SKILLS AND PROJECT MANAGER'S PERCEPTIONS BETWEEN THE ASSOCIATION OF PERSONAL CHARACTERISTICS AND PROJECT SUCCESS INDICATORS OF THE CONSTRUCTION INDUSTRY IN IRAQ

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Abstract: The project's success has attained preeminent relevance within organizations. Traditionally, a project is deemed successful if its objectives are met on schedule and within budget. This evaluation criterion has remained the most prevalent measurement method in many fields. According to the literature, leadership qualities are a crucial factor in ensuring the success of a project. Therefore, the project manager must consider the team leader's role in addressing human and interpersonal difficulties that affect the project's performance. This is the reason; the primary goal of the research is to examine the skills and perspectives of project managers on the relationship between personality traits and success indicators in the Iraqi construction industry. The data was acquired from 350 project managers using the approach of purposive sampling. This paper is based on quantitative and explanatory research demonstrating the relationship between critical success and leadership abilities. Using the Partial Least Square (PLS)-Structural Equation Modeling (SEM) technique, it was determined that learning goals orientation, adaptability, social skills, self-esteem, and emotional stability have a positive and statistically significant effect on the success factors of the Iraqi construction industry. While performance targets have a negligible impact on the successful elements of the Iraqi construction industry, These data indicate that the leadership abilities of project managers have a substantial effect on success factors. Therefore, this study could aid project managers in comprehending the mobilization of their leadership skills for greater project outcomes and success. In addition, the analysis can assist project managers in recognizing the impact of human traits that can positively influence the success elements of the construction sector. This study could have also assisted future researchers in conducting their investigations.

Introduction

Traditionally, a project is considered efficient if its objectives are met on time and within budget. This evaluation criterion has remained the most prevalent measurement method in various domains (Chua, Kog, & Loh, 1999; Müller & Jugdev, 2012). For a project to be successful, it must be meticulously planned, well-communicated, and closely monitored (Chan, Ho, & Tam, 2001). Organizations can ensure the success of their initiatives by establishing resource priorities and maximizing their utilization. Previous research on project success has demonstrated that personal leadership abilities are crucial in enhancing project success (Chan et al., 2001; DuBois et al., 2015; Müller, Geraldi, & Turner, 2011). The project managers responsible for failed or unprofitable endeavors lacked a focus on their leadership abilities. Despite the relevance of the topic of leadership in project success to the practice, the number and scope of academic studies in the field leave room for investigation (Aronson, Shenhar, & Patanakul, 2013; Millhollan & Kaarst-Brown, 2016). Other analysis has also argued that project effectiveness is severely diminished when organizations disregard the leadership abilities of project managers, particularly in the construction industry (Tabassi et al., 2016). Organizations that emphasize the leadership qualities of project managers are regarded as exceptional, and their likelihood of project failure is reduced (Novo, Landis, & Haley, 2017). This demonstrates that leadership abilities are crucial variables that could contribute to the project's success.

Separately, researchers in project management are interested in the impact of leadership abilities on project success. This is evident from the work of (Awan, Ahmed, & Zulqarnain, 2015; Milosevic & Patanakul, 2005). Even though there has been a great deal of research and acknowledgment, it is estimated that 70% of projects fail due to a lack of leadership abilities because they were not implemented properly and the cost of the project escalated. Oz and Sosik (2000) and Nixon, Harrington, and Parker (2012) elaborate on why initiatives fail due to ineffective leadership. According to Nixon et al. (2012), one of the most crucial things to do for a project to be successful is to make the project manager a leader who works for the project's success.

Several authors explore the concept of enhancing the success of a project by appointing the ideal corporate leader (Awan et al., 2015; Haggerty, 2000; Zuo et al., 2018). By reading the section above, you should determine what talents project managers need for their tasks and which of these abilities relate to their leadership capacity and may contribute to the study field. Different scholars have diverse perspectives regarding the significance of leadership

qualities concerning personality traits. For instance, Gully and Phillips (2005) claimed that knowing organization goals and performance orientation are crucial abilities that could improve the success of projects. Other research suggests that adaptation can improve project success (Detzen et al., 2018). Other researchers have indicated that self-confidence and emotional stability contribute to a firm's success. Other studies have demonstrated that social skills contribute to the success of a project (Baron & Markman, 2000; Zaman et al., 2019). However, more needs to be said about the new profile of a project manager and the social abilities, sometimes known as "soft skills," that will be most important for completing the task (Ravindranath, 2016). Other research indicated that self-esteem is also of similar relevance for the project's success, which could boost the project's success (Zaman et al., 2021).

Keeping in mind the preceding discussion, previous research has focused more on the relationship between learning organization goals, performance orientation, adaptability, self-confidence, emotional stability, and social skills and project success but less on the effect of self-esteem on project success (Swarbrick, Eastwood, & Tutton, 2004). Ekrot, Rank, and Gemünden (2016) discovered that self-esteem has a strong and favorable link with project success. Consequently, this variable could not be disregarded, and the research framework had to be expanded to include six factors influencing project performance. On the other hand, prior studies (Nixon et al., 2012; Novo et al., 2017) were mostly focused on other nations and other sectors, but they paid little attention to the construction industry in Iraq, which is regarded as a significant industry in terms of employment and economic impact (Salahaddin, 2016). Diverse scholars believe that most of Iraq's construction projects failed due to poor leadership (Ofori & Toor, 2012). Consequently, the present study's focus is primarily on the construction business in Iraq to determine the effect of personal leadership traits on crucial success determinants.

The paper was divided into the sections listed below. The introduction constitutes the first portion. The second section is a literature analysis examining what makes GSCM procedures effective and what hinders their effectiveness. The final section of the report discusses the study's methodology. The fourth section discusses the study's findings. The fifth section includes the research findings. Conclusions are drawn, including the limitations of the research and its future directions.

Literature Review and Hypothesis Deployment
Theoretical Framework of Research
According to Kerzner (2017), many initiatives fail to achieve

the desired results because of team effectiveness issues such as a lack of commitment, unclear responsibilities, low morale, competing relationships, and poor performance. However, important success factors that may accompany such abilities require further investigation (Anantatmula, 2008). The Anantatmula (2008) served as the basis for this work; it was created instead of research methodologies to enhance participants' comprehension. Numerous authors in this field of inquiry and the exhaustiveness and cooperation of models established the framework for this investigation. For instance, according to Joslin and Müller (2015), the project's objectives and outcomes must be established and made apparent. Especially in the beginning phases, this is crucial, as any delay in incorporating functionality and requirements may result in a rise in costs and timeframes. In other words, team performance is enhanced, and conflict is reduced when jobs and responsibilities are clearly defined, without ambiguity and overlap. This makes it easy for team members to use their knowledge and for the project manager to provide individualized support (Lawani & Moore, 2016).

On the other hand, a lack of clear communication and ongoing stakeholder expectations are the primary causes of a project's failure to meet its objectives, particularly if internal and external stakeholders do not actively participate in the project; thus, late incorporation of requirements could lead to exceeding costs and deadlines (Belout & Gauvreau, 2004). In addition, most of the time, businesses complete projects without establishing formal processes. In this instance, the design team may be continuously influenced by the project manager's presence when executing their tasks, resulting in decreased team engagement and productivity (Shenhar, 2004). A climate of trust is essential for efficient problem-solving, with ripple consequences for morale and group cohesion. Organizational culture fosters an environment conducive to openness in interactions, truthful information exchanges, and teamwork (Srivannaboon & Milosevic, 2006). From another perspective, obtaining organizational support is a crucial aspect of the project, particularly regarding the need for any modifications or updates to the initial plan. The enterprises or organizations have limited resources, which line managers often manage. As a result, they have budget-related individual objectives to achieve (Anderson & Merna, 2003). Two things, the definition, and its clarity. Consistent communication of the project's duties permits closely monitoring deliverables and assuring the project's overall efficacy, producing resource optimization, superior performance, and motivation. In addition, it provides an opportunity to specify the outcomes and objectives of the project team, as well as precise team learning and targeting (Patanakul & Shenhar, 2012). Alsudiri, Al-Karaghouli, and

Eldabi (2013) suggest a model that demonstrates hierarchy in directives of relative importance among facts and objects that enter a framework of casual interaction. These past literature debates have shown that the human attributes of the project manager are crucial to the project's goal achievement. The study framework includes four leadership theories: (1) "the theory of emotional intelligence," (2) "the theory of adaptation," and (3) "the theory of self-confidence." (4) "theory of aim orientation" These theories, which are summarized in Figure.1, cast a shadow on the seven distinct traits.

Figure.1: Theoretical Framework

Research Hypothesis
Learning Goals Orientation and Critical Success Factors
Leaders' performance is relevant to the goal orientation theory because it influences how individuals operate when confronted with adversity, demonstrating how the investment of cognitive skills yields well-suited responses based on a solution or response to non-adapted responses to escape hardship with the fear of condemnation (Diveck & Molden, 2005). The answers Well adapted relate to the "learning goal orientation"; by this guideline, individuals are motivated to improve themselves, who actively seek out challenges to their abilities and who want to emerge victorious, who are resourceful problem-solvers, continue to work and do not give up when confronted with adversity, and agree to take the risk that leads to an opportunity for learning intrinsically; they do not take an interest in learning for the sake of learning. Individuals' primary belief of all these factors leads to success, which is the primary function of effort for learning and abilities that remain adaptable, and responsible for being developed throughout life and through practical experiences, especially under unusual (Dragoni et al., 2009) and novel situations. Based on the preceding discussion, we propose the following hypothesis:

H1: Project managers, along with learning goals orientation,

have a positive impact on critical factors of the project success

Performance Orientation and Critical Success Factors
Performance orientation theory is the component of goal orientation theory that distinguishes avoiding and proving. Individuals direct their behavior through performance orientation to seek third-party acceptance and avoid criticism. Individuals with this type of goal-setting framework exhibit maladaptive behavior in stressful situations, particularly when they are required to employ talent they do not possess (Onyemah, Rouziès, & Panagopoulos, 2010). Individuals accomplish a task to the best of their abilities, but if a third person perceives that they are in danger, they become confused, and their performance suffers. Avoiding difficulties (Liu, Wang, & Yao, 2019) indicates a decrease in inventiveness on the job or assignment. Typically, minimal work is required to obtain success. In practice, these two guidelines produce distinct outcomes for the desired performance. When individuals with performance objectives demonstrate excellent performance in well-known tasks, their performance improves.

On the other hand, because of their fear of failure and negative feedback, individuals tend to change their answers improperly and perform poorly. According to (Liu et al., 2019), this type of character tends to show short-term oscillation and create a sensation of long-term observation in persons that exceeds the scope of this assignment (Anderson et al., 2012). In contrast, goal-oriented performance is observable, and poorly adopted characteristics are more stable; these elements will likely be measurable using the constructs utilized in this work. In light of the preceding discussion, we have developed the following research hypotheses:

H2: Project managers with performance orientation (avoid) negatively impact the project's critical success factors.

Self-Confidence and Critical Success Factors
In the previous literature, self-confidence is defined as a performance factor because it predicts efficient performance. Previous research has demonstrated that more self-confident individuals are more persuasive, have greater teamwork skills, and have a higher social position (MacCoun, 2015; Tenney, Logg, & Moore, 2015). By accepting the description of leadership as a condition encountered by supporters (Young & Dulewicz, 2008), to identify the employment position, self-confidence plays the role of an intrinsic condition related to leadership. The rationale is that, in practice, all these are ways to follow leadership through self-confidence, non-verbal language (Van Zant & Moore, 2013), and leadership skills. Seligman (2002) was

the originator of positive psychology, which argues that individuals with great self-confidence are more optimistic and perform better in challenging circumstances. They also face difficult circumstances and persist for extended periods. In working activities for tasks with higher objectives, cognitive circumstances are enhanced. On the other hand, other research suggests that overconfidence and confidence can have three detrimental effects on the performance of individuals. 1. Decision making 2. Reputation, and 3. Social standing (Kazemi et al., 2022; Simon & Houghton, 2003). In an earlier study, the line between confidence and overconfidence was not determined. Consequently, based on the preceding debate, we offered the following hypothesis:

H3: The self-confidence of the project manager positively impacts the project's critical success factors.

Adaptations and Critical Success Factors

Past research has demonstrated that adaptability is not a singular trait but rather a collection of qualities and characteristics that, when combined, enable a leader to motivate their people and respond appropriately to difficulties in a business context. Diverse authors (Heifetz et al., 2009; Palácios Junior, 2014) propose a relationship between modern project management and the adaptive project management model. Relationships, logical reasoning, openness to experience, and a vision for the future appear to be the leadership qualities that allow members to adapt (Vera & Crossan, 2005). This research proposes to measure the adaptability dimensions of trust, fear, curiosity, and control on project success elements (Serra et al., 2021; Vera & Crossan, 2005). In light of the above discourse, we propose the following hypothesis:

H4: The capacity of adaptation of the project manager has positive impacts on critical success factors of the projects

Social skills and Critical Success Factors

Social skills continue to be connected with leadership positions tied to project managers that require social abilities. They command and control their subordinates and workers without establishing official authority in matrix organizations. This is officially allocated to the line manager. Therefore, the project manager's emotional stability and cognitive abilities play a considerable role in the project's performance. To ensure the project's success, team members should be aware of their responsibilities and encouraged to exert maximum effort. Keeping in mind the environment in which resources are continually threatened and questioned, the focus expected by many projects and social skills become increasingly vital to the project's success (Christenson &

Walker, 2004). According to Judge and Piccolo (2004), the transformative leadership hypothesis describes the relationship between social skills and charisma in leadership. This philosophy addresses its adherents as individuals and provides them with psychological benefits that result in enhanced team performance. All of these theories of emotional intelligence are concerned with the endeavor to put creativity into practice and to motivate oneself intrinsically (Amabile & Kramer, 2011; Waterhouse, 2006). In light of the above debate, we propose the following hypothesis:

H5: The social skills of the project manager have positive impacts on critical success factors of the projects

Emotional Stability and Critical Success Factors

Emotional stability is described in prior research as the cornerstone for effective decision-making, problem-solving, and social skill application (Dvir et al., 2002). The emotional stability of project managers has a beneficial effect on essential success elements, according to several studies. Emotional stability plays a vital role in increasing the success of projections (Serra et al., 2021). Another study demonstrated a favorable and statistically significant effect of emotional stability on project success variables (Betta & Iwko); hence, the following hypothesis is proposed:

H6: The emotional stability of project managers positively impacts the project's critical success factors (CSF).

Self-Esteem and Critical Success Factors

In addition to qualitative assessments of actual data, some theoretical arguments were employed to predict a positive relationship between these attributes and job satisfaction. Judge, Bono, and Locke (2000) observed, "A person with high self-esteem will consider difficult work as a worthy opportunity that he can master and benefit from, whereas a person with low self-esteem is more likely to view it as an unearned opportunity or a chance to fail." Certainly, evidence suggests that individuals with higher self-esteem remain optimistic in the face of adversity, which enhances the likelihood of future success (and consequently future contentment). The self-consistency hypothesis proposed by Korman (1970) proposes an alternate theoretical mechanism linking these characteristics to job satisfaction. According to Korman, people with high self-esteem choose jobs that align with their interests, leading to greater job satisfaction. Pierce et al. (1989) claimed that Korman's hypothesis is generally supported in terms of professional choice. Korman's theory predicts that individuals with higher self-esteem will typically engage in various activities and thoughts that reinforce their self-concept.

Similarly, Blau (1993) stated that persons with an "internal locus of control" should be more satisfied at work because they cannot remain in an unhappy job for long and are more likely to succeed in organizations. Kwan, Bond, and Singelis (1997) showed that neuroticism is connected with diminished well-being because those with greater neuroticism scores are more likely to experience negative impacts. The poor mood is negatively connected with job satisfaction. Last, Judge and Bono (2001) asserted that indiscriminate self-esteem should affect job happiness due to its ties to job success. Individuals with a greater sense of self-efficacy are more able to attain valued outcomes and hence derive greater satisfaction from their careers, as they are better able to overcome obstacles and persist in facing failure (Dickerson & Taylor, 2000). Based on the preceding discussion, it is expected that;

H7: Self-esteem also positively and significantly affects the success factors of the project.

Sample and Data Collection

There are two research methods: deductive and inductive. A quantitative study employs the deductive method when the theory is already established and the hypotheses are being tested (Soiferman, 2010). This method has greater reliability and validity than other qualitative methods (Armat et al., 2018). In addition, the study chose a cross-sectional design and employed data obtained at a single point in time; this design is suited for the self-administered questionnaire (Casula, Rangarajan, & Shields, 2021). This study employs the explanatory research approach, and its objective is to establish the causal relationships between specified quantitative indicators (Pinsonneault & Kraemer, 1993). In-scale questionnaires may be utilized to obtain data for the present investigation (Freitas et al., 2000). Iraqi construction industry project managers constituted the study population. The project managers were chosen according to their superior knowledge of the leadership abilities that could contribute to the projects' success.

Consequently, data were obtained from 450 project managers utilizing selective sampling strategies. This technique was used since the data was acquired from just project managers, who are more knowledgeable about the initiatives as project leaders. 350 out of 400 research questionnaires were returned, regarded as a satisfactory response rate (Baruch & Holtom, 2008).

Research Instrument Development

The dependability of the study's questionnaire was increased by examining earlier research that had already been

evaluated. To establish the type of goal orientation, we administered a questionnaire that included five items chosen from the research on learning goals orientation (VandeWalle & Cummings, 1997). Four performance orientation advice items were extracted from the study (VandeWalle & Cummings, 1997). Akça, Özer, and Kalaycıoğlu (2018) assessed adaptability using 24 items based on four dimensions: trust, anxiety, curiosity, and control. Each dimension was tested by six items adapted from a previous study. In addition, four questions were used to evaluate the social abilities of employees who engage in good social contact. These things were adapted from the research (In, Kim, & Carney, 2019). The psychological stability was assessed six times based on the research (Hills & Argyle, 2001). Akça et al. (2018) used five items adapted from prior studies to measure self-confidence. The self-esteem was assessed using five items taken from the study (Azila-Gbettor et al., 2019). Adaptability, self-confidence, social skills, and emotional stability were measured on a 100-point scale that was transformed to a five-point Likert scale: 1-20 for 1, 20-40 for 2, 41-60 for 3, 61-80 for 4, and 81-100 for 5. Lastly, success variables were evaluated using seven items derived from research (Anantatmula, 2008; Serra et al., 2021). All of these items were evaluated using a "five-point Likert scale" that ranged from 1 for "strongly disagree" to 5 for "strongly agree."

Data Analysis and Results
Common Methods Biased

According to Podsakoff and Organ (1986), "common method bias" (CMB) can occur when data for both the independent and dependent variables are collected from the same individual. In other words, certain estimates of the link between the constructs exceed the actual estimates. As suggested by the study (Podsakoff & Organ, 1986), the one-factor singular component analysis should be used to address the problem of common method bias. A single component accounted for 37.4% of the overall variation, suggesting the absence of single-factor dominance. Likewise, correlation analysis revealed the absence of common technique bias. If common technique bias existed, correlation values would be close to 0.90. However, this is not the case with our data. Based on these findings, we are certain that our data is not affected by the issue of common technique bias.

Reliability and Validity of Construct

Different relationships between "exogenous" and "endogenous" elements serve as the basis for the current research. The crucial accuracy determines the type of relationships. Consequently, "Partial Least Squares (PLS)-

Structural Equation Modeling (SEM)" is an effective technique for assessing variable relationships. As a result, PLS was employed in the present study, as suggested by several past studies for data analysis techniques (Ahmad et al., 2020; Hair, Ringle, & Sarstedt, 2013). Before evaluating the model of the study, precision and construct validity are deemed significant (Sarstedt, Hopkins, & Kuppelwieser, 2014). To achieve this objective, the researcher first examines the validity and discriminant validity of the measurement model. The measurement results are displayed in the Table below. Following "convergent validity," the loading factor's recommended value must always be more than 0.5 to assess the indicator's dependability. In addition, Cronbach's alpha must be greater than 0.70, and the composite reliability must be greater than 0.70 (García-Fernández et al., 2018). Additionally, the "average variance extracted" (AVE) (Hair et al., 2013; Sarstedt et al., 2014) must be greater than 0.5.

Table 1 forecasts that these numbers will satisfy all previously established requirements. The second step of measuring the model characterization method is the examination of discriminating validity. Two highly recommended methods are utilized to evaluate the discriminant validity of the statistical model. To begin with, (Fornell & Larcker, 1981) illustrates how the parameters are created to obtain the AVE's square roots and correlation values. Then, cross-loading is used to estimate the construct so that it does not exceed the "base construct." In addition, the "hetrotrait-monotrait correlation" (HTMT) methodology developed by Henseler, Ringle, and Sarstedt (2015)< was employed as a third way for "discriminant validity" analysis, with values not surpassing 0.85 or 0.90. (Henseler et al., 2015). The HTMT for each of the three criteria mentioned above is presented in Table.3, which provides a clear picture of discriminant validity.

method indicate that learning goals orientation (LGO) has a favorable and significant effect on success factors (SF). On the other hand, the performance target had no significant positive effect on the construction industry's PF. Similarly, it was discovered that adaptability (ADAPT), social skills (SOS), emotional stability (ES), self-confidence (SEC), and self-esteem (SEE) have favorable and significant effects on the important success elements. These results indicate that all hypotheses 1, 3, 4, 5, 6, and 7 were accepted except for 2, which shows that these indicators are significant for the Iraqi construction industry. All previously discussed results are projected in Table 3 below.

Table.3: Hypothesis Results

	Original Sample	Standard Deviation	T Statistics	P Values	Decision
LGO -> CSF	0.288	0.041	6.996	0.000	Accepted
PO-> CSF	0.095	0.054	1.463	0.123	Rejected
ADAP-> CSF	0.266	0.057	4.66	0.000	Accepted
SEC->CSF	0.273	0.05	5.424	0.000	Accepted
SOS->CSF	0.102	0.026	3.907	0.000	Accepted
ES-> CSF	0.382	0.058	6.636	0.000	Accepted
SEE-> CSF	0.568	0.041	13.862	0.000	Accepted

Note: LGO-learning goals orientation, P0- performance orientation, ADAP-adaptability, SOS-social skills, ES-emotional stability, SEC-self-confidence, SEE-self-esteem, SEC-self-confidence.
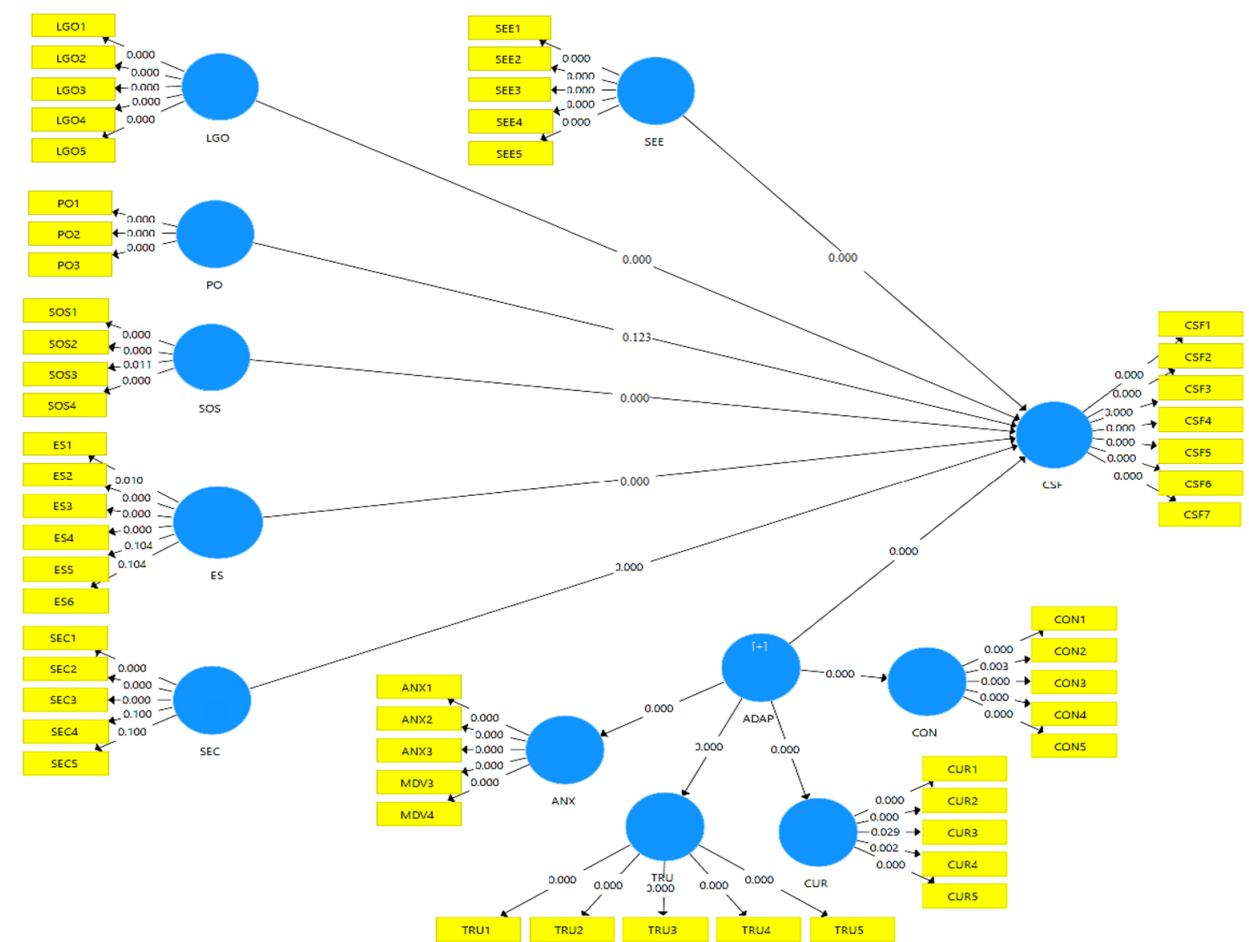
Table.1: Reliability and validity of the construct

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted
learning goals orientation	0.831	0.936	0.939	0.627
performance orientation	0.849	0.875	0.909	0.772
Trust	0.827	0.828	0.882	0.652
Curiosity	0.846	0.884	0.885	0.608
Control	0.848	0.876	0.898	0.691
Anxiety	0.913	0.934	0.957	0.882
Social Skills	0.867	0.89	0.928	0.789
Emotional stability	0.885	0.925	0.935	0.827
Self-confidence	0.877	0.89	0.937	0.789
Success factors	0.783	0.892	0.919	0.784
Self-esteem	0.885	0.913	0.905	0.806

Note: LGO-learning goals orientation, PT- performance orientation, TRU-trust, CUR-curiosity, CON-control, ANX-anxiety, SOS-social skills, ES-emotional stability, SEC-self-confidence, SEE-self-esteem, SEC-self-confidence.

Figure.2: assessment of structural model

Table.2: HTMT

	LGO	PO	TRU	CUR	CON	ANX	SOS	ES	SEC	CSF	SEE
LGO											
PO	0.658										
TRU	0.201	0.199									
CUR	0.585	0.441	0.124								
CON	0.799	0.678	0.155	0.545							
ANX	0.485	0.819	0.271	0.124	0.564						
SOS	0.591	0.547	0.137	0.505	0.496	0.302					
ES	0.317	0.613	0.445	0.171	0.277	0.601	0.325				
SEC	0.491	0.547	0.147	0.505	0.496	0.302	0.679	0.302			
CSF	0.485	0.819	0.271	0.124	0.564	0.485	0.819	0.271	0.124		
SEE	0.317	0.822	0.445	0.172	0.378	0.701	0.325	0.701	0.325	0.312	

Note: LGO-learning goals orientation, PT- performance orientation, TRU-trust, CUR-curiosity, CON-control, ANX-anxiety, SOS-social skills, ES-emotional stability, SEC-self-confidence, SEE-self-esteem, SEC-self-confidence.

Hypothesis Testing

After analyzing the measurement model, the study's hypothesis is tested. For testing hypotheses, the PLS-SEM bootstrap method was utilized. Key findings based on this

Discussion and Recommendations

This study investigated the connection between the project manager's leadership and the project's critical success factors. Diverse research has claimed that

learning objectives, performance orientation, flexibility, self-confidence, social skills, emotional stability, and self-esteem are crucial leadership abilities that influence vital success elements (Lloyd-Walker & Walker, 2011; Müller & Lecoeuvre, 2014). The impact of these parameters was investigated using seven hypotheses, one of which was rejected while the remaining six were supported. The findings suggested that the leadership skills of project managers played a crucial part in analyzing the critical success aspects of the project, which might aid in enhancing the project's strength. The data was acquired using a cross-sectional research design from 300 project managers. The Partial Least Square (PLS)-Structural Equation Modeling (PLS-SEM) technique was utilized to investigate the research hypothesis. The findings of the regressions reveal that the orientation toward learning objectives has a favorable and significant effect on the important success variables of the projects. These results suggest that, with the aid of goal orientation, project managers paid greater attention to accomplishing goals than to final outcomes. This study's findings were consistent with the hypothesis that when an individual is present in the dominant mental model, the sensation of success is viewed as the utility of learning and effort (Highsmith, 2009; Lucato et al., 2014). Further evidence demonstrates that performance orientation has a negligible impact on crucial success variables, indicating that project performance is not a significant determinant of these factors. The findings contradicted the findings of Prager (2016) and Comes, Van de Walle, and Van Wassenhove (2020), which demonstrated that performance orientation considerably impacts crucial success factors. The inconsistency in the results may be attributable to respondents' belief that performance orientation is not a significant element that could affect the project. Therefore, caution should be exercised while analyzing population research results. Another possible explanation is the overlap of other variables in the model that could influence the link between performance orientation and important success criteria. Self-assurance benefits crucial success characteristics such as goal and mission clarity, formal evaluations, and support. The findings of our study were supported by Fossum et al. (2019), who found that a higher level of self-confidence increases a person's social status. Following the findings of (Augustine et al., 2005), self-reliant people are more likely to be hopeful. They endure adversity longer and accept more difficult objectives. According to the findings of this study, project managers with greater confidence consistently prioritize project monitoring and results. Two variables are offered to explain the flexibility of the manager. 1. Communication management sense 2. Openness to experience. The results

indicate a substantial relationship between self-confidence and the important success elements, which is consistent with the notion (Ancona et al., 2007).

The additional main findings demonstrate that adaptation has a favorable and substantial impact on the critical success factors. Adaptability affects the components of important success factors, as illustrated. Previous studies (Carvalho & Rabechini Junior, 2015), which proposed the adaptive PM model and project management adaptability, corroborate the current study's conclusions. Additionally, the social skills have a positive and statistically significant effect on the essential success criteria of the project, indicating that the social skills of the leaders are favorably correlated with the project performance variables. In addition to Sunindijo, Hadikusumo, and Ogunlana (2007) and Keegan and Den Hartog (2004), Sunindijo et al. (2007) and Keegan and Den Hartog (2004) corroborate the research findings in terms of emotional intelligence and transformational leadership, respectively. In addition, the results reveal that emotional stability has a positive and statistically significant effect on important success factors, suggesting that favorable interactions between leaders could boost the success factors of construction sector projects. The results of this study demonstrated a favorable and statistically significant relationship between CSF characteristics such as mission and objectives, organizational support, and duties and roles. These elements are consistent with the theories' central concepts.

In contrast, it was hypothesized that the effects of these elements on the psychological environment would be considerable, but no such correlation was discovered, which was unrelated to the study (Serra et al., 2021). Further findings reveal that self-esteem also has a positive and statistically significant effect on the project's important success factors, indicating that when the leaders' self-esteem is enhanced, so are the project's success elements. These findings are reinforced by (Mawhood & Howlin, 1999). The additional data suggest that self-confidence also has a strong and positive effect on important success factors, indicating that when self-confidence is boosted, so does project success. Multiple research provides evidence for this result (Bakhsheshi & Nejad, 2011).

With the findings mentioned above, it can be concluded that personal leadership skills, including learning goals orientation, performance orientation, adaptability, self-confidence, social skills, emotional stability, and self-esteem, are regarded as significant leadership skills that contribute to the success of projects. In addition, data indicate that the

construction industry of Iraq played a significant influence in their project's success through acquiring goals orientation, flexibility, self-confidence, social skills, emotional stability, and self-esteem, but paid little attention to performance orientation. Therefore, it is recommended that construction companies in Iraq pay adequate attention to the preformation to increase the success factors, as various authors have argued that achievement in performance orientation is an emotional and social Intelligence leadership competency that entails striving to meet or exceed a standard of excellence, appreciating feedback on our performance, and constantly seeking ways to do things better (Mir & Pinnington, 2014).

Contributions and Research Limitations

This research provides a complete approach to the theoretical and practical domains of study. Previous research has primarily focused on six personal characteristics, namely learning goals orientation, performance orientation, adaptability, self-confidence, social skills, and emotional stability, but has paid little attention to seven characteristics, as various authors (Swarbrick et al., 2004; Zaman et al., 2021) have argued that self-esteem is a personal leadership skill that can increase project success. Consequently, this study introduced this component in addition to other variables to increase the impact of human traits on project success factors. Therefore, the enlarged framework contributed to the existing literature with discoveries that could aid scholars in their research. Understanding the project manager's leadership qualities and the impact of these talents on the project's success could also increase working efficiency, personnel recruitment, and the project manager's career growth. It also supports managers and organizations in employing effective techniques and methods for project management to achieve improved assessment and to identify the essential success criteria for these projects. This study assists project managers in practicing the necessary leadership skills to attain more outstanding accomplishments and project effectiveness.

The research response rate of 350 participants limited the study's scope. Therefore, future research might be conducted by expanding the study's response rate by adding engineers, other group leaders, or contractors to determine the variation in the findings. In the data collection process, there is the potential for assessment responses to contain exaggerations. Socrates, in our study, it is the project managers who fill out the questionnaires. Still, future research has advised that the managers and their team members should be questioned about the assessments for a more accurate analysis of the study (Avolio, Bass, & Jung, 1999). In addition, performance orientation had an insignificant influence; consequently, future

studies could focus on other moderating variables that could raise the significance of performance orientation's effect on success factors.

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