

The Impact of the Values of Abu-Dhabi Police on the Competencies of their Project Managers

Faisal Alqahtani, Ezekiel Chinyio, Sabah Mushatat, David Oloke

Abstract— A study of the competencies of Abu-Dhabi Police's (ADP's) project managers and the associated impact of the organization's values was conducted. This paper draws from the study to report on the relationship between the relative attainment of ADP's 5 values and 15 competencies by their project managers. Following an in-depth literature review, the need for studying the connection between the values and competencies was established. A quantitative approach was adopted for studying the connections where a questionnaire was used to collect data from both project managers and managers who are currently working with ADP. 157 questionnaires were distributed to the potential respondents and 71 completed responses were obtained, representing a response rate of 45%. The data collected was analyzed using ordinal regression analysis which indicated how different ADP values affect the project managers' competencies varyingly. For example, the ADP value of 'Integrity and honesty' was found to have a higher impact on 5 of their project managers' competencies which are: integration management, scope management, time management, action and achieving, and leadership. Similar connections between the other values and some of the competencies were established.

Index Terms— Abu Dhabi Police, Competencies, Organizational Culture, Performance, Project Managers, Values.

I. INTRODUCTION

The competencies of the project managers of Abu Dhabi Police (ADP) are weighed up alongside the attainment of their organization's values. Both competencies and values are key features of an organization's standards and outlook and come under the broad remit of organizational psychology. Values provide guidelines for the behavior of employees and even subsidiaries of organizations, and are part of an organization's culture (Hofstede, 1998). Values are considered in varying nuances in many disciplines: education, psychology, anthropology, sociology, economics, theology and political science (Rokeach, 1968; Hofstede, 2001).

Values are tendencies to prefer certain states of affairs over others and are held by individuals or collectives (Hofstede, 2001). Values can reflect the identity of an organization and through these, personnel and their functional units know how to behave in order to conform to the expectations of their organizations. Thus decision making, behaviors, attitudes, preferences and performances are all informed by the values

of an individual or organization (Rokeach, 1968). "In short, values have a long reach and a wide span of influence on critical processes and characteristics in organizations" (Bourne and Jenkins, 2013; page 496).

Values could be stated explicitly or implicitly (Bansal, 2003). They are multi-dimensional e.g. the espoused, attributed, shared and aspirational (Bourne and Jenkins, 2013), and could sometimes pose a conflict to people when they have to choose one option over the other (Rokeach, 1968). There is thus a need to sometimes strike a balance between different values (Malbasic et al., 2015). Abu Dhabi Police (ADP) has 5 core and explicitly stated values which their employees are expected to uphold, namely: Integrity & honesty, Justice, Recognizing achievements, Effective Communication and Excellence (ADP, 2015). These five values were studied as reported in this article. Meanwhile, values have intensity, a sign and size (Hofstede, 2001). In this regard, the intensity or level of achievement of values within ADP was studied.

Competencies, like values, are often reflected in job recruitment criteria and in the subsequent performance assessment of employees (Ahadziet al., 2009). "Managerial competencies are the skills, attributes and behaviors which are considered essential for staff with managerial or supervisory responsibilities" (United Nations, n.d.). Depending on their functions and area of business, different organizations would have either formal or informal competencies which their different employees are expected to have. While 'competent' should signify the ability to meet certain minimum standard of functional performance, competency refers to behavioral attributes that can be applied to yield excellence in performance; so while two managers may be competent, the competency of one of these may be higher than the other. However these two associated terms of competence and competency are sometimes used indiscriminately (Dainty et al., 2004). A few publications attempt to differentiate the trio of competent, competence and competency. However, some definitions (by e.g. Stewart and Hamlin, 1992) and listings of project manager attributes (by e.g. Aritua et al., 2011) often pool or mix the elements of competent and competency. Indeed Armstrong (2014) reckons that studies of employees can dwell on their work-related competencies or behavioral competencies. The research reported in this article continues with this tradition. Meanwhile, Debrah and Ofori (2005) aligned with Armstrong (2001) to distinguish between 1) competence {what an individual should be capable of doing}, 2) competency {the ability needed to function effectively} and 3) competencies {which subsumes the first two}. While definitions and use of

Faisal Alqahtani
Ezekiel Chinyio
Sabah Mushatat
David Oloke



semantics do often differ (Cheng et al., 2003), authors often clarify the meaning of the terms they are using and then base their discussion on these.

Competencies, as functional capabilities and/or behavioral traits, have been studied progressively in the construction domain e.g. the core competencies of some personnel in construction (Dainty et al., 2004; Jaafar et al., 2016), the matching of competencies between males and females (Arditi et al., 2013) and the abilities needed to perform certain roles (Nkado and Meyer, 2010 and Egbu, 2010). This article adds to this body of research and reports on ADP which has 15 explicitly stated competencies which their project managers (PMs) are expected to display, i.e.: Integration management, Scope management, Time management, Cost management, Quality management, Human resource management, Communication management, Risk management, Procurement management, Achieving and action, Stakeholder management, Conflict management, Leadership, Problem solving and Personal effectiveness (ADP, 2015).

The tracking of the achievement (size) of values by project managers is currently done by ADP independent of the attainment of competencies. It is plausible that the two sets of attributes could be related or even impact on each other. Hence a research sought to explore such a link. In this regard, the effect of ADP's values on their PMs' competencies was studied as a possible connection between the two sets of constructs. The aim of the research was to find out which of ADP's values, if any, impact/s more on their project managers' competencies. Findings from this study inform this paper.

Literature review covering the different subject matters is first reported and following it is a methodology section. The later parts of the article then concern the results of the research and their discussion as well as the conclusions and recommendations.

II. LITERATURE REVIEW

Different researchers have investigated different factors that influence project performance and outcomes (Yazici, 2011). Generally the attention of previous studies and reports which have explored factors affecting performance and outcomes of projects can be grouped into three main streams which are: project manager characteristics, organizational culture and project management culture (Lindbergh, 2009). One of these streams, (see: Anantatmula, 2010; Dvir et al., 2006; Lackman, 1987; Prabhakar, 2005; Turner & Müller, 2005; Wellman, 2007; Muller and Turner, 2007) focuses on project managers and how their characteristics impact on the projects. Competencies feature in this stream of research. A second stream of thought (e.g. Armstrong, 2014) emphasizes organizational culture and how its variables influence project success. Values are often considered under the auspices of organizational culture. The third stream (see: Graham & Englund, 1997; Plussis, 2004; Plussis and Hoole, 2006; Lindbergh, 2009; Stare, 2011) focuses on project management culture and how it leads to project success. The

Authors1 (2015) depicted three overarching factors as shown in Figure 1.

A. Organizational values and competencies

Values are at the core of organizational culture and reflect the standards that guide the conduct of employees in different situations (Hofstede, 2010). Values are important because they help the individuals in an organization to anticipate the behaviors, actions, and expectations of their colleagues (Maierhofer et al., 2003). Values are often developed using a top-down approach but a bottom-up approach is also worthwhile (Zhang et al., 2008). The generic values of an organization would include: integrity, accountability, diligence, perseverance and discipline (Dilenschneider, 2013).

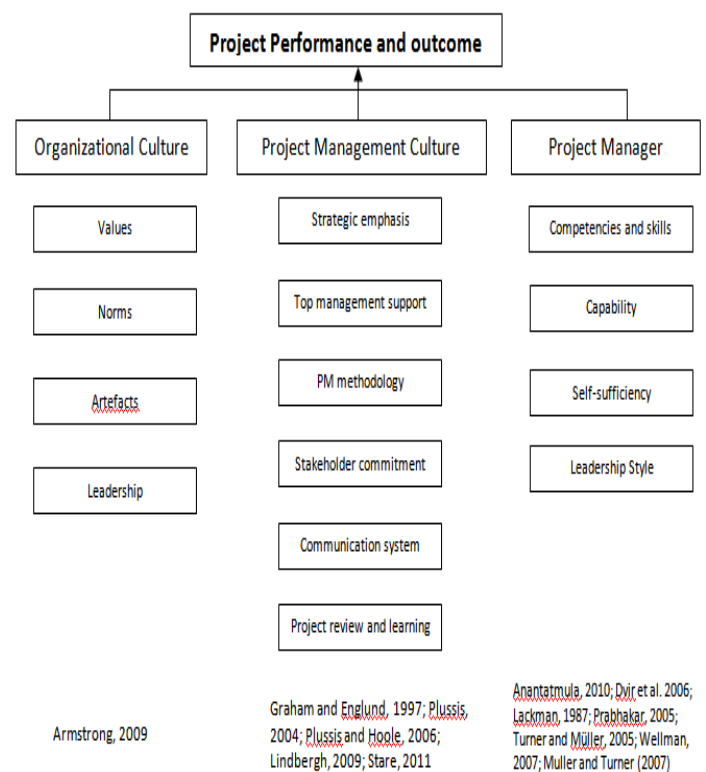


Figure 1: Factors affecting project performance and outcomes (Source: Adapted from Lindbergh, 2009)

Competency is a group of needed knowledge, skills, attitudes and other characteristics that are needed by employees in order to function well in a job (Parry, 1998). Consequently, the competency of employees should at least be adequate; otherwise they will be ineffective. Thus competences have to be described, assessed and continuously developed within organizations (Rwelamila, 2007). Competencies form the basis on which project managers are assessed (Dainty et al., 2004) and according to Archibald (2003),

“An effective project manager should have the following competencies and skills: flexibility and adaptation, preference for significant initiative and leadership, aggressiveness, confidence, persuasiveness, verbal fluency,

ambition, activity, forcefulness, effectiveness as communicator and integrator, board scoop of personal interest, poise, enthusiasm, imagination, spontaneity, able to balance technical solutions with time, cost, and human factors, well organized and disciplined, a generalist rather than a specialist, able and willing to devote most of his or her time to planning and controlling, able to identify problems willing to make decisions, able to maintain a proper balance in use of time”.

Competencies, like values, are valuable for the effective functioning of an organization. Both values and competencies serve as benchmarks which employees are expected to attain. Therefore, some organizations will assess the performance of their employees, in part, on the basis of these values and competencies. Some of the competencies are often incorporated in employment criteria while others are used to monitor the performance and progress of employees. Values and competencies are also reflected in how organizations relate with their stakeholders. Suffice to say that values and competencies are crucial to the operations and even existence of organizations.

B. The link between values and competencies generally

Organizational culture plays a major role in affecting the outcomes of projects because it directly affects the performance of the project team. For example, good and effective communication between teams in an organization leads to the satisfaction of those involved and that makes teams to work harder to bring the project to a successful end. Also, organizations that support knowledge and learning gain better performance with time, because they use the accumulated knowledge gained and lessons learnt to improve their outcomes (Yazici, 2009). Hofstede (1998) posited that organizational culture influences the behaviors and thoughts of employees, hence it is important to understand the culture within organizations.

Deal and Kennedy (2000) reckon that practices in organizations should conform to their internal cultures and employees would adapt and support more easily. According to Martins and Terblanche (2003), culture within organizations does create a feeling of identity among employees which inadvertently boosts productivity as well as yield a competitive edge. Culture allows employees to understand the behaviors and systems in their organization. It permeates different activities and functions. The culture within an organization should not be neglected because it influences their operations (Shneider and Barsoux, 2003; Hofstede, 1998). Organizational culture also influences the aspects of teamwork, participation, and communication which all affect the development and achievements of the organization (Agbejule, 2011). Rollins and Roberts (1998) indicated that organizational culture has the potential of exerting superior influence on the financial performance of organizations. Other researchers have also argued that the performance of an organization is dependent on the degree to which its norms and values are strong and shared by its members (Agbejule, 2011). If employees understand their organizational culture well, they will be more willing to commit themselves fully (Martins and Terblanche, 2003). Culture is thus a powerful tool for improving business

performance (Kotter and Hoskett, 1992) and organizational processes and project outcomes are influenced by it (Lindbergh, 2009).

The business environment is ever changing, especially with technological advancements. As culture affects how organizations perform and do things (Hofstede 1998), it means that organizations have to adapt to constant change. Their culture can help or hinder this needed flexibility.

Generally, organizational culture is recognized as having impact on project performance (Brown, 2008) and studies have supported this point of view. For example, Kendra and Taplin's (2004) study concluded that project teams, project managers, performance measurement systems, and management support are key contributors to project performance. Latonio's (2007) study suggested six cultural factors affecting a project manager's performances, which are: (1) influence of leadership and management, (2) definition of project success, (3) values that support project success, (4) attention and focus on people, (5) effectiveness of communication, and (6) organizational commitment. Pinto (2010) in turn identified four effects of organizational culture on project management, namely; how an organization's functional units are interacting and supporting each other, the level of commitment of employees, the effectiveness of an organization's project planning processes and how project managers evaluate project performance.

The foregoing discourse highlights the importance of culture to an organization. Figure 1 depicts values as a subset of organizational culture. Values thus contribute to the success of project outcomes. Figure 1 also highlights how the competencies of, say a project manager, contribute to project success. Values are defined by and are focused on an organization. Competencies are also defined by an organization but more focused on the individuals and how they operate within their functions. There may thus be a potential corollary between values and organizational culture broadly and competencies and project managers widely. By this projection the achievement of values and competencies in organizations should move upwardly together.

C. The link between the values and competencies of ADP

A premise of a possible link between ADP's values and the competencies of their project managers was assumed. It is possible that the level of attainment of the values may correlate with that of the competencies, as both are informed by the individuals concerned. An employee who is operating and working hard will both progress in his/her competencies as well as observe the values of the organization. Hence a study was designed to investigate the possible link between the attainments of the two sets of constructs.

In the study, the project managers' competencies were the dependent variables while the values of ADP were the independent (predictors) variables. The aim was to highlight the relationship between the attainment of ADP's values and PMs' competencies so that a suggestion could be offered to the Abu-Dhabi police for further improvement in terms of optimizing the attainment of both values and competencies.

III. RESEARCH METHOD

A mixed-methods approach was utilized. In this regard a questionnaire was first used to collect data in the first (quantitative) phase: as questionnaires have been useful for the effective measurement of values (Hofstede, 2001). A follow-up focused group forum was utilized to validate the results as well as explore ways forward in light of the findings. This article concentrates on some of the findings of the questionnaire survey i.e. the connection between the attainment of values and competencies.

A closed format type of questionnaire was designed and used to obtain information from project managers and managers of ADP. The Questionnaire consisted of a Likert scale that obtained ordinal data to test the viewpoints of the respondents regarding the effect of each of ADP's values on the competencies of project managers. The participants in the research were asked to rate how ADP's values affect the competencies of their project managers.

ADP personnel with the two designations of 'General Manager' and 'project manager' were chosen to participate in the research. No criteria were set for the involvement of project managers while only general managers who met the following criteria were considered for participation in this research:

- Were actively practicing as general manager.
- Had at least 5 years of management experience.
- Were end-users of one of ADP's projects for at least 5 years.

These conditions ensured that the respondents were very familiar with ADP schemes and able to contribute satisfactorily to the opinions sought. PMs should ordinarily identify with the questions, hence no pre-conditions were established for their participation in the study.

The questionnaire was sent electronically to general managers and project managers working with ADP via an intranet mailing list as well as individualized email. Hard copies of the questionnaire were also posted in their mail-boxes. The questionnaire was sent to all the 71 project managers and 86 managers of ADP. Out of the total of 157 questionnaires sent out, 74 responses were received over a period of 5 weeks. Seventy one respondents completed the questionnaire fully and thus met the requirements for inclusion in the data analysis while 3 partially filled questionnaires were not considered. Thus the response rate was effectively 45%.

IV. ANALYSIS USING ORDERED LOGISTIC REGRESSION

The analysis involved using ordered logistic regression analysis to predict the impact of achieving values and competencies. This type of analysis can predict a dependence relationship between two sets of ordinal variables (Liu, 2009; Elamir and Sadeq, 2010). Since the dependent variables were more than two and had produced ordinal data, then ordered logistic regression, which is an extension of logistic regression, could be used (Liu, 2009). The dependent variables on this occasion were the project managers' competencies while the independent variables were the ADP's values.

Different assumptions (see: Long, 2012) which were met

in order to apply the ordered logistic regression were:

- The dependent variable was measured on an ordinal level.
- One or more of the independent variables was/were measured on a continuous, categorical or ordinal scale.
- No Multi-collinearity - i.e. where two or more independent variables are highly correlated with each other.
- The odds are proportional - i.e. each independent variable has an identical effect at each cumulative split of the ordinal dependent variable.

The analysis showed how the independent variables (ADP's values) are influencing the dependent variables and which values have a higher impact in this regard. The impact of each of ADP's 5 values on the 15 competencies was analysed.

V. RESULTS: THE EFFECT OF ADP'S VALUES ON INTEGRATION MANAGEMENT

Table 1 provides the descriptive statistics of the ratings of the 71 respondents. This table first shows the respondents' rating of the competence of integration management. The table then proceeds to show the perception of the respondents of the impact of the 5 ADP values on integration management.

A. Model Fitting

Table 2 shows that the value of the -2 Log Likelihood for intercept, which is a measure of a model with no independent variables, is 136.812. The Final Log Likelihood after all independent variables are entered onto the logistic regression is 100.408 and the chi-square is 36.404 while the p-value is 0.001 for the final model. Since the resultant p-value of 0.001 is less than 0.05, then at least one of the regression coefficients is not equal to zero. It can be surmised that there is a significant relationship between the dependent variable (Integration management) and the set of independent variables (ADP values).

Table 1: Case Processing Summary

		N	Marginal Percentage
Integration Management	Low level of competence	5	7.0%
	Moderate level of competence	28	39.4%
	High level of competence	28	39.4%
	Highest level of competence	10	14.1%
Integration Management (Integrity and honesty)	Disagree	1	1.4%
	Moderate	17	23.9%
	Agree	33	46.5%

	Strongly Agree	20	28.2%
Integration Management (Justice)	Disagree	2	2.8%
	Moderate	19	26.8%
	Agree	28	39.4%
	Strongly Agree	22	31.0%
Integration Management (Recognizing Achievements)	Disagree	2	2.8%
	Moderate	21	29.6%
	Agree	31	43.7%
	Strongly Agree	17	23.9%
Integration Management (Effective Communication)	Disagree	1	1.4%
	Moderate	23	32.4%
	Agree	31	43.7%
	Strongly Agree	16	22.5%
Integration Management (Excellence)	Moderate	21	29.6%
	Agree	27	38.0%
	Strongly Agree	23	32.4%

Table 2: Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	136.812			
Final	100.408	36.404	14	.001
Link function: Logit.				

B. Goodness-of-Fit

To check the fit between the model and the data, a goodness of fit test was used. The pair of hypotheses used was:

- Ho: the observed data is consistent with the fitted model
- H1: the observed data is not consistent with the fitted model.

In the Goodness-of-Fit analysis the p-value for the Pearson Chi-Square was 0.721 and the associated deviance was 0.986 which was greater than 0.05. Hence, according to Elamir and Sadeq (2010) the null hypothesis could not be rejected. Therefore, it was concluded that the observed data was consistent with the fitted model.

The R-Square was further calculated using different methods to check the variability of the response with respect to its mean. Firstly, the Cox and Snell's Pseudo R-Square value was found to be 0.401, which suggested that the

specified model explained 40.1% of the variability of the response data around its mean. Secondly, the Nagelkerke's Pseudo R-Square value was 0.441, suggesting that the specified model explained 44.1% of the variability of the response data around its mean. Thirdly, the McFadden's Pseudo R-Square value was 0.214, i.e. the specified model explained 21.4% of the variability of the response data around its mean.

Parameter Estimates were further assessed to check which specific values of ADP (predictor variables) impact on the aspect of Integration Management. When a p-value is less than 0.05 in this regard, it means that it has a significant influence in the model (Elamir and Sadeq, 2010). The analysis indicated that statistically some values had an impact on Integration Management and these were: 1) Integrity and honesty (with a p-value of 0.002 and a 'Moderate' level of impact), 2) Effective Communication (with a p-value of 0.036 and an 'Agree' level of impact) and 3) Excellence (p-value of 0.020 also and an 'Agree' level of impact).

The Parallel lines' test was conducted regarding the pair of hypotheses that:

- Ho: the slope coefficients in the model are the same across response categories; and,
- HA: the slope coefficients in the model are not the same across response categories.

The p-value here was 0.860 which is greater than 0.05 therefore the null hypothesis was not rejected. Therefore; the slope coefficients in the model are the same across response categories. Therefore the proportional odds assumption appears to have held.

Through the foregoing ordered logistic regression analysis, it was concluded that the competency of Integration Management was being influenced by the three values of integrity & honesty, effective communication and excellence.

C. Other results

Following the foregoing procedures, the effects of ADP's values on the other competencies were likewise established. Table 3 provides a summary of the outcomes.

Table 3: Effect of Values on Competencie

ADP's competencies	Value/s of ADP which impact on the competencies highly
Integration Management	Integrity & honesty, Effective communication and Excellence
Scope Management	Integrity & honesty, Recognizing Achievements, and Effective Communication.
Time Management	Integrity & honesty.
Cost Management	Effective Communication and Excellence.
Quality Management	None
Human Recourse Management	None
Communication Management	None

Risk Management	None
Procurement Management	None
Achieving and action	Integrity & honesty, Recognizing Achievements, and Effective Communication.
Stakeholder Management	Recognizing Achievements
Conflict Management	Excellence
Leadership	Integrity & honesty, Recognizing Achievements and, Excellence
Problem Solving	Justice and Excellence
Personal Effectiveness	None

VI. DISCUSSION OF RESULTS

Five ADP values were considered and their impact on fifteen project managers' competencies were studied. The Ordered Logistic Regression statistical procedure was conducted to study the effects of ADP values on their project managers' competencies. On the basis of this analysis it was observed that, Integration Management is affected more by Integrity and honesty, Effective Communication and Excellence; Scope Management is affected more by Integrity and honesty; Recognizing Achievements and Effective Communication; Time Management is affected more by Integrity and honesty; Cost Management is affected more by Effective Communication and Excellence; Achieving and Action is affected more by Integrity and honesty, Recognizing Achievements and Effective Communication; Stakeholder Management is affected more by Recognizing Achievements; Conflict Management is affected by Recognizing Achievements; Leadership is affected more by Integrity and honesty, Recognizing Achievements and Excellence; Problem Solving is affected more by Justice and Excellence.

Another interpretation of the results is that Integrity and honesty is impacting the competencies of 'Integration Management', 'Scope Management', 'Time Management', 'Achieving and Action' and 'Leadership'; the ADP value of Effective Communication is impacting the competencies of 'Integration Management', 'Scope Management', 'Cost Management' and 'Achieving and action'; the value of Excellence is impacting on the competencies of 'Integration Management', 'Cost Management', 'Conflict Management', 'Leadership' and 'Problem Solving'; the value of Recognizing Achievement is impacting on the competencies of 'Scope Management', 'Achieving and action', 'Stakeholder Management', and 'Leadership'; and finally the fifth value of Justice is impacting on 'Problem solving'. Table 4 provides this summary of the findings.

Table 4: Summary of the Results

	Values of ADP				
	Integrity and honesty	Justice	Recognizing achievement	Effective Communication	Excellence
High Impact on the competencies of	<ul style="list-style-type: none"> • Integration Management • Scope Management • Time Management • Achieving and action • Leadership 	<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> • Scope Management • Achieving and action • Stakeholder Management • Leadership 	<ul style="list-style-type: none"> • Integration Management • Scope Management • Cost Management • Achieving and action 	<ul style="list-style-type: none"> • Integration Management • Cost Management • Conflict Management • Leadership • Problem Solving

On their own, the levels of achievement of both values and competencies by project managers are relatively quite high (see The Authors, 2016). However, when studying the relationship between the achievement of values and competencies the results seem to indicate that ADP's Values are impacting differently on their project managers' competencies. This gives a very useful insight to ADP to begin to connect values with competencies. In order to attain higher levels of competencies through values, ADP can work on controlling the effects of its values on their project managers' competencies. ADP has previously not emphasised this connection before. Up to now, the developments of values and competencies have been done as separate endeavours. However the empirical results above provide ADP with a more reliable information and basis for managing their values and project managers' competencies jointly, by linking the two sets of constructs. This linking will contribute to economy of scale.

The influence of ADP's values on their competencies, where applicable, was not absolute, meaning that other factors are contributing to the high levels of competencies being witnessed. The study reported here did not investigate for these additional factors. A follow-on study involving multi-attributes is needed to consider attainments within ADP. Meanwhile, the researchers have considered how the current findings can begin to influence economy of scale in ADP by means of reconfiguring the regular training regime of their project managers. Trainings in respect of values and

competencies are being pooled together in an attempt to facilitate quicker and much more higher levels of attainment by ADP's project managers. The Authors (2015) had shown that these levels of attainment are already quite high but there is room to go a notch higher. If the recommendations from this research are accepted and implemented, it will sustain ADP as a high achiever and a potential model for other organizations to emulate.

ADP's competencies can be split into two: those that are impacted highly by the values and those that are currently impacted minimally by the values. Table 5 depicts this dichotomy.

Table 5: Impact of ADP's values on the competencies of their PMs

<i>Values have high bearing on nine competencies</i>	<i>Values do not have high bearing on six competencies</i>
<ul style="list-style-type: none"> • Integration Management • Scope Management • Time Management • Cost Management • Achieving and action • Stakeholder Management • Conflict Management • Leadership • Problem Solving 	<ul style="list-style-type: none"> • Quality Management • Human Recourse Management • Communication Management • Risk Management • Procurement Management • Personal Effectiveness

The development of the competencies in the right column of Table 5 can be sought from outside the current 5 values of ADP while the development of competencies in the left hand column can start with the values and then stretched elsewhere.

VII. CONCLUSION

The results of the statistical analysis indicated that different ADP values affect their project managers' competence varyingly. With these varying links established ADP can now look for ways of strengthening the achievement of their values as a contribution to the development of the competencies of their project managers and other employees. Now their values and competencies can be developed jointly. The next step is to suggest different approaches and tools for ADP to maximize the positive effects and minimize the negative effects of their values on employees.

The level of attainment of certain competencies can be improved as well as the achievement of values in the Police Force. Ways of improving the competencies of the project managers can be sought through e.g. further training. A regular assessment, such as the one carried out in this research, is recommended for ADP, as it will enable the organization to track the attainment of their values and competencies, both at the organizational and individual level. This will provide a basis for evolving both individual and group solutions for improving the achievement levels of their competencies. On the basis of this reasoning, a set of recommendations is being developed for ADP.

REFERENCES

- [1] Abu-Dhabi Police GHQ, (2014). Abu Dhabi Police – A journey of giving, symbol of security and loyalty, [Available Online]. <http://www.adpolice.gov.ae/en/portal/adp.history.aspx> (Accessed on 04-01-2014).
- [2] Agbejule, A. (2011) Organizational culture and performance: The role of management accounting system. Journal of Applied Accounting Research, 12(1), 74-89.
- [3] Ahadzie, D.K.; Proverbs, D.G.; Olomolaiye, P.O. and Ankrah, N.A. (2009) Competencies required by project managers for housing construction in Ghana: Implications for CPD agenda. Engineering, Construction and Architectural Management, 16(4), pp.353 – 375.
- [4] Alpen Capital (2012) GCC Construction Industry. Dubai: Alpen Capital Corporation.
- [5] Anantatmula, V.S. (2010) Project Manager Leadership Role in Improving Project Performance. Engineering Management Journal, 22(2), 13-22.
- [6] Arditi, D.; Gluch, P. and Holmdahli, M. (2013) Managerial competencies of female and male managers in the Swedish construction industry. Construction Management and Economics, 31(9), 979-990.
- [7] Archibald, R.D. (2003) Managing High Technology Programs and Projects 3rd Ed. John Wiley & Sons.
- [8] Aritua, B.; Male, S.; Bower, D. and Madter, N. (2011) Competencies for the intelligent public sector construction client. Proceedings of Institution of Civil Engineers: Management, Procurement and Law, 164(4), 193-201.
- [9] Armstrong, M. (2001) Armstrong's handbook of human resource management practice, 8th Ed. London: Kogan Page.
- [10] Armstrong, M. (2014) Armstrong's handbook of human resource management practice, 13th Ed. London: Kogan Page.
- [11] Authors (2015).
- [12] Authors (2016).
- [13] Bansal, P. (2003). From issues to actions: The importance of individual concerns and organizational values in responding to natural environmental issues. Organization Science, 14(5), 510-527.
- [14] Bourne, H. and Jenkins, M. (2013) Organizational Values: A Dynamic Perspective. Organization Studies, 34(4) 495-514
- [15] Brown, C. (2008) A comprehensive organizational model for the effective management of project management. South African Journal of Business Management, 39(3), 1-10.
- [16] Cheng, M.; Dainty, A.R.J. and Moore, D.R. (2003) The differing faces of managerial competency in Britain and America. Journal of Management Development, 22(6), 527-537.
- [17] Dainty, A.R.J.; Cheng, M. and Moore, D.R. (2004) A competency-based performance model for construction project managers. Construction Management and Economics, 22(8), 877-886.
- [18] Debrah, Y.A. and Ofori, G. (2005) Emerging managerial competencies of professionals in the Tanzanian construction industry. The International Journal of Human resource Management, 16(8), 1399-1414.
- [19] Dilenschneider, R.L. (2013) 5 Core values for the workplace. [Available Online]: http://www.huffingtonpost.com/_robert-l-dilenschneider/business-advice_b_3829655.html (Accessed 07 March 2016).
- [20] Dvir, D.; Sadeh, A. and Malach-Pines, A. (2006) Project and Project Managers: The relationship between project manager's personality, project types and project success. Journal of Project Management, 37(5), 36-48.
- [21] Egbu, C.O. (2010) Skills, knowledge and competencies for managing construction refurbishment works. Construction Management and Economics, 17(1), 29-43.
- [22] Elamir, E. and Sadeq, H. (2010) Ordinal Regression to analyze employees' attitude towards the application of total quality management. Journal of applied quality management, 5(4), 647-658.
- [23] Graham, R. and Englund, R. (1997) Creating an environment for successful project. San Francisco: Jossey-Bass Publishers.
- [24] Hofstede, G. (1998) Attitudes, values, and organizational cultures: Disentangling the Concept. Organizational Studies, 19(3), 477-492.
- [25] Hofstede, G. (2001) Culture's consequences: Comparing values, behaviors, institutions and organizations across nations 2nd Ed. London: Sage Publications
- [26] Hofstede, G. (2010) Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival. London: McGraw-Hill.
- [27] Jaafar, M.; Jalali, A. and Sini, N.M. (2016) Assessing the duties and competencies of female quantity surveyors. Asian Social Science, 12(1), 129-137.

- [28] Kendra, K. and Taplin, L. (2004) Project success: A cultural framework. *Project Management Journal*, 35(1), 30-45.
- [29] Kotter J. and Heskett J. (1992) *Corporate Culture and Performance*. N.Y.: the Free Press.
- [30] Lackman, M. (1987) Controlling the project development, Part 2: Profile of successful project manager. *Journal of systems management*, 38(2), 13-15.
- [31] Latonio, M. (2007) *Exploring the impact of organizational culture on project management: A phenomenological study*. USA: University of Phoenix.
- [32] Lindbergh, L.B. (2009) *The relationship between project managers' perceived capability, organizational culture, and project outcomes*. Michigan, USA: ProQuest LLC.
- [33] Liu, X. (2009) Ordinal Regression Analysis: Fitting the proportional odds model using Stata, SAS and SPSS, *Journal of Modern Applied Statistical Methods*. 8(2), 632-645.
- [34] Long, J.S. (2012) *Regression models for nominal and ordinal outcomes*. Indiana: Indiana University. (Available online) <http://citeseerx.ist.psu.edu/viewdoc/download?sessionid=E0913F6712BABE65FDC91E2E96A78350?doi=10.1.1.304.4472&rep=rep1&type=pdf> (Accessed on 09-02-2015)
- [35] Maierhofer, N.I.; Rafferty, A.E. and Kabanoff, B. (2003) When and why are values important in organizations? In S.W. Gilliland, D.D. Steiner, and D.P. Skarlicki (Eds.),
- [36] *Emerging perspectives on values in organizations* (pp. 3-32). Greenwich CT: Information, Age Publishing.
- [37] Malbasic, I.; Rey, C. and Potocan, V. (2015) *Balanced Organizational Values: From theory to practice*. *Journal of Business Ethics*, 130(2), 437-446.
- [38] Martins, E.C. and Terblanche, F. (2003) Building organisational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, 6(1), 64-74.
- [39] Muller, R. and Turner, R. (2007) The influence of project managers on project success criteria and project success by type of project. *European Management Journal*, 25(4), 298-309.
- [40] Nkado, R. and Meyer, T. (2010) Competencies of professional quantity surveyors: A South African perspective. *Construction Management and Economics*, 19(5), 481-491.
- [41] Parry, S.B. (1998) Just what is a competency? And why should you care? *Training*, 35(6), 58-64.
- [42] Pinto, J.K (2013) *Project management: Achieving competitive advantage* 3rd Ed. Upper Saddle River, NJ: Prentice Hall.
- [43] Plussis, D. (2004) *The development of an assessment tool for measuring project culture in organizations*. Pretoria - South Africa: University of Pretoria.
- [44] Plussis, D. and Hoole, C. (2006) An operational project management culture framework (PART 1). *Journal of Human Resource Management*, 4(1), 36-43.
- [45] Prabhakar, G.P. (2005) An empirical study reflecting the importance of transformational leadership on project success across twenty-eight nations. *Project Management Journal*, 36(4), 53-60.
- [46] Rokeach, M. (1968) *Beliefs, attitudes and values*. San Francisco: Josey-Bass.
- [47] Rollins, T. and Roberts, D. (1998) *Work culture, organizational performance, and business success*. London: Quorum Books.
- [48] Rwelamila, P.M.D. (2007) Project management competence in public sector infrastructure organisations. *Construction Management and Economics*, 25(1), 55-66.
- [49] Schneider, S. and Barsoux, J. (2003) *Managing across cultures*, 2nd Ed. Harlow, UK: Harlow.
- [50] Stare, A. (2011) The impact of the organizational structure and project organizational culture on project. *Management*, 16(2), 1-22.
- [51] Stewart, J. and Hamlin, B. (1992) Competency-based qualifications: The case for established methodologies. *Journal of European Industrial Training*, 16(10), 9-16.
- [52] Turner, J.R. and Müller, R. (2005) The project manager's leadership style as a success factor on projects: A literature review. *Project Management Journal*, 36(2), 49-61.
- [53] United Nations (n.d.) *Competencies for the Future*. [Available Online]: <http://www.unep.org/vacancies/PDF/competencies.pdf> (Accessed on 07-08-2013).
- [54] UNL (2016) *The definition of competencies and their application at NU*. Nebraska: US. Available online <http://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml/> (Accessed on 02-06-2016).
- [55] Wellman, J. (2007) Leadership behaviours in matrix environments. *Project Management Journal*, 38(2) 62-74.
- [56] Yazici H.J. (2009) The role of project management maturity and organizational culture. *Project Management Journal*, 40(3), 14-33.
- [57] Yazici H.J. (2011) Significance of organizational culture in perceived project and business performance. *Engineering Management Journal*, 23(2), 20-29.
- [58] Zhang, X.; Austin, S.; Glass, J. and Mills, G. (2008) Toward collective organizational values: a case study in UK construction. *Construction Management and Economics*, 26(10), 1009-1028.