dr. Zhang Jiamei at International conference October 2015). Therefore, strengthening research of culture and leadership and applying the results in practice reduces failure and subjectivity to the largest extent. The political relations between the two countries are friendly; however, the culture, language and customs of both are pretty different from each other (Dr. Zhan Jiamei, 2015). Similarly, Due to the nature and size of the project, the understanding of the general public remains limited and suitable narrative development regarding the benefits of the projects remains a challenge (Ip, 2009). Given the level of investment and scale of this project, both countries have to focus on discovering the most appropriate leadership competencies to make this mega project a success and the performance as per the desired outcome (Drache et al., 2019) and (Sterling, 2018).

The projects under CPEC are being executed under G2G and B2B framework and resultantly executives in leadership roles witness growing interaction between teams working in cross-cultural enterprises. This interaction results in challenges and learning in a cross-cultural domain. During a visit to the CPEC Energy project in Port Qasim and Gwadar port, it was observed that Chinese state-owned enterprises install better working premises regarding building structures, equipment, and technology ranging from inventory management, sales and marketing, financial management, and supervision and the local employees are using the new technologies offered by these enterprises.

## **2.7 Summary**

Chinese leadership philosophies, business ethics and methods of doing projects are different and unique in many ways (Chen, 2008) as Chinese leadership takes guidance predominantly from the Confucius school of thought and such leadership is also most common in Chinese business practices (Kissinger, 2011). Pakistan on the other hand mostly adopts western leadership practices as well as ascertains Islamic leadership ethics and practices (Khakwani, 2014). The cultural approach of Chinese state-owned enterprises (SOEs) is different and conveying the information of the project from culture to culture is not an easy process. Therefore, since the initiation of the China Pakistan Economic Corridor, it has been a continuous requirement to understand the

philosophies and work ethics of the teams employed on the projects as CPEC is also expected to facilitate in promoting the language and culture and prosperity of both China and Pakistan. Therefore, research is beginning to surface on the cultural impact of the BRI on the people (Lau, 1979). The total employment data is available at Annex C.

The comprehensive literature review highlighted that significant work on leaderships definitions and on identifying competencies for effective management has been undertaken. The literature further highlighted that “Confucian Philosophy” has been predominant in Chinese history, it still exists with its distinct characteristics linking past, present and future (Warner, 2016). Moreover, Chinese managers have additionally been presented to and know about other schools of thought including Legalism, Daoism, Communism, and some Western management theories. Such variation of thoughts and points of view is although a wellspring of contention but is being explored by new Chinese Leaders across different sectors and levels. Competency leadership and Confucious leadership philosophies came out to be major areas of research in Western and Chinese contexts. The literature review also highlighted that the CPEC project is a major undertaking between Chinese & Pakistani teams working for a joint objective under a larger BRI framework. The project leaders need to understand cultural dimensions and cross-culture competencies to achieve desired project performance. Extensive literature is available on project performance criteria including dimensions of time, scope & cost. Overall, the finding of the literature suggests that modern business administration education should balance Western theories and Chinese philosophies which prescribe management principles that business leaders “may adopt (Chao – Chuan Chen & Yuen – Ting Lee, 2008). Several studies have highlighted the gap for assessing cross-cultural leadership impact on the project (Taryn Jane Bond et al, 2018). Similarly, understanding the differences in environment, culture, norms and behavior strategies to achieve desired objectives (Busch Unger, et al., 2013).

## **2.8 Theoretical Framework Development**

The study postulates a theoretical framework for identifying the relationship between the competencies of the Confucius and Competency Leadership School of Thought and their impact on Project Performance vis-à-vis CPEC. In the study, the project performance is taken as a dependent variable (cost, time, scope and customer

satisfaction) whereas Competency and Confucius leadership competencies are analyzed as independent variables. Three constructs of each independent variable were taken for better analysis of each competency. Competency School constitutes 15 different competencies, which are grouped into 3 constructs i.e. intellectual competence quotient (IQ), managerial competence quotient (MQ) and emotional competence quotient (EQ) from competency school of thought. Similarly, ethics/morality, the perfection of relationship, faithfulness, wisdom and impartiality are taken as constructs of Confucius's leadership competencies.

Table 2.6 demonstrates which notable scholars have preferred each of the respective leadership schools of thoughts that form the research model and theoretical framework of the study.

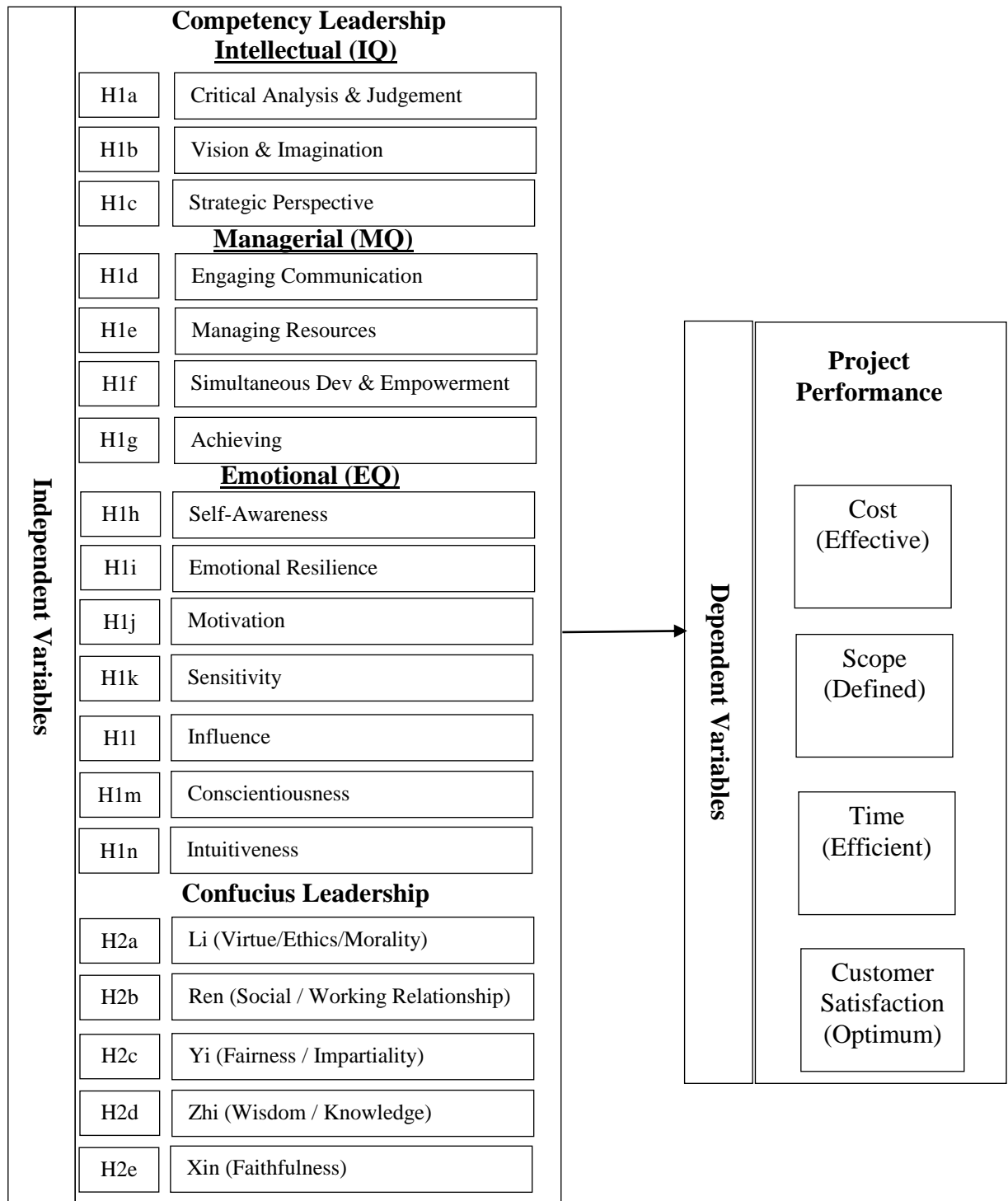
**Table 2.6 Leadership Studies**

<b>S. No.</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Competency Leadership School</b>	<b>Confucius Leadership School</b>
1	Furkan Ali,	2020		✓
2	Trong Duong Tran,	2020		✓
3	Tho Ngoc Nguyen,	2020		✓
4	Karyn Lai,	2017		✓
5	Schenck & Waddey,	2017		✓
6	Malcolm Higgs, Victor Dulewicz,	2016	✓	
7	Malcolm Warner,	2016		✓
8	Philip Hallinger, Truong Thang & Kabini Sanga.	2015		✓
9	Walker & Truong,	2015		✓
10	Lima A, Anne S. Tsui,	2014		✓

11	Liang-Hung Lin	2014		✓
12	Vladimir Obradovic, Petar Jovanovic, Dejan Petrovic, Marko Mihic, Zorica Mitrovic,	2013	✓	
13	Yu-Ling Ho, Wei-Hsin Eugenia Lin,	2013		✓
14	Truong Dinh Thang,	2013		✓
15	Adrian furnham,	2012	✓	
16	McDonald,	2012		✓
17	Patrick and Liong,	2012		✓
18	Kaibin Xu,	2011		✓
19	Muller & Turner,	2010	✓	
20	Po Keung IP,	2009		✓
21	Linda Geoghegan, Victor Dulewicz,	2008	✓	
22	Chau-Kiu Cheung, Andrew Chi-Fi Chan,	2008		✓
23	Chao-Chuan Chen, Yueh-Ting Lee,	2008		✓
24	Yu,	2008		✓
25	Chin,	2008		✓
26	Wong,	2008		✓
27	Ralf Muller A, J. Rodney, Turner,	2007	✓	
28	Turner & Muller,	2007	✓	
29	Chou, Cheng, Huang and Cheng,	2006		✓

30	David Rosete and Joseph Ciarrochi,	2005	✓	
31	Sharon L. Richmond & Pam Fox Rollin Julie M. Brown,	2004	✓	
32	Victor Dulewicz, Malcolm Higgs, Mark Slaski,	2003	✓	
33	Dulewicz & Higgs,	2003	✓	
34	Crawford,	2003	✓	
35	Geo,	2002		✓
36	Alimo – Metcalfe & Alban – Metcalfe,	2001	✓	
37	Jeong - Kyu Lee,	2001		✓
38	Victor Dulewicz, Malcolm Higgs,	2000	✓	
39	Robert J. Sternberg,	1997	✓	
40	Bass & Avolio,	1995	✓	
41	June Ock Yum,	1988		✓
42	Boyatsis,	1982	✓	
43	Malcolm Higgs, Victor Dulewicz,	2016	✓	
44	Dr. Kerri Heath, Dr. Lene Martin, Dr. Linda Shahisaman,	2017	✓	
45	A. Alexander Beaujean, Nicholas F. Benson, Ryan J. Mcgill, Stefan C. Dombrowski,	2018	✓	

Figure 2.2 shows the research model which represents the conceptual framework of the study.



**Figure 2.2 Conceptual frameworks**

## 2.9 Hypotheses

The review of the literature was conducted to identify competencies within leadership models that positively impact project performance and its four variables: time, cost, scope and customer satisfaction. Following are the hypotheses based on the preliminary review of the literature:

“The competency leadership places a great emphasis on determining the competency of effective leaders so that competence can be learned by others (Alimo-Metcalfe & Alban-Metcalfe, 2001; Avolio & Bass, 1995; Dulewicz et al., 2003). It rests on the idea of not so much as leaders are born, but leaders can be made (R. Müller & R. Turner, 2007). This shows that by vigorous and comprehensive learning leaders can be prepared to become strongholds that are ready to face any difficult situation, thereby positively impacting project performance in terms of cost, scope, and time or customer satisfaction.” Moreover, the competent leadership conferred in a cross-cultural setting is likely effective due to the interaction in the work environment (Ballenger & Kemp-Graham, 2014). Likewise, competent leadership vies with the intercultural environment where the cultivation of cultural intelligence is instigated prompted for effective competent leadership in the cross-cultural environment (Seiler, 2007). Also, the enabling factors that resonated with competent leadership are constrained as practices, abilities and skills that develop an individual to be effective in the cross-cultural setting (Pecci et al., 2020).

**H1: The competencies of Competency leadership have a significant impact on project performance in a cross-cultural environment.**

“According to Müller & Turner, (2010) the cognitive element in leadership is broken down into Intellectual Quotient competency (IQ) which includes the variable of “Critical Analysis & Judgment.” This variable along with other IQ variables is considered to have a positive effect on the performance of project managers and the success of the project”. Moreover, Podgórska and Pichlak (2019) identified that the role of competency of critical analysis has been a significant factor in the development of project performance as it helps the managers to effectively perform their tasks. Also, Ahmed and Philbin (2020) stated that the presence of competency in a manager can help in conducting their analysis with proper judgment and efficiency which eventually



leads towards enhanced project performance. Besides, Alvarenga et al., (2019) identified that the relationship between competencies and project performance has been studied in various researches and it has become a significant factor towards the project performance. Similarly, Moradi et al. (2020) found that the competency of critical analysis in a project can significantly help managers to develop their projects positively. Therefore, this research has hypothesized that:

**H1a: The competency of Critical Analysis & Judgement has a significant impact on project performance in the context of the CPEC project.**

“Vision and Imagination is a key variable of IQ competency as it ensures project performance by enabling project managers to avoid scope creep and focus on the quality standards while overseeing and ensuring low cost and time overruns (Müller & Turner, 2010).” In addition, the presence of competency of vision helps the managers in recognizing the long-term vision of the project and its logic for better project performance (de Rezende & Blackwell, 2019). Also, Chang et al. (2019) stated that proper vision in the organization can motivate the employees towards enhancing their production operations that can eventually result in increasing the project performance. Besides, the organization that has a clear competency of vision and imagination can effectively prioritize their work accordingly and can also anticipate any failure in their implementation that can increase the project performance (Ahmed, 2018). Hence, this research has hypothesized that:

**H1b: The competency of Vision and Imagination has a significant impact on project performance in the context of the CPEC project.**

“Müller & Turner, (2010) have described “Strategic Perspective” variable within IQ competency as a key variable necessary for project manager’s performance in executing and managing a project as it enables them to strategize the priorities of the project while keeping in mind the limited resources including time.” Additionally, Pradipta et al. (2020) found that the presence of competency of strategic perspective can significantly help the organization in increasing their project performance. Also, effective strategic goals in the organization can lead the projects to perform properly towards its growth and performance . Similarly, managers are recommended to improve their competency of strategies because it has been identified as a significant element towards project performance (Anantatmula, 2015). According

to Ong'ondi (2017), various organizations use competent business strategies to improve project performance.

**H1c: The competency of the Strategic Perspective has a significant impact on project performance in the context of the CPEC project.**

“Knowledge of management and managerial skills to have “Engaging Communication” comes under the Managerial (MQ) construct of the competency leadership. If a project manager or any team leader lacks these managerial skills then the project is not able to meet its expected outcomes, thereby making it a necessary and positive variable (Dulewicz et al., 2003)”. The project has been identified as the most significant factor in an organization that generates revenues and the presence of communication has been identified as a necessary factor towards proper project performance (Evans et al., 2019). Similarly, Safapour et al. (2019) stated that different previous researches have examined communication and project performance as well. The presence of effective communication between different stakeholders, analysts and other communication methods can help in improving the performance of the project (Unegbu et al., 2020).

**H1d: The competency of Engaging Communication has a significant impact on project performance in the context of the CPEC project.**

“Efficiently “Managing Resources” is also a key variable of MQ that focuses on the ability of the project manager to manage the resources such that it results in a better project performance, thereby making it a positive element for the successful execution of the project (Dulewicz et al., 2003).” Luong et al. (2021) stated that resource management has been identified as an essential factor in any organization and it eventually helps in the proper execution of the processes that increase the project performance as well. The presence of strong managerial competencies shows that the sudden occurrence of critical factors in the project development can help the manager in properly overcoming it and enhancing the project performance (Khattak & Mustafa, 2019). According to Podgórska and Pichlak (2019) effective and successful project performance can be achieved through different factors that include managing resources and motivation towards the project. Hence, this research has hypothesized that:

**H1e: The competency of Managing Resources has a significant impact on project performance in the context of the CPEC project.**

“Empowering ability of the project manager is also a necessary part of Managerial (MQ) competency. As Müller & Turner, (2010) mentioned in their study, the ability to empower positively impacts the overall project performance of the project as it focuses on the betterment of the performance of the whole team.” In addition, Zheng et al. (2021) identified that the presence of empowerment can help the managers in improving their project performance as it helps the people in better understanding their roles and responsibility. Similarly, the notion of empowerment has gained high popularity and it has been identified that no strategy and vision can be achieved without empowerment within the organization. So, it has been identified as a significant factor that can increase the overall project performance (Wall et al., 2004). The presence of empowerment has been stated as a significant factor as it drives motivation within the people and willingness to perform as well (J. Khan et al., 2020). So, Dust et al. (2018) found that empowerment can lead towards better and positive project performance. Therefore, this research has hypothesized that:

**H1f: The competency of Empowering has a significant impact on project performance in the context of the CPEC project.**

“Similar to “Developing” variable of Managerial (MQ) competency construct, the ability of “Achieving” set goals and tasks whilst developing the team also constitute as a major element of positive project performance as it has a favorable impact on the scope, cost and time of the project, as highlighted by (Higgs & Dulewicz, 2016a).” Additionally, the role of achieving the objectives of a project has been identified as a crucial factor as it can eventually result in increasing project performance (Khattak & Mustafa, 2019). Also, Oh and Choi (2020) identified the empirical presence of a relationship between competency and project performance because it helps the members in performing at their best. Similarly, Ahmed (2018) found that various researchers studied the same relationship and identified that a high level of competencies can enhance project performance. According to Ehsan et al. (2010), the presence of task-related competencies has shown a significant effect on project performance as it allows the managers to be proactive and effective in their work as well. Hence, the research has hypothesized that:

**H1g: The competency of Achieving has a significant impact on project performance in the context of the CPEC project.**

“Emotional competency (EQ) is defined in terms of emotional, behavioral and motivational elements of a leader. However, in particular, it includes “Self-awareness” on the part of the leader which is vital for a positive project performance (Serrat, 2017).” Besides, Sasu (2018), stated that managers’ self-awareness towards the project’s processes can help in improving their services and it results in high project performance. Also, the competency of self-awareness can help the manager to identify and presence of risks and take effective measures to overcome it. So, it can significantly improve the project performance because of high awareness (Tak et al., 2019). According to Akinola and Bashir (2019), least awareness cannot help the managers in improving their performances but a proper set of training and awareness can significantly enhance the project performance. Also, Khattak and Mustafa (2019) identified that competency helps in improving the processes in a project because efficient working improves the overall project performance. So, this research has hypothesized that:

**H1h: The competency of Self-awareness has a significant impact on project performance in the context of the CPEC project.**

“Emotional resilience is one of the variables that encompass Emotional (EQ) competency construct. If a team leader or project manager cannot handle pressure situations and disintegrates emotionally then it not only sets a bad example to the team it also may result in the low self-esteem of its subordinates which affects the working environment and momentum, ultimately affecting the basic golden triangle (cost, time, scope) of the project management (Müller & Turner, 2010).” Emotional resilience has been identified as a significant factor that helps in adapting to the situations of crisis and overcoming them effectively as well (Z. Khan et al., 2020). According to Khosravi et al. (2020) competency of emotional resilience can help in improving the project performance efficiently. Also, Oh and Choi (2020) stated that project team members should contain emotional resilience and motivation within their processes because it helps the members in dealing with different critical scenarios that result in high project performance. Therefore, this research has hypothesized that:

**H1i: The competency of Emotional resilience has a significant impact on project performance in the context of the CPEC project.**

“Motivation like emotional resilience and self-awareness is an essential variable within Emotional (EQ) competency to generate a positive impact on the project performance (Serrat, 2017).” In addition, personal competencies that include motivation and awareness can help in increasing the project performance as it provides effective willingness to do the work (Moradi et al., 2020). Similarly, Njeri and Were (2019) found that there are various determinants for achieving effective project performance and motivation is one of the major factors that properly motivates the team members for efficient performance. Also, the competency of motivation can be created in employees through effective training, supervision and goal setting that can eventually help in improving the project performance (Karanam, 2018). Besides, Podgórska and Pichlak (2019) stated that managers should create proper motivations and give the team members clear visions as well. The presence of motivation has been identified as a significant factor that can facilitate the specific project procedures and eventually increase the project performance as well (Norberg, 2010). Hence, this research has hypothesized that:

**H1j: The competency of Motivation has a significant impact on project performance in the context of the CPEC project.**

“Emotional Quotient (EQ) competency construct focuses on the emotional qualities of the project manager or leader, hence the variable or attribute of “Sensitivity” is also important and creates a positive impact on project performance (Müller & Turner, 2010).” The role of sensitivity has been identified as a major factor that can influence the project performance as it identifies the manager’s perspective to tackle sensitive issues (Som et al., 2020). According to Hartono et al. (2019), various competencies can lead towards effective project performance and sensitivity has been identified as one of the factors in it. The presence of competency of sensitivity plays a significant role as it helps the manager to tackle the emotional and sensitive feelings and increase the project performance (Khattak & Mustafa, 2019). So, this research has hypothesized that:

**H1k: The competency of Sensitivity has a significant impact on project performance in the context of the CPEC project.**

“Besides sensitivity, motivation, emotional resilience and self-awareness, the attribute of “Influence” also remains a key variable within Emotional (EQ)

competency construct that generates a positive impact on project performance as justified by (Hawkins & Dulewicz, 2007) in their study.” Besides, Podgórska and Pichlak (2019) identified that managers’ competencies play a significant role in the betterment and enhancement of project performance. The team members should work collaboratively and effectively influence each other to increase the overall project performance. The competency of influence has been identified as a significant factor in project performance and its outcome (Oh & Choi, 2020). The managers should work on providing such an environment that can be cooperative and team members can be positively influenced for achieving effective project performance (Khosravi et al., 2020). The competency of a manager along with its different characteristics that include sensitivity, influence and motivation can be a significant way to increase the project performance (Khattak & Mustafa, 2019). Hence, this research has hypothesized that:

**H11: The competency of Influence has a significant impact on project performance in the context of the CPEC project.**

“Regardless of the nature of the project manager or leader, the attribute of “Conscientiousness” remains a key variable which is of necessity to the project performance and successful project manager is highly conscientious when managing the project (Hawkins & Dulewicz, 2007). This variable also includes the measure of intuitiveness.” Similarly, conscientiousness has been identified as one of the major factors that can influence project performance. Like, Podgórska and Pichlak (2019) identified that when the projects are with medium difficulty then it is conscientiousness on which the project’s performance depends. Also, Khattak and Mustafa (2019) stated that projects with strong conscientiousness can be effective as they can lead towards the betterment of the project performance. According to Cleveland and Cleveland (2020), various competencies have been found important and effective towards the project performance and conscientiousness has been identified as one of the major competency. Therefore, this research has hypothesized that:

**H1m: The competency Conscientiousness has a significant impact on project performance in the context of the CPEC project.**

“Intuitiveness makes a manager reach clear decisions. The gut feeling is linked with rational thinking in intuitiveness. An intuitive person tends to use rational and emotional perceptions to deal with the issues.” (Mikušková, 2017). Besides, Foster et al. (2019)

stated that the competency of intuitiveness can be effectively used to conduct risk management in a project and it can eventually help in improving the project performance. Also, Zeng (2020) identified that the presence of intuitive understanding regarding the effectiveness of projects is an essential factor that can improve their performances. Similarly, de Rezende and Blackwell (2019) found that intuitiveness focuses on identifying the future occurrence of risks and helps the manager to collect information and break it down for understanding its effectiveness. Various researches have studied managers' competencies that also include intuitive decision-making that can help the managers in enhancing their performances (Gunter, 2020). Hence, this research has hypothesized that:

**H1n: The competency Intuitiveness has a significant impact on project performance in the context of the CPEC project.**

“It has been established that ethics (Li), impartiality (Yi) and relationship (Guanxi) all three attributes have a positive impact on project performance in a cross-cultural environment (S.-J. Guo, 2002; Hall & Ames, 1987; Lau et al., 1979). Furthermore, competencies of ethics (li) and impartiality (yi) facilitate the competency of perfecting social and working relationships (ren), all in all having a positive impact on project performance and its four variables i.e. cost, time, scope and customer satisfaction. Moreover, the Confucian Asian culture is defined by the status differences as well as positive mental states that determined the cross-cultural environment to be effective with the effective leader behavior conferred from Confucian principles (Weng et al., 2020).

**H2: The competencies of Confucius leadership have a significant impact on project performance in a cross-cultural environment.**

“Confucius places a lot of emphasis on the humanistic and collectivist nature of leaders. It describes an ideal leader in the form of a “perfect man” or “JUNZI” who is virtuous and ethical (li) in his dealing with his followers i.e. team members, which then improves the working relationship and project performance as a result (Rosemont Jr & Ames, 2016). In doing so, it is argued that a project manager with the attribute of virtue/ethics has a positive impact on project performance (S.-J. Guo, 2002; Hall & Ames, 1987).” Likewise, virtue is determined as a construct of project behavior which constitutes the abundance of project performance to be extended and

deliberately constraints positive influence (Guo et al., 2019). Also, Tarigan et al. (2020) determined virtue for cultivating the project performance, which is inclined to the measure of project performance risk. Furthermore, Buldan et al., (2021) also determined that the factors that are constrained towards project management and organizational performance are likely inclined with virtue, justice as well as honesty and humility which are deemed as behavioral factors afflicting the tendency of project's performance.

**H2a: The competency of Li (Virtue/Ethics) has a significant impact on project performance in the context of the CPEC project.**

“Based on the socio-political order and the Junzi leadership model, Confucius argues that a leader should perfect its relationship (Ren) when dealing with people within his supervision as well as outside (Lau et al., 1979). Talking about the impact on project performance, social synchronization is important for positive project performance according to (Hall & Ames, 1987).” Also, (Mæland & Sandnes, 2020) determined that the social relationship is considered a critical factor that afflicts the project's performance tremendously. Likewise, Ivatury and Woldesilassie (2020) also determine that social relationship is an important variable that plays an important role in the significance of a project's performance.

**H2b: The competency of Ren (relationships) has a significant impact on project performance in the context of the CPEC project.**

“Impartiality or “yi” is another key competency of Confucius's leadership that contributes towards an improved project performance. Being correct, fair and impartial “Yi” holds the key to successful governance “cheng” for Confucius (Lau et al., 1979). Being impartial and fair to those whom you are leading generates a good working environment which helps increase the productivity of the team and impacts project performance positively.” Further on, Wu, Liu, et al. (2019) determine fairness is conserved as a perception that cultivates an impact on a project's performance. Likewise, the perception of informational fairness is constrained as a factor that influences project performance in constructional organizations (Khattak et al., 2020). Also, if the fairness perception is devised in private and public teams the contingency contrived from private sector preferences is likely not to be beneficial for the project's performance (Han et al., 2020).



**H2c: The competency of Yi (impartiality/fairness) has a significant impact on project performance in the context of the CPEC project.**

“Zhi refers to the moral wisdom and enables a leader to assess situations in an accurate manner (Woods & Lamond, 2011). Better judgments can be made through Zhi and the faults can be rectified. Therefore, Zhi contributes towards better performance of the leader who in turn contributes to better project performance (Wu, Zhao, et al., 2019; You et al., 2019).” Also, knowledge diversity is considered as a constraint that impacts the project’s performance, which is likely cultivated through diverse teams (Wu, Zhao, et al., 2019). Likewise, the constraint of knowledge is accumulated as an asset in knowledge-driven organizations, which cultivate the project’s performance significantly (Singla et al., 2020). Also, Huda and Maliki (2019) identified that knowledge prosperity cultivates a significant effect on managerial competency and construction project performance.

**H2d: The competency of Zhi (Wisdom/Knowledge) has a significant impact on project performance in the context of the CPEC project.**

“Confucius gives importance to the attribute of Xin as it refers to trade in a credible manner. Xin allows leaders to model the spirit of the team and positively contribute towards the project performance (Wu, Zhao, et al., 2019; You et al., 2019).” Likely the contingency cultivated in the leader through the loyalty of the team excels the project performance significantly, which is likely constrained as authentic leaders influence the stability, trust and loyalty factor in the team, through which subjected project performance is accumulated (Tak et al., 2019). Also, the loyalty conferred as a factor for faithfulness contrives the affliction of project performance to be cultivated with effective measures as loyalty is concerned as vital for a team that accumulates high performance for a project (Abosedo et al., 2021).

**H2e: The competency of Xin (faithfulness) has a significant impact on project performance in the context of the CPEC projects.**

## Summary of proposed Hypotheses

**Table 2.7 Summary of the proposed Hypotheses**

<b>Hypothesis Description</b>	
H1	The competencies of <b>Competency leadership</b> have a significant impact on project performance in a cross-cultural environment like CPEC Projects
H1a	The competency of <b>Critical Analysis &amp; Judgement</b> has a significant impact on project performance
H1b	The competency of <b>Vision and Imagination</b> has a significant impact on project performance
H1c	The competency of <b>Strategic Perspective</b> has a significant impact on project performance
H1d	The competency of <b>Engaging Communication</b> has a significant impact on project performance
H1e	The competency of <b>Managing Resources</b> has a significant impact on project performance
H1f	The competency of <b>Empowering</b> has a significant impact on project performance
H1g	The competency of <b>Achieving</b> has a significant impact on project performance in the context of the CPEC project
H1h	The competency of <b>Self-awareness</b> has a significant impact on project performance
H1i	The competency of <b>Emotional resilience</b> has a significant impact on project performance in the context of the CPEC project
H1j	The competency of <b>Motivation</b> has a significant impact on project performance
H1k	The competency of <b>Sensitivity</b> has a significant impact on project performance
H1l	The competency of <b>Influence</b> has a significant impact on project performance
H1m	The competency of <b>Conscientiousness</b> has a significant impact on project performance
H1n	The competency of <b>Intuitiveness</b> has a significant impact on project performance
H2	The competencies of <b>Confucius leadership</b> have a significant impact on project performance in a cross-cultural environment of CPEC Projects
H2a	The competency of <b>Li (Virtue/Ethics)</b> has a significant impact on project performance
H2b	The competency of <b>Ren (relationships)</b> has a significant impact on project performance
H2c	The competency of <b>Yi (impartiality/fairness)</b> has a significant impact on project performance
H2d	The competency of <b>Zhi (Wisdom/Knowledge)</b> has a significant impact on project performance in the context of the CPEC project
H2e	The competency of <b>Xin (faithfulness)</b> has a significant impact on project performance

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

The aim of this chapter is to provide a detailed summary of the methodology used in the dissertation including research design, population, sample, data collection and analyses. A thorough literature review suggests that in previous studies the discussion on leadership competencies to be adopted for cross-cultural leaders in contemporary projects undertaken by Chinese overseas has been limited. In this chapter, the design of the research, philosophy, approach, research strategy, population, sampling, data collection is discussed in detail. A pilot study has been carried out and its results are also discussed. The analysis techniques are also discussed which help in achieving the aims and objectives of the study.

#### **3.2 Research Design**

##### **3.2.1 Research Philosophy**

After selecting the topic and formulating research questions and objectives, the next key step is to select the research paradigm. The research philosophy of post-positivism is used in the research work as it helps in developing the methodology and is consistent with earlier research. Positivism generally relies more on quantitative data and post-positivism makes use of both qualitative and quantitative research methodology. For social sciences, there has been a consensus that positivism does not fulfill the requirements based on analytic facts. An orthodox nature of approach has been adopted in positivism therefore a mixed paradigm that combines both interpretivism and positivism is used largely named as post-positivism (Kock et al., 2008). Proper understanding of the directions within the research is obtained through post-positivism. Furthermore, the judgments are not clouded by feelings and emotions. A deductive approach is adopted in the study as existing theories are made use of in the research work. To get suitable results for the deductive approach, the survey method and interviews have been adopted in the research work. Project Leaders, managers, officials and academicians from both countries were interviewed to get a broader

understanding of the cultural differences and to increase reliability when gathering answers from more than one perspective.

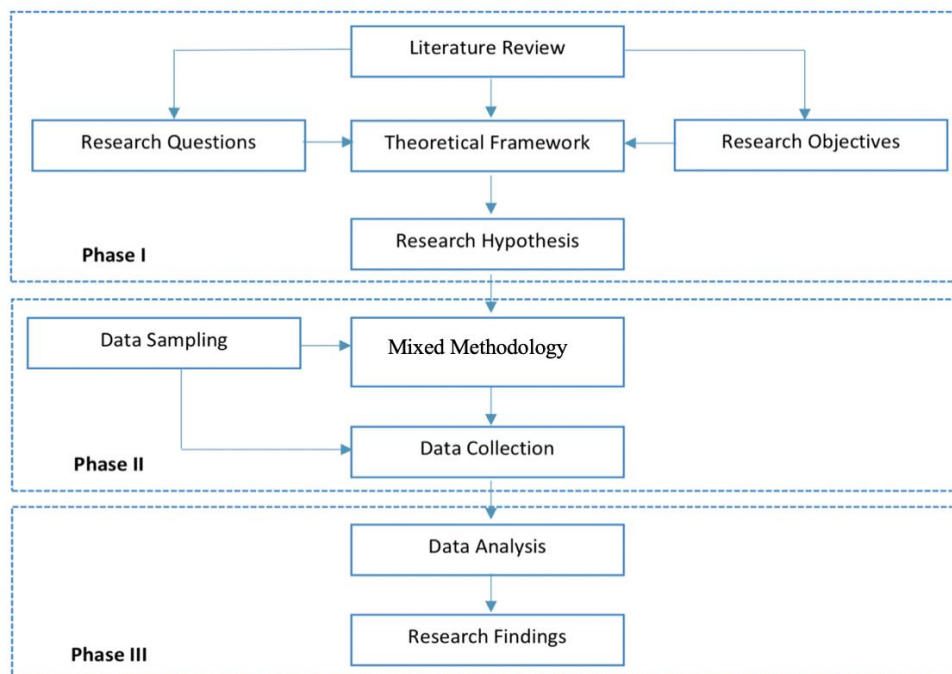
### **3.2.2 Research Approach and Strategy**

There are two parts of the study: secondary data analysis which includes an extensive literature review, and primary data analysis through a comprehensive questionnaire (Annex-A) consisting of closed-ended questions as well as analysis of primary research data on Chinese & Pakistani companies operating in CPEC to determine their project performance. In the course of the literature review, the literature related to leadership competencies and organization and team performance criteria is to be analyzed. This part aims to identify the appropriate model (framework) for evaluating project performance-based in cross-cultural environments. This framework would work as a base for the comprehensive close-ended questionnaire to determine which leadership competency is being primarily followed in cross-cultural CPEC projects. Secondary sources were gathered to enhance the quality of this research and to create a basis for the theoretical framework and a more reliable data collection during the process of finding relevant data to use in the study.

Based on the literature review a research model was developed to have various characteristics of each of the two leadership competencies and their relationship/links with the attributes of project performance (time, cost, quality and customer satisfaction). For testing the deduced hypotheses, the study makes use of quantitative and qualitative approaches considering timelines for the study. The data has been collected at one point in time which reflects that the study is cross-sectional. The methodology that is used for conducting research involves collecting data via closed-ended survey; after collecting data via survey questions, it is analyzed, and then integrated (or mixing) quantitative and qualitative research (and data) in a single study and finding its relationship with the project performance (in terms of quality, time, cost and customer satisfaction) of CPEC projects. The closed-ended questions help in exploring the linkage between the type of leadership competencies being used in CPEC projects and the variables that impact the performance.

Emic tend to be culturally unique and Etic tend to be universal to the cultures. Although the two (Emic and Etic) are not mutually exclusive but need to be practiced in

combination. To carry out the cross-cultural research, both Emic and Etic methods have been combined which do not conflict but are enriching in a mutual manner (Brand, 2009). A combination of both Emic and Etic approaches for cross-cultural research is considered as the best approach as it addresses getting necessary details required for a cross-cultural study (Busch et al., 2013). Following this research approach, the Research design is divided into three main phases (see Figure 3.1); Phase I: exploring elements of cross-cultural theories in question through extensive literature review, Phase II: Using mixed methodology along with data sampling in developing the framework, the data collection process is completed. Phase III: Validating the framework and hypotheses through data analysis.



**Figure 3.1 Research Design**

(Ahmed, 2018; Blessinger, 2015)

### 3.3 Population and Sampling

The target population signifies the group of people that a researcher utilizes to draw an inference and the sample is a representation of the population (Saunders et al., 2007). For the sampling technique, the convenience sampling method is used because the unit of analysis remains rare and specialized and from two countries. The sample size is calculated through the table for determining the sample from the research study of (Watson, 2007) as provided in table 3.1 (Gaskin et al., 2017) states that for accurate

factor analysis a minimum of 100 samples are required. The total population of the study is 82,257. According to the Krejcie & Morgan, (1970) table for determining sample size, the sample size is 384 as it does not change over 20,000. The questionnaires responses collected were 330, therefore; the response rate was 86% A sample of 20 was collected in the pilot study. Therefore, the total questionnaires collected were 350.

The primary research source includes a sample based on a self-administered questionnaire; project managers from China and Pakistan, similarly line managers from both China and Pakistan and senior officials from the Chinese side and the Pakistan side. The majority of the studies of leadership majorly focus on project managers and site managers only, however, line managers, and supervisors also play an integral role in getting the job done in projects. Therefore, it is necessary to conduct multiple levels of analysis (Chai et al., 2018). In the sample, 35% of the Chinese team leads and managers were either foreign qualified or they knew different western ways of management while the lower staff was trained from China. The respondents include government officials, economists, policymakers and project employees but a majority of the respondents are project managers of CPEC projects. Formal letters, personal contacts and recommendations are used to recruit respondents. An option was given to them to mention their name (identity) to fulfill the privacy concerns of respondents. No names are mentioned in the study as well to maintain privacy. To reduce the biases of the study, data has been collected from people working in different positions which include project management, middle management and top management. The questionnaires are taken to assess the effect of leadership on project performance in the energy, infrastructure and other sectors of CPEC. A structured questionnaire is used and circulated to collect the response. The survey questionnaire is appropriately designed to enable meaningful and specific replies for testing the hypotheses. The questionnaires are drafted in English and are then translated to Chinese (Mandarin) and Urdu (in case of need) through professional translators (if required).

For qualitative data, 20 Semi-structured interviews have been conducted as semi-structured interviews combine both structured and unstructured interview styles and allow an opportunity to spontaneously explore topics relevant to the candidate based on your qualifications and experience. Vasileiou et al., (2018) suggest 20-30 interviews for qualitative studies tend to be a suitable sample size. Semi-structured

interviews have been carried out as they are more flexible (Yan Zhang & Barbara M. Wildemuth, 2005). An initial questionnaire of 10 questions was shared initially as part of the semi-structured interview and, but flexibility was kept in the sequence of the questions, and to add questions based on the context of the participants' responses to accurately describe the information. Formal appointments were set up with the respondents and where respondents do not speak English, careful translations and bilingual interviewers were arranged. In a few cases even if the respondents do speak English, they required explanation. This was useful to make adjustments to question wording during the interviews for a deeper understanding and the discussion to be more detailed (William Adams, 2015). Recording of the information was done after seeking prior approval.

### **Data Collection and Sampling Technique**

The survey method was utilized to collect primary data from the selected sample through a well-structured questionnaire. In the questionnaire, for closed-ended questions, a Five-point Likert scale ranging from strongly disagree to strongly agree is used to determine which leadership school, Competency or Confucius, is being used in CPEC cross-cultural projects. For the sampling technique, the convenience sampling method is used because the unit of analysis remains rare and specialized.

The statistical tool is used for data analysis of the closed-ended questionnaire. Closed-ended data is analyzed using frequency analysis to describe the results. Data from closed-ended questions is then analyzed using SPSS software. Themes related to the leadership competencies of Confucius and Competency are gathered and linked with data gathered from Chinese and Pakistani sides. It is also determined which leadership competency is more used by which side. This helps us in understanding which leadership approach would be deemed suitable for the successful completion and performance of CPEC projects.

### **3.4 Instrument**

The instrument used for the study includes a closed-ended questionnaire for quantitative analysis. The format for the Confucius leadership questionnaire has been adapted from the study of (Jiang et al., 2019). The questionnaire format used for IQ, MQ and EQ is adopted jointly from the National School of Development at Peking

University – Beijing, China and Stellar Leadership questionnaire on emotional and social intelligence, available at: <https://www.stellarleadership.com/>. Other literature used for questions in the questionnaire includes (R. Müller & J. R. Turner, 2007). The questionnaire for project performance has been adopted from the study of (Blaskovics, 2014). The questionnaire consisting of both Confucius leadership competencies and western leadership competencies is filled by all the respondents' i.e., both Chinese and Pakistani respondents. The questionnaire consists of questions related to the projects the respondents are working in followed by competency leadership and Confucius leadership questions based on a 5-point Likert scale. There are three sub-parts of competency leadership i.e., IQ, EQ and MQ. Scoring criteria has been set to calculate the score of the respondents i.e., strongly disagree has a score of 1, disagree has a score of 2, neutral has a score of 3, agree has a score of 4 and strongly agree has a score of 5. Besides, the following table has showed the questionnaire instrument:

<b>Variable Name</b>	<b>Number of Items</b>	<b>Source(s)</b>
Strategic Perspective	3	(Müller & Turner, 2010)
Critical Analysis and Judgment	3	
Vision & Imagination	3	
Engaging Communication	3	
Managing Resources	3	
Simultaneous Development & Empowerment	3	
Achieving Set Tasks/Goals	3	
Self-Awareness	3	
Emotional Resilience	3	
Motivation	3	
Sensitivity	3	
Influence	3	
Conscientiousness	3	
Intuitiveness	3	(Yang & Van der Wal, 2014)
Guanxi	3	
Virtue/Li	4	
Justice & Righteousness /Yi	3	
Wisdom (knowledge)/ Zhi	3	
Faithfulness/ Xin	3	
Time	3	(Blaskovics, 2014)
Cost Scope	6	



### **3.5 Sources of Data**

The study uses a set of both primary and secondary sources to gather predominantly quantitative and qualitative evidence in answering the research questions. The primary sources include questionnaires, and the project performance data acquired via the Ministry of Planning, Development and Reform, CPEC Secretariat. Interviews have also been done for the authenticity of data of managerial personnel working on CPEC projects in Pakistan as well as China. The secondary sources include the existing academic peer-reviewed literature and published reports on cross-cultural leadership, cross-cultural project management, China-Pakistan Economic Corridor (CPEC) and Chinese as well as Pakistani leadership strategies.

### **3.6 Data Handling**

Care was taken in the data entry stage for correct entry in SPSS software. The questionnaire that was 95% completed was included and was arranged according to the date and as per nationality of the respondents. Then serial numbers were assigned to all and then entered into the software. The data was reconfirmed again after entering and corrected if required. Thereafter, frequency tables were generated.

### **3.7 Variable Specification**

The aim and purpose are to study and analyze the impact of cross-cultural leadership on project performance (cost, scope, customer satisfaction and time) vis-à-vis CPEC, and to determine which leadership competencies are most suitable for the successful performance of different projects in the energy, infrastructure, agriculture and industrial cooperation within CPEC. The aforementioned triple variables are therefore dependent variables, whereas the leadership theories in question (Competence and Confucius) are independent variables for the research study. Moreover, in this cross-culture study, “culture” itself acts as a control variable as the difference in culture has a direct impact on the dependent variables i.e., cost, time, scope and customer satisfaction (Project Performance).

The dependent variable includes Project performance. The independent variables include Confucius's leadership and competency-based leadership competencies. The

attributes of independent variable Confucius leadership include relationships/guanxi, Virtue/Li, justice and righteousness/Yi, Wisdom/Zhi, and Faithfulness/Xin.

In the western competency leadership philosophy, various attributes of IQ include strategic perspective, critical analysis and judgment, and vision and imagination, attributes of MQ include engaging communication, managing resources, simultaneous development and empowerment, achieving set tasks/goals and attributes of EQ including self-awareness, emotional resilience, motivation, sensitivity, influence and conscientiousness have been used.

### 3.8 Unit of Analysis

Unit of analysis for the study is the active government officials, project managers, academicians, private businessmen from Pakistan as well as China working on CPEC projects. This is because it focuses on the project management of CPEC projects which largely consists of personnel from these two countries (Uma Sekaran, 2017).

### 3.9 Demographic Details

The demographic details of the respondents of sample size 330 are provided in this section.

S.No	Variable	Percent
<b>1</b>	<b>Age</b>	
	20-30	38.3
	31-40	35.8
	41-50	20
	51-60	5
	60 and above	.9
<b>2</b>	<b>Gender</b>	
	Male	90.8
	Female	9.2
<b>3</b>	<b>Experience</b>	
	1-5 years	36.7
	6-10 years	21.7

	10-15 years	15.8
	15-20 years	20.8
	20 and above	5
<b>4</b>	<b>Nationality</b>	
	Pakistani	54.2
	Chinese	45.8

According to the statistics, 38.3% of the respondents belong to age group 20-30, 35.8% of the respondents 31-40, 20% of the respondents are aged 41-50, 5% of the respondents are aged 51-60 and 0.9% of the respondents are 60 and above. According to the statistics, 90.8% of the respondents are males whereas 9.2% of the respondents are females.

36.7% of the respondents have experience of 1-5 years, 21.7% of the respondents have experience of 6-10 years, 15.8% of the respondents have experience of 10-15 years, 20.8% of the respondents have experience of 15-20 years, and 5% of the respondents have experience of 20 years and above. According to the statistics, 54.2 % of the respondents who responded to the questionnaire are Pakistani Nationals, whereas 45.8% of the respondents are Chinese Nationals. 55.8% of the respondents are involved in engineering/construction projects, 20.8% of the respondents are involved in energy projects and 23.4% of the respondents are involved in ICT/Optical Fiber related projects.

### **3.10 Construct Validity (Content, Face Validity, Convergence Validity)**

The extent of variable items is determined from content and face validity. In the current study, the past literature is reviewed thoroughly for the survey questions and subject specialists have also been involved in order to ensure that the survey questions are highly reliable. First of all, the past studies were reviewed thoroughly and before finalizing the questionnaire, three Ph.D. qualified experts in the related field reviewed the questionnaire.

Convergent validity states that the tests that have similar constructs should be correlated highly. One of the ways in which convergent validity is done is to compare two assessment tools that measure the same construct. In the study, factor analysis and

regression analysis provide correlation results that are compared. The results, therefore, are evidence of the convergent validity (Wei-Ming, 1979). (Rahim et al., 2018) states that in some studies convergent validity is not carried out in the pilot study due to a small sample size but it is done during the final data collection and the same has been done in the current study.

The measurement indices and their acceptance level are provided in table 3.1 for further use in the study which validates the responses.

**Table 3.1 Measurement Indices**

<b>Index Name</b>	<b>Level of acceptance</b>	<b>Source(s)</b>
KMO	>0.6	(Hair et al., 2010)
Cronbach Alpha	>0.6	(Hair et al., 2013)
Skewness	-1 and 1	(Hair et al., 2013)
Kurtosis	-3 and 3	(Hair et al., 2013)
X <sup>2</sup> /df	Between 2 and 5	(Fadok et al., 2017)
CFI, NFI	>0.9	(Scott & Kline, 2019)
Correlation value	>0.7 – strong relation	(Ratner, 2009)

### **3.11 Data entry**

Data screening is an important part of the study. This process help recognizes and eliminate the influences of biases (Hair et al., 2007). Extreme caution was observed so that data is correctly entered into the software. The data was examined for any outliers and missing values. After addressing the data entry-related problems, responses were coded and then inserted into SPSS for analytic tests.

### **3.12 Pilot Study**

A pilot study was conducted taking a sample size of 20 as recommended in the study of (Whitehead et al., 2016). The reliability analysis and construct validity for the items has been carried out in the pilot study. (Herman & Ames, 1987) states that reliability is tested by measuring the correlation between different items' scores. All the scores were acceptably significant. (Herman & Ames, 1987) describes the coefficients

between 0.6 and 0.8 to have good level of reliability. Tables 3.2 and 3.3 provide the values for Cronbach alpha and KMO and Bartlett's test.

**Table 3.2 Cronbach Alpha**

<b>Item</b>	<b>Cronbach's Alpha</b>	<b>N of items</b>
<b>Competency leadership</b>	.712	42
<b>Confucius leadership</b>	.687	16
<b>Time</b>	.754	3
<b>Cost</b>	.786	3
<b>Scope</b>	.656	3
<b>Customer Satisfaction</b>	.713	3

The above table has shown the results of Cronbach alpha and its recommended threshold as given by Sekaran and Bougie (2010) is 0.60. The values should be higher than the threshold for acceptance. Besides, the higher value of Cronbach's alpha is 0.786 of (cost) and the lowest value is 0.656 of (scope). Therefore, Cronbach's alpha has been accepted showing the reliability of the variables.

**Table 3.3 KMO and Bartlett's Test**

<b>Variable</b>	<b>KMO measure of sampling adequacy</b>	<b>Approx. Chi-square</b>	<b>Sign.</b>
Project performance	0.762	390.318	0.000
Confucius leadership	0.812	351.348	0.000
Competency leadership	0.791	212.811	0.000

(Schenck & Waddey, 2017) state that for factor analysis, the value of Kaiser-Meyer-Olkin (KMO) should be more than 0.60 and the results reflect that the variables have a value above 0.60. (Schenck & Waddey, 2017) further states that Bartlett's test of sphericity has a significant value less than 0.001 and the significant value of the variables the study has been less than 0.001.

### **3.13 Interview Guide**

The interview guide represents a list that contains different high-level topics that are covered in the survey interview and questions are asked based on it as well (Gaskell, 2000). The major topics of this research are cross-cultural leadership, competence leadership, strategic performance, China Pakistan Economic Corridor, leadership philosophies, and project performance. An interview guide was developed based on the recommendations from the existing (Williams Adams, 2015). Initially, Ten questions were shared with the interviews and additional follow-up questions supporting the interviews were asked based on the qualifications and experience of the interviewees. The division of the questions is done in a manner that the questions are related to the objectives. This contemplates the objective of the study to be fulfilled with the qualitative analysis. Moreover, this provides consistency in terms of incorporating the results contrived from qualitative and quantitative analysis.

### **3.14 Data Analysis Technique**

#### **3.14.1 Normality Tests**

Normality tests describe the distribution of data of a specific variable. There are various methods of assessing the dataset's normality (Drezner & Turel, 2011). The most common tests used by scholars to test the normality of data are skewness and kurtosis through graphs and the shape of data (Hair et al.,2007).

#### **3.14.2 Skewness**

Skewness in the data represents that it is not normally distributed and is weighted towards one side. In other words, it denotes the tilt of data in comparison to a normal distribution. To deal with the issue of skewness, the outliers in the data should be removed, or it must be transformed. Kurtosis represents the extent to which the data is flat or peaked in comparison to a normal distribution (i.e., it shows the variability or flatness of data distribution). Data with a relatively small standard deviation shows problems related to kurtosis. If the distribution of the data has high kurtosis or is highly skewed, then it shows data to be non-normal (Hair, et al., 2007). The problem with data normality is present when the skewness shows an absolute value greater than  $\pm 3$  (Kline,2005). Normality issues randomly influence data estimation techniques (Hall &

Wang, 2005). The results of all these tests are described and presented in detail in the next chapter.

### **3.14.3 Exploratory Factor Analysis**

The exploratory factor analysis had been applied in this research as it helped the researcher in reducing the data into a relatively small set of summary variables (Gorsuch, 1988). The rationale for applying this technique was that it helped in identifying the theoretical underpinnings of the phenomena.

### **3.14.4 Confirmatory Factor Analysis**

The confirmatory factor analysis is conducted to examine how well or to what extent the assessed variables reflect the construct (Haie et al., 2007). CFA helped the researcher in understanding the indicators of a construct and their support to it with the researcher's understanding (Brown & Moore, 2012). Confirmatory factor analysis has been used in the current study, due to the reason that it exposes the readers with comforting pieces of evidence and helps determine whether measures of the construct are coherent based on the literature review. Further on, the CFA results are determined to be common which determines the relationship between constructs and their respective measures based on theoretical underpinning. Details of this analysis are given in the next chapter

### **3.14.5 T-Test**

The t-test had been applied in this research because it helped the researcher recognize the differences between the two groups (Kim, 2015). The rationale of using this analysis was that it helped for conducting the hypotheses testing in statistics.

### **3.14.6 Regression Analysis**

The regression analysis technique had been applied in this research because it focuses on examining the relationship between two variables (Sykes, 1993). Besides, the rationale for applying this technique was that it helped in identifying the changes independent variables when the independent variables were changed.

### **3.15 Data Triangulation**

The basic concept of data triangulation refers to using different data sources for the effective development of the phenomena. Similarly, in qualitative researches, it helps in increasing the validity of the results and their credibility as well (Denzin, 2012). Also, Jick (1979) described that triangulation can be used more than only identifying the reliability as it can help in representing an effective and holistic and contextual portrayal view of the research topic and its variables. Besides, using multiple sources can help the researcher in uncovering unique variance that could have been neglected in a single method. According to Oliver-Hoyo and Allen (2006), the presence of triangulation helps in comparing the information and identifying any corroboration and examining the same construct with different methods and generating valid estimates of the result. In addition, Love et al. (2002) identified that for developing a complete set of information and knowledge-based scenario of the given construction management project the triangulation should be used. Similarly, using triangulation (mix of quantitative and qualitative) can also help in extending the scope of theory and the results enhancing the social phenomenon. Therefore, in this dissertation triangulation is carried out to improve the reliability of both qualitative and quantitative research findings which not only enhances the effectiveness but also reflects the extent of accuracy of research investigated. In this research three types of triangulation are used including data triangulation, theory triangulation and methodological triangulation.

### **3.16 Ethical Considerations**

The well-being of all the respondents is well preserved. No unethical methods have been used as that would leave the participants and researcher as well, vulnerable. The identity of the researchers is kept confidential due to privacy and confidentiality (Chen et al., 2009). Confidentiality which refers to how data is stored and is managed was ensured. Moreover, it was also ensured that cultural variance is not overlooked and alternate viewpoints are obtained specifically as the study also focuses on cross-culture. Since ethical research aids in collaborative research and respectful dialogue between the researcher and the respondents and the same has been followed in the study. It has been ensured that an effective result is obtained to ensure a transformative change through the study (Chen et al., 2009). Informed consent of respondents was sought through a consent form for their participation in the study. The interviewees were asked only a few



predetermined questions (Annex D) while the rest of the questions were not planned. Recordings of the interviews were done after seeking approvals.

## CHAPTER 4

### ANALYSIS

The chapter aims to provide input on how the data was handled and analyzed to test the hypotheses proposed in chapter 2 and also carries out an analysis of the data obtained through qualitative and quantitative methods.

#### 4.1 Demographic Variables

The demographic details of the respondents of sample size 330 are provided in this section.

##### 4.1.1 Frequency Distribution

**Table 4.1 Frequency Distribution**

S.No	Variable	Percent
<b>1</b>	<b>Age</b>	
	20-30	38.3
	31-40	35.8
	41-50	20
	51-60	5
	60 and above	.9
<b>2</b>	<b>Gender</b>	
	Male	90.8
	Female	9.2
<b>3</b>	<b>Experience</b>	
	1-5 years	36.7
	6-10 years	21.7
	10-15 years	15.8
	15-20 years	20.8
	20 and above	5
<b>4</b>	<b>Nationality</b>	

	Pakistani	54.2
	Chinese	45.8
<b>5</b>	<b>Type of CPEC project</b>	
	Engr./construction	55.8
	Energy project	20.8
	ICT/Optical fiber	23.4
<b>6</b>	<b>Contract type</b>	
	Fixed-price	75.0
	Joint venture	25.0
<b>7</b>	<b>Life cycle stage</b>	
	Feasibility	16.7
	Design	17.5
	Execution	54.2
	Close-out	2.5
	Commissioning	9.1
<b>8</b>	<b>Culture of organization</b>	
	Host culture	17.5
	Expatriate	35
	Cross-culture	47.5
<b>9</b>	<b>Culture of majority project team</b>	
	Host culture	22.5
	Expatriate	21.7
	Cross-culture	55.8

According to the statistics, 38.3% of the respondents belong to age group 20-30, 35.8% of the respondents 31-40, 20% of the respondents are aged 41-50, 5% of the respondents are aged 51-60 and 0.9% of the respondents are 60 and above. According to the statistics, 90.8% of the respondents are males whereas 9.2% of the respondents are females.

36.7% of the respondents have experience of 1-5 years, 21.7% of the respondents have experience of 6-10 years, 15.8% of the respondents have experience of 10-15 years, 20.8% of the respondents have experience of 15-20 years, and 5% of the respondents have experience of 20 years and above.

According to the statistics, 54.2% of the respondents who responded to the questionnaire are Pakistani Nationals, whereas 45.8% of the respondents are Chinese nationals. 55.8% of the respondents are involved in engineering/construction projects, 20.8% of the respondents are involved in energy projects and 23.4% of the respondents are involved in ICT/Optical fiber-related projects.

In response to a type of contract, 75% of the respondents have fixed-price contracts, and 25% of the respondents have Joint ventures.

In response to the project life cycle stage, 54.2% of the respondents are involved in the execution of the project, 17.5% are involved in the design stage, 16.7% are involved in the feasibility stage, 2.5% have closed out and 9.1% of the projects are at commissioning stage.

According to the statistics, 47.5% of the respondents are involved in cross-culture projects, 35% are involved in expatriate projects and 17.5% are involved in host culture projects. In response to the culture of project teams, 55.8% of the respondents have majorly cross-culture project teams, 22.5% have project teams that majorly host culture, and 21.7% of the respondents have project teams that are majorly comprised of expatriates.

## **4.2 KMO & Chi-square Test**

### **Test Relevance:**

KMO indicates the variable's proportion of variance that can be caused by some factors. If the value of KMO is higher than 1.0 then it represents that the data is useful and the sampling is adequate (IBM, 2020). If the KMO value is closer to zero, it indicates that there are large correlations which are a problem for the factor analysis. KMO assesses the data set used for factor analysis. Bartlett's test examines that there is un-correlation between population correlation matrixes. It tends to be powerful if the population is normal. It helps to examine the homogeneity of variances. Bartlett's test

also tends to be unbiased; however, it is also argued that it can be very sensitive to the departure from normality. The results of the study is:

**Table 4.2 KMO, Chi-square and Cronbach Alpha**

<b>Variables</b>	<b>KMO</b>	<b>Chi-square</b>	<b>Df</b>	<b>Sign</b>	<b>No. of items</b>	<b>Cronbach Alpha</b>
<b>Competency</b>	0.944	4516.244	442	0.000	42	.862
<b>Confucianism</b>	0.887	316.479	265	0.000	16	.859
<b>Project performance</b>	0.784	735.788	144	0.000	12	.795

### **Result and Outcomes:**

The Cronbach alpha values reflect that the questionnaire variables are reliable (Table 4.2). The KMO test shows that the data is good for factor analysis. (Maghnati et al., 2012) suggests that the value of KMO should be more than 0.5, and values between 0.5 and 0.7 are mediocre and between 0.7 and 0.8 are good.

#### **4.2.1 Skewness and Kurtosis**

##### **Test Relevance:**

Skewness refers to the degree of distortion of the distribution. It measures if there is any lack of symmetry in the data. Skewness has two types, i.e. positive skewness and negative skewness. In positive skewness, the mean and median are greater than the mode and in negative skewness, the mean and median are less than the mode. From this analysis, it can be determined if the data has symmetry or not. If the data is in the range of -1 and 1 it represents that the data is symmetrical. On the other hand,

kurtosis represents any extreme values in the distribution. There are heavy tails in high kurtosis and light tails in low kurtosis. This analysis reflects if there are any extreme values present in the distribution.

**Table 4.3 KMO and kurtosis**

<b>Stat</b>	<b>CLS</b>	<b>Confucius</b>	<b>Project performance</b>
<b>Skewness</b>	-.995	-.650	-.532
<b>Std. Error of skewness</b>	.241	.241	.241
<b>Kurtosis</b>	.991	.549	1.296
<b>Std. Error of Kurtosis</b>	.478	.478	.478

**Result and Outcomes:**

The descriptive for IQ, MQ, EQ, Confucius competencies and project performance is given in (table 4.3). The description for Confucius is given in the table. The skewness value is within the acceptable range (-1 and 1). Moreover, the Kurtosis values are also within the acceptable range (-3 and 3) (Herman & Ames, 1987). The skewness values represent that the data is not distorted. Kurtosis represents that there are no extreme values and has a normal distribution.

**4.2.2 Normality Test**

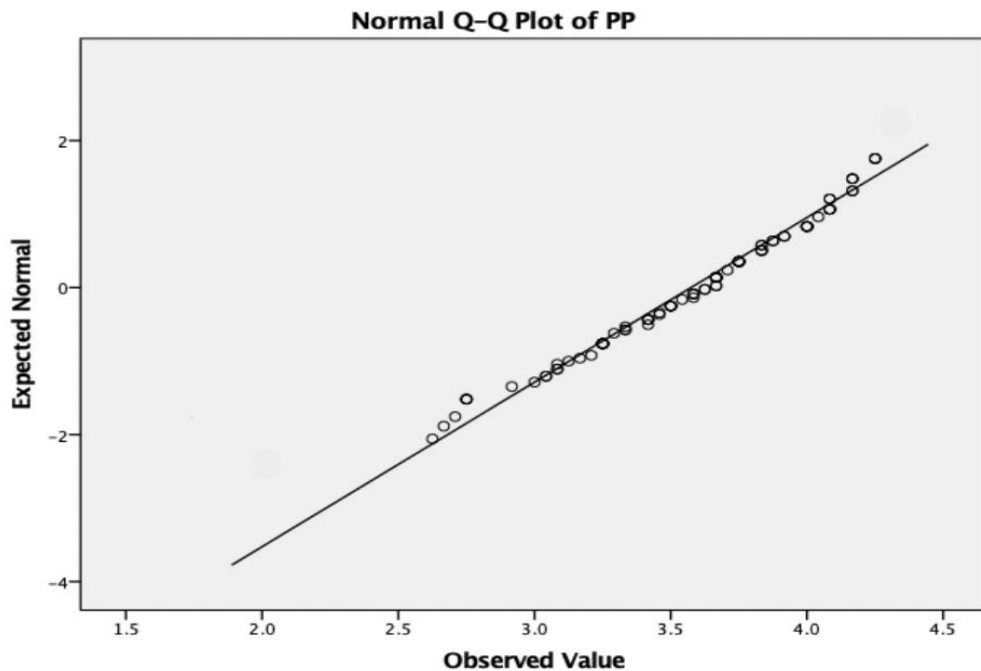
**Test Relevance:**

A normality test is carried out to determine if the data has been drawn from a population that is normally distributed.

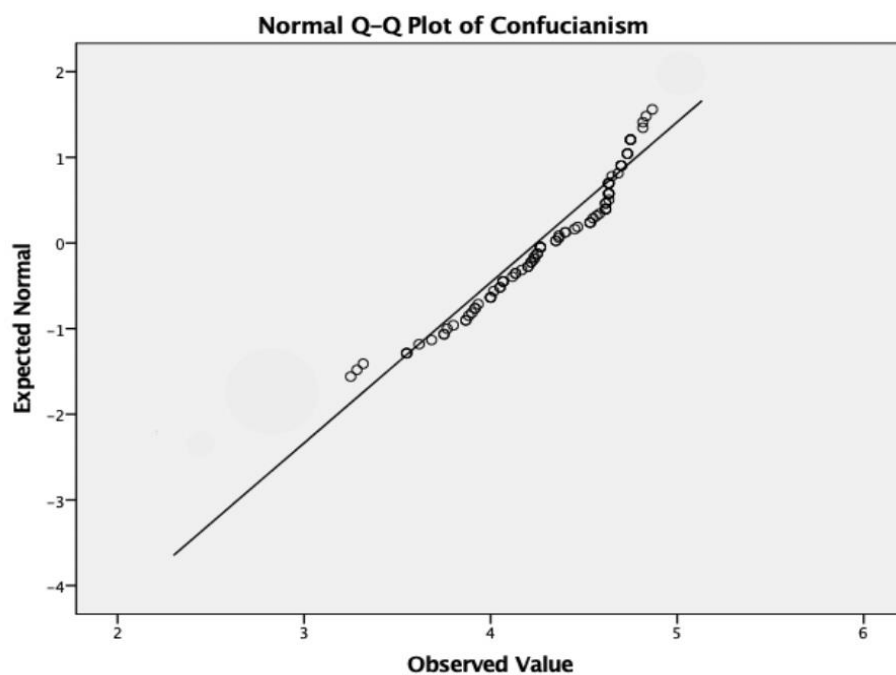
**Result and Outcomes:**

Normality test for project performance, competency leadership and Confucius is given. The results reflect that the data is normal. It reflects that the results that are

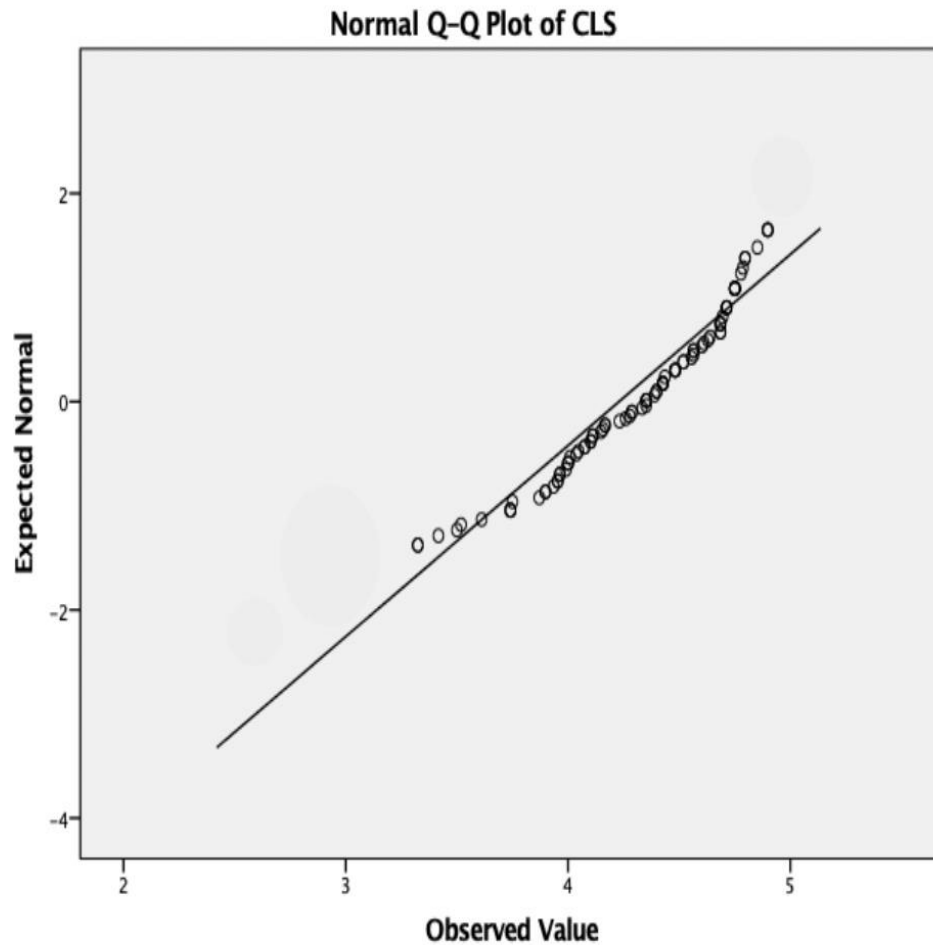
derived from the population are normally distributed for all variables under study. Q-Q plot helps in determining the normality. The straighter the data is to the normal line, the closer is the distribution of the variable to achieve normality (Hitt & Meyers, 2017). Most data on Project performance, Confucius leader competencies and competency leadership appeared near the expected line (Figure 4.1).



**Figure 4.1 Normality Plots of Project Performance**



**Figure 4.2 Normality Plots of Confucianism**



### 4.3 Factor Analysis (Principal Component Analysis)

#### Test Relevance:

As explained in chapter 3, Principal component analysis (Exploratory factor analysis) is carried out as it increases the interpretability of the data and the information loss is minimized. The dimensionality of the data set is reduced through this analysis. The principal component analysis has been used for data reduction and it creates index variables from plenty of variables in the study. The components are the index variables in the analysis. This helps in determining which components are more relevant to the study of cross-cultural leadership.



Table 4.4 Correlation Matrix

Correlation	SP	CAJ	VAI	EC	MR	SOE	AST	SA	ER	MTV	SEN	NF	CONSENS	RLT	virtue	JAR	wisdom	FAITH
SP	1.000	0.45	0.47	0.35	0.45	0.46	0.28	0.24	0.45	0.43	0.31	0.34	0.298	0.37	0.223	0.26	0.267	0.357
CAJ	0.45	1.000	0.47	0.35	0.45	0.46	0.28	0.24	0.45	0.43	0.31	0.34	0.298	0.37	0.223	0.26	0.267	0.357
VA	0.47	0.47	1.000	0.66	0.62	0.59	0.44	0.49	0.56	0.63	0.45	0.55	0.622	0.45	0.54	0.44	0.502	0.604
EC	0.35	0.35	0.66	1.000	0.6	0.54	0.39	0.5	0.44	0.57	0.33	0.41	0.462	0.46	0.47	0.28	0.272	0.518
MR	0.45	0.45	0.62	0.6	1.000	0.62	0.4	0.47	0.64	0.63	0.43	0.49	0.491	0.5	0.424	0.36	0.45	0.605
SOE	0.46	0.46	0.59	0.54	0.62	1.000	0.43	0.56	0.47	0.67	0.38	0.6	0.514	0.46	0.61	0.36	0.494	0.606
AST	0.28	0.28	0.44	0.39	0.4	0.43	1.000	0.55	0.29	0.55	0.43	0.53	0.524	0.39	0.391	0.49	0.463	0.527
SA	0.24	0.24	0.49	0.5	0.47	0.56	0.55	1.000	0.54	0.72	0.48	0.61	0.623	0.56	0.61	0.44	0.521	0.586
ER	0.45	0.45	0.56	0.44	0.64	0.47	0.29	0.54	1.000	0.6	0.62	0.48	0.531	0.64	0.422	0.3	0.49	0.593
MTV	0.43	0.43	0.63	0.57	0.63	0.67	0.55	0.72	0.6	1.000	0.45	0.63	0.668	0.59	0.612	0.37	0.624	0.598
SEN	0.31	0.31	0.45	0.33	0.43	0.38	0.43	0.48	0.62	0.45	1.000	0.53	0.603	0.52	0.458	0.4	0.3	0.531
NF	0.34	0.34	0.55	0.41	0.44	0.6	0.53	0.61	0.48	0.63	0.53	1.000	0.794	0.6	0.599	0.54	0.494	0.56
CONS	0.3	0.3	0.62	0.46	0.49	0.54	0.52	0.62	0.53	0.67	0.6	0.79	1.000	0.68	0.602	0.45	0.626	0.655
RLT	0.37	0.37	0.45	0.46	0.5	0.46	0.39	0.56	0.64	0.59	0.52	0.6	0.675	1.000	0.543	0.32	0.482	0.646
Virtue	0.22	0.22	0.54	0.47	0.42	0.61	0.39	0.61	0.42	0.61	0.46	0.6	0.602	0.54	1.000	0.5	0.532	0.605
JAR	0.26	0.26	0.44	0.28	0.36	0.36	0.49	0.44	0.3	0.37	0.4	0.54	0.454	0.32	0.497	1.000	0.353	0.523
Wisdom	0.27	0.27	0.5	0.27	0.45	0.49	0.46	0.52	0.49	0.62	0.3	0.49	0.626	0.48	0.532	0.35	1.000	0.624
FAITH	0.36	0.36	0.6	0.52	0.61	0.61	0.26	0.59	0.59	0.6	0.53	0.56	0.655	0.65	0.605	0.52	0.624	1.000

**Result and Outcomes:**

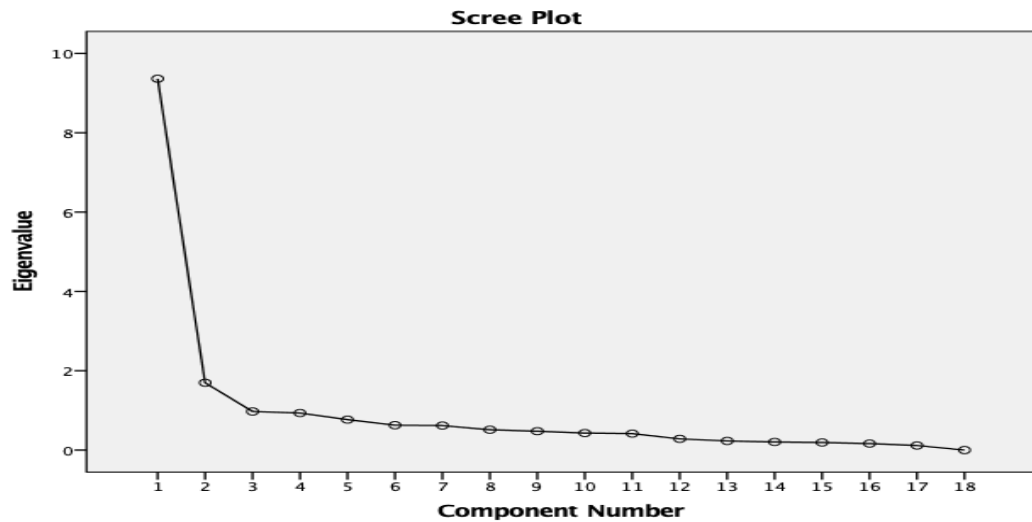
The correlation matrix shows that variables are having a value above 0.3 which means factor analysis can be conducted on the correlation matrix (Table 4.4). Moreover, the correlations do not fall into 0.8, and 0.9 which reflects that there are no

multicollinearity issues in the data. This step is necessary for the factor analysis to determine the integral factors for the study of cross-cultural leadership.

**Table 4.5 Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.364	34.02	34.02	9.364	34.02	34.02	7.53	31.831	31.831
2	1.697	9.429	43.449	1.697	9.429	43.449	3.531	11.617	43.449
3	0.973	5.406	66.855						
4	0.933	5.184	72.039						
5	0.768	4.264	76.304						
6	0.627	3.482	79.786						
7	0.618	3.432	83.218						
8	0.513	2.851	86.068						
9	0.476	2.644	88.712						
10	0.429	2.386	91.098						
11	0.415	2.308	93.406						
12	0.282	1.567	94.972						
13	0.23	1.28	96.253						
14	0.204	1.134	97.387						
15	0.19	1.058	98.445						
16	0.164	0.912	99.397						
17	0.116	0.643	100						
18	8.31E-17	4.62E-16	100						

The total variance explained in the table shows that 2 factors have been extracted. The 2 factors explain 43.449% of the variance (Table 4.5).



**Figure 4.3 Scree plot**

The scree plot reflects that third factor onwards the plot flattens which means that successive factors account for smaller variances. Therefore, the scree plot is in accordance with the total variance explained (Figure 4.2).

**Table 4.6 Rotated Component Matrix**

<b>Rotated Component Matrix<sup>a</sup></b>		
	<b>Component</b>	
	<b>1</b>	<b>2</b>
<b>Conscientiousness</b>	.839	
<b>Self-awareness</b>	.799	
<b>Influence</b>	.782	
<b>Virtue</b>	.781	
<b>Faith</b>	.771	
<b>Motivation</b>	.748	.385
<b>Wisdom</b>	.693	
<b>Ren</b>	.681	.313
<b>AST</b>	.648	
<b>SDE</b>	.623	.449
<b>Vision and Imagination</b>	.621	.490
<b>Sensitivity</b>	.616	
<b>JAR</b>	.602	
<b>Emotional Resilience</b>	.569	.492
<b>Managing Resources</b>	.553	.538
<b>Engaging Communication</b>	.527	.422
<b>Strategic Perspective</b>		.951
<b>Critical Analysis &amp; Judgement</b>		.951
<b>Intuitiveness</b>	.432	

Coefficients smaller than 0.3 have not been taken into account in the rotated component analysis (Table 4.6). The matrix reflects the strongest factors for CPEC leadership are; 1) Strategic Perspective & Critical analysis and judgment (IQ), 2) Conscientiousness, Self-awareness and Influence (EQ), 3) Virtue and Faith (Confucius). The results are in line with the study of (Reynolds, 2013) who argues that project managers need to get rid of the conventional manner of thinking and need to think in a strategic manner in order to lead the project teams. Generally, few professionals are strategic thinkers; however, the habit of thinking strategically needs to be developed amongst the managers so that the CPEC projects can be successful in achieving the desired performance and goals. Moreover, decisions are made daily in projects and some critical decisions need to be taken that can make the projects fail or succeed. (Chan, 2018) has also emphasized the importance of critical decisions making during projects so that rational decisions are made.

#### 4.4 T-Test

##### Test relevance:

T-test is carried out to determine that which leadership competency is preferred by Chinese and which competency is practiced by Pakistani managers as mentioned in the research objectives and questions (Table 4.7). It determines if there is a difference between the mean of groups.

**Table 4.7 T-Test**

<b>Leadership</b>	<b>Nationality</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Competency</b>	<b>Pakistani</b>	4.6500	.16373
	<b>Chinese</b>	2.4774	.09539
<b>Confucianism</b>	<b>Pakistani</b>	2.6473	.16146
	<b>Chinese</b>	4.2678	.07015

##### Result and Outcomes:

The T-test tells us that there is a difference between the means of the two groups for both competency leadership and Confucianism. The significance value is less than 0.05, therefore, the null hypothesis is rejected. The values of equal variances not

assumed are considered. From the mean value, it can be concluded that Pakistani professionals involved in cross-cultural projects tend to prefer competency leadership more than the Chinese. Whereas, the Chinese professional involved in cross-cultural projects tend to prefer Confucianism more than the Pakistanis. Therefore, this reflects that the project managers need to ensure a balance amongst both leadership competencies as focusing on only one leader's competencies in cross-cultural projects might not be fruitful for the managers. The previous studies discussed in the literature also support the same as Pakistan has more influence of the western culture due to which competency leadership has more emphasis in Pakistan. Moreover, the Chinese have a strong culture and history of their own and they tend to follow their leader, Confucius.

**Table 4.8 Group Statistics**

Nationality		Mean	Std. Deviation
RLT	Pakistani	2.2606	.72490
	Chinese	4.3630	.58527
Virtue	Pakistani	.59784	.59784
	Chinese	.59787	.59784
JAR	Pakistani	.84185	.84185
	Chinese	.87604	.87604
Wisdom	Pakistani	2.3212	.71424
	Chinese	4.3407	.59241
Faith	Pakistani	4.2485	.72639
	Chinese	4.4222	.57031
SP	Pakistani	4.0121	.82642
	Chinese	4.0593	.67528
CAJ	Pakistani	4.1879	.82642
	Chinese	2.3185	.66752
VAI	Pakistani	4.5030	.90668
	Chinese	2.5481	.74521
EC	Pakistani	4.1879	.68154
	Chinese	2.3185	.48281
MR	Pakistani	4.3758	.79622
	Chinese	4.3037	.61061
SDE	Pakistani	4.4121	.82653
	Chinese	4.4000	.58431
AST	Pakistani	3.9333	.95452
	Chinese	4.0889	.82695
SA	Pakistani	4.3333	.76980
	Chinese	2.2370	.64598
ER	Pakistani	4.4000	.71261
	Chinese	4.2000	.67975
MTV	Pakistani	4.4364	.79316

	Chinese	4.3259	.67975
SEN	Pakistani	4.1515	.79302
	Chinese	4.2593	.57247
INF	Pakistani	4.0848	.97756
	Chinese	4.2593	.63254
CONS	Pakistani	4.1030	.76946
	Chinese	4.3556	.61299
INT	Pakistani	4.0642	.85433
	Chinese	4.3522	.65488

A difference in the value of means is found for strategic perspective, vision and imagination, engaging communication, self-awareness, relationships and Wisdom (Table 4.8). The group statistics reflect that Pakistani managers tend to make use of strategies, vision, communication, self-awareness more than Chinese, whereas, Chinese make use of traits of relationships and wisdom more than the Pakistani Leaders.

#### 4.5 Hypotheses Testing

##### Test relevance:

To test the hypotheses of the study, regression analysis is carried out to determine how the independent variables impact cross-cultural leadership. Regression analysis helps the current study in determining if the factors have an impact on the dependent variables and how large or small that impact is. The factors that matter the most for the study are determined through regression analysis and it is also determined that which factors can be ignored in the study. The same also helps in testing the hypotheses. This helps in achieving the objectives of the study. Regression analysis helps to make better decisions regarding which factors are more significant for the project managers involved in cross-cultural leadership.

##### Results and outcomes:

**Table 4.9 Regression Analysis**

S.No	Variable	Adjusted R square	F value	Correlation	Beta	Sig.
1	<b>Critical Analysis and Judgement</b>	.100	12.016	.330	2.790	.000
2	<b>Vision and Imagination</b>	.131	15.922	.374	2.381	.000

<b>3</b>	<b>Strategic Perspective</b>	.103	12.019	.330	2.790	.000
<b>4</b>	<b>Engaging Communication</b>	.048	6.018	.240	2.790	.016
<b>5</b>	<b>Managing Resources</b>	.132	16.032	.375	2.559	.000
<b>6</b>	<b>Simultaneous development and empowering</b>	.188	23.917	.443	2.370	.000
<b>7</b>	<b>Achieving</b>	.097	11.6	.325	2.927	.000
<b>8</b>	<b>Self-awareness</b>	.076	9.096	.291	2.793	.003
<b>9</b>	<b>Emotional Resilience</b>	.069	8.340	.280	2.745	.005
<b>10</b>	<b>Motivation</b>	.134	16.377	.378	2.576	.000
<b>11</b>	<b>Influence</b>	.270	37.559	.526	2.746	.000
<b>12</b>	<b>Conscientiousness</b>	.152	18.702	.400	2.514	.000
<b>13</b>	<b>Sensitivity</b>	.178	26.716	.430	2.055	.250
<b>14</b>	<b>Intuitiveness</b>	.032	4.0322	.101	.907	.000
<b>15</b>	<b>Li (virtue/ethics/morality)</b>	.065	7.851	.272	2.713	.006
<b>16</b>	<b>Ren (relationships)</b>	.142	15.375	.328	2.156	.023
<b>17</b>	<b>Yi (impartiality/fairness/justice /righteousness)</b>	.091	10.963	.317	2.903	.001
<b>18</b>	<b>Wisdom</b>	.267	37.053	.524	2.037	.000
<b>19</b>	<b>Faithfulness</b>	.179	22.640	.433	2.312	.000
<b>20</b>	<b>Competency leadership</b>	.227	10.88	.500	1.895	.000
<b>21</b>	<b>Confucius</b>	.283	8.800	.565	1.995	.000
<b>22</b>	<b>Time</b>	.572	67.236	.762	1.654	.000
<b>23</b>	<b>Cost</b>	.559	63.865	.754	.557	.000
<b>24</b>	<b>Scope</b>	.088	1.410	.168	.235	.049
<b>25</b>	<b>Customer satisfaction</b>	.076	2.823	.235	1.345	.044

The adjusted R square value in Table 4.9 reflects that 10% of the variance is explained by critical analysis and judgment. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.330). 13.1% of the variance is explained by vision and imagination. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.374). Therefore, both the factors are related to project performance in a positive manner which means the project managers need to adopt these in their practices.

The adjusted R square value reflects that 3.2% of the variance is explained by intuitiveness. The value of significance is less than 0.00 which shows that the relationship is significant. Furthermore, the correlation value is weak and positive (.101). The study of (Hallinger et al., 2017) also concludes intuition is related in a positive manner with project management. The behavior of the project manager impacts the outcome of the project.

10% of the variance is explained by strategic perspective as shown in table (4.9). The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.330). 4.8% of the variance is explained by engaging communication. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and weak (0.240).

13.2% of the variance is explained by managing resources (table 4.9). The value of significance is less than 0.05 which shows that the relation is significant. Furthermore, the correlation value is positive and moderate (0.375). 18.8% of the variance is explained by simultaneous development and empowerment. The value of significance is less than 0.05 which shows that the relation is significant. Furthermore, the correlation value is positive and moderate (0.443). 9.7% of the variance is explained by achieving set targets. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.325).

7.6% of the variance is explained by self-awareness (table 4.9). The value of significance is less than 0.05 which shows that the relationship is significant.



Furthermore, the correlation value is positive and weak (0.291). 6.9% of the variance is explained by emotional resilience. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and weak (0.280). The adjusted R square value reflects that 13.4% of the variance is explained by motivation. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.378).

The adjusted R square value reflects that 27% of the variance is explained by influence. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.526). 15.2% of the variance is explained by conscientiousness. The value of significance is less than 0.05 which shows that the relation is significant. Furthermore, the correlation value is positive and moderate (0.400). 18.5% of the variance is explained by sensitivity; however, the relation between the two is insignificant as reflected by the significance value.

6.5% of the variance is explained by Virtue (table 4.9). The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and weak (0.272). 14.2% of the variance is explained by the relationship. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and weak (0.328).

The adjusted R square value reflects that 9.1% of the variance is explained by justice and righteousness. The value of significance is less than 0.05 which shows that the relation is significant. Furthermore, the correlation value is positive and moderate (0.317). 26.7% of the variance is explained by wisdom. The value of significance is less than 0.05 which shows that the relation is significant. Furthermore, the correlation value is positive and moderate (0.524).

17.9% of the variance is explained by faithfulness (Table 4.9). The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive and moderate (0.433). 22.7% of the variance is explained by competency leadership. The value of significance is less than

0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive. 28.3% of the variance is explained by Confucius leadership. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive.

57.2% of the variance is explained by Confucius's leadership and competency leadership for the variable of 'time'. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive (.643 and .509).

The adjusted R square value reflects that 55.9% of the variance is explained by Confucius's leadership and competency leadership for the variable of 'cost'. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive (.332 and .956).

8.8% of the variance is explained by Confucius leadership and competency leadership for the variable of 'scope' (Table 4.9). The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive (.328 and .393).

Lastly, 7.6% of the variance is explained by Confucius's leadership and competency leadership for the variable of customer satisfaction. The value of significance is less than 0.05 which shows that the relationship is significant. Furthermore, the correlation value is positive (.230 and .492).

All findings of the study are in line with that of previous studies, as the same factors are found to have positive and significant relation with project performance. A project manager of CPEC needs to ensure that concentration on the mentioned factors is given for the desired performance of the projects. As influence and wisdom have the most impact on project performance, therefore, these two factors need to be concentrated upon the most for favorable outcomes of CPEC projects.

## 4.6 Confirmatory Factor Analysis

### Test relevance:

Confirmatory factor analysis is used as it helps in modelling measurement error and also provides a robust statistical basis. In the study, factor analysis helps us to verify the factor structure of the variables that are observed (Hair et al., 2007). It allows testing the hypotheses of the study that a relationship exists between the latent construct and the observed variables. AMOS (Analysis of moment structure) software was used as it is distributed with SPSS. The basic component permits specification of the model. The output in CFA from AMOS indicated several measures and fit indices. The model test statistics is a chi-square test with a Chi-square distribution. CFI was used as it is the commonly used index (Hair et al., 2007). The data on the model of fit is given below.

### Results and outcomes:

**Table 4.10 Goodness-of-Fit Indices**

Model	X <sup>2</sup> /df	RMSEA	CFI	NFI	TLI/NNFI
<b>Confucius leadership</b>	2.348	0.047	0.912	0.907	0.901
<b>Competency leadership</b>	3.275	0.053	0.922	0.916	0.921
<b>Project Performance</b>	4.723	0.051	0.931	0.925	0.917
<b>Two-factor model</b>	3.451	0.048	0.952	0.911	0.948

Nam et al., (2021) suggest that X<sup>2</sup>/df should be between 2 and 5 and results are accordingly (Table 4.10). It is also suggested that the value of the root mean square error of approximation should be below 0.08 and the values for the models are lower than 0.08. (Kline, 2015) suggests that the comparative-fit index (CFI) should be greater than 0.9 and the normed-fit index (NFI) should be greater than 0.9 as well. The results are suitable for a structural model that is complex (Kline, 2015). Significant relations exist between the variables under test and the relations are positive. All the items are loaded significantly as the P-value is 0.000. A comparison of the first-factor model was made with the two-factor model and the results for the two-factor model also turned out to be significant as reflected in Table 4.10. This shows that the model is fit for CPEC leadership (cross-cultural leadership). The loading on the left of the table reflects the loading of first order factor model and the loading on the right represents the loading of

second order factor model (Table 4.10). The analysis identifies the structure of the model between variables and respondents for the cross-cultural leadership. The structure of the variables is identified and provided in the figure discussed below (Figure 4.4, 4.5, 4.6).

**Table 4.11 Confirmatory Factor Analysis**

<b>Variables of study</b>	<b>Items</b>	<b>Loading</b>	<b>Items</b>	<b>Loading</b>
<b>Relationships/Guanxi</b>	R1	.702	R1	0.612
	R2	.840	R2	0.613
	R3	.802	R3	0.651
<b>Virtue/Li</b>	V1	.452	V1	-
	V2	.836	V2	0.646
	V3	.817	V3	0.627
	V4	.694	V4	0.733
<b>Justice and righteousness/Yi</b>	JR1	.789	JR1	-
	JR2	.884	JR2	0.644
	JR3	.881	JR3	0.672
<b>Wisdom/Zhi</b>	W1	.838	W1	0.651
	W2	.746	W2	0.514
	W3	.682	W3	0.655
<b>Faithfulness/Xin</b>	F1	.789	F1	0.675
	F2	.780	F2	0.585
	F3	.808	F3	0.682
<b>Time</b>	T1	.755	T1	0.787
	T2	.749	T2	0.674
	T3	.672	T3	0.786
<b>Cost</b>	C1	.693	C1	0.634
	C2	.758	C2	0.687
	C3	.736	C3	0.569
<b>Customer Satisfaction</b>	CS1	.672	CS1	0.623
	CS2	.634	CS2	0.736
	CS3	.744	CS3	0.649
<b>Scope</b>	S1	.751	S1	0.643
	S2	.703	S2	0.772
	S3	.715	S3	0.710
<b>Strategic perspective</b>	SP1	.601	SP1	0.769
	SP2	.652	SP2	0.734
	SP3	.717	sP3	0.652
<b>Critical analysis and judgement</b>	CAJ1	.769	CAJ1	0.648
	CAJ2	.779	CAJ2	0.688
	CAJ3	.864	CAJ3	0.794
<b>Vision and Imagination</b>	VAI1	.831	VAI1	0.747

	VAI2	.789	VAI2	0.783
	VAI3	.738	VAI3	0.682
<b>Engaging communication</b>	EC1	.745	EC1	0.769
	EC2	.704	EC2	0.658
	EC3	.862	EC3	0.787
<b>Managing resources</b>	MR1	.811	MR1	0.633
	MR2	.715	MR2	0.602
	MR3	.869	MR3	0.648
<b>Simultaneous development and empowerment</b>	SDE1	.748	SDE1	0.735
	SDE2	.757	SDE2	0.672
	SDE3	.765	SDE3	-
<b>Achieving set goals and targets</b>	AST1	.785	AST1	0.783
	AST2	.812	AST2	0.734
	AST3	.828	AST3	0.688
<b>Self-awareness</b>	SA1	.860	SA1	0.636
	SA2	.814	SA2	0.688
	SA3	.834	SA3	0.649
<b>Emotional resilience</b>	ER1	.436	ER1	-
	ER2	.740	ER2	0.746
	ER3	.744	ER3	0.732
<b>Motivation</b>	M1	.715	M1	0.648
	M2	.786	M2	0.629
	M3	.822	M3	0.768
<b>Sensitivity</b>	S1	.352	S1	0.474
	S2	.625	S2	0.648
	S3	.451	S3	-
<b>Influence</b>	I1	.689	I1	0.722
	I2	.783	I2	0.674
	I3	.635	I3	0.791
<b>Conscientiousness</b>	CON1	.769	CON1	0.610
	CON2	.724	CON2	0.725
	CON3	.649	CON3	0.644
<b>Intuitiveness</b>	INT1	.432	INT1	0.721
	INT2	.534	INT2	0.642
	INT3	.632	INT3	0.513

A two-factor analysis for the estimation is conducted. For the model estimation, a first factor model of Confucius leadership, project performance and competency leadership were designed.

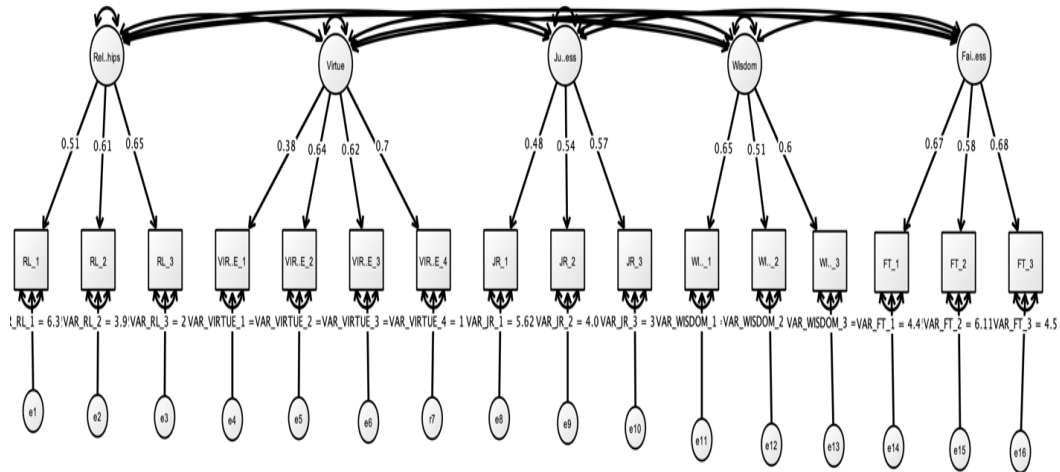


Figure 4.4 first-order factor model for Confucius leadership

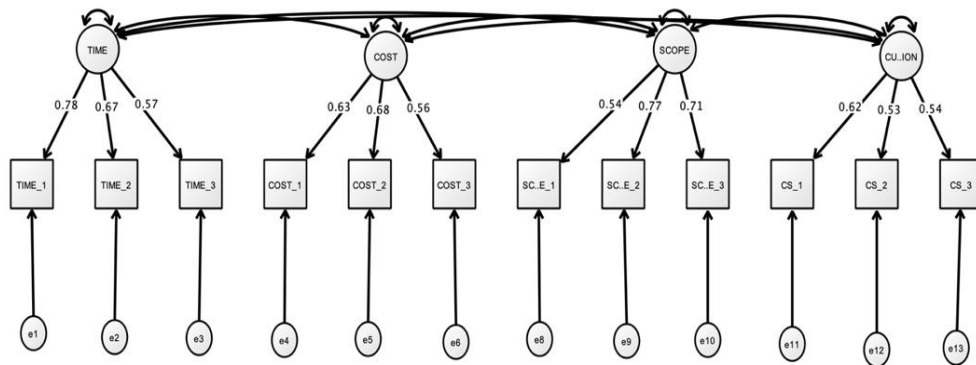


Figure 4.5 first-order factor model for project performance

The model in figure 4.5 reflects the relation between the five competencies of Confucius leadership. An error term is also present with all the components. The results show that the model is feasible.

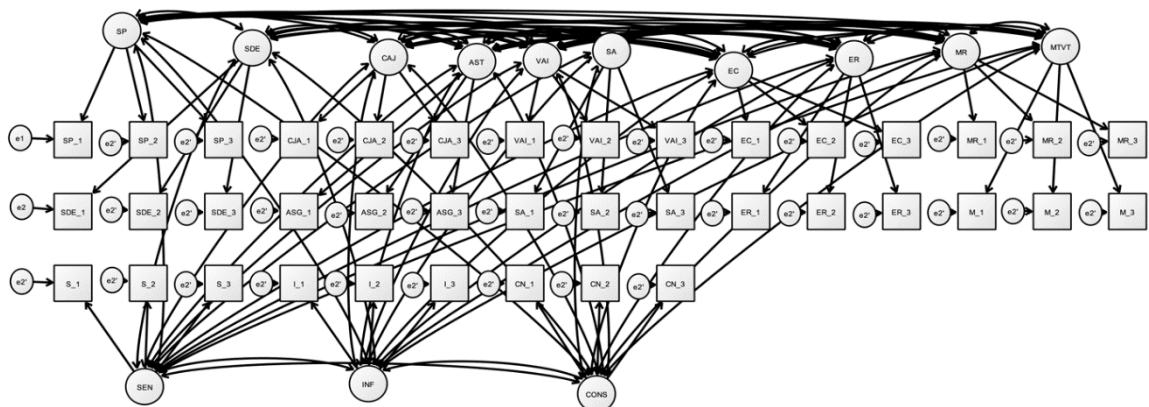
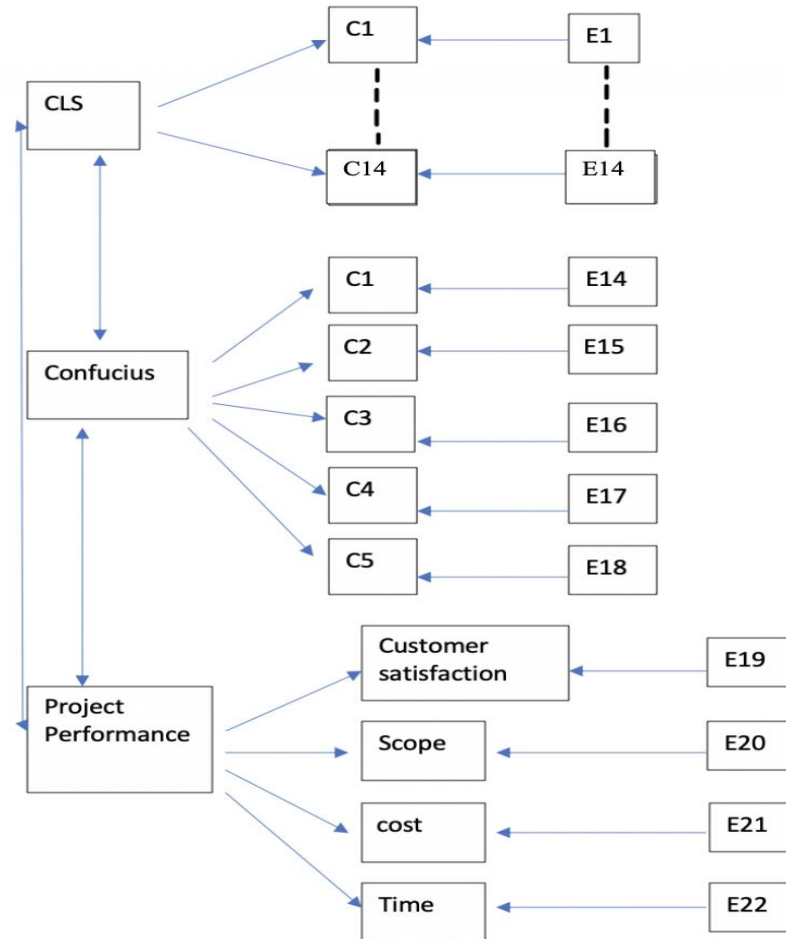


Figure 4.6 First-order factor model for competency leadership

Figure 4.6 shows the relation of components of project performance and its components. An error term is included with all the components. The results show the model is feasible.



**Figure 4.7 Second-order factor model for Project performance and leadership competencies**

Figure 4.7 shows the components of competency leadership and its factors. An error term is present with all the components. The results reflect that the model is feasible.

Based on the first-order factor model, a second-order factor model is obtained for both leadership and project performance (Figure 4.7). Therefore, based on the model fit obtained for the cross-cultural leadership in CPEC, it can be concluded that time, cost, scope and customer satisfaction contribute towards project performance. The competencies of Confucius's leadership are relationships, faith, wisdom, justice and righteousness and Virtue. Lastly, competency leadership is governed by components of

IQ, MQ and EQ. Also, an interrelation has been found between Confucius's leadership and competency leadership competencies and project performance.

#### 4.7 Qualitative Analysis

The Qualitative analysis part in this dissertation includes research design, the population of research, respondent selection, and collection of data while following all protocols of confidentiality, management and privacy along with the systematic details of the analytical part, reliability and validity. Unstructured and semi-structured interviews are used as a tool to have better qualitative research where semi-structured interviews not only gave direction to the research but controlled the structure of the communication environment between interviewer and interviewees. Initially, 10 questions were shared with the respondents and it was followed up with additional questions based on your responses. It also creates the link between the types of leadership competencies being used in CPEC projects.

##### Test relevance:

20 semi-structured interviews have been carried out. MaxQDA is used to analyze the qualitative data. The details of the interviewees are as follows:

**Table 4.12 Interview Details**

<b>Respondent</b>	<b>Designation</b>	<b>Nationality</b>	<b>Date</b>
A	President Malaysian Center for New Inclusive Asia	Chinese Malaysian	23 <sup>rd</sup> January, 2020
B	Former Chief Economist at World Bank	Chinese	22 <sup>nd</sup> January, 2020
C	PD, CPEC Cell at Mo Planning Islamabad	Pakistani	4 <sup>th</sup> February, 2020
D	PD, Media Cell CPEC	Pakistani	15 <sup>th</sup> January, 2019
E	President ACCA	Pakistani	16 <sup>th</sup> January, 2020
F	Chief economist, Minister of Planning	Pakistani	5 <sup>th</sup> February, 2019
G	Member Private Sector, Minister of Planning	Pakistani	18 <sup>th</sup> January, 2020
H	Manager China Road and	Chinese	25 <sup>th</sup>



	Bridges		December,2019
I	President Pak-china Chamber	Chinese	20 <sup>th</sup> December 2019
J	Executive Director Pak Chia Institute	Pakistani	4 <sup>th</sup> January, 2020
K	Ex-Director, Sustainable Development Policy Institute SPDI	Pakistani	13 <sup>th</sup> January, 2020
L	Manager Estate, KP Economic Zone company	Pakistani	6 <sup>th</sup> February, 2020
M	Director Pak Study Center, Sichuan University	Chinese	07 <sup>th</sup> February, 2020
N	Director Huawei	Chinese	20 <sup>th</sup> December, 2019
O	Director Energy Projects KP Board of Investment	Pakistani	11 <sup>th</sup> January, 2020
P	Director Policy KP Special Zone Authority (KPSEZA)	Pakistani	29 <sup>th</sup> January, 2020
Q	CEO KP Economic Zone company	Pakistani	15 <sup>th</sup> February, 2020
R	GM China Roads and Bridges Company	Pakistani	20 <sup>th</sup> December, 2019
S	DGM China Railways Cooperation	Pakistani	14 <sup>th</sup> January, 2020
T	Deputy Director Meetings, CPEC Authority, Islamabad	Pakistani	19 <sup>th</sup> January, 2020

The responses of the interviews are:

#### **4.7.1 Competency Leadership**

##### **Critical Analysis and Judgment**

Respondent A stated that: “Critical analysis and judgment corresponds as the prior competency factor in the competency leadership, which is likely related with the

intelligence of the individual. The individual with the ability to critically analyze and judge a situation can achieve a goal with certainty as well as is considered highly involved in the matter at hand”.

Respondent B stated that: “Competency leadership incorporates various competent dimensions in which critical analysis and judgment is one of the key dimensions in the competency leadership. Competency leadership is likely based and applied in the organizations where the credibility and performance of the projects are key measures and is likely applied in various contractual projects which are for the international incumbent.”

### **Vision and Imagination**

Respondent A stated that: “Vision and imagination is an imperative competency in the competency leadership, which can be seen as a good trait as well as a bad trait. In the essence of good trait, it can be viewed as establishing priorities with innovative measures, while in the essence of bad trait it can be viewed as prioritizing the vision of the organization based on personal imaginative cognition.”

Respondent B stated that: “A competent leader can unify the processes and decisions in a project. Which are likely developed by the imaginative as well as the vision of the individual. In this spirit, the competent leader is likely to lead the project with defined goals in mind and accrue the decisions without any contradictions.”

### **Strategic Perspective**

Respondent C stated that: “Initiative and projects can be highly difficult to execute, where various cross-functional activities are executed with limited time frames and extensive budgets that are at stake. The competent leader in the corresponding project has to comprehend the abilities that plan the project with team effective strategies and build a good project plan that can imperatively lead towards the successful performance of the project.”

Respondent D stated that: “Strategy development is a prior factor in any project excellence, which is likely affected by the leaders’ ability to comprehend the strategic measures to be comprised in the project. A competent leader should be able to understand the impact of the project directly and indirectly (cross-functioning

activities). Also, the leader should be able to comprehend the impact of the business by realizing different measures of the project and organizational dependencies with the ability to recognize and reconcile certain abilities to take effective measures.”

### **Conclusive Remarks**

The respondents interpreted competent leadership competencies as the most composite and valuable that can vitalize the outcome of the projects. The competency skills of the project manager or leader can encompass the goals of the project and indirectly of the organization (Lee et al., 2016). Likely, it can be determined that the competencies are curated as developing skills that promote enhanced leadership. Furthermore, as emphasized by the respondents, the competencies of incompetent leadership are constituted with various sets of knowledge, skills and abilities (Ahmed & Anantatmula, 2017).

#### **4.7.2 Confucius Leadership**

##### **Li (Virtues/Ethics)**

Respondent D stated that: “Western and Confucianism are taught in management schools with Buddhism is considered as a religious philosophy. Religious aspects are not likely followed by us, but we are affected by them indirectly. Confucianism is likely taught in schools and it is to be remembered by heart as a model for social relationship and governance.”

Respondent B stated that: “Chinese system of meritocracy today makes it inconceivable, that anyone as weak as George W. Bush or Donald Trump could ever come close to the position of the top leadership. It’s not far-fetched to claim that the China model is more about leadership rather than showmanship as in the West.”

##### **Ren (Benevolence/Relationship)**

Respondent H stated that:” Confucius leadership is discussed in managerial training in organizations, but in the consent of promotional bases junior managers towards senior managers learn by themselves. Confucianism is applied at work, but most of the time it is not consciously applied, as we apply different patterns in different ways with different behaviors.”

Respondent I stated: “As Confucianism is contrasted with the democracy, democracy is popularity, is the number of votes to win. Confucius's leadership is determined with merits. The best person is based on popularity (democracy), while the best person is not based on popularity to be determined as a leader (Confucianism) is based on merits. So, civil bureaucracy or civil examination has always been the process that who is the best person to do the job, this idea is not so keen about the matters of leadership”.

### **Zhi (Wisdom /Knowledge)**

Respondent M stated: “Wisdom and Knowledge is one of the core factors that is taught by Confucius as for the composed leader. As I remember, hope I’m correct Fan Chi once asked Confucius about wisdom and Confucius replied: “Do what is right for the common people; respect the spirits and gods but keep them at a distance”. Wisdom is to figure out what to do and how to do, and you do it by the use of knowledge.”

Respondent N stated: “My father often reminded me, in my childhood that “if you enrich your mind with meaningful knowledge each day, it will grow stronger, and if you’ll put it to the test, it will grow stronger.” Wisdom and knowledge combined help us to guide our thinking, attitude and overall mindset.”

### **Conclusive Remarks**

Confucius's leadership in China has a very effective consistency on the individuals in the context of the construct of their values, ethics as well as work relationship (Yang et al., 2020). The comparison with western leadership the Confucius leadership prioritizes the skills and attributes of an individual to likely attribute the values in the project, which relatively cultivates the project performance extensively (Jiang et al., 2019). Furthermore, Confucius's leadership is determined to be optimal as in the analects of Confucius, wisdom and knowledge are considered as one of the most valuable virtues that propel the individual’s excellence. Additionally, Rowley (2006) determined the relationship between wisdom and knowledge which is derived in a form of an expression. In which is the optimal form of wisdom to be subjected is formulated through knowledge, ethics and course of action taken in accord.

### **4.7.3 Project Performance**

#### **Effective Cost**

Respondent Q stated that: “Project Performance is influenced through different measures, the cost can be considered as the most prominent measure that can intensify the performance of the project drastically. The project leader should take time to consider the cost of the project relative to the project hours that will be incorporated with it.” Also, the project manager should consider the project cost and should clear the client clearly about the cost to have no uncertainty in the discussion about the project.”

Respondent S stated that: “The efficiency of the project relies on various factors, as you have highlighted “what will be the effect of cost on the project?” the cost is also a considerable factor on which the project performance is relied upon. As most of the project managers rely upon the planned and actual method, this concludes a discrepancy in the budget management. Hence, the project managers should focus on earned value analysis which helps to derive much more effective measures that are corresponded in the projects such as cost, schedule and scope.”

#### **Defined Scope**

Respondent T stated that: “Most of the projects are failed due to ineffective allocation of scopes, as most of the projects do not meet with the actual plan and budget, which relatively ends up in the inevitable demise of the project. Certain aspects are needed to be clarified by the project managers to ensure the project scope that is the required capability as well as the aspects that are needed to be achieved.”

Respondent K, Q and J stated that: “Project managers consider project scope as a critical element of the project. The project scope provides the project managers with consistency in terms of defining the time, cost as well as required labor. Without a clear and precise project scope, the project managers are blank in terms of what to do? When to do it? Why do? and how to do?”.

#### **Efficient Time**

Respondent F stated that: “Time management is a core component of project management, and is effective on the overall project performance measure. The project

leaders have to establish a well-defined timeframe that the team can manage to meet the deadline and streamline the project processes.”

Respondent R stated that: “A competent leader defines the project timeline to prioritize the project performance. It pertains in most of the projects where time management skills are not present; the project reliability is constrained and affects the project’s progress in the long run.”

### **Optimal Customer Satisfaction**

Respondent G stated that: “Client satisfaction is a prior concern that is taken into consideration; it is all about understanding, evaluating and managing the client requirement to fulfill the satisfaction criteria. Quality project and project performance are likely based on the client satisfaction.”

Respondents J and P stated that: “Quality of the projects are reflected by the client satisfaction. Client satisfaction also results in the condition of client to remain a potential partner in the future. In terms of building a project the contractor’s relationship with the public, the satisfaction is relied upon the project’s performance and its effect on the society.”

### **Conclusive Remarks**

Conclusively the project performance is based on variant measures, as per the respondents the project performance is inclined through efficient time management, focus on customer satisfaction as well as scope clarity (Unegbu et al., 2020). Defining the scope carries the project with diligent measures for effective project performance and relatively the inclination is likely supported in the essence of cost management. The respondents from KPEZDMC, KPSEZA and SDPI pointed out that the managers need to be diverse in their skills and cannot rely on only one or two skillsets for the optimal performance of the projects. They further pointed out that the managers must adapt according to the environment within the project and need to keep in mind the characteristics of the culture they are working in. It was further reflected by the respondents that we live in a highly competitive era where understanding the other culture, diversity is very crucial for the performance of the projects and to maintain a balance within the project environment. It was found that these respondents had a

consensus on the point that a manager must have multiple competencies in a cross-cultural environment and that the traditional leadership followed by the managers was no longer suitable for cross-cultural projects.

#### 4.7.4 Word Frequency

##### Test relevance:

The response of the respondents has been evaluated with the help of a frequency table as given in table 4.13. Frequency tables are used to identify the trends and patterns in the data through qualitative analysis. It helps to analyse the data obtained from interviews and provides patterns that emerge through the interviews conducted. It enables the frequently used keywords to be highlighted or to be more prominent providing us insight regarding what factors are integral for the cross-cultural leadership under CPEC.

##### Results and outcomes:

**Table 4.13 Frequency Table**

<b>Word</b>	<b>Word length</b>	<b>Frequency</b>	<b>%</b>	<b>Rank</b>	<b>Documents</b>	<b>Documents %</b>
<b>Project</b>	7	95	2.54	1	1	100.00
<b>IQ</b>	2	83	2.22	2	1	100.00
<b>EQ</b>	9	79	2.11	3	1	100.00
<b>Benevolence</b>	7	75	2.00	4	1	100.00
<b>Meritocracy</b>	3	67	1.79	5	1	100.00
<b>Customer</b>	8	66	1.76	6	1	100.00
<b>Managerial</b>	10	64	1.71	7	1	100.00
<b>Satisfaction</b>	12	55	1.47	8	1	100.00
<b>Time</b>	4	55	1.47	8	1	100.00
<b>MQ</b>	2	54	1.44	10	1	100.00
<b>Cost</b>	4	49	1.31	11	1	100.00
<b>Justice</b>	7	41	1.10	12	1	100.00

<b>Competency</b>	10	40	1.07	13	1	100.00
<b>Leadership</b>	10	38	1.02	14	1	100.00
<b>Wisdom</b>	6	38	1.02	14	1	100.00
<b>Cultural</b>	8	36	0.96	16	1	100.00
<b>Faithfulness</b>	12	35	0.94	17	1	100.00
<b>Having</b>	6	34	0.91	18	1	100.00
<b>Scope</b>	5	33	0.88	19	1	100.00
<b>Cross</b>	5	29	0.77	20	1	100.00
<b>With</b>	4	29	0.77	20	1	100.00
<b>EQ</b>	2	28	0.75	22	1	100.00
<b>Have</b>	4	27	0.72	23	1	100.00
<b>Intelligence</b>	12	25	0.67	24	1	100.00

The frequency table reflects that IQ (managerial) competencies are highly integral for good project performance. The analysis reflects that after IQ, EQ, benevolence, meritocracy, MQ followed by justice holds importance for project performance. It can also be concluded that the factors of time and cost hold the most important amongst the factors of project performance and are crucial for the projects. The research study of (Goleman, 1996) is supported as he proposed that the performance of a project is affected by IQ, EQ and MQ. The components are related in a statistically significant manner to the overall project performance. However, the research study of (Dulewicz & Higgs, 2005) suggests that EQ has more impact on project performance rather than IQ and MQ whereas results of the study suggest that IQ has the most impact on project performance.

#### **4.7.5 Emerging Themes**

##### **Test relevance:**

A rich and detailed data is obtained through the analysis of the emerging themes. It enables to code the data collected and the unknowns from the quantitative analysis are easily captured through this analysis technique.

##### **Results and outcomes:**



**Table 4.14 Themes**

<b>S.No</b>	<b>Theme Name</b>	<b>New theme</b>
<b>1</b>	Confucius	-
<b>2</b>	Benevolence/humanity	Yes
<b>3</b>	Meritocracy	Yes
<b>4</b>	Absence from work	Yes
<b>5</b>	IQ	-
<b>6</b>	EQ	-
<b>7</b>	Time	-
<b>8</b>	Cost	-

The new themes that emerged through the qualitative analysis is of benevolence/humanity, meritocracy and absence from work. Besides, the attributes highlighted in quantitative analysis, absence from family and headquarter office was affecting the work environment at Chinese enterprises.

### **Summary**

The chapter provided details of the statistical analysis carried out to test the proposed hypotheses. The first part highlighted how data was handled and entered in SPSS, followed by the and results of the tests conducted and their analyses. The result of the results of hypotheses testing is in the table.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1 Discussion

This chapter is aimed at presenting a discussion on the results of the hypotheses tested in line with the objectives of the study. The chapter also highlights the implications (both practical and theoretical) and the implications, limitations, and future directions. The chapter also discusses the results highlighted in chapter 4 as per the objectives of the study.

#### Quantitative Results

This study has examined the impact of cross-cultural leadership on project performance in the context of CPEC projects. In the study, it was observed that cross-cultural leadership which comprises of competency leadership and Confucius leadership, if adopted, in projects can enhance the results and performance of the projects team (Figure 5.1). Both the leadership competencies are positively related with the performance of the projects in cross-cultural environments and if adopted in projects under CPEC, can result in improved performance of projects as Competency leadership is generally adopted by Pakistanis and Confucius leadership is widely adopted by Chinese and integration of competencies in a cross-cultural project can significantly improve the outcome of the different types of projects. While most cross-cultural leadership studies to date have focused on examining cultural diversity and their influence on leadership effectiveness, this study focuses on individual leader competencies required for improving project performance focusing on Pakistani and Chinese teams. The principal component analysis shows IQ, EQ, Virtue and faithfulness as the most dominant competencies in cross-cultural leadership from both the philosophies (Table 4.5). The results obtained through factor analysis indicate that it is integral that both the leadership competencies are adopted in different stages of projects having different levels.

It is observed that when two teams from different cultures start work on joint projects without prior cultural amalgamation the challenge of communication gap occurs which hinders the way to discern into cross-cultural tendencies leading to team

management and competencies differences. This study is conducted with the aim to fill the gap in the literature and earlier researches on cross-cultural projects focusing on China and Pakistan. CPEC is an important mega project for both sides that a project management and leadership framework developed on this can guide various similar joint projects of Pakistan with China and projects with various other cultures.

EQ tends to have importance for improved relationships within teams and also Guanxi (networking) as emotions tend to serve the social functions and serve communication between the people thereby conveying relevant information in a cross-cultural project. EQ can influence how people interact with each other. As Johar (2012) concluded, this study also suggests that EQ tends to have an impact on the relationship between the employees and the leader. Moreover, EQ also acts as a mediator between the personality of a leader and the self-esteem of employees. A leader that tends to have a high level of EQ can influence the emotions of the employees as well. A strong EQ of the leader means that in different situations he acts rationally which is much needed in a project where teams of at least two cultures are involved. A leader with a good personality and strong EQ creates a harmonious work climate within the organization and the character of the leader enables the organization as a whole to achieve desired performance. EQ competencies help leaders to remain flexible and adapting and a factor for success. They look for change that is lurking just around the corner, and they form a plan of action should these changes occur. The results also highlighted that sensitivity was not a significant variable. Though through quantitative analysis it is inferred that emotional comprehension of the teams provides the leader with ample opportunity to increase project performance yet a considerable issue is still the relevance of EQ in relevant cultural context. The comprehension of the leader of the cultural context can enhance through interaction with the team based on EQ.

The quantitative analysis in this study puts forth two factors that tend to be most important, IQ and EQ. As this research focuses on CPEC project performance the integration of these two quotients keeping in consideration the social differences and cross-cultural gaps as ascertained by qualitative analysis in the later part, provides a comprehensive roadmap for leadership effectiveness.

### **Qualitative Analysis Results**

The qualitative analysis concludes that leadership tends to be a process that influences society so, this study expands the understanding of Confucian and competency philosophies which is not been well targeted earlier and gives empirical support for the influential impact of cross-cultural leadership competencies on project performance. The current results and prior literature reflect that all components of competency leadership (EQ, IQ and MQ) hold importance and project performance is most impacted by the constructs of EQ and MQ by comparing results of both qualitative and quantitative analysis. Moreover, these have to be integrated with Confucius's leadership for optimum results. The qualitative analysis again reflects that a blend of the two leadership competencies is required for successful outcomes of cross-cultural projects. Qualitative analysis shows that after IQ, EQ, benevolence, meritocracy, MQ followed by justice holds importance for project performance (Table 4.18). The regression analysis carried out indicates the highest correlation value for Influence (a component of EQ), followed by wisdom (a component of Confucius leadership), followed by empowering (a component of MQ), and followed by faithfulness (a component of Confucius).

The analysis conducted through a detailed literature review and interviews with experts and various team members makes it clear that the social construct of cross-cultural teams puts the competencies required for the leadership in a different hierarchy according to respective priorities. Thus, the resultant team performance varies. This study brings the focus to the point that with the emerging significance of cross-cultural projects and their smooth continuity a joint approach is needed to be reached upon to manage teams. This approach needs the departure from the traditional team-leading approach in domestic construct suitable to the local social environment may prevail which requires the understanding and reprioritization of team goals according to mixed competencies.

### **Triangulation Results**

Examining the impact of cross-cultural leadership competencies on project performance, the impact of competency leadership on project performance, and the impact of Confucius leadership on project performance is a difficult and enigmatic task.

Therefore, to achieve the objectives of the research, triangulation has been employed to improve the reliability of both qualitative and quantitative research findings which not only enhances the credibility but also reflects the extent of accuracy of research investigated. For data triangulation, unstructured and semi-structured interviews were conducted to have insight on what the actual stakeholders perceive as outcomes about the study and leads towards the lower measurement bias. Theoretical triangulation in the dissertation involves a set of data used in the research and concludes with the fact that most of the professionals interpret the information and conclude almost the same results while both qualitative and quantitative methods are used for methodological Triangulation to have validity. Therefore, collectively triangulation not only reduces measurement, sampling and procedural bias but validates the research by improving its credibility.

This research concluded that benevolence, wisdom and faithfulness (H2b, H2d, H2e) are the distinct competencies necessary for the leaders engaged in any cross-cultural projects as these features are the leading competencies about the core values of a cross-cultural enterprise depending on their implementation. It is concluded that respondents of this study pursue western competency leadership for Pakistanis and Confucius leadership for Chinese team members in respective projects as these are an integral part to execute such projects which is second by the principal component analysis so, to come up with the best possible outcome it was suggested to incorporate the combination of competencies in projects under CPEC to improve project performance. This was supported by the literature that suggests a higher level of leadership competencies for better project performance in cross-cultural projects which also requires a deep understanding of leadership competencies like critical analysis and judgment, vision, strategic perspective, engaging communication and self-awareness (H1a, H1b, H1c, H1d and H1h) to have a positive impact on the organizational culture. The literature on leadership theories including competency theory claim that successful leaders tend to have competencies that are similar and promote specific behaviors by the leaders while focusing on the project's environment and claims that desired performance lies with the leadership with an ability to adopt changes and the leaders that are capable to bring change in their organizations are the ones who tend to be highly effective. Competency leadership theory highlights that EQ impacts the

performance of leaders the most and this, in turn, impacts the team performance in an organization along with parallel to emotional resilience (H1i).

Modern leadership which is originally a western concept is also being influenced by the concepts of leadership shaped by Chinese culture which not only promotes the culture but increases the acceptability of culture among people, leading to better project performance (Chen et al., 2014). Although some researchers have worked on the relationship between leadership and Confucianism. The results are in line with the research study of (Wu, Zhao, et al., 2019; You et al., 2019) who concludes that competencies of Virtue/ethics, relationships, fairness, Wisdom and faithfulness of Confucius leaderships are positively associated with project performance (H2a, H2b, H2c, H2d, H2e). Working in a new environment with a different culture is a challenge and so is for the Chinese enterprises working in Pakistan. The results of the study also suggest that a communication gap has a significant impact on the leadership competencies and their application (both Confucius and competency leadership) of a cross-cultural project manager. Communication gap with less face-to-face communication also leads to misunderstanding which usually cross-cultural projects are facing due to weak communication between the headquarters and field operations which require effective leadership's engaging communication skills to tackle and act as a connection between the cross-cultural environment and the business processes which is a critical task (H1d). The interviews conducted during the research also highlighted that managing cross-cultural teams has also been of keen interest to Chinese team leads which is mandatory for an organization to be global projects especially CPEC project which is considered as vital for the development and experience gained in Pakistan is of extreme significance for the Chinese teams and the management for executing BRI projects in other countries. Therefore, Chinese project team leaders have to adapt to local cultures along with the mix of leadership competencies to perform well. The study also revealed the fact that Pakistani managers have slow acceptance of cross-cultural leadership skills as compared to Chinese and comparatively less adaptability tendency which are easily calculated by the speed of delivery so, there is a strong need to adopt a mix of both leadership competencies i.e., Confucius and Competency leadership which is a win-win situation for both sides and can be beneficial for the project performance of CPEC projects.

All Findings of this dissertation using qualitative analysis are supported by the Quantitative analysis that concludes that cross-cultural leadership which comprises of competency leadership (H1) and Confucius leadership (H2), if adopted, in projects can enhance the performance of the projects (Figure 5.1) as both modes of leadership competencies are positively related with the performance of projects in cross-cultural environments and if adopted in CPEC projects, can result in improved project performance. The simple convenience sampling method is used because the unit of analysis remains rare and specialized and is drawn from two countries. While most cross-cultural leadership studies to date have focused on examining cultural diversity and their influence on leadership effectiveness, this study focuses on individual leader competencies for project performance focusing on a Pakistani and Chinese team. The PCA shows IQ, EQ, Virtue and faith as the most dominant competencies in cross-cultural leadership from both the philosophies (Table 4.5) as weak multicollinearity ( $<0.6$ ) exist between the independent variables (Table 4.4). The description for IQ, EQ, Confucius competencies and project performance is given in (table 4.3) shows that the Skewness and kurtosis values are within the acceptable range (-1 and 1) and (-3 and 3) respectively. The T-test tells us that there is difference between the means of the two groups for both competency leadership and Confucious leadership philosophies. The significance value is  $< 0.05$ , therefore, the null hypothesis is rejected and concluded that Pakistani professionals involved in cross-cultural projects tend to prefer the competency leadership more than the Chinese. Whereas, the Chinese professionals involved in cross-cultural projects tend to prefer Confucianism more than the Pakistanis. Therefore, project managers need to ensure a balance amongst both Confucious and Competency leadership competencies as focusing on only one leadership competency in cross-cultural projects might not be fruitful for the managers. Table 4.13 also explains the statistical significance/reliability of our data as  $\beta > 2$  along with the significance value under the desirable limits of (0-0.05) and F- value  $> 2$  which represents overall significance/fitting of the model. The results obtained through factor analysis using statistical tools indicate that it is integral that both the leadership competencies are adopted in different stages of projects having different levels. Also, regardless of the nature of the projects, both the leadership competencies combined in a project can enhance the performance of the projects in cross-cultural projects.

The results also reflect that in a cross-cultural project, the relationship between project performance and leadership competencies are impacted by other factors as well. It can be concluded that the culture and communication gap impact the performance of the projects as well. This means that the managers need to understand the nature of the project and environment to make appropriate decisions in a cross-cultural project. Moreover, adopt the competencies that encourage and ensure appropriate communication and maintain a healthy environment to ensure maximum output of the project. This study also suggests that EQ tends to have an impact on the relationship between the employees and the leader. Moreover, EQ also acts as a mediator between the personality of a leader and the self-esteem of employees. A leader that tends to have a high level of EQ can influence the emotions of the employees as well. A strong EQ of the leader means that in different situations he acts rationally and adequately as to be suitable to varied levels of intelligence and understanding of team members which is much needed in a project where teams of at least two cultures are involved. A leader with a good personality and strong EQ creates a harmonious work climate within the organization and the character of the leader enables the organization as a whole to achieve desired performance and both kinds of analysis conclude the fact that CPEC projects require highly qualified managing professionals that understand the phenomenon of cross-culture and leadership with one specific skill set is no longer beneficial for this cross-culture project. The specific individual/ leader should understand the culture, environment, norms, values, and needs to have a high level of intellectual ability, emotional intelligence and should have the wisdom to make important decisions during the different stages of projects in the cultural context. All these attributes cannot be applied at all stages of the projects, and some attributes need to be given preference over the others for successful execution of the project and to make timely decisions and presence of these attributes in a leader help to minimize cost and time overrun in projects necessary for any project to be competitive and effective.

It is concluded that the findings of the study are in line with that of previous studies, as the same factors are found to have positive and significant relation with project performance. A project leader working on mega CPEC projects to ensure that concentration on the mentioned factors is given for the optimal performance of the projects. As influence and wisdom have the most impact on project performance, therefore, these two factors need to be concentrated upon the most for favorable



outcomes of CPEC projects and the results concluded are in line with the research study of (Deng & Gibson, 2009) which concludes that EQ is essential for effective leadership and performance in a cross-cultural project. They further conclude that in cross-cultural environments, a higher level of EQ contributes positively towards the effectiveness of leadership. In a cross-cultural setting, leaders must have the skills of cultural comprehension and adaptation. The research further emphasizes self-awareness for impactful leadership and the results also reflect a positive relationship between self-awareness and project performance. Effective leadership begins with the awareness regarding the culture and self-awareness amongst the leader then it reflects the realization of cultural adaptation among the leader. Further, (Macaleer & Shannon, 2002) pointed out that there are various paths towards better performance and the leaders that succeed need to adopt different leadership competencies. It is on the organizations to identify effective ways for the leaders so that they can apply the key competencies in the workplace. Increased capability in the dimensions of leadership would lead to better implementation of the different aspects of cross-cultural projects. The leaders and managers involved in the CPEC project need to be aware of the leadership competencies required and with whom they are working to achieve performance in their specific projects. Therefore, the leadership profile of the top management matters a lot when recruiting suitable personnel for the projects. The results are also in line with the research of (Hernez-Broome & Hughes, 2004). Meritocracy also emerged from the qualitative findings as an essential characteristic for project performance for a cross-cultural project. It focuses on governance with a focus on Virtues and abilities. Some leadership capabilities and skills are common across different cultures like charisma, supportiveness and contingent reward while some are uncommon but the outcome of the project depends upon the ability of a leader to lead and MQ helps the leader as it motivates the team members to explore and improve their potential for future for which cross-cultural leadership is always supportive as it helps in adapting the wave of Globalization. This study endeavors to unravel the understanding of leadership competencies different in both models and also the generally similar characteristics but components of those characteristics vary with cultural difference. As virtue, justice and wisdom may have little varied connotations in different cultural context as to which also gives rise to respective expectations from the team managers (Den Hartog et al., 1999; Dorfman, 1996). Prior preparation of team managers with knowledge of team composition and cross-cultural managing framework reduces

the probability of conflicts to a considerable level enhancing and promoting overall project performance.

Based on the results, it is also concluded that the application of mixed methodology (both quantitative and qualitative) strengthens and enriches the analysis of results. It also suits the evaluation's questions by meeting its resource constraints and providing meaningful learning regarding the effectiveness of cross-cultural leadership and its impact on project performance.

## 5.2 Hypotheses

The entire hypotheses have been accepted except H1k based on the results:

### Summary of proposed Hypotheses

**Table 5.1 Summary of the proposed Hypotheses Results**

<b>Hypothesis Description</b>		
H1	The competencies of <b>Competency leadership</b> have a significant impact on project performance in a cross-cultural environment like CPEC Projects	Accepted
H1a	The competency of <b>Critical Analysis &amp; Judgement</b> has a significant impact on project performance	Accepted
H1b	The competency of <b>Vision and Imagination</b> has a significant impact on project performance	Accepted
H1c	The competency of <b>Strategic Perspective</b> has a significant impact on project performance	Accepted
H1d	The competency of <b>Engaging Communication</b> has a significant impact on project performance	Accepted
H1e	The competency of <b>Managing Resources</b> has a significant impact on project performance	Accepted
H1f	The competency of <b>Empowering</b> has a significant impact on project performance	Accepted
H1g	The competency of <b>Achieving</b> has a significant impact on project performance in the context of the CPEC project	Accepted

H1h	The competency of <b>Self-awareness</b> has a significant impact on project performance	Accepted
H1i	The competency of <b>Emotional resilience</b> has a significant impact on project performance in the context of the CPEC project	Accepted
H1j	The competency of <b>Motivation</b> has a significant impact on project performance	Accepted
H1k	The competency of <b>Sensitivity</b> has a significant impact on project performance	Rejected
H1l	The competency of <b>Influence</b> has a significant impact on project performance	Accepted
H1m	: The competency <b>Conscientiousness</b> has a significant impact on project performance	Accepted
H1n	Competency <b>Intuitiveness</b> has a significant impact on project performance	Accepted
H2	The competencies of <b>Confucius leadership</b> have a significant impact on project performance in a cross-cultural environment of CPEC Projects	Accepted
H2a	The competency of <b>Li (Virtue/Ethics)</b> has a significant impact on project performance	Accepted
H2b	The competency of <b>Ren (relationships)</b> has a significant impact on project performance	Accepted
H2c	The competency of <b>Yi (impartiality/fairness)</b> has a significant impact on project performance	Accepted
H2d	The competency of <b>Zhi (Wisdom/Knowledge)</b> has a significant impact on project performance in the context of the CPEC project	Accepted
H2e	The competency of <b>Xin (faithfulness)</b> has a significant impact on project performance	Accepted

The study enhances the understanding of the managers working in cross-cultural projects specifically with regards to CPEC to improve the performance of the projects. The research further suggests that the desired outcomes cannot be obtained by single leadership characteristics but a set of competencies and attributes are required to moderate team diversity. The research helps the practitioners understand the importance

of mixing various attributes for the successful execution and performance of the Projects. There is abundant literature on the competencies of project managers but the literature lacks understanding on how to reap the benefits in diversity for the managers of CPEC cross-cultural projects in Pakistan.

The objective wise results are as follows:

- 1) The first objective is to examine the impact of competency leadership competencies on project performance. The results highlighted that all the attributes and competencies of Competency leadership were accepted except the competency of sensitivity.
- 2) The second objective was to examine the impact of Confucius's leadership competencies on project performance. The results highlighted that all the attributes and competencies of the Confucius leadership were accepted.
- 3) The third objective of the study was to determine the effective cross-cultural leadership competencies required to improve performance in CPEC projects. The objective was achieved by first identifying the commonly used leadership philosophies (i.e Confucius and Competency) by the Chinese and Pakistani project leaders and team. The results highlighted that the Chinese teams preferred Confucius leadership philosophies, while the Pakistani teams preferred western leadership philosophies. The results also highlighted that in mega projects of CPEC both leadership competencies be required to develop a team lead that can address the challenges of the Mega cross-cultural projects.

### **5.3 Implications**

#### **5.3.1 Theoretical Implication**

The research was aimed at identifying and discussing problems, deepening understanding, and attempting to bring forward creative methods to manage cross-cultural teams that can ensure successful results. This requires leadership commitments, steady implementation with a determined will, coordination across regions and sensitive yet effective management. It can be concluded that the cross-cultural projects involving local and Chinese team members cannot operate solely on the management theory of the West whose main focus is on the procedures and efficacy as the employees of Chinese

culture expect the leader to take into account the personal situations as well. To date, the literature lacked analyzing attributes of Western leadership and Confucius leadership together in a third country environment. The current research narrows this gap. The study contributes significantly to the literature on the subject of cross-cultural projects management. It improves understanding of the cross-cultural projects and the Western competency and Chinese Confucious leadership philosophies as the results suggest that competency leadership theory and Confucius leadership theory needs to be adopted hand in hand for the CPEC projects for optimum performance. The empirical evidence shows a relation between both the leadership competencies and the performance of the projects.

The literature review of the study has been organized in a manner as a detailed discussion has been carried out on CPEC, Confucius leadership and Competency leadership. The statistical findings are distinguishable contributions of the study as the important leadership competencies have been identified in detail for a cross-cultural project. The results further offer value for comparative studies on BRI. Hence, the dissertation extends the theoretical contributions of the earlier research on cross-cultural leadership in projects management leadership, Confucious leadership and competency leadership philosophies and the management of CPEC projects.

### **5.3.2 Practical Implication**

Enterprises continuously explore various leadership and teamwork strategies that can improve performance and impact the desired outcome. Employees who work for foreign companies on multicultural streams and JVs need to have certain competencies to address cross-cultural challenges. This dissertation gives awareness of various competencies that a cross-cultural project team and its leaders require to work on and emphasize to manage cross-cultural projects. Resultantly, CPEC management can now develop a comprehensive program to develop and train cross-cultural leaders accordingly. The findings of the study support the idea that not only one or two traits are required by the leaders to make the project performance improve but a mix of various traits helps them in achieving their goals. The findings are not limited to CPEC projects but can also be extended to other cross-cultural projects and a training program can be developed after researching other leadership competencies of other countries as well and these can be combined to provide the best recommendations for various projects. The findings of the study are a guideline for the management involved in

CPEC and BRI projects. The study acts as a base for further similar studies and practical implementation of the projects of CPEC and BRI by the leaders.

CPEC projects were undertaken by Pakistani and Chinese teams who approached issues from different vantage points held beliefs formed by varying experiences, and used different methods of organization, communication and coordination. From the interviews, it was learned that competition in China is quite intense. Therefore, many Chinese enterprises (private and state-owned) are interested in moving at least part of their operations abroad especially to BRI partner countries and the number of projects by Chinese and Pakistani teams increase in number. It was evident that the Chinese managers tend to prefer relationships and wisdom along with rules and absorbing experiences such as learning new management techniques, technical transfer of information and cultural interaction with other people. The interviewees further reflected in their responses that both Western, as well as Chinese cultural management practices were of key importance in cross-cultural projects. Soft skills development needs time to nurture and the time needs to be reduced for effective execution of the cross-cultural projects. The leadership of cross-cultural teams and the national enterprise level is challenging as it entails accepting different cultures, building trust amongst them and then managing them to achieve desired outcomes. Leadership is affected by culture; therefore, leaders must have wisdom that can address cultural variations. Based on the discussion, there are guidelines for the CPEC project leaders, and these guidelines are proposed for the successful performance of cross-cultural projects based on our research.

Every culture (Organizational and National) has its own manner of processing the transactions, resolution of the disputes and negotiations. If diversity is well-managed by using leadership competencies and employees are trained on cultural sensitivity and awareness, the probability of project performance is increased manifold. The leadership competencies are proposed which may act as a guide but building up the leadership qualities depends on the personality of the leader and the nature of the project which may vary. Recommendations are given for the project leaders, policymakers and researchers to ensure the mega project is executed appropriately and with the best leadership. A competent leader has to manage employees, communicate effectively, and be able to collaborate within a cross-cultural environment of CPEC. Recommendations include:

CPEC is a joint project which is based on the concept of inclusive growth which requires joint input to train and educate people who were not involved earlier in projects of such magnitude with China. It is very important to arrange cross cultural workshops for the teams and team leadership. Another important suggestion is that senior team leaders should be sent to China on projects and trainings to understand the cultural and social environment which eventually shapes their managerial and working behavior. This involves their comprehension development of their customs, values, norms, work ethics and broader connotations of their values in respective cultural system. This is highly valuable today to have grip of other teams' working mechanisms in order to execute the projects smoothly. In the long run, it is imperative to include cross cultural leadership and management studies in national curriculum of Higher Education Institutions (HEIs). Student exchange programs and faculty exchanges with China should be a major focus and part of national higher education policy now.

Along with permanent and continuous exchange programs in higher education and trainings for executives, periodic lectures and cultural exhibitions should be arranged to enhance the understanding of local community of them and also to create social acceptability as Pakistan have a traditional and conservative social structure. A very important part remains that a policy should be devised regarding the preference of required subjects in higher education which will help in cross cultural project performance and team management. This requires a thorough and rigorous revision of national curriculum. HEIs should be interested with the responsibility to devise training manuals and guidebooks for team leaders. For the practical knowledge and exposure it is helpful to arrange foreign trips of team to not only of China rather various countries in particular in the East now as we tend to enhance our relationship there.

The focus on leadership development should also be expanded to entrepreneurial evolution. Enterprises should be encouraged to incorporate diversified environments and support cross cultural work ethics. Recruitment procedures should also be revised according to this need and a budget should be allocated to train employees on diversification techniques according to multiple working environments. Language plays the most important role in communication

development. At the stage of recruitments, the workers and team leaders who know Chinese language should be given priority rather with incentive. Enterprises should encourage and prepare the programs for Chinese language learning of employees.

The most important part of team management is decision making which requires a lot of interpersonal skills to effectively communicate the decision to the team and to take all team members on board for the efficacy of decisions. It should be given special preference in enterprises to impart decision making skills in team leaders with cross cultural understanding. With this conflict resolution and management is integral to successful and smooth execution of projects. In cross cultural teams the chances of maximum conflicts arise from behavioral ambiguities being oblivious of each other's cultural values. The team leaders are required to have extremely effective conflict resolution skills instilled in them through efficient trainings and cross-cultural education. The responsibility of conflict resolution mechanism and standard procedures also rests with the enterprises. Also language training and understanding of other cultures needs to be incorporated in the skilled development of the teams.

#### **5.4 Limitations**

The limitation of the dissertation provides opportunities for further research in the domain of cross-cultural leadership and the CPEC/BRI projects. The primary limitation of this research is that the qualitative data is collected from the Chinese companies operating in Pakistan who are expected to be introverts, especially those who have recently started operating in Pakistan. Additionally, the approach of Pakistani and Chinese interviewees towards leadership management maybe with some bias as they would prefer their leadership competencies which are being followed. The third limitation is that data which is collected is specific and limited to certain environments (CPEC Projects only) and thus may not be generalized to other scenarios. Furthermore, Chinese enterprises working in Pakistan are all state-owned and their employees are government officials. Hence, their response is likely to be conservative.



## **5.5 Delimitations**

With regards to the delimitations, the study is mainly focusing on the two leadership competencies: Confucius and Competency School of Leadership, which also form the research model of the study. By analyzing the two most widely used and popular leadership competencies in each country, the study aims to determine which one or a combination of two leadership competencies is most appropriate for the cross-cultural management of CPEC. The people involved in the CPEC project only are considered as the respondents as other people involved in projects other than CPEC are not able to respond as efficiently as the ones involved in the CPEC project. The delimitation of the study is that only CPEC was considered in the BRI projects. Future research can consider other projects of BRI as well.

## **5.6 Theoretical Contribution**

In past, cross-cultural project-specific research on leadership competencies has not been carried out in such detail. There is also a shortage of research on leadership development at a more global and multicultural level, to determine which leadership competencies are better suited for leaders that are operating in a cross-cultural and multicultural environment. Similarly, there also remains a gap for assessing cross-cultural leadership impact on project performance vis-à-vis China Pakistan environment projects e.g., CPEC, due to the project itself being quite recent with the Memorandum of Understanding (MOU) being signed in 2013, and the Early Harvest Projects (EHPs) having results in early 2018, the venture itself is a recent development. The study serves as a new addition to cross-cultural leadership by studying a bilateral project of this magnitude in which two states are fully involved and participating on an equal level culturally.

## **5.7 Future Direction**

CPEC projects are going to be a game-changer for the partner countries and the convergence of cultures is encouraging new ideas, practices and improving the efficiency of current projects and businesses. In future research, firstly, a comprehensive understanding of the CPEC in the cross-cultural domain needs to be developed to further validate the findings of this study across different working contexts. Secondly, further studies need to be done to analyze the leadership competencies under the

changing environment of globalization. Thirdly, to study the leadership competencies in detail, all the participant countries under BRI need to be studied separately to come up with a firmer leadership model. Fourthly, a similar study on Iqbal and Muslim leadership philosophies and Chinese leadership should be developed. Lastly, further studies need to address the practical problems that may arise including conflict management which may arise during the adaptation and application stages to examine the differences between Chinese and western leadership thoughts and philosophies while identifying the convergence of philosophies for a better outcome.

## **5.8 Conclusion**

CPEC Project is the first BRI mega project of its kind being undertaken in Pakistan that is changing dynamics of leadership abilities and competencies in an environment where protecting interests, ensuring cost and schedule-effectiveness, employee efficiency and maintaining stakeholder bondage are addressed in a cross-cultural environment. The approach was to identify suitable and pragmatic leadership competencies for enhancing project performance, development of effective cross-cultural teams in an international environment where globalization has been not only a major source of progress but has brought new risks. The study analyzed team diversity, by focusing on how leadership behaviors and competencies can improve the efficiency of diverse multi-cultural teams. The answer is to identify leadership competencies that can steer teams in challenging cross-cultural environments and to build capabilities to manage organization goals. The study is comprehensive in the sense that both the Western and Non-western leadership competencies have been covered and cross-cultural theories have been used to come up with suitable factors that can avoid cross-cultural misunderstandings, improve the efficiency and effectiveness of the leadership.

It has been endeavored in this study to minimize the gap in management and leadership research through the examination and analysis of cross-cultural leadership on project performance in the context of the context of CPEC as this case has not been studied earlier. By the identification of important similarities and differences in Pakistani and Chinese cultures it had been the focus of researcher to point out the issues this novel project faced and would continue to do so in absence of adequate team management and leadership styles. Through the comparative study of Chinese traditional philosophies; in particular Confucianism and Western modern philosophy of

competence it is argued that since different models are used for project management a new approach is required with the significant ingredients of both approaches sufficiently taking into consideration the cultural contexts. The study argues that suggested framework with flexible leadership, adaptable team management environment and understanding of employees' diversity can lead to better work atmosphere which surely contributes to enhanced project performance.

The results suggest that human values are significant for the leaders for successful performance and it has been set as the Confucian tradition's foundation of Benevolence which is divided into the aspects of relationship and people. Benevolence refers to the attitude towards oneself and the entire society. The belief of Confucius states that Benevolence is for the entire society and with the help of it, relationships with others and social problems need to be tackled. Chinese are more focused on wisdom, which means the Chinese leadership working on CPEC projects in Pakistan has a good grip and knowledge regarding different situations in the projects and they make decisions accordingly. Moreover, they are keen on maintaining good relationships / Guanxi which means a good relationship is maintained which brings comfort to the entire project team and the stakeholders. Maintaining a relationship is essential as it helps to avoid miscommunications and misunderstandings amongst the project team. Results reflect that maintaining relationships in CPEC projects is an essential trait for the leaders as it can bring outstanding performance for the project. People and teams need to like and trust the leader so that the team can deliver the desired outcome of the project. This also allows the leader to further engage the team and strong bonds are created ultimately leading to the performance of the project.

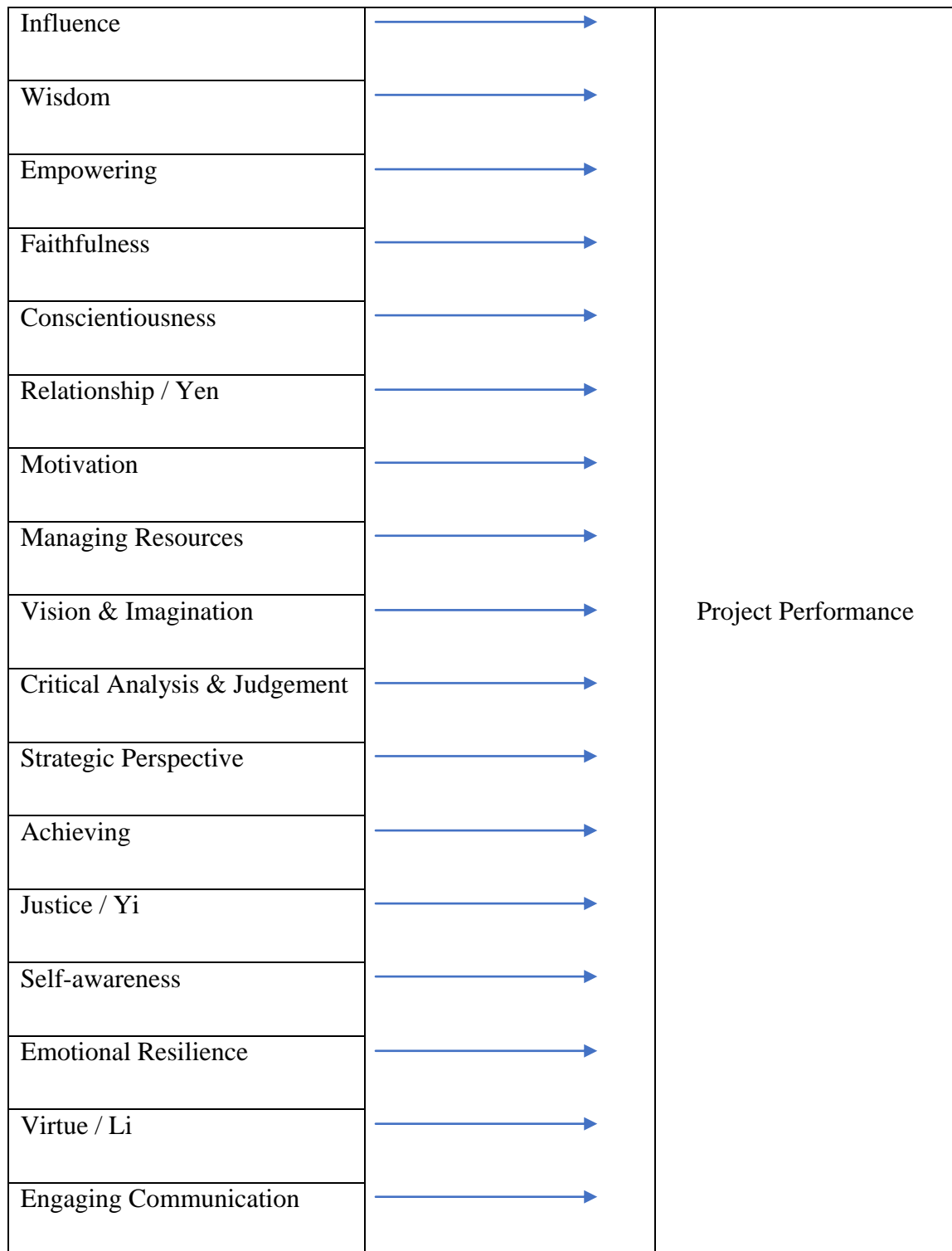
On the other hand, Pakistani leaders focus more on the strategic perspective, analysis and vision of the project. Moreover, they ensure that different aspects of the project are conveyed successfully amongst the team members. These aspects of leadership are learned by the Chinese subordinates in the CPEC project. It is the responsibility of the leader to ensure that the subordinates have an understanding of the project and their pace matches with that of the project. The combination of leadership competencies proposed in the study is unique as it reflects the influence of both Chinese and Western leadership competencies. Projects cannot succeed if the foreign leaders in a local context do not understand the context of local persons and if local leaders in a foreign context show different behaviors than the locals over there. The characteristic of

leadership is shaped in the current research in accordance with the current need for globalization.

The conclusion that is made is generalizable as combining various traits can make the leaders successful and can be applied to cross-cultural projects around the globe. The study highlights that the leadership on cross-cultural CPEC Projects needs to focus on the adaption of the local and foreign cultures of the teams to manage the organizational performance and recruit team members that align with organizational goals in a culturally diverse environment.

Furthermore, in cross-cultural projects like CPEC, the leader needs to adopt open-mindedness, sincerity, integrity, self-learning, and extroversion. The leader needs to be well aware of the local environment and needs to be prepared to deal with different situations and constraints. Therefore, while assigning teams in CPEC leaders need to develop leadership competencies especially in projects that involve cross-cultural teams. The findings of the study not only contribute to the literature identifying how projects in a globalized environment can succeed but also offer a comprehensive framework for understanding leadership competencies in managing team diversity. This will bring understanding on how to create true synergy between culturally diverse teams in projects. This study considers the idiosyncratic aspects of both the cultures i.e., Pakistani and Chinese to come up with the optimum leadership competencies to be followed.

Leader's development of multiple skills for achieving desired performance is imperative. These attributes and skills require an understanding of the local culture and then crafting policies for long-term performance through the development of enterprise environmental factor (EEF) and organization's process assets (OPAs) ensuring project delivery in time, within the given scope and cost. The guiding principle is to encourage interaction, have a defined vision, and show wisdom. Essentially, teams should be encouraged to interact and to understand intra-cultural requirements and preferences. Officials of the local and Chinese companies and investors must learn to understand each partner country's culture and behavior, or significant problems may arise resulting in ineffective relationships. The research model for CPEC projects derived from the findings is provided in figure 5.1, whereas the model reflects the level of significance of the leadership components from highest (upwards) to the lowest (downwards):



**Figure 5.1 Research model**

The reason that these competencies have the most impactful influence on project performance is that the key contributor of any project is the project leader. If any kind of unforeseen event arises, it is the leadership of a project manager that must have the ability to steer the direction of the team in a way and manner that is the best. The project

manager has to act as the role model for the team to ensure that everyone in the team approves the decisions of the project leader and behaves as a unified team for the successful performance of the project. Wisdom is extremely essential for any leader to know the details of the project and the field he is working in so that the project manager has vast knowledge regarding the project. Moreover, it has been proven that if the leader is not wise and has a lack of insights regarding various situations then the decisions made are for not fruitful matter impactful. Therefore, for any project to perform to its optimal level, it is also necessary that every decision is made with all the information available so that a wise decision is obtained. The third most important factor impacting project performance is that of empowerment. Empowerment holds importance, as the minority would have a better chance at contributing towards the project and diversity within the project is obtained by providing overall better results for the project. Research also reflects that a leader working on the CPEC project needs to be faithful towards the goals of the organization and he needs to ensure that all the subordinates have faith in him. As the team trusts the leader, it ultimately leads to the desired performance of the project. The project manager further needs to pursue the objectives of the CPEC project he is working in with full energy and he should be driven for achieving the defined goals. Also, the leader needs to be optimistic regarding the outcomes. Pessimism can lead to the failure of the project. The project lead also needs to be well aware of what is happening in the environment of the project he is working in to determine any factor that can impact the performance of the project. Also, the strengths and weaknesses of the team should be known to the project manager so he can take decisions accordingly. Furthermore, the human resource involved in the project must be trained effectively as it helps in managing the resources and effectively managing the resources lead to project performance.

It is also necessary that the vision of the leaders is in line with the goals of the project, enterprise and national requirements. Without an appropriate and clear vision, a lack of focus may be observed which hampers the project flow. The project managers working in CPEC projects also need to make sure that the pros and cons of every decision that they make are analyzed and direct conclusions are not made. Every situation needs to be analyzed critically and other stakeholders and team members need to be consulted for any kind of decision required. The leader should be strong enough to push the team members to achieve the project goals and needs to weigh project goals

more than building relationships. It is also imperative that he is confident about himself and is self-aware regarding his strengths and weaknesses so that he can control situations accordingly. He also needs to suppress any kind of hostile feelings during projects and manage his stress level under crises. In this manner, the team members involved in the CPEC project see the project manager as stable and emotionally disciplined leading to more trust from the employees and ultimately contributing towards the project's performance. Moral principles and righteousness are other important aspects derived from the findings. Justice should not be compromised under any circumstances and it should be ensured that the project of CPEC he is working in has complete transparency.

On the other hand, engaging communication and Virtue/Li have the least impact on project performance. This can be due to other factors of project managers having more weightage as through the process of influence; wisdom and empowerment parts of communication are also covered. Virtue/Li also does not tend to have a major impact on project performance as the decision needs to be wiser rather than ethical to make appropriate decisions under various circumstances. Additionally, the results reflect the importance of time and cost specifically amongst the main components of project performance in CPEC Projects. Schedule performance refers to the extent to which the progress on a project has been going in the context of the schedule made for the project. It is measured by the schedule performance index which is the means to measure the efficiency of the processes on a project as compared to its schedule. Leadership and coordination must go hand in hand with a concerted effort to raise the technical and implementation skills of the officials working on the innovation strategy. It was also highlighted that growth in several cross-cultural projects demands considerable farsightedness, flexibility, and knowledge on the part of those responsible for guiding and managing a megaproject during its crucial stage of gestation. The competencies and quality of the leadership matter.

The study highlights that for project's effective schedule cost and scope management, there should be an investment in the project team's development, the feasibility should be assessed well to avoid cost overruns, quality monitoring and evaluation should be carried out, partnerships should be encouraged, and communications should be improved through meetings. Cross-cultural challenges can be resolved if the leadership of these projects is strong and comprises of those who

understand the national and enterprise culture. Cross-cultural interaction can be improved through being inquisitive, being open-minded and not reaching conclusions in a hurry regarding the behavior of the other team members. Experienced and learned leaders try to acquire facts and knowledge regarding the opposite culture as soon as possible. Such managers also take training involving human relations techniques and observational skills. Moreover, skills hold more importance in comparison with information as information is specific to the country and skills are transferable. The team can develop suitable skills using different sources such as training programs, cross-cultural consultants and taking courses. Cross-cultural challenges are met by the managers who opt for informal as well as formal training.

Monitoring the project performance regularly has certain advantages which later on magnify the effectiveness of the overall project performance. In this way keeping check on the schedule performance efficiently can help the project manager to enhance the effectiveness of the project performance. Regular monitoring of cost performance can enhance the project performance because it talks about the following things that if taken care of, ensure the good financial health and overall performance of the project including identifying the areas where excess costs are incurring and the efficiency of funds utilized. The competencies identified help resolve these issues and mitigate risks associated with the team and their cultures and for a win-win outcome of the CPEC project initiative. Overall, contemporary enterprises are required to address cross-cultural aspects through a new attitude and competencies of the leadership which help the team to be more pragmatic, motivated and productive. The leadership vision should bring collaboration, engagement and an understanding of cultural sensitiveness and promote innovation and teamwork in a cross-cultural environment.



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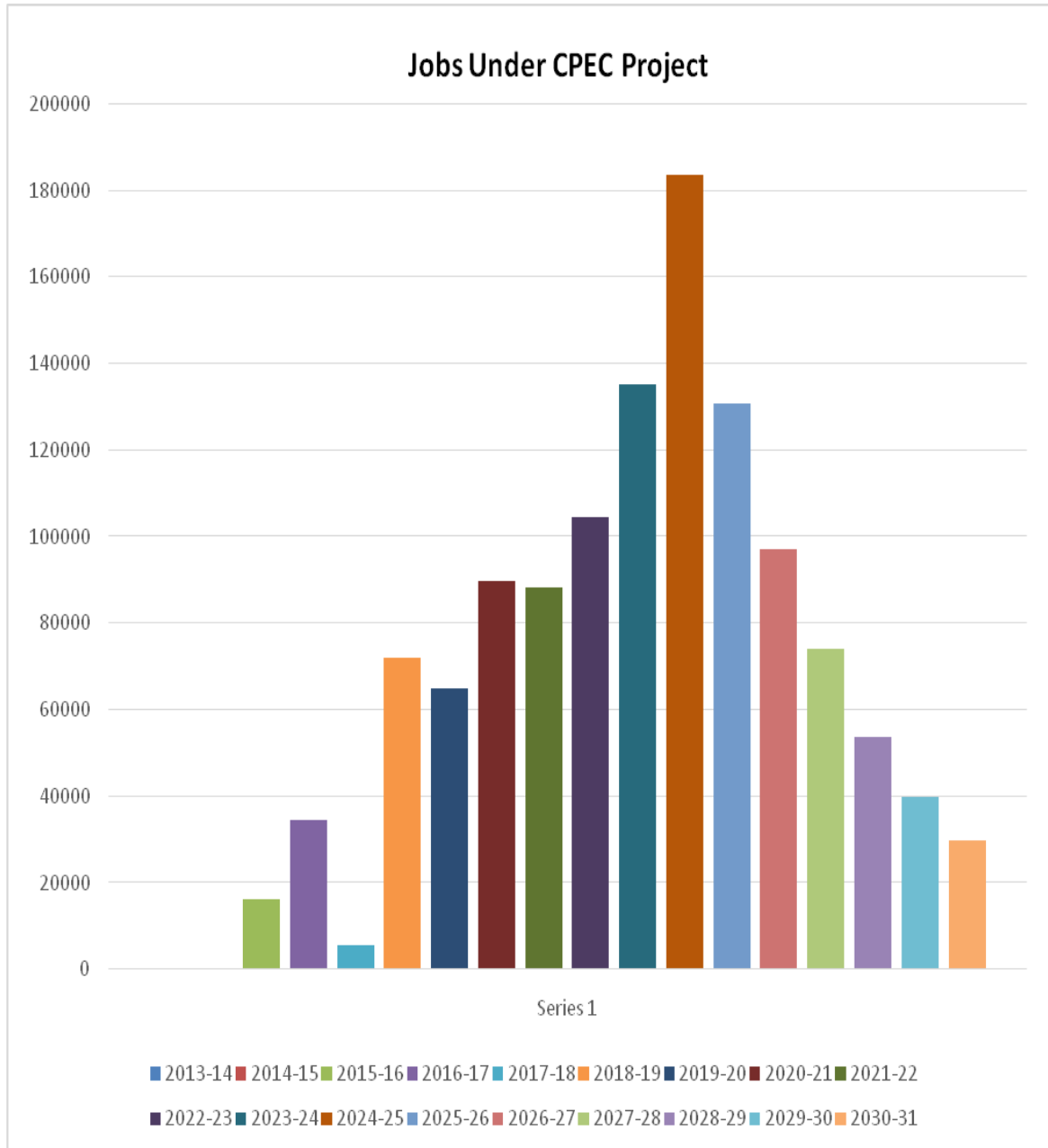
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## Annex A

### Projection of Employment under CPEC



## Annex B

### QUESTIONNAIRE

#### Questionnaire to Assess Leadership Competencies Practiced within CPEC Projects

The questionnaire format used is adopted from Stellar Leadership questionnaire on emotional and social intelligence, available at: <https://www.stellarleadership.com/>

#### **Objective:**

The key objective of this survey is to assess which leadership competencies, Confucius or Competency and their key features are predominantly practiced by managers (respondents) working in the CPEC Projects and assess the suitable leadership competencies for cross-cultural projects.

1. Kindly tick/answer the following:

#### **Age:**

20-30years    31-40 years    41-50 years    51-60 years    60 and above

#### **Experience in years:**

1-5 years                      6-10 years              10-15 years              15-20 years              20 and above

#### **Gender:**

<b>Male</b>	<b>Female</b>
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#### **Name:**

#### **Designation:**

#### **Organization name:**

#### **Nationality:**

#### **Email:**

2. Kindly chose one option for each question below:

Type of CPEC project	A) Engineering/ Construction (Infrastructure project)	B) Energy Project	C) ICT/ Optical fiber
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Complexity of project	A) Low	B) Medium	C) High
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Contract Type	A) Fixed Price	B) Joint Venture	
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Life-cycle Stage	A) Feasibility	B) Design	C) Execution	D) Close out	E) Commissioning
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Culture of Organization	A) Host Culture	B) Expatriate	C) Cross Culture
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Culture of Majority of Project Team	A) Host Culture	B) Expatriate	C) Cross Culture
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### **Competency Leadership**

Dulewicz & Higgs (2003) has divided the competency school of leadership into: i) Intellectual (IQ), ii) Managerial (MQ), and iii) Emotional (EQ).

### **Intellectual IQ**

The cognitive element in leadership competency is broken down into “Intellectual (IQ)” which includes problem-solving abilities, critical analysis & judgment, vision & imagination, and strategic perspective (Turner and Muller, 2010, p. 437-378).

**3. Read each statement and give it a score between 1-5 using the scoring criteria in the table below.**

### **Scoring Criteria**

<b>Strongly Disagree</b>	<b>1</b>
<b>Disagree</b>	<b>2</b>
<b>Neither Agree nor Disagree</b>	<b>3</b>
<b>Agree</b>	<b>4</b>
<b>Strongly Agree</b>	<b>5</b>

<b>Intellectual (IQ)</b>	<b>Awareness and Competencies</b>	<b>Score (1-5)</b>
Strategic Perspective	My company and I have forward looking approach in a cross-cultural environment.	

	My decisions match with the objectives of my organization.	
	I identify and choose various strategic options and address the challenges and pitfalls of implementing strategy.	
Critical analysis and judgment	Before taking any decision a collective exercise to weigh the pros and cons of the decision are analyzed.	
	I do not jump to conclusions instead evaluate the whole process	
	When faced with any issue I analyze the problem and consult other members.	
Vision & imagination	My vision coincides with the vision and goals of my company.	
	My project goals match with the vision of CPEC projects.	
	My goals are in line with the strategic vision and goals of CPEC.	

### **Scoring Interpretation**

**Total Score: 45**

12-27: IQ not adopted by respondent

28-45: IQ adopted by respondent

### **Managerial Competency (IQ)**

Whereas knowledge of management, managerial skills, ability to have engaging communication, efficient management of available resources, ability to empower team members, ability to concentrate on simultaneous development and achieving set tasks/goals comes under the “Managerial (MQ)” construct of the competency leadership (Turner and Muller, 2010, p. 438).

4. **Read each statement and give it a score between 1-5 using the scoring criteria in the table below.**

### **Scoring Criteria**

<b>Strongly Disagree</b>	<b>1</b>
<b>Disagree</b>	<b>2</b>
<b>Neither Agree nor Disagree</b>	<b>3</b>
<b>Agree</b>	<b>4</b>
<b>Strongly Agree</b>	<b>5</b>



<b>Managerial (MQ)</b>	<b>Awareness and Competencies</b>	<b>Score (1-5)</b>
Engaging communication	It is believed that effective communication is important within team for successful completion of projects.	
	All stakeholders should be involved in decision making process of project.	
	Effective communication between all stakeholders is extremely important for successful performance and completion of projects.	
Managing Resources	Effective management of resources is the key to a project performance.	
	I believe in the training of human resources holds great importance for CPEC projects.	
	Trained and efficient human resource are the best resource for timely completion of CPEC projects.	
Simultaneous development & Empowerment	I believe in empowerment of women in the work force on CPEC projects.	
	For CPEC projects to be successful, inclusive development should be targeted/achieved.	
	For CPEC projects, hiring and training of local human resource (HR) have a positive impact on projects.	
Achieving set tasks/goals	Achieving tasks is more important than building relationships in the workplace.	
	It is acceptable to push hard on team members in order to achieve timely completion of tasks.	
	Achieving project performance means cost, time and quality be ensured according to the wishes of the client.	

### **Scoring Interpretation**

**Total Score: 60**

12-36: MQ not adopted by respondent

37-60: MQ adopted by respondent

### **Emotional Competency (EQ)**

“Emotional (EQ)” constitutes emotional, behavioral and motivational elements, however in particular it includes self-awareness on the part of the leader, together with emotional resilience, motivational capability, sensitivity towards team members, ability to exert influence, intuitiveness and conscientiousness of the various cultural as well as other factors within the team (Turner and Muller, 2010, p. 438).

5. **Read each statement and give it a score between 1-5 using the scoring criteria in the table below.**

#### **Scoring Criteria**

<b>Strongly Disagree</b>	<b>1</b>
<b>Disagree</b>	<b>2</b>
<b>Neither Agree nor Disagree</b>	<b>3</b>
<b>Agree</b>	<b>4</b>
<b>Strongly Agree</b>	<b>5</b>

<b>Emotional (EQ)</b>	<b>Awareness and Competencies</b>	<b>Score (1-5)</b>
Self-awareness	I am self-confident and set challenges that I believe can be met.	
	I am realistic about myself and my strengths and weaknesses.	
	I am conscious of what drives me and the impact I have on others.	
Emotional resilience	I am able to control my emotions and suppress hostile feelings.	
	I can manage my emotions under stress and in crisis situations.	
	Others see me as emotionally disciplined and stable.	
Motivation	I pursue goals with energy & enthusiasm.	
	I am strongly driven by achievements and goals.	
	I am inherently optimistic and positive about things.	

Sensitivity	I easily react towards prevailing environment and situation.	
	I am able to easily hide my emotions.	
	I do not get angry very often.	
Influence	I enjoy practicing leadership over my team.	
	It is easy for me to control my team during difficult times/situation.	
	I like to act as a role model for my team.	
Conscientiousness	I am aware of the happenings in the environment around, specially which can affect my CPEC projects.	
	I am aware of my team members' strengths and weaknesses and their cultural needs.	
	I also include my intuitiveness in my decision making.	
Intuitiveness	I make decisions through being guided by my feelings	
	I consciously make important decisions	
	I usually reach my goals without involving much efforts	

### **Scoring Interpretation**

**Total Score: 85**

17-51: EQ not adopted by respondent

52-85: EQ adopted by respondent

### **Confucius Leadership**

**6. Read each statement and give it a score between 1-5 using the scoring criteria in the table below.**

### **Scoring Criteria**

<b>Strongly Disagree</b>	<b>1</b>
<b>Disagree</b>	<b>2</b>
<b>Neither Agree nor Disagree</b>	<b>3</b>
<b>Agree</b>	<b>4</b>
<b>Strongly Agree</b>	<b>5</b>

<b>Confucianism</b>	<b>Awareness and Competencies</b>	<b>Score</b>
---------------------	-----------------------------------	--------------

		(1-5)
Relationships /Guanxi	Relationship between a leader and his team is most important aspect of running a successful project.	
	Manager/leader should nurture himself/herself and thereby bring comfort to the people he is managing/leading.	
	Relationship between team members take precedence over tasks and goals.	
Virtue /Li	Ethical values in a leader to be of paramount importance for a successful project performance.	
	Collective values of the team take precedence over individualistic values.	
	Manager/leader should never compromise on his values and ethics.	
	Pursuit of selflessness is necessary while managing project based on Virtues of reciprocity.	
Justice & Righteousness /Yi	A leader should always take a decision which is based on moral principles and righteousness even if it does not generate much profit.	
	Manager/leader should in no circumstance compromise on serving justice, even if it has a negative impact on the project performance.	
	Transparency is ensured in all aspects of the project.	
Wisdom (knowledge)/ Zhi	It is imperative for a leader to have complete grip and knowledge over the situation before making any further decisions.	
	Without wisdom and insight of the project, the decisions taken by the leader are most likely to fail.	
	Without sufficient knowledge of a particular subject, a true leader cannot control the outcomes of his projects.	
Faithfulness/ Xin	For a leader, the quality of faithfulness towards the organization goals carries the highest weightage.	
	A leader cannot implement his decisions completely until he wins over the faithfulness of his subordinates.	

	For a leader, the quality of faithfulness towards his team should carry the highest weightage.	
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### **Scoring Interpretation**

**Total Score: 80**

10-40: Confucius not adopted by respondent

41-80: Confucius adopted by respondent

### **Project Performance**

**7. Read each statement and give it a score between 1-5 using the scoring criteria in the table below.**

**Adopted from Blaskovics (2014)**

### **Scoring Criteria**

<b>Strongly Disagree</b>	<b>1</b>
<b>Disagree</b>	<b>2</b>
<b>Neither Agree nor Disagree</b>	<b>3</b>
<b>Agree</b>	<b>4</b>
<b>Strongly Agree</b>	<b>5</b>

<b>Project performance</b>	<b>Awareness and Competencies</b>	<b>Score (1-5)</b>
Time	Appropriate planning and scheduling is integral for project performance	
	It is necessary to have control of various situations in regards to time in the project	
	The focus of leadership should be towards optimization in the project in the mentioned time period	
Cost Scope	Analyzing need for appropriate resources is necessary for cost estimation	
	The allocation of resources adequately between department is integral to avoid cost overruns	
	It is necessary to implement cost controls	

	in the entire project	
	The goals of the project should be clear to the entire project team	
	The responsibilities within the project team should be well defined	
	The real requirement should be transparent to entire project team	
Customer Satisfaction	The client must be satisfied with the final product delivered	
	The quality of equipment used should be the one committed with the client	
	Proper communication with the customer needs to be carried out through the different project stages	

### **Overall Questionnaire Interpretation**

#### **Result 1: Competency leadership Preferred by Respondent**

Description: Two or more of the three competencies (IQ, EQ, MQ) adopted by the respondent as per the scoring criteria.

Confucius not adopted by respondent as per the scoring criteria.

#### **Result 2: Confucius leadership Preferred by Respondent**

Description: One or none of the three competencies (IQ, EQ, MQ) adopted by the respondent as per the scoring criteria.

Confucius adopted by respondent as per the scoring criteria.

#### **Result 3: Neither leadership Preferred by Respondent**

Description: One or none of the three competencies (IQ, EQ, MQ) adopted by the respondent as per the scoring criteria.

Confucius also not adopted by respondent as per the scoring criteria.

#### **Result 4: Both leaderships Preferred by Respondent**

Description: Two or more of the three competencies (IQ, EQ, MQ) adopted by the respondent as per the scoring criteria.

Confucius also adopted by respondent as per the scoring criteria.

**End of Questionnaire**

## Annex C

## CPEC PROJECT OVERVIEW

## Completed Projects (9)

S. No.	Name of Project	Name of Chinese Investment Company	Time Starting of Project	Estimated Completion Time	Type of the Cooperation	No. of Pakistani Staff	No. of Chinese Staff
1.	50 MW Dawood Wind Power Project	Hydrpchina International Engineering Co. Ltd	2015.03.30	2017.04.04	Investment	121	13
2.	100 MW Pakistan Jhimpir UEP Wind Power Phase 1 Project	Oriental Holding Group	2015.03.30	2017.06.16	Investment	192	21
3.	Sachal 50 MW Wind Power Project	Hydrochina International Engineering Col. Ltd	2015.12.11	2017.04.03	Investment	152	13
4.	Zonergy 900 MW Solar Project in Punjab	Zonergy Company Limited	APPOLO: 2015.06.15 Best: 2015.09.22 Crest: 2015.09.22	APPOLO: 2016.05.30 Best: 2016.07.31 Crest: 2016.07.30	Investment	3754	21
5.	Port Qasim 2 x 660 MW Coal – fired Power Project	Power China Resources Ltd	2015.05.07	2018.04.25	Investment	1374	565
6.	Sahiwal 1320 MW Coal-Fired Power Plant	Huaneng Shandong Ruyi	2015.07.31	2017.06.08	Investment	1100	260
7.	China Pakistan Friendship School, Faqueer Colony	China Foundation for Peace and Development	2015.11.01	2016.09.01	Aid	0	0
8.	Laying of Optical Fiber Cable (OFC) from Rawalpindi to Khunjrab	Huawei Technologies Co., Ltd	2016.05.01	2018.07.13	Free-interest loan by Chinese Government	505	19
9.	Preliminary Design for upgradation of ML1 and Establishment to Havelian Dry port of Pakistan Railway	China Railway Eryuan Engineering Group Co. Ltd	2016.08.22	2018	Pakistan Government Funded	12	
	Total					7210	912

### Projects Under construction (13)

S.No.	Name of Project	Name of Chinese Investment Company	Time Starting Project	Estimated Completion Time	Type of the Cooperation	No. of Pakistani Staff	No. of Chineses Staff
1.	KKH Phase – II (Havelian – Thakot)	China Communications Construction Company Limited	2016.09.01	2020.03.01	87.5% Funded by Chinese Government concessional loan	9017	1476
2.	Karachi – Lahore Motorway Sukkar – Multan Section (392 KM)	China State Construction Engineering Corporation Limited	2016.08.05	2019.08.04	87.5% Funded by Chinese Government concessional loan	33333	2153
3.	Metro Rail Transit System in the Orange Line in Lahore	China Railway – China North Industries Group Corporation	2015.09	2019	87.5% Funded by Chinese Government concessional loan	3226	569
4.	Expressway on East Bay of Gwadar	China Communications Construction Company Limited	2017.10.12	2020.10.12	Free – Interest loan by Chinese Government	4222	71
5.	720 MW Karot Hydro – Power Project	China Three Gorges South Asia Investment Limited	2016.12.01	2021.12.28	Investment	3505	915
6.	650 KW HUBCO Coal Power Plant	China Power International Holding Limited	2016.11.01	2019.08.04	Investment	2595	2453
7.	Three Gorges Second Wind Power Project (100MW)	China Three Gorges South Asia Investment Limited	2016.09.01	2018.06.17	Investment	587	73
8.	Gwadar Port Operation and Development of Free Zone	China Overseas Port Holding Co. Limited	2016.09.01	1st Phase 2018.01.28	Investment	630	134
9.	SUKI Kinari Hydro Power Project	China Gezhouba Group Company Limited	2017.01.01	2022.12.30	Investment	4724	378
10.	Gwadar Smart Port City Master Plan	Ministry of Commerce	2017.08.14	2018	Aid	8	3
11.	DTMB Demonstration Project	ZTE Corporation	2017.12.11	2018.12.31	Aid	138	64
12.	2 x 330 MW Mine Mouth Coal Fired Power Plant at Thar Block II, Sindh	China Machinery Engineering Corporation	2016.04.14	2019.10	Investment	344	1412
13.	3.8 M ta Open Cast Lignite Mine at Thar Block II, Sindh	China Machinery Engineering Corporation	2016.04.13	2019.09.01	Investment	1644	462
						63972	10163



## Annex D

### INTERVIEW QUESTION FOR THE STUDY (IMPACT OF CROSS-CULTURAL LEADERSHIP COMPETENCIES ON PROJECT PERFORMANCE: A STUDY OF CHINA PAKISTAN ECONOMIC CORRIDOR PROJECTS)

**BY HASAN DAUD BUTT**

**Thank you for agreeing to participate in this interview for the above-titled research. these are initial questions for understanding. As you know, there is great interest in this, Your answers to the following questions help us to develop the leadership competencies required for cross-cultural projects under CPEC. This interview will be recorded so that we can easily review the notes afterward.**

- Q1.** Please explain the broader context of your project and its relevance to CPEC?
- Q2.** What are the major constraints in your project? How do you see the scope, schedule, and adequacy of resource allocation in your project?
- Q3.** How do you see the cross-cultural teams in the execution of the major projects? Is this a challenge in the execution of CPEC?
- Q4.** How do you see the leadership skills in project performance? How do you cross-examine different leadership models in particular concerning CPEC?
- Q5.** How do you see the effectiveness and efficacy of the Western and Chinese governance models in the performance of major projects?
- Q6.** How do the training activities influence project design, planning, and contracting and How do you as a leader respond to the changes occurring in the project during development?
- Q7.** Please describe the details and objectivity of the project representations used for decision and resource commitments? How does it influence decisions?
- Q8.** How do you see the negotiation and networking process and its prospects in particular concerning the cross-cultural project teams?
- Q9.** How much do you consider the significance of effective human resource and the process of continuous training in achieving the project goals in cross-cultural contexts as CPEC?
- Q10.** How do you weigh the role of ethical values in different cultural contexts to achieve long-term performance in major projects?

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Organization: \_\_\_\_\_

**Thank you so much for your time!**

## Annex E

### List of countries along the Belt and Road (Chinese NDRC and Foreign affairs (2nd BRI forum report, 2019))

<p>East Asia</p> <p>China, Mongolia</p>
<p>Central Asia</p> <p>Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan</p>
<p>Middle East and North Africa</p> <p>Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Palestine, Syria, United Arab Emirates, Yemen</p>
<p>South Asia</p> <p>Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka</p>
<p>Europe</p> <p>Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, turkey, Ukraine</p>

## Annex F

### Table for Determining Sample Size from a given Population

*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

## **Annex G**

### **Relevant Academic Paper / Journal**

- 
1. The Role of CEO Leadership and Project Management for Innovation Success in IT Sector of Pakistan: A Moderating Effect of Human Capital  
**Journal of Contemporary Issues Business and Government – 2021**
  2. Integrated SEZ Development as stimulus to Economic Growth – Policy Recommendations for China Pakistan Economic Corridor (CPEC)  
**Pak Journal of International Affairs Vol, 4 Issue No 2 (2021)**
  3. Transformational Leadership is Shaping the Research & Development Culture of Pakistani Universities: A Case Analysis  
**IRMBR, vol 9, Issue 4 (2021)**
  4. Transformational Leadership Styles in Pakistan Due to CPEC  
**Journal of Political Sciences Punjab University, vol 27, Issue 2 (2020)**
  5. Managing Project with Chinese Enterprises  
**ISSI Journal (2015)**

### **Selected Conferences**

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**Speaker and presented paper** “ Integrated SEZ Development through CPEC” – 09<sup>th</sup> Asian Management Research & Case Conference 2021 by LUMS University (**05 June 2021**)

**Speaker** – Conference on “Pak-China Industrial Cooperation” organized by Peking University (**18-19 May 2021**)

**Speaker** and presented paper– BRI Summit organized by Belt & Road Institute in Sweden (BRIX) (**28 April 2021**)

**Speaker** – RUSI (UK) Conference on “CPEC: Changing Geopolitical Dynamics” (London, UK) (**08 June 2018**)

**Session Chair** and presented a paper on “Equitable Access to Quality Education through CPEC” – HEC Conference on (**17 July 2017**)

**Speaker** – Peking University Conference on “Pak China Coordination and CPEC” (Beijing, China)  
**(04 January 2013)**

**Speaker** – Sichuan University Conference on “Conference on Connectivity” (Sichuan, China) (**04 January 2013**)

## Annex H

### Plagiarism Report

Hasan Daud

#### ORIGINALITY REPORT

9%

SIMILARITY INDEX

6%

INTERNET SOURCES

5%

PUBLICATIONS

4%

STUDENT PAPERS

#### PRIMARY SOURCES

1	journalarticle.ukm.my Internet Source	1%
2	Amna Ali, Rao Amir Khan, Waqar Alam, Adil Adnan, Zaigham Aabbas. "ETHICAL LEADERSHIP ENHANCE POSITIVE WORK OUTCOME: A MEDIATION MODEL", Humanities & Social Sciences Reviews, 2021 Publication	<1%
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