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Presenting Competence Profile of Successful Project Managers Based on Fuzzy Analytic Analysis Process (FAHP)

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ABSTRACT

The explanation of personality features and competencies of project managers in the form of profile is an efficient method for recognition, evaluation and assessment. Making profile determines specific leadership style of a person with the combination of behavioral, emotional and mental features of a person. Profiles enable the top managers and decision makers of organization to have scientific and exact view from leadership dimension to behavioral and personality features of people candidate for project manager position and a competent person is appointed as project manager. The present study aimed to present the comprehensive profile of leadership competence of successful project managers (in various ranges of projects) and the analysis of relations and importance of each of existing groups and dimensions in this profile by FAHP technique. The present study is applied in terms of purpose and is descriptive in terms of study method. The required data to extract groups and dimensions of this profile and the analysis of their importance (weight) are collected by previous studies with collaboration of 15 lecturers and experts of organizing and leadership. The results show that among profile groups, emotional intelligence criterion has high weight and importance. Management intelligence and IQ criteria are in second and third ranks. Regarding the dimensions of competences of leadership of successful project managers based on each of groups, it can be said among competencies of IO, and judgment under difficult conditions; among management intelligence competencies, delegating power and among leadership competences in emotional intelligence, the effect has high importance compared to other competencies.

KEYWORDS: Competence, Leadership competence profile, fuzzy analytical hierarchy process, IQ, EQ, Management intelligence.

1- INTRODUCTION

Generally, fulfillment of organizational projects goals depends upon appointing competent people as project manager. Many pioneer companies accept competence as necessary issue for management and perceive the importance of competence models and using them for growth of human resources. Thus, they consider their goal as development of human resources competences and thought regarding the measurement methods of this competence. Today, implementation of principles and techniques of project management is developed rapidly all over the world. This issue indicates the necessity of effective leadership in projects. Various researches investigate the similar strategic issues by calculation methods [1,2]. By investigations on review of literature regarding project management, it can be said that the researchers change from the role of project managers to the issues of competence of project managers [3]. In addition, academic researchers of this issue mostly focus on efficiency factors than behavioral and emotional factors of leader [4].

On the other hand, International Project Management Association (IPMA) emphasized on the issue that competence models are good sources to diagnose the reasons of success of project managers in current project environments [5].

Recently, some studies propose various styles for project management and leadership styles and various competence profiles dependent upon the project nature and environment should be taken by project managers [6].

Top managers of organizations and project managers can be aware of their leadership strengths and weaknesses by competence profiles and are aware of the important personality dimensions in successful project management and this step is used to improve these dimensions. Based on the importance of this issue and its less consideration namely in local projects, the present study attempts to respond this question as first, competence profile of leadership of project managers that can be used in evaluation of individual and personality features of

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project managers in various ranges of projects from groups and dimensions. Second, what is the importance of each of identified groups and dimensions?

The remaining sections of the paper are organized as follows. Section 2 refers to the review of literature regarding the approaches to competence, project leadership and project success. Third section expresses leadership theories and review of literature. Fourth section is about study methodology and FAHP technique. Fifth section is regarding collected data from experts regarding groups and dimensions of competence profile of leadership of successful project managers can be analyzed. Finally, the results and recommendations for further studies are presented.

2- REVIEW OF LITERATURE

2-1 The applied approaches in managers' competence

Three major approaches can be introduced in the literature of management competencies:

- Behavioral approach
- Standard approach
- Situational approach (contingency)

2-1-1 Behavioral approach

In this approach, competence is introduced based on behavioral terms and is referred mostly to the introduction of behaviors associated with high performance. This approach is referred to the publication of Mckoland paper "competence test instead of intelligence test in 1973. The various models of this approach are based on the study of people behavior with superior performance. In this approach, competencies are defined by various methods based on main personal features as habits, personality characteristics, knowledge, skill and one's motivation n business as associated with high performance.

2-1-2 Standards approach

This approach based on functional analysis of job or organization position, it introduces the minimum performance standards in management positions for definite quality guarantee in job. This approach is associated with the definition of minimum level of acceptable performance in a job or job position. It seems that this approach emphasizes on real job output, the concentration of this approach is on the job not the worker doing it. Necessary competences of each job or position are identified based on the process based on duty analyses of job. Generally, this process is identification of roles and key elements of job, exact description of accepted standards and work performance criteria and identification of required competences as the standards are fulfilled, this approach emphasizes on what it is not it should be. Thus, minimum level of determines acceptable performance in a job or position and not high level of performance. This approach is created in the recent 30 years in England and its standards are developed almost for 85% of labor force. This approach is criticized mostly and today business enterprises in England mostly prefer using behavioral competence models.

2-1-3 Situational approach

This approach is the subset of behavioral approach but it mostly emphasizes on the point whether situational factors can be effective on individual competences of high performance?

The common aspect of researches and projects in situational approach is emphasizing on the importance of situational factors and their goal is introducing the relation between definite situational factors and required competences of high management performance. In this approach, some researchers apply competence definitions based on behavior and they include behavioral approach. The difference is as the goal of their study is detecting this issue that whether situational factors are effective on required competences of high performance or not? The authors of this approach mostly emphasize on cultures, values and their effect on organizational function. Their study evaluates the values by culture and leadership method and organizational activity. As perception of cultural variety is of great importance for managers, these researchers don't consider the high management performance as specifically [7].

2-2 Leadership in project

Based on the definition of project management institution of US (PMI), project management is used as a tool and appropriate techniques for success, ignoring the consistency of project management personality with project type. This definition is despite the above results and gradual development of leadership theories. Some parts of project management literature apply identified tests of project team roles (e.g. Myers-Briggs test) as leadership

measures. However, these measures are not leadership measures based on leadership capabilities of project manager. The researches show that these tests are to some extent associated to leadership performance [8, 9].

The initial investigations regarding leadership of project managers are based on case studies. Holt (1989) considered the principles of Peter and Waterman leadership to leadership features. In his map, all principles of Peter and Waterman leadership in projects.

Christenson and Walker (2004) in a study emphasized on the importance of leadership thoughtfulness. Thamhain in the same year in a study raised the importance of creating supportive environment from the leader.

The importance of transformational leadership study for project managers is mentioned clearly in the studies of Prabhakar (2005). In this study, Keegan and Hartog (2004) provided comprehensiveness of transformational leadership style among the project managers (not statistically). Recently, the researches of project management show that project management procedures in construction industry projects are different from other projects and leadership competences of project managers are different dependent upon the project type [15].

Turner and Muller (2006) in a study showed the correlation between dimensions of specific leadership competencies with project success (in various ranges of projects). Some studies based on competence school and by leadership development questionnaire, showed that some of specific leadership competencies are associated with leadership success. One of these studies is the researches in Royal air force by Wern and Dulewicz (2005), Royal Marine force by Young and Dulewicz (2006) and Britain police by Hawkins and Dulewicz (2007). One of the studies regarding project management, we can refer to the agility projects by Porthous and Dulewicz (2007) or financial industry projects by Geoghegan and Dulewicz (2008). In all these studies, this reality is repeated that there is a relation among various competences of leadership and leadership success. These findings are in line with the studies emphasizing on the importance of emotional competencies of leadership in projects (e.g. the study of Dvir et al., (2006) [16].

Recently, Turner et al., (2009) compared leadership profiles of managers and project managers and showed that the relation between emotional leadership competence with success was higher among the public managers compared to project managers. The remaining of the studies emphasized on the definition of features, behaviors or competencies of leaders and attempted to show which cases are needed for the success of leaders under various conditions. In addition, they attempted to show how success of a project is formed in terms of leadership competencies of project manager.

2-3 Project success

The project success is not a constant and definite purpose. Jugdev and Muller (2005) in the study referred to the factors leading to the project's success. In 1980s, most researchers of this field emphasized on using correct tools and techniques.

Pinto and Slevin (1988) in a study introduced a list of 10 important factors in project success ignoring the project type. Based on project management, this list doesn't include project managers competence and their consistency with project. Wateridge (1995) in the study stated that to determine how the projects are managed, at first it is required that project managers determine critical success factors for their projects and then identify the success factors leading to responding the critical success factors of project and finally the relevant tools and techniques of these factors can be selected and applied. The study of Cook-Davies (2002) is one of the most important studies in the current decade. He distinguished between project results (creation of a product or presenting a service) and considered success in project management dependent upon achieving time, costs and qualitative goals of project. The defined factors in this study don't include project management competencies and mostly emphasize on risk management, project portfolio management and management of required benefits.

Muller and Turner (2007) in the study determined correlation between success and leadership competencies of project management by leadership development questionnaire. They applied 10 various success criteria based on 7-item Likert scale to evaluate the success level of project managers in their projects.

3- REVIEW OF LITERATURE

Among the studies regarding making profile of top managers of organization and project managers, some researchers as Kowake and Anthony (2007) focused on making profile of middle managers in 12 countries. Javidan et al., (2006) in the study focused on making profile for regional managers. Some researchers as Robinson and Lipman-Blumen (2003) in their study to make management profile considered the gender issue. Other researchers considered some issues as geographical area, industry or the role of manager in company (e.g. Total quality management).

By investigation of leadership theories in the recent 80 years, we can say the initial theories focus mostly on leadership feature and these theories are developed as followings:

- First, the leadership situation is raised.
- Then the center of considerations is changed from intuitional behavior of individual features to interpersonal relations and reasoning changes (mental)

Some authors state this development as the stages of leadership schools [17, 24]. They focused on leadership features in 1930 to 1940s as: Physical appearance, empowerment and personalities. These studies are mostly in the group "school of leadership features". Kirkpatrick and Locke (1991) raised this classification for public leadership and Turner (1991) for leadership in project management. In 1940s, the studies are in group "behavioral school" and this group emphasizes on leadership style in specific measurements. There was new and important assumption in these schools as leadership can be trained and it is not true leadership features are born with a person. Blake and Mouton (1978) and Hersey and Blanchard (1988) presented binary matrix about models representing this school. These matrices emphasized on the differences of leadership regarding human resources to production. In 1960s, another grouping was developed as "probable school". This classification is associated to suitability of various leadership styles in various leadership situations as it attempted to adapt the personality features of leader in various situations. Robbuns (1997) also referred to this classification. He raised four leadership styles as directive, supportive, participative and progressive based on individual personality features as guided and its situational complexity. In 1980, by the changes in organization, another classification as "charismatic and futuristic leadership" was developed. This group is composed of transformation and transactional leadership styles each with supporters and agents. The first classification of style emphasized on the probability of specific performance goals but the second style emphasized on development of visions, charisma, respect and honesty. Later, the evolution of classifications of leadership theories raised another classification as "emotional intelligence school" before 2000. This classification mostly focused on self-management and interactive management. Goleman (1995) as the major supporter of this type of theories believed that for leaders, emotional capabilities are most important than intelligence capabilities. Along with Boyatzis and Mckee (2002), six leadership styles are defined as Visionary, Coaching, Affiliative, Democratic, and Pace-setting and commanding. These six styles are based on special order of democratic style (via support) to commanding and directing style. Pace-setting and Commanding styles are proposed only in emergency cases as they emphasize on long-term relation between leadership and followers. Recently, another classification as "competence school" is emerged covering all previous schools. Normally, competence means special composition of knowledge, skill and personality features [29, 30]. Dulewicz and Higgs (2005) are the followers of this classification as with a wide review on existing theories and evaluation tools and 15 leadership styles in IQ, EQ and MQ were introduced. Table 1 shows a list of these dimensions with their titles.

Competence	Group
Judgment and analysis under difficult conditions	IQ
Vision and images	
Strategic vision	
Committing communication	MQ
Resources management	
Delegating	
Development	
Success seeking	
Self-awareness	EQ
Emotion control under difficult conditions	
Motivation	
Interpersonal sensitivity	
Impact	
Vision	
Conscience	

Table 1- The leadership competences dimensions and group of successful managers [8]

4- STUDY METHODOLOGY

The present study is applied in terms of purpose and is descriptive in terms of study method. By the investigations, it was shown that classification of competence school (Table 1) is one of the most complete classifications to form leadership profile of successful project managers. This classification covers other previous classifications. Based on the interview with some lecturers and experts of this field, it was shown that the classification is generalized with competence dimensions to evaluate competence of successful project managers in

the country and can be a basic to make profile of leadership competence of successful project managers (ignoring type of project). To determine the importance (weights) of groups and dimensions of profile of competence of successful project leaders, FAHP is used. To collected the required data in pairwise comparison matrices, a questionnaire is designed and distributed among 15 lecturers and experts of organizing and leadership.

For better and exact analysis on leadership competence dimensions and groups, proposed classification of Dulewicz and Higgs) (2005) was applied to determine the relations between these elements, FAHP is explained.

4-1 Fuzzy Analytic Hierarchy Process (FAHP)

This method is presented by many researchers in various years and various features but the oldest method in this relation is Chang paper (1992). The stages of Chang development method stages are explained in details:

- ✓ Step 1: Drawing hierarchy tree: At first hierarchy structure of decision is formed by goal, criterion and subcriterion.
- ✓ Step 2: In this step, pairwise comparison matrices are determined and required judgments are performed. In FAHP method, corresponding value with linguistic preferences as triangular fuzzy number enters in pairwise comparison matrices. Table 2 presents fuzzy values corresponding with linguistic terms to complete pairwise comparison by decision maker. It can be said all elements on main diameter of pairwise comparison matrices are equal to (1, 1, 1) and if element of row ith and column jth of pairwise comparison matrix is $M_{gl}^{j} = (l_{ij}, m_{ij}, u_{ij})$, then jth row element and column ith of this matrix is equal to:

$$M_{gj}^{i} = (M_{gi}^{j})^{-1} = (l_{g'}m_{g'}u_{g}) = (\frac{1}{u_{ij}}, \frac{1}{m_{ij}}, \frac{1}{l_{ij}}) (1)$$

Table 2- Corresponding triangular fuzzy numbers with linguistic terms [34]

Triangular fuzzy number	Linguistic terms to determine preference
(2.5, 3, 3.5)	Full and absolute preference or importance
(2, 2.5, 3)	Very strongly preference or importance
(1.5, 2, 2.5)	Strong preference or importance
(1, 1.5, 2)	Low preference or importance
(0.5, 1, 1.5)	Almost equal preference or importance
(1, 1, 1)	Exactly equal preference or importance

 \checkmark Step 3. The calculation of fuzzy composite extension (Si) for each of pairwise comparison matrix levels If the values in pairwise comparison matrix are shown as triangular fuzzy ((l_i, m_i, u_i) and:

$$\begin{split} \mathbf{S}_{i} &= \sum_{j=1}^{m} \mathbf{M}_{gi}^{j} \times \left[\sum_{i=1}^{n} \sum_{j=1}^{m} \mathbf{M}_{gi}^{j} \right]^{-1} \tag{2} \\ \sum_{j=1}^{m} \mathbf{M}_{gi}^{j} &= \left(\sum_{j=1}^{m} \mathbf{l}_{j}, \sum_{j=1}^{m} \mathbf{m}_{j'}, \sum_{j=1}^{m} \mathbf{u}_{j} \right) \tag{3} \\ \sum_{i=1}^{n} \sum_{j=1}^{m} \mathbf{M}_{gi}^{j} &= \left(\sum_{i=1}^{n} \mathbf{l}_{i}, \sum_{i=1}^{n} \mathbf{m}_{i}, \sum_{i=1}^{n} \mathbf{u}_{i} \right) \tag{4} \\ \left[\sum_{i=1}^{n} \sum_{j=1}^{m} \mathbf{M}_{gi}^{j} \right]^{-1} &= \left(\frac{1}{\sum_{i=1}^{n} \mathbf{u}_{i}}, \frac{1}{\sum_{i=1}^{n} \mathbf{m}_{i'}}, \frac{1}{\sum_{i=1}^{n} \mathbf{l}_{i}} \right) \tag{5} \end{split}$$

 \checkmark Step 4. The calculation of preference degree (possibility degree) of S_i on S_k

If $S_i = (l_i, m_i, u_i)$ and $S_k = (l_k, m_k, u_k)$, preference degree of S_i on S_k denoted by $V(S_i \ge S_k)$ is defined as follows:



Figure 1-Common level 🕮

✓ Step 5. The calculation of initial weight of criteria To compute the initial weight of criteria in pairwise comparison matrix, relations 6, 7 are used. $V(S \ge S_1, S_2, ..., S_k) = V((S \ge S_1), (S \ge S_2), ..., (S \ge S_k))$ = min (V(S ≥ S₁), V(S ≥ S₂), ..., (S ≥ S_k) = min V(S ≥ S_i) i = 1,2, ..., k(7) As we assume, k=1, 2,...,nandd (A_i) = min(V(S_i ≥ S_k)), the weight vector is obtained as:

$$W' = [d'(A_1), d'(A_2), \dots, d'(A_n)](8)$$

That is FAHP abnormal coefficients vector.

 \checkmark Step 6. The calculation of final weight of criteria

To determine final weights of criteria, it is required that initial weights are normalized by equation (9):

$$\mathbf{W}_{i} = \frac{\mathbf{W}_{i}}{\sum_{i=1}^{k} \mathbf{W}_{i}'} \tag{9}$$

5- Data analysis

In this study, to analyze and determine importance of each of groups and dimensions of leadership competencies in the first step, hierarchy model is formularized. Figure 2 shows the hierarchy model of leadership competence profile of successful project managers.



Figure 2- Hierarchy model of competence profile of leadership of successful project managers

Then, to determine the weights of each of criteria (groups) and sub-criteria (leadership competence dimensions), we should determine the matrix of pairwise comparison to determine the relative importance of criteria to each other and sub-criteria to each other. Thus, to distribute questionnaire and achieving opinion of 15 lecturers and experts in organizing and leadership, matrices of pairwise comparison and calculations of fuzzy composite extension (Si) are shown in Tables 3-6. It can be said that the data of these matrices are the mean of experts' opinion.

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Table 3- Pairwise	comparison	matrix o	f groups	factors) to each other

Si	EQ	MQ	IQ	
(0.19.0.27.0.393)	(0.71.1.03.1.4)	(0.65.0.76.1.03)	(1, 1, 1)	IQ
(0.21.0.29.0.41)	(0.52.0.64.0.91)	(1, 1, 1)	(1.08.1.36.1.67)	MQ
(0.302.0.44.0.621)	(1, 1, 1)	(1.5.1.92.2.33)	(1.25.1.64.2.08)	EQ

Table 4- Pairwise comparison matrix of IQ								
1	and under nditions	Judgment analysis difficult cor	Vision and image	Strategic vision	Si			
Judgment and analysis under difficult condition	(1, 1, 1)		(1.75.2.75.2.25)	(1.08.1.5.1.92)	(0.314.0.473.0.674)			
Vision and image	.47•0.62)	(0.38.0.	(1, 1, 1)	(0.71.0.86.1.28)	(0.17.0.232.0.345)			
Strategic vision	.72.1.06)	(0.58.0.	(0.92.1.25.1.58)	(1, 1, 1)	(0.204.0.296.0.433)			

	I able 5- The pair wise comparison matrix of management intelligence							
MQ	Committed communications	Resources management	Delegating	Development	Success seeking	$\mathbf{S}_{\mathbf{i}}$		
Committed communications	(1, 1, 1)	(1.17.1.67.2.17)	(0.4.0.52.0.79)	(0.92•1.33•1.75)	(0.92•1.33•1.75)	(0.126.0.215.0.338)		
Resources management	(0.49•0.68•1.14)	(1, 1, 1)	(0.64•0.75•1)	(0.92•1.17•1.42)	(0.92•1.33•1.75)	(0.114.0.181.0.286)		
Delegating	(1.67.2.17.2.67)	(1.17.1.5.1.83)	(1, 1, 1)	(1.25.1.5.1.75)	(0.75.1.1.25)	(0.167.0.263.0.385)		
Development	(0.64.0.84.1.42)	(0.79.0.92.1.28)	(0.62.0.78.1.21)	(1, 1, 1)	(1.08.1.42.1.75)	(0.118.0.182.0.302)	I	
Success seeking	(0.62.0.81.1.28)	(0.61.0.78.1.17)	(0.83.1.1.5)	(0.66.0.78.1.06)	(1, 1, 1)	(0.107.0.16.0.272)	ſ	

Table 5- The pairwise comparison matrix of management intelligence

				<u>.</u>				
EQ	Self-awareness	Emotion control under difficult conditions	Motivation	Interpersonal sensitivity	Impact	Attitude	Conscience	Si
Self-awareness	(1, 1, 1)	(1.08.1.5.1.92)	(0.59.0.76.1.19)	(0.92.1.42.1.92)	(0.52.0.63.1)	(1.08.1.42.1.75)	(1.33.1.75.2.17)	(0.089.0.15.0.245)
Emotion control under difficult conditions	(0.59.0.76.1.19)	(1, 1, 1)	(0.55•0.78•1.4)	(1.75+2.17+2.85)	(0.44.0.57.0.82)	(1.1.42.1.83)	(1.58.1.92.2.25)	(0.095.0.152.0.248)
Motivation	(1.08+1.5+1.92)	(1.1.5.2)	(1, 1, 1)	(1.17.1.67.2.17)	(0.48.0.57.0.72)	(1.17.1.67.2.17)	(0.75.1.1.25)	(0.091.0.157.0.251)
Interpersonal sensitivity	(0.56.0.79.1.42)	(0.46.0.52.0.62)	(0.48.0.641.)	(1, 1, 1)	(0.48.0.56.0.7)	(1.1.5.2)	(1.25.1.58.1.92)	(0.071.0.117.0.194)
Impact	(1.5.1.92.2.33)	(1.42.1.92.2.42)	(1.67.2.08.2.5)	(1.75.2.17.2.58)	(1, 1, 1)	(1.42.1.67.1.92)	(1.08.1.5.1.92)	(0.134.0.217.0.328)
Attitude	(0.69.0.83.1.23)	(0.62.0.82.1.36)	(0.49.0.67.1.11)	(0.53.0.73.1.25)	(0.68.0.72.0.79)	(1, 1, 1)	(0.75.1.25.1.75)	(0.065.0.106.0.19)
Conscience	(0.57.0.72.1.13)	(0.6.0.68.0.88)	(0.83.1.1.5)	(0.63.0.69.0.83)	(0.6.0.78.1.23)	(0.58.0.83.1.5)	(1, 1, 1)	(0.066+0.101+0.181)

Table 6- Normal matrix of pairwise comparison of EQ

Based on the values for fuzzy composite extension of each of pairwise comparison matrix rows, the main criteria and sub-criteria compute the preference degree of each of them to each other. The preference degree of Si values for main and subcriteira is as shown in Table 7.

	Main criteria	
$V(S_1 \ge S_2) = 0.9$	$V(S_1 \ge S_3) = 0.35$	$V(S_2 \ge S_1) = 1$
$V(S_2 \ge S_3) = 0.42$	$V(S_3 \ge S_1) = 1$	$V(S_3 \ge S_2) = 1$
	IQ sub-criteria	
$V(S_1 \ge S_2) = 1$	$V(S_1 \ge S_3) = 1$	$V(S_2 \ge S_1) = 0.11$
$V(S_2 \ge S_3) = 0.69$	$V(S_3 \ge S_1) = 0.4$	$V(S_3 \ge S_2) = 1$
	MQ sub-criteria	
$V(S_1 \ge S_2) = 1$	$V(S_2 \ge S_1) = 0.82$	$V(S_1 \ge S_3) = 0.78$
$V(S_3 \ge S_1) = 1$	$V(S_1 \ge S_4) = 1$	$V(S_4 \ge S_1) = 0,84$
$V(S_1 \ge S_5) = 1$	$V(S_5 \ge S_1) = 0.73$	$V(S_2 \ge S_3) = 0.59$
$V(S_3 \ge S_2) = 1$	$V(S_2 \ge S_4) = 1$	$V(S_4 \ge S_2) = 1$
$V(S_2 \ge S_5) = 1$	$V(S_5 \ge S_2) = 0.88$	$V(S_3 \ge S_4) = 1$
$V(S_4 \ge S_3) = 0.62$	$V(S_3 \ge S_5) = 1$	$V(S_5 \ge S_3) = 0.5$
$V(S_4 \ge S_5) = 1$	$V(S_5 \ge S_4) = 0.88$	
	EQ sub-criteria	
$V(S_1 \ge S_2) = 1$	$V(S_2 \ge S_1) = 1$	$V(S_1 \ge S_3) = 0.95$
$V(S_3 \ge S_1) = 1$	$V(S_1 \ge S_4) = 1$	$V(S_4 \ge S_1) = 0.76$
$V(S_1 \ge S_5) = 0.62$	$V(S_5 \ge S_1) = 1$	$V(S_1 \ge S_6) = 1$
$V(S_6 \ge S_1) = 0.7$	$V(S_1 \ge S_7) = 1$	$V(S_7 \ge S_1) = 0.65$
$V(S_2 \ge S_3) = 0.97$	$V(S_3 \ge S_2) = 1$	$V(S_2 \ge S_4) = 1$
$V(S_4 \ge S_2) = 0.74$	$V(S_2 \ge S_5) = 0.64$	$V(S_5 \ge S_2) = 1$
$V(S_2 \ge S_6) = 1$	$V(S_6 \ge S_2) = 0.68$	$V(S_2 \ge S_7) = 1$
$V(S_7 \ge S_2) = 0.63$	$V(S_3 \ge S_4) = 1$	$V(S_4 \ge S_3) = 0.72$
$V(S_3 \ge S_5) = 0.66$	$V(S_5 \ge S_3) = 1$	$V(S_3 \ge S_6) = 1$
$V(S_6 \ge S_3) = 0.66$	$V(S_3 \ge S_7) = 1$	$V(S_7 \ge S_3) = 0.61$
$V(S_4 \ge S_5) = 0.37$	$V(S_5 \ge S_4) = 1$	$V(S_4 \ge S_6) = 1$
$V(S_6 \ge S_4) = 0.92$	$V(S_4 \ge S_7) = 1$	$V(S_7 \ge S_4) = 0.88$
$V(S_5 \ge S_6) = 1$	$V(S_6 \ge S_5) = 0.34$	$V(S_5 \ge S_7) = 1$
$V(S_7 \ge S_5) = 0.29$	$V(S_6 \ge S_7) = 1$	$V(S_7 \ge S_6) = 0.95$

Table 7- The preference degree of Si values for main criteria and sub-criteria

Based on the results of preference degree of Si values for main criteria and sub-criteria, the final weights of each of them are shown in Table 8.

Final weight	Relative importance	Sub-criteria	Main criteria
0.132	0.66	Judgment and analysis under difficult conditions	0.2.10
0.014	0.07	Vision and images	0.2 : IQ
0.052	0.26	Strategic vision	
0.0528	0.22	Committing communication	
0.0408	0.17	Resources management	
0.0694	0.29	Delegating	0.24 : MQ
0.0432	0.18	Development	
0.096	0.14	Success seeking	
0.0896	0.16	Self-awareness	
0.0896	0.16	Emotion control under difficult conditions	
0.0952	0.17	Motivation	0.5(· EQ
0.0504	0.09	Interpersonal sensitivity	0.56 : EQ
0.1456	0.26	Impact	
0.0504	0.09	Vision	
0.0392	0.07	Conscience	

Table 8- Final	weights (of main	criteria	and	sub-criteria
$1 a D C O^{-1} mai$		or mam	U IIUIIA	anu	sub-critcria

Based on the calculations and the results, it can be said among the existing groups in competence profile of leaders of successful project managers, EQ criterion has high importance and weight. In addition, MQ and IQ criteria are in second and third ranks of importance. Regarding the dimensions of leadership competences of successful project managers based on each of groups, it can be said among IQ competencies, judgment and analysis under difficult conditions, among MQ competencies, delegating and among leadership competences in EQ, impact had high importance (weight) compared to other competencies.

6- CONCLUSION AND RECOMMENDATION

Leadership competence profiles of successful managers are a scientific and efficient tool to evaluate the leadership competence of managers at macro and middle levels of organizations and project managers. Despite the efficiency of these tools in identification of competent managers in organizations and projects, using this tool in organizations and local projects is not established and internalized in the country. The present study aimed to introduced leadership competence profiles of managers and presentation of leadership competence profile of successful managers in project levels attempted to help the top managers of organization to evaluate and identify efficient project managers , instead of emphasizing on mental judgments, the criteria and sub-criteria of leadership competence profile of successful managers is appointed. Based on the results of previous section, we can say that among the existing groups in profile, EQ criterion of project manager had high importance compared to other criteria. Thus, it is proposed that the managers of project-based organizations to identify competent project managers, they should give much importance to his EQ and they should emphasize mostly on some factors as his capability in judgment and analysis under difficult conditions, tendency to delegation and impact on others. It is proposed that in further studies, to evaluate other employees of organizations in various job statuses of designed competence profile to organize human resources unit of organization with emphasis on exact and scientific information to the organization employees and organization managers of organization in various levels, hybrid methods of multi-criteria decision making techniques composed of ANP, TOPSIS, VICOR and etc.

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