

**SERVANT-LEADERSHIP: AN EFFECTIVE MODEL FOR PROJECT
MANAGEMENT**

by

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Abstract

Many projects continue to fail despite the use of established project methods and techniques as the leadership competency required for successful project outcomes have been found lacking. Previous research has stopped short of identifying leadership as a factor that has affected or influenced project outcomes. A project's success is, in part, contingent on effectively managing the constraints of time, costs, and performance expectations. In order to achieve this it is essential that the project manager possess and display appropriate leadership skills. Servant-leadership is recognized as a model that could contribute to overcoming many of the leadership challenges faced by organizational leaders. Empirical evidence indicates no evidence of research on servant-leadership that have established it as factor in project management. The objective of this study is to add to the existing body of project management leadership research by investigating if there is a relationship between servant leadership and successful project outcomes. Participants in this study were members of the Project Management Institute (PMI) and who have had some relationship with project initiation and implementation. The study used a quantitative descriptive approach to determine whether or not a relationship exists between successful project outcomes and servant-leadership. The results of the study indicated a strong correlation between the belief that servant leader behaviors applied to successful project managers and factors of project success.

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CHAPTER 1: INTRODUCTION

Introduction to the Problem

Within project management, researchers have studied the concept of leadership extensively (Berg & Karlsen, 2007; Dainty, Cheng & Moore, 2005; Gehring, 2007; Hauschildt, Gesche, & Medcof, 2000; Hyvari, 2006; Kezsbom, 1998; Kodjababian & Petty, 2007; Neuhauser, 2007; Schmid & Adams, 2008; Thoms & Pinto, 1999; Turner & Muller, 2005). The researchers sought to highlight the importance of project leadership as a key aspect of project successes. Their findings suggested that more demanding market conditions required a stronger focus on leadership, knowledge, and skills to ensure project success. They also believed that successful project outcomes would require an increased emphasis on the organizational and human aspects of project management.

Despite the plethora of research, project managers continue to face many challenges and problems concerning leadership, for example, leadership style, stress, uncertainty, motivation, learning, and teamwork (Berg & Karlsen, 2007). Hauschildt et al. (2000) reported that the success of a project depended more on human factors, such as project leadership, top management support, and project team, rather than on technical factors. They also found that the human factors increased in importance as projects increased in complexity, risk, and innovation. The researchers found that the critical role of the project manager's leadership ability had a direct correlation to project outcomes (Hauschildt et al., 2000).

The Chaos reports by the Standish Group (1994, 2000, 2002, 2004, 2006, 2009) suggested that problems related to successful project outcomes and inevitably the

solution to achieving project objectives that meet stakeholders' expectations, originates with people in leadership roles and the procedures adopted by project managers. A research study by Cambridge University's School of Business and Economics concluded that 80% of projects failed because of poor leadership (Zhang & Faerman, 2007). The findings further suggested that poor leadership skills reflected limited or no teamwork, inadequate communication, and an inability to resolve conflicts as well as other human related inefficiencies.

Tornatzky & Fleischer (1990) found that projects failed to achieve successful results because of three factors. The factors are the organizational background, the external environment, and the technological framework. Failure in the organizational context can be attributed to leadership, corporate culture, corporate project knowledge base, and top level support. Failure in the external environment is linked to competitors, suppliers, customers, vendors, government, and education. Failure in the technological framework can be hardware, software, and telecommunications or a combination of the three areas (Tornatzky & Fleischer, 1990). Kumar (2000), in a study of reengineering projects, found that failure was primarily linked to the organizational context and could attribute to the lack of leadership, organizational culture, the lack of integration, and the lack of commitment by senior management.

While leadership may be singled out as an individual contributor to failure, it transcends all other organizational factors (Roepke, Agarwal, & Ferratt, 2000). Leadership affects corporate culture, project culture, project strategy, and project team commitment (Shore, 2005). It also affects business process reengineering, systems design and development, software selection, implementation, and maintenance. Without

appropriate leadership, the risk of project failure increases (Shore, 2005). Although researchers in project management have identified leadership as critical to the success factor of projects (Baker, Murphy & Fischer, 1983; Cleland & King, 1983; Finch, 2003; Hyvari, 2000; Pinto & Trailer, 1998; Zimmerer & Yasin, 1998), the topic of leadership in relation to project success has not been adequately studied.

Determination of a successful project outcome is measured by the extent to which the project accomplished complex endeavors that met a specific set of objectives within the constraints of resources, time, and performance objectives (Cleland, 1964; Thilmany, 2004). Indications of successful project outcomes are the accomplishment of the specific objectives of the project as defined by the project stakeholders and are dependent on the combined efforts of project management and the project team (Johnson, 1999).

Essential to the successful outcome of projects are the project manager and the project team (Berg & Karlsen, 2007; Blackburn, 2002; Cleland, 2004; Kerzner, 2006). The project manager is responsible for leading the project team towards achieving the desired outcome of the project (Cleland, 2004; Kerzner, 2006). The role of project manager combines human and technological resources in a dynamic, temporary organization structured to deliver results that include social as well as technological aspects (Blackburn, 2002). Leadership in a project environment requires the project manager to integrate and lead the work of the project team (Berg & Karlsen, 2007). Project management is not an isolated activity, but rather a team effort (Johnson, 1999). A team requires leadership in order to function effectively (Cathcart & Samovar, 1992).

In the project environment, possessing management skills is not sufficient to be successful (Thite, 2000). Project management practices require that managers have

knowledge and experience in management and leadership, and the relationship to project success (Berg & Karlsen, 2007). In a business environment it is believed that a manager makes sure tasks and duties are completed, while a leader is sensitive to the needs of people and what followers need to be exceptional employees (Maccoby, 2000). Thite (2000) suggested that integrating leadership concepts allows project managers to apply logic and analytical skills to project activities and tactics. Thite (2000) further suggested that project managers can integrate leadership concept by being sensitive to and working with project team members as individuals with needs and desires related to their work and careers.

The discussion in this study, viewed leadership as the ability to make strategic decisions, using communication (Bennis and Nanus, 1985), and the human resource skills of interpersonal relationship, motivation, decision making, and emotional maturity, to mobilize project team members (Zimmerer & Yasin, 1998). There are, however a variety of leadership styles that may be applicable for dealing with the many challenges faced by project management. Situational leadership, for example, is based on the premise that the style of leadership, which may be appropriate for one situation, may not be appropriate for another (Hersey & Blanchard, 1988). New wave leadership, a concept of team-based leadership, reduces the focus on top executives and allocates responsibility for organizational success across all sectors of the organization (Lapp, 1999).

Transformational leadership is based on the notion of followership to a higher cause; that is, to focus on the goals of the organization rather than self (Northouse, 2004).

Transactional leadership is the social exchange between the leader and follower (Bass, 1990).

A leadership style that has been found to enhance the human resource skills of interpersonal relationship, motivation, decision making, and emotional maturity, required to mobilize project team members is participative leadership (Kezar, 2001; Schmid & Adams, 2008). Leary-Joyce (2004) refers to participative leadership as servant-leadership, which incorporates the leader's ability to "include, discuss, take ideas, look for ways to help people come on board, and celebrate every success that comes along" (p.39). (Goonan, 2008) referred to North Mississippi Medical Center as an example that portrayed servant leadership enabling an organization to deliver quality products and services. This hospital, the largest rural hospital in the United States was awarded the coveted 2006 Malcolm Baldrige National Quality Award. The hospital attributed its success to its leaders' adoption of servant leadership principles.

Servant-leadership represents a model of leadership in which the leader assumes a supportive, service orientated role among stakeholders and followers (Greenleaf, 1977). The leader serves by building the skills of followers, removing obstacles, encouraging innovation, and empowering creative problem solving (Spears, 2004). The characteristics associated with servant leadership include incorporating active listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building (Spears, 2002). An examination of servant leadership relative to project performance may provide project managers information with which to improve leadership acumen and project outcomes. To that end, this study investigated the relationship between project outcomes and servant leadership.

Despite the use of project management methodologies the number of failed projects is still high (Chabursky, 2005; Cleland, 1964; Elton & Roe, 1998; Finch, 2003;

Hyvari, 2006; Matta & Ashkenas, 2003; Pinto & Prescott, 1988; Sumner, Bock, & Giamartino, 2006). It is believed that leadership is a needed competency for successful project outcomes (Elton & Roe, 1998; Kerzner, 2006), yet there is limited empirical research linking leadership to project performance. It is believed that servant leadership enhances the human resource skills necessary to mobilize project teams (Schmid & Adams, 2008). The call for a study of these areas led to this research. The objective of this research was to provide additional insight into leadership within project management by determining whether there is a relationship between project outcomes and servant leadership.

Background

A study by Hauschildt et al. (2000) concluded that a project's technical components make up only 50% of the challenge of executing and completing a project. The authors further contended that the other 50% of the challenge involved the organizational and human aspects of leadership and team building/collaboration, with the majority of the human element being ascribed to leadership. Neuhauser (2007) asserted that project managers have a dual responsibility when managing a project: (a) managing the technical components of the project (plans, schedules, budgets, statistical analysis, monitoring, and control involved in the various knowledge areas and processes), and (b) managing the people in such a way to motivate the team to successfully complete the project goals. Srica (2008) argued that since the late 1990s project management has experienced a shift toward a stronger emphasis and focus on the organizational and

human aspects of project work. This is in comparison to the past, where the emphasis was more on the technical aspects of project accomplishment.

Kloppenborg and Opfer (2002), in a detailed review of project management research, found that the focus of project management research in the 1960s to 1990s concentrated on the elements of planning and scheduling. In the 1990s the emphasis was in the area of scheduling, control, and automated tools, which led to research in the area of life cycle costing and risk management planning. In the late 1990s research into team building and leadership emerged (Shenhar & Dvir, 2007). The emphasis placed on leadership and human relations contributed to increased efficiency in addressing the problems encountered in the project process (Johnson, 1999). The development of better processes and the organizing of teams more effectively resulted from an increased emphasis on leadership and human resources (Kloppenborg & Opfer, 2002).

Achieving successful project outcomes require the combination of technical and leadership competencies (Hyvari, 2000, 2002; Zimmerer & Yasin, 1998). Many project management processes and techniques (planning, scheduling, control, and automated tools) exist for tracking and measuring the technical elements of projects. The processes and methods do not, generally, track or measure human elements of managing people such as communication, building relationships, resolving conflict, and team engagement or motivation (Kloppenborg & Opfer, 2002). It is believed that leadership competencies are required to enable project management to effectively use human resource skills to improve project outcomes (Schmid & Adams, 2008).

Despite the recent emphasis on leadership, the numbers of projects that fail to achieve successful outcomes are still alarmingly high (Morris, 2008; Shenhar & Dvir,

2007; Skaistis, 2007) often ranging between 66% and 90% (Besner & Hobbs, 2006; McCormick, 2006; Standish Group, 1994, 2000, 2002, 2004, 2006, 2009; Zhang et al, 2002; Zhang & Faerman, 2007). Many projects continue to fail despite the use of established project methods and techniques as the leadership competency required for successful project outcomes have been found lacking (Belassi & Tukel, 1996; Chabursky, 2005; Cleland, 1964; Elton & Roe, 1998; Finch, 2003; Hyvari, 2006; Matta & Ashkenas, 2003; Pinto & Prescott, 1988; Sumner, et al, 2006; Zimmerer & Yasin, 1998). Yet, previous research has stopped short of identifying leadership as a factor that has affected or influenced project outcomes.

Project managers draw on a variety of leadership approaches that are not necessarily effective, due to the absence of formal leadership training among project managers (Einsiedel, 1987; Pinto & Trailer, 1998; Pinto et al., 1998; Shenhar, 2001; Skipper & Bell, 2006; Turner & Muller, 2005). The basic principles and methodology that defines the approach to project management are defined by the Project Management Body of Knowledge, but this body does not provide guidelines for leadership in a project environment (Pomfret, 2008).

The successful attainment of organizational goals and objectives is largely determined by the quality of relationship that exists between the organization's leaders and followers (Heifetz & Laurie, 2001). Leaders are usually at the forefront of directing activities yet a leader's success is heavily reliant on the level of support obtained from followers (Hollander, 1992; Scandura, 1999). The early theories exploring the relationship of leaders and followers were more focused on the leader, particularly how leadership behavior influenced follower attitudes, motivation, and how such behavior

affected group effectiveness (Bass, 1985, 1990; Bennis & Nanus, 1985; Hollander, 1978, 1992). Later theories sought to more strongly identify the importance of the follower in supporting leaders in the accomplishment of organizational goals (Bennis, 1999; Dirks, 2000; Scandura, 1999).

Burns, (1978) sought to establish that leadership can be viewed as either a transactional or transformational process. Transactional leaders tend to focus more on accomplishing tasks, influencing followers through goal setting, defined outcomes, and feedback while providing rewards for achieving the desired results (Dvir, Edin, Avolio, & Shamir, 2002). Burns conceptualization of transformational leadership refers to the practice of effecting a transformation in the assumptions and thoughts of followers and creating a commitment for the strategies, objectives and mission of the firm, company or corporation (Dessler 1999). Bass (1985) recognized as being responsible for the expansion and the refinement of the theory of transformational leadership, argued that unlike transactional leaders which operated in an exchange of value between leader and follower the transformational leader acted on “deeply held personal value systems” (p. 150).

In transformational leadership, focus on the leader is directed toward the organization, and the leader’s behavior builds follower commitment toward the organizational objectives through empowering followers to accomplish those objectives (Yukl, 1998). While transactional leaders focus on exchange relations with followers, transformational leaders inspire followers to higher levels of performance for the sake of the organization (Burns, 1978; Yukl, 1998). The very definition of transformational leadership states the building of commitment to the organizational objectives (Yukl,

1998). The primary focus of the transformational leadership styles is on the organization, with follower development and empowerment secondary to accomplishing the organizational objectives.

In contrast, the servant leader is one where the leader focuses on the followers (Patterson, 2003). Servant leaders do not have particular affinity for the abstract corporation or organization; rather, they value the people who constitute the organization. This is not an emotional endeavor but rather an unconditional concern for the well-being of those who form the entity. The relational context is where the servant leader actually leads. Harvey (2001) stated that, “chasing profits is peripheral; the real point of business is to serve as one of the institutions through which society develops and exercises the capacity for constructive action”. (pp. 38-39)

According to Patterson (2003), leadership theories, such as transformational leadership or transactional leadership, focused on the organization and were inadequate to explain behavior that was altruistic in nature, or follower focused. The acceptance of servant-leadership, which is follower focused better explains the altruistic behavior that is displayed by the leader (Patterson, 2003; Patterson, Russell, & Stone, 2004). The virtues of servant leadership are regarded as qualitative characteristics that are part of one’s character (Whetstone, 2001) and incorporate the ethical values of being good, excellent or trustworthy (Pollard, 1996). These ethical constructs defined servant-leaders and shaped attitudes, characteristics, and behavior (Patterson, 2003).

The available material on servant leadership addresses primarily organizational leadership, and not specifically project leadership. The literature and empirical documentation specifically applying servant-leadership to project management is

nonexistent or at best very limited. Much of the current work on leadership in project management relates to leadership as a subset of management (Gehring, 2007). In addition, research of management and leadership conducted in corporate and general management rarely included project management (Schmid & Adams, 2008).

Statement of the Problem

Despite advances in project management methodologies many projects continue to fail for a number of reasons (Robertson & Williams, 2006). One of the main causes of failure is the lack of effective leadership and / or the style of leadership applied by project managers (Berg & Karlsen, 2007; Ellemers, DeGilder, & Haslam, 2004; Schmid & Adams, 2008). The need for effective leadership is accepted among academicians and practitioners of project management. Despite some study in the area of project management leadership, the extent to which leadership influences project success is not clear, nor is the style of leadership apparent.

The problem is that projects continue to fail due to ineffective leadership. Empirical evidence suggests servant-leadership as a model that could contribute to overcoming many of the leadership challenges faced by project leaders. The objective of this study is to add to the existing body of project management leadership research by investigating whether or not servant leadership can be an appropriate style of leadership for improving project success. The study used a quantitative descriptive approach to determine whether a relationship exists between successful project outcomes and servant-leadership.

Purpose of the Study

The purpose of the study was to identify to what extent servant leadership approaches contribute to successful project outcomes. The objective was to add to the existing body of project management leadership research. The study investigated the factors that contribute to successful project outcomes as well as analyzed how servant-leadership relates to a selection of project management competencies.

Rationale

Leadership is believed to be important to project success despite a limited number of studies on the topic. Servant leadership, for example, has never been studied in the context of the project environment or project success. Servant leadership does, however, include a number of skills that have been found to be important to the management of projects such as: Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building. For that reason, the research herein will contribute new knowledge to the study of leadership in project management. The study investigated the relationship between servant leadership and project outcomes.

Significance of the Study

The project management profession is undergoing tremendous growth worldwide as officials of corporations, governments, academia, and other organizations recognize the value of common approaches and educated employees for the execution of projects (Waddell, 2005). Ives (2005) acknowledged the implementation of strategic change has

been a business problem for decades and still is a problem. The discipline of project management is a key strategy to manage change in organizations (Kloppenborg & Opfer, 2002; Leybourn, 2007). Project management techniques may be a partial solution to the problem of implementing of strategic change.

Since the latter years of the 1980s, the links between the implementation of change and project management has been strengthened (Ives, 2005). Organizational systems are open, complex, and political, creating a greater level of uncertainty and contributing to an unstable and changing project environment (Ives, 2005; Thomas & Bendoly, 2009). The high level of uncertainty and change challenges traditional systematic approaches to project management. The emphasis of the traditional approach was more on project processes, tools and techniques and less on the leadership of projects (Smith & Kiel, 2003).

This study is designed to determine to what extent servant leadership can contribute to project success. The outcome of this study may indicate that servant-leadership is present in a majority of successful projects. The results from this study could benefit project management practitioners by providing specific constructs that can be applied towards improving the current approaches to project management leadership. The study will add to the body of knowledge on leadership in project management.

Research Questions and Hypotheses

The study was a quantitative descriptive inquiry examining whether the application of servant-leadership will influence project successes. The severity of project implementation failure and the potential for leadership to help improve the problem

directed this study. The following research question guided the proposed study: What is the relationship, if any, between successful project outcomes and the application of servant leadership? The research also sought to support this primary question by investigating the effects that leadership training, project manager experience, project size, and number of team members, have on successful project outcomes.

The following hypotheses were used to test the research question.

- Ho1:* There is no relationship between successful project outcomes and the project manager listening intently to project team members
- Ho2:* There is no relationship between successful project outcomes and the project manager being aware of the needs of project team members.
- Ho3:* There is no relationship between successful project outcomes and the project manager understanding and empathizing with project team members.
- Ho4:* There is no relationship between successful project outcomes and the project manager being forward thinking in addressing issues.
- Ho5:* There is no relationship between successful project outcomes and the project manager convincing rather than coercing project team members to respond to instructions.
- Ho6:* There is no relationship between successful project outcomes and the project manager being committed to serving project team members.
- Ho7:* There is no relationship between successful project outcomes and the project manager being committed to the growth of project team members.
- Ho8:* There is no relationship between successful project outcomes and the project manager creating a sense of community among project team members.
- Ho9:* There is no relationship between successful project outcomes and the project manager being intuitive in facing situations arising during the project.
- Ho10:* There is no relationship between successful project outcomes and the project manager striving to maintain good relationships with the project team members.

Definition of Terms

The following definitions relate to words or terms with meanings distinctive to project management and leadership in the domain of project management.

Leadership: For the purposes of the discussion in the study, leadership is the ability to make strategic decisions and use communication (Bennis & Nanus, 1985), and the human resource skills of interpersonal relationship, motivation, decision making, and emotional maturity, to mobilize project team members (Zimmerer & Yasin, 1998) towards achieving the desired objective of successful project outcomes.

Leadership in Project Management: According to Kodjababian & Petty (2007), characterization of leadership in project management was the ability to accomplish the following:

1. Motivate a diverse group of team members to follow the leader and build consensus on decisions that affect multiple groups,
2. See around corners and identify issues that need to be dealt with by the team to keep the project on track,
3. Anticipate and resolve people orientated issues that may derail the project,
4. Keep executive leaders properly informed of what is going on and how much they should engage to make the project a success, and
5. Identify and manage project and business risks. (pp. 130-135)

Project Management: Project management is the disciplined use of processes, tools, and techniques that leads to the accomplishment of a specific objective or set of objectives, which are constrained by time and cost (Cleland, 1964, Project Management Institute, 2008). Project management is a process that spans the full life cycle of project from inception to completion (Johnson, 1999).

Project Management Practitioners: The term used to refer to the persons who make project management a profession in practice and academia, also referred to as the *Project Management Body of Knowledge*, through the application of traditional project management practices that are widely used, as well as others that are sparingly used (Kerzner, 2006; Project Management Institute, 2008).

Project Manager: A project manager is the individual with overall responsibility for managing the project, also responsible for guiding the project towards the achievement of the desired objectives (Project Management Institute, 2008).

Project Success: Project Success is being defined, for this purpose, as balancing the competing demands for project quality, scope, time and cost as well as meeting the varying concerns and expectations of the project stakeholders (Project Management Institute, 2008).

Project Team: The members of a project team are an interdependent collection of individuals who work together towards a common goal and who share responsibility for specific outcomes of the project (Project Management Institute, 2008). The dedicated resources assigned to a project, which include the project leader, functional team leaders, functional team members, technical and consulting support. Usually they belong to different groups, functions within the organization and are assigned to activities for the same project.

Assumptions

The following assumptions were made for this study:

1. Servant leadership can influence successful project outcomes.

2. The leadership skill of the project manager affects project success.
3. Participants in the study will have a background in, and are familiar with the constructs of servant leadership approaches.
4. Managerial and leadership skills employed in managing projects are critical factors influencing successful project outcomes.
5. Success factors in project outcomes are based on the available literature.

Limitations

The nature of this study and the timeframe required for completion and the extent of the sample size to be studied posed a limitation. The number of subjects required to participate in the study was limited to members of the Project Management Institute who agreed to participate voluntarily.

Nature of the Study

A quantitative descriptive research approach was used to determine whether there is a relationship between successful project outcomes and the use of servant leadership. The study made use of a researcher developed self assessed survey using numerical ranking and open ended questions. Subjects were members of the Project Management Institute, whose membership spans a wide cross section of project management practitioners. The survey instrument was linked to The Project Management Institute (PMI) corporate website from where it was assessed by the respondents.

CHAPTER 2. LITERATURE REVIEW

The following literature review provides a foundation for the proposed study by providing an outline to the model of servant-leadership and the discipline of project management. The review begins with an analysis and examination of the characteristics of leadership. This analysis is followed with a discussion of the theories of leadership, including servant leadership. The review then completes an analysis of leadership in project management, and closes with an analysis of leadership in relation to successful project outcomes.

Leadership

An abundance of literature concerning leadership attempt to define and analyze leadership (Bass 1985; Yukl, 1971, 1989, 1998; Bass & Avolio 1990; Bass & Avolio 1997; Bennis & Goldsmith, 1997; Bennis, 1999; Burns, 1978; Dvir et al., 2002; Hersey & Blanchard, 1988; Pierce & Newstrom, 2006; Podsakoff et al., 1990; Vroom, & Jago, 2007). The literature, however, offers a wide range of varying approaches to leadership (Skipper & Bell, 2006). Leadership is a complex subject that is impacted by many variables, for example the varying roles assumed by leaders and the impact of factors that affect these roles. This complexity could explain the absence of a comprehensive understanding of what constitutes good or effective leadership (Skipper & Bell, 2006).

Leadership Characteristics

Leadership is a dynamic relationship based on “mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of

motivation and moral development as they influence others through action to accomplish an objective” (Freiberg & Freiberg, 1996, p. 298). Bass (1990) suggested that leadership was the ability to influence those you are leading towards the achievement of goals and objectives. Pierce & Newstrom (2006) defined a leader as one who exercised intentional authority over one or more other individuals, in an effort to guide actions toward the accomplishment of some mutual goal; such a goal requires mutually supporting actions among members of the group.

An organizational setting requires the leader to interact with followers on a regular basis while listening and directing them towards success (Lapp, 1999). Dvir et al., (2002) suggests that good leaders should be trusted by their followers for whom they provide a sense of autonomy. The leader should be consistent with decision making for followers as well as the overall good of the organization. The leader should also be able to envision potential problems and pitfalls before they happen (Gehring, 2007)

Hackman & Johnson (2000) believed that to be effective the leader ought to be able to balance many variables while mobilizing the organization’s resources in pursuit of a common objective. They further alleged that achieving such objectives required the unification of purpose for both leader and followers. To achieve balance does not necessarily rely on the development of any particular trait or style of leadership but more on the leader’s ability to analyze the situation and adopt a leadership approach that mobilize followers (Winston, 1997).

Mumford et al., (2000) posited that leaders were likely to succeed in situations where the characteristics of the leader are specific to the organization. Individuals tend to be attracted to organizations or roles consistent with their personalities because given

their broader patterns of dispositional characteristics they find the perceived goals and rewards attractive (Mumford et. al., 2000). The general definition of leadership guiding this study is the ability to recognize the need for and implement change, establish direction, align people, motivate and inspire, communicate, build teams and share decision making, mentor and coach subordinates and demonstrate a high degree of integrity (Bass, 1990; Kouzes & Posner, 2007; Skipper & Bell, 2006).

Theoretical Concepts of Leadership

The study of leaders and the leadership process stems from social psychology, sociology, psychology, and organizational behavior (Pierce & Newstrom, 2006). Since the late 1950's there have been as many as 65 different classification of leadership (Northouse, 2004). The discussion in this study viewed leadership from two perspectives. Leadership is viewed as the ability to make strategic decisions using communication (Bennis & Nanus, 1985). Second the human resource skills of interpersonal relationship, motivation, decision making, and emotional maturity (Zimmerer & Yasin, 1998). There are, however, a variety of leadership styles that may be applicable for dealing with the many challenges faced by project management. The following section reviews five different theoretical approaches to leadership. The theories of situational leadership, contingency theory, transformational leadership, transactional leadership and servant leadership will be reviewed.

Situational Leadership

Based on a model developed by Hersey & Blanchard (1969) situational leadership is comprised of a supportive and a directive dimension, each applied as required in given

situations. Initially the model suggested that leadership styles changed as a function of a leader's maturity and an organization's (and its work force's) maturity. This approach was later modified and the concept of "maturity" changed to "readiness" (Hersey, Blanchard, & Johnson, 2006). The change emerged because readiness is considered a less emotionally charged word than maturity, which has certain other implications, although readiness is conceptually equivalent to maturity (Silverthorne, 2001).

The situational model of leadership assumes that there is no one best style of leadership or way to influence people. The style to be adopted depends on the readiness level of the people the leader is attempting to influence (Hersey & Blanchard, 1988). The supportive behaviors of this style aid followers in feeling comfortable about themselves their fellows and the situation. The directive behavior assists followers in goal accomplishment through directions aimed at establishing goals and how they should be evaluated, creating time lines, explaining roles and showing how goals are to be achieved (Vecchio, 1987; Yukl, 1989).

Situational leadership characterizes leaders as interacting in two separate and distinct leadership directions either task motivated or relation motivated (Hersey & Blanchard, 1988). Task motivation is characterized and defined by the extent to which the leader engages in spelling out the duties and responsibilities of his followers. Task motivated leaders gain satisfaction from completing the job regardless of the effects on the relationship between the leader and group members. In essence group morale is of very little concern to the task motivated leader (Arvidsson, Johansson, Ek, & Akselsson, 2007). Task motivated behavior is practiced by telling followers what, how, where, when

and who should perform such duties and responsibilities. This is the directive aspect of the leader's role (Hersey et al., 2006).

Relationship behavior is characterized and defined by the leader's efforts at communication, particularly listening and facilitating. Relationship motivated leaders gain satisfaction from working well with other people even at the expense of failing to complete the task (Arvidsson et al., 2007). Relationship motivated leaders are more concerned about group members feelings and will even go as far as to tolerating disruptive group members. This is the supportive aspect of the leader's role (Hersey et al., 2006).

The application of situational leadership requires the following: Identify what is happening, account for what is happening, formulate leadership actions, choose leadership style for the situation, use organizational leadership skills, and influence culture by motivating, influencing communications, influencing the group and leading change (Hersey et al., 2006). The products of this interaction are four leadership styles any one of which can be effective in given situations (see Table 1).

The key variable affecting the success of leadership in a given situation depends on the concept of follower readiness, the extent to which a follower is willing and able to accomplish specific tasks. Hersey et al., (2006) suggested that the leader must consider two components in assessing follower readiness. There is ability (job readiness); identified as the knowledge, experience and skills being brought to a task or activity. There is also willingness (psychological readiness); the extent to which the follower has the commitment, confidence, and motivation to accomplish a specific task.

Table 1- Four Leadership Styles of Hersey, Blanchard & Johnson's (2006) Situational Leadership

Style	Level of Task and Relationship behavior	Description
Style 4 (Delegate)	Low task and low relationship behavior	Delegating – Turns over responsibility for decisions and implementation.
Style 3 (Participate)	Low task and high relationship behavior	Supporting – explains decisions and provide opportunity for clarification
Style 2 (Sell)	High task and high relationship behavior	Coaching – Share ideas and facilitate decision making
Style 1 (Tell)	High task and low relationship behavior	Directing – provide specific instructions and closely supervise performance

Despite being used by companies, the military, church organizations and civic groups, Hersey & Blanchard's (1969) Situational Leadership Theory (SLT) has not been consistently supported by research. One such research in Situational Leadership, conducted by Silverthorne (2001), sought to determine whether SLT is a valid tool for effectively predicting organizational productivity. Of key concern to the researcher was the leader's concept of adaptability, as well as a leader's ability to be flexible given the particularly rapid changes that occur in high-technology business environments. This research was evaluated in different organizational contexts, allowing for the impact of different organizational approaches and cultures. The research noted that leadership styles differ according to the business environment and that there are other variables influencing employee productivity.

This study tested the theory of situational leadership as defined by Hersey & Blanchard (1969) and Hambleton & Gumpert (1982). Focusing on the assessment of the

effects of two key leadership styles: adaptive and non-adaptive. The study hypothesized a relationship between leadership style and productivity as measured by absenteeism rates, employee-turnover rates, company profitability, quality of work, unit rejection rates, and units produced. The adaptive style of leadership refers to the leader who takes into account the task to be done, the situation in which the task is to be accomplished, and the readiness of their employees to accomplish the task. The non-adaptive, or inflexible, style of leadership is associated with those who manage using a paternalistic philosophy that the leaders feel is appropriate in all, or almost all, situations (Silverthorne, 2001). SLT identifies “readiness” as the psychological and task competencies of those involved in the task (Hersey & Blanchard, 1969).

The results reflected weak support for the hypotheses, although the findings indicated a consistent pattern of the effects of leadership style. The study results identified dimensions in SLT that were related to an organization's productivity. Adaptive leaders tended to supervise subordinates and units that demonstrate higher levels of productivity. Non-adaptive leaders tended to supervise subordinates and units that demonstrate lower levels of productivity. Silverthorne (2001) drew the conclusion that SLT is nevertheless intuitively appealing and popular with managers and organizations in such areas as research and development, communications, project management, health care, and education.

Contingency Theory of Leadership

Fiedler's (1974) contingency theory of leadership, though a theory within itself, impinges on situational leadership in that it suggested a fully articulated model dealing with both leader traits and situational variables. He divided leaders into relationship-

motivated and task-motivated groups by means of their relatively favorable or unfavorable description of the leader's least preferred coworker on a set of bipolar adjectives (Fiedler & Chemers, 1984).

Fiedler considered the relative effectiveness of these two types of leaders in eight different situational types created by a combination of three contrasting variables: (a) leader-member relation, (b) follower-task structure, and (c) leader-position power. Leader-member relations are concerned with the confidence levels and atmospheres within followers as well as their attraction and loyalty to the leader. A good leader-member relationship exists where followers like, trust and enjoy a positive rapport with the leader. The reverse is true where follower hostility exists and the atmosphere is unfriendly. Task structure refers to how routine and predictable the task of the follower may be. Clearly structured tasks have definite accomplishment goals, limited solution alternatives, and lend more control to the leader. Vague and unclear task reduces the leader's control. Position power is concerned with the degree to which the position enables the leader to get his followers to comply with and accept his leadership and decisions (Vroom, & Jago, 2007). Fiedler found that the relationship-motivated leader outperformed the task-motivated leader in four of the eight situations but that the reverse was true in the other four situations. He further contended that leadership motivation is a rather enduring characteristic that is not subject to change or adaptation.

According to the Fiedler (1974) these situational factors determine the degree to which situations within organizations will be favorable. It is suggested that situations where there exists good leader-follower relations, defined tasks and strong leader position power will be most favorable. On the other hand situations with poor leader-follower

relations, unstructured tasks and weak leader position power would be least favorable. Moderately favored situations would fall somewhere between the other two situations. The contingency theory of situational leadership suggests that situations vary according to the level at which they are favorable to the leaders (Fiedler & Chemers, 1984).

Transformational Leadership

Burns (1978) identified as the father of transformational theory of leadership, viewed transformational leadership as a requirement to achieve and successfully manage change amidst constantly changing world conditions. His model of transformational leadership refers to a transformation in the assumptions and thoughts of followers while creating a commitment for the strategies, objectives and mission of the firm, company or corporation (Dessler, 1999).

Humphreys (2001) identified Bass as being responsible for the expansion and the refinement of the theory of transformation leadership. Bass (1985) builds on Burns (1978) transformational model in noting that a separation of leadership skills can be described by leader/follower relations that promise rewards to followers for compliance and penalties for non-compliance with the leaders' suggestions, requirements and expectations. Bass argued that the transformational leader acted on "deeply held personal value systems" (p. 150). Transformational leaders encouraged their followers to accept organizational activities by developing of their abilities to look above and beyond their own self interests. Bass (1985) suggested that the transformational leader motivated followers through raising the followers' perception of the importance and value of specific organizational goals. This could be accomplished by instilling in followers the

need to place the organizations goals before their own and motivating followers to aim for the satisfaction of self actualization needs.

The transformational leader transforms the needs, values, preferences and aspirations of followers from self interests to collective interests (Northouse, 2004). Transformational leaders incorporate six leadership behaviors: Articulating vision, providing an appropriate model, fostering group goal acceptance, expecting higher performance, providing individualized support and offering intellectual stimulation (Bass 1985, Bass 1990, Bass 1998, Bass & Avolio 1990, Burns 1978, Dess & Picken, 2000; Freiberg, 1992; Podsakoff et al. 1990, Yukl 1989).

Bennis & Goldsmith (1997) stated that one factor that separated transformational leaders from most other leaders was the ability to create and communicate a compelling vision or purpose for the group. They further suggested that transformational leaders stimulate, strengthen, and fascinate people in addition to having an inspiring vision. Transformational leaders generate and maintain trust and openness, qualities that strengthen member commitment and loyalty (Northouse, 2004). As the name implies, transformational leadership is a process that inspires and stimulates followers to change. The change, in turn, commits followers to the leader's mission rather than self interests (House & Shamir, 1993).

Transactional Leadership

Burns (1978), sought to establish that leadership can be viewed as either a transactional or transformational process. Leadership behaviors such as initiating structure and consideration are based on "quid pro quo" transactions (Dessler, 1999, p. 350). Burns identified transactional leaders as those oriented towards accomplishing the

task at hand and at maintaining good relations with those working with the leader by exchanging of rewards promised for performance (Dvir et al., 2002).

Transactional leadership diverges from transformational leadership in that the transactional leader does not individualize the needs of subordinates nor focus on their personal development (Northouse, 2004). Transactional leaders exchange things of value with subordinates to advance their own as well as their subordinate's agenda (Kuhnert, 1994). Transactional leaders gain influence from subordinates when it is in their best interest (Kuhnert & Lewis, 1987).

The behavior of transactional leaders is dictated by the application of contingent rewards and /or management by exception. The active transactional leader offers rewards to the follower for meeting objectives that were mutually set and agreed upon previously. The leader in an active transactional relationship determines the goal and then defines what the subordinate will get for achieving that goal (Dvir et al., 2002). If the subordinate attains the objective then the reward could be a raise in pay, a promotion or some other form of recognition within the work group (Pierce & Newstrom, 2006). The passive transactional leader on the other hand employs an avoidance of corrective actions once goals are achieved (Humphreys 2001).

Servant Leadership

Significant research exist that focuses on servant-leadership, describing how servant leadership differs from other leadership styles, discussing the merits, verifying the efficacy, and persuading others to apply and practice it across a broad spectrum of organizational forms (Carroll, 2005; Cassel, & Holt, 2008; Cheshire, 1998; George, 2003; Greenleaf, 1977, 1991; Spears, 1995, 1998, 2002, 2004; Turner, 1999). Absent from the

organizational forms researched however, is project management. A growing number of theorists and practitioners suggested that servant-leadership was a model that could contribute to overcoming the many leadership challenges faced by organizational leaders (Autry, 1991; Blanchard, 1998; Block, 1993; Boyer, 1998; Covey, 1998; DiStefano, 1998; Fairholm, 1997; Greenleaf, 1977; Hennessey, 1992; Jensen, 1997; O'Toole, 1996; Senge, 1995; Smith, 1995; Wheatley, 1997). However, none of the researchers on servant-leadership have established a direct correlation to project management.

While servant leadership has been an increasingly popular concept, throughout much of its history the concept has been systematically undefined and lacking in empirical support (Farling Stone, & Winston, 1999). In an attempt to give cohesion to the development of the theory, Russell & Stone (2002) established a practical model for servant leadership that identified functional and accompanying attributes of servant leadership. Patterson's (2003) component constructs of servant-leadership, expanded on Russell's & Stone's concept of servant-leadership creating a platform for additional research by defining the values on which servant-leadership is based.

Patterson's (2003) views are supported by the notion that servant-leadership incorporates the ideals of empowerment, total quality, team building and participatory management, and incorporates service ethic into a leadership philosophy (Spears, 2004). On an operational level, servant leadership has been characterized by ten points: active listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth, and community building (Spears, 2002). The servant-leadership model focuses first and foremost on the development of others, having

its basis in the principle that the servant leader ensures that “other people’s highest priority needs are being served” (Greenleaf, 1977, p. 13).

Self-interest should not motivate servant leadership; rather, it should ascend to a higher plane of motivation (Greenleaf, 1977; Pollard, 1996; Russell & Stone, 2002). Servant leaders develop people, helping them to strive and flourish (McMinn, 2001). Servant leaders provide vision, gain credibility and trust from followers, and influence others (Farling et al., 1999).

R. K. Greenleaf is credited with initiating the servant leadership concept among modern organizational theorists (Spears, 1995, 1998). Servant-leadership offers a conceptual ideal of effective leadership (Smith, Montagno, & Kuzmenko, 2004). Importantly, it presents a leadership model in which the leader assumes a supportive, service orientated role among stakeholders (Greenleaf, 1977). For example, instead of the leader being served by subordinates, he/she serves by building skills, removing obstacles, encouraging innovation, and empowering the team to creatively solve problems. Laub (1999) defines servant leadership as:

An understanding and practice of leadership that places the good of those led over the self interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization. (p.81)

The servant leader does not serve with a primary focus on results; rather the servant leader focuses on service itself (Greenleaf, 1991). According to Patterson (2003) servant-leaders are those who serve with a focus on the followers, whereby the followers

are the primary concern and the organizational concerns are peripheral. Lubin (2001) proffered that the servant leader's first responsibilities were relationships and people, and those relationships take precedence over the task and product. Servant leaders trust their followers to undertake actions that are in the best interest of the organization, even though the leaders do not primarily focus on organizational objectives (Spears, 1998).

The assumptions of McGregor's (1985) theory "Y" state that;

Work can be a source of satisfaction; punishment and control is not the only way to accomplish organizational objectives; self actualization is an important element of job satisfaction; most people will seek responsibility; most of the population are creative and have ingenuity; and modern organizations are only partly using the vast potential of the workforce. (pp. 47-48)

The servant-leader model is built on similar assumptions, being a concept that accepts that most organizations fail to tap into the potential of their employees (Greenleaf, 1977). Barrow & Mirabella, (2009) suggested that leaders who subscribed to servant leadership seek to create an entrepreneurial milieu in which all employees feel responsible for creating an organization that inspires them. Greenleaf (1977) outlined servant-leadership as the type of leadership that at that time was believed to be largely absent from organizations. It was Greenleaf's (1977) view that leadership ought to be based on serving the needs of others and on helping those who are served to become "healthier, wiser, truer, more autonomous, more likely themselves to become servants" (p. 21). He saw servant-leadership as the power intended to stimulate and inspire many people in the practice of a more caring, serving type of leadership. Servant-leadership, in contrast with the more traditional models of leadership, begins with an aspiration to lead others (Laub, 1999; Patterson, 2003; Russell & Stone, 2002; Spears, 2002).

Drucker (1999) anticipated that the modern organization would be organized as a team of associates, as “an organization of equals” (p. 37), which would be void of relationship descriptors like boss and subordinate. He further argued that the servant-leader approach attributed to team members the same ability as managers. Team members can and are expected to participate equally in formal management and decision making just as the team leader. The team approach suggests a new way of thinking whereby organizational leaders make a conscious effort to place people over profit.

The importance and relevance of servant leadership has been further highlighted by Senge (1990, 1995) in his writings on the learning organization. Senge contended that one of the important tasks of leaders in learning organizations is to be the servant of the vision within the organization. He sees such a responsibility as clarifying and nurturing a vision that is greater than one’s self, not being self centered but integrating one’s self or vision with others in the organization. Servant-leaders see their own personal vision as an important part of something larger than themselves, rather they see themselves as a part of the organization and the larger community (Northouse, 2004). In practicing servant-leadership the leader must be prepared to be follower centered, place the interest of others at the forefront of their work, and act in ways that will be for the benefit of others.

Comparing Transformational, Transactional and Servant Leadership

Bass (1990) transformational leadership shows some affinity to servant-leadership. In transformational leadership followers “transcend their own self interest for the good of the group, organization, or society; to consider their longer term needs to develop themselves, rather than the needs of the moment; and to become more aware of what is really important” (Bass, 1990, p. 53). Similar to the servant-leader the goal of the

transformational leader is to get the follower to work for the vision of the organization. In essence the transformational leadership model focuses on a wider need than that of the individual by asking the individual to place the needs of the wider organization above those of the individual (Northouse, 2004).

Unlike the transactional model the servant-leader approach places the leader in an orientation towards service. The transactional model maintains the presence of a hierarchical relationship within the organization in maintaining that subordinates should comply with the directives and wishes of the leader. Servant-leadership clearly shies away from this concept in emphasizing, the service principle, that attending to others is the primary building block of moral leadership (Block, 1993; Covey, 1998; Greenleaf, 1977; Kouzes & Posner, 2007). Because the focus of transactional leaders has been on their personal needs and the transactions that support those needs they have not been able to successfully address the needs of followers (Barrow & Mirabella, 2009).

In Patterson's (2003) view, popular leadership theories do not adequately explain the values that are demonstrated by leaders. According to her, such leadership theories, for example transformational leadership or transactional leadership, are too focused on the organization and is inadequate to explain behavior that is altruistic in nature, or follower focused. Hence the acceptance of servant-leadership which is follower focused and better explains the altruistic behavior that is displayed by the leader (Patterson, 2003; Patterson, Russell & Stone, 2004).

Leadership in Project Management

A project's success is, in part, contingent on effectively managing the constraints of time, costs, and performance expectations. In order to achieve this it is essential that the project manager possess and display appropriate leadership skills (Ahmed, 2008; Cleland, 1964; Finch, 2003; Hyvari, 2006; Pinto & Prescott, 1988; Sumner, et al., 2006; Zimmerer & Yasin, 1998). By applying the appropriate leadership attributes such as balance, proficiency, persistence, sound decision making, imagination, vision, values, integrity, trust, and sincerity a project manager could direct projects effectively and efficiently (Maylor, 2003).

Schmidt (2001) indicated that an effective leader motivates the project team towards achieving the desired outcome of a project. Ahmed (2008) purported that a project manager should be recognized as a leader not only by the project team but also by everyone involved in the process, inclusive of clients and the organization. In striving for this recognition, the project manager is required to keep the spotlight on the vision, inspire the team, promote teamwork and collaboration, champion the project, and remove obstacles to progress (Ghattas & McKee, 2004). Knutson (2001) suggested that the project manager as a leader needs to fulfill the following requirements:

- a) determination of the organization's purpose or vision,
- b) the exploitation or maintenance of core competencies,
- c) development of human capital,
- d) sustaining an effective organizational culture,
- e) emphasize ethical practices,
- f) establish balanced organizational controls, and

g) provide mechanism to transfer knowledge across all parts in the project.

A basic ingredient of project management skills is the degree of influence and leadership that the project manager has over the project team (Kezsbom, 1988). The available literature suggests that project management competencies are broad and multifarious. Ahmed (2008) identified some of the requisite project leadership skills as building relationships and communication, adaptability to change initiative, resolving conflict, leading the project team, managing corporate culture, credibility and responsibility, motivating, and commitment to project objectives. In contrast, Meredith, Posner, & Mantel (1995) categorized the required skills of project managers as communication, organization, team building, leadership, coping, and technological skills. Meredith et al. (1995) asserted that the categories embodied a wide range of abilities linked to the inherent characteristics of the project management role, such as working under defined time and resource constraints and achieving unique outcomes. In summary, the role of a project manager is one of prioritizing and ensuring that diversions from the established objectives are avoided (Waddell, 2005).

Project Leadership and Stakeholder Interests

Coping with the challenges of sustainability, ethics and accountability in relation to competing stakeholders, making informed decisions and contributing to responsible solutions arguably requires an awareness of and knowledge in the respective domains of project management (Besner & Hobbs, 2006). Individuals need certain skills to use this knowledge adequately. Skills such as cognitive and ethical abilities (e.g. moral reasoning) enabling them to weigh moral options, to make ethically sound decisions and to deal maturely with potentially complex moral dilemmas inherent in a multifaceted business

environment. These skills are also required to interact appropriately with different stakeholders to achieve commonly desirable objectives (Dainty, Cheng, & Moore, 2005).

In a project stakeholder environment corporations and their leaders are confronted with complex challenges. Leading business in such a setting poses new demands on those with the responsibility to lead. These leaders are expected to extend their usual set of business responsibilities and display interpersonal competence that enables them to effectively and responsibly deal with these challenges (Pless & Maak, 2008). Brown (2008) posits that organizations and specifically project leaders face the challenge of weaving a web of sustainable stakeholder relationship. Project leaders in particular face the challenge of creating resonance and being recognized as serving the interests of all stakeholders, not just the interest of owners or shareholders. The project leader creates a sustainable stakeholder relationship by serving the needs of people whom the project impacts on or affects (Brown, 2008).

Leadership in a project environment requires emotional, cross-cultural and interpersonal skills to interact effectively and responsibly with different constituencies who may have a stake in solving the challenges of project management (Turner & Lloyd-Walker, 2008). This is where emotional intelligence becomes important. Emotional Intelligence is a “subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and, to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189). The ability to recognize and regulate one’s and others’ feelings can help project leaders to better connect to, and interact in a balanced and empathetic way with competing stakeholder interests (Turner & Lloyd-Walker, 2008). Emotional abilities can prove

beneficial in helping leaders relate to and maintain good relationships with different stakeholders. The ability to be empathetic and considerate about others needs and feelings, especially in difficult situations, can help to neutralize relational tensions e.g., those stemming from conflicting values and interests among stakeholders (El-Sabaa, 2001).

Leadership research has focused intensely on interpersonal abilities such as showing understanding, caring, communicating, and maintaining good relations with others (Kouzes & Posner, 2007). These relationship qualities include, but are not limited to, being willing and able to connect with others, being able to maintain relationships, being aware of and able to initiate conversation and to communicate competently, to enter into meaningful dialogue and to deal with misunderstandings (Turner & Lloyd-Walker, 2008). An explicit moral dimension is inherent to qualities such as interacting in a cooperative way, displaying respect and showing appropriate and respectful behavior (Pless & Maak, 2008).

Interpersonal abilities are rooted in, and part of, social intelligence which consists of two only slightly correlated components: powers of self-assertion (to safeguard one's interests vis-à-vis others) and relational abilities (ability to build and maintain positive relationships with others) (Pless & Maak, 2008). People are considered socially intelligent if they achieve a balanced relationship between their own interests and those of others. In contrast, pursuing one's own goals at any cost, and thus alienating others, would be considered just as socially incompetent as the tendency to please everybody, because the latter would sooner or later lead to self-sacrifice (Dainty, Cheng, & Moore, 2005).

Leadership Challenges Facing Project Managers

Project managers are accustomed to organized, predictable, logical, well-structured, detailed, and standardized environment governed by objective rules and controllable variables (Srica, 2008). In contrast, projects tend to be characterized by crisis, uncertainty, and suspense, which combine to test the ability and performance of the project managers in coordinating and controlling a diverse selection of functional specialists, over which they may have little direct authority (El-Sabaa, 2001). These contrasting positions could make effective leadership one of the most challenging areas to apply in project management (Irani, Sharif, & Love, 2005).

Project performance is often less a matter of understanding the constraints of the project and more a function of the personal skills and capabilities of the potential leaders available (Elton & Roe, 1998; Jiang, Klien, & Chen, 2001). The project management literature has often ignored the importance of leadership, while ascribing importance to project management software tools, management processes and assorted “best practices” (Elton & Roe, 1998; Shenhar, 2001; Sumner, et al., 2006). In addition project managers have traditionally emphasized technical knowledge and skills as the key ingredients in managing projects (Berg & Karlsen, 2007). The growing importance of the organizational and human factors of project management, however, makes the requirement of leadership skills essential for the effective management of projects (Sumner, et al., 2006).

Staffing and assigning appropriately skilled project resources present some of the most challenging areas within which to employ effective project management techniques (El-Sabaa, 2001). Real estate project managers, for example, have to combine technical

knowledge and expertise with behaviors that engender effective multi-organizational teamwork and communication if successful outcomes are to be achieved (Turner & Muller, 2003). Engle (2007) supports this position by pointing out that projects require process leaders, as projects are primarily an exercise in dealing with other people using the key skills that are best portrayed through leadership, organization, and communications.

The Project Management Institute (2008) identified development and management of the project team as core aspects of the human resource management competency in project management. Project teams consist of individuals from previously loosely coupled areas in an organization brought together to perform complex or specialized tasks of a multidisciplinary nature (Cohen & Bailey, 1997). The short-term interaction of projects presents one of the greatest challenges to individuals managing performance within it (Turner & Muller, 2003). Projects involve undertaking a range of work activities for a finite period with one or more defined objectives (Turner and Muller 2003). Added to this is a project setting characterized by groups of individuals working together for short periods of time before being disbanded and redeployed elsewhere within the organization (Atkins and Gilbert 2003).

Cabano (2006) pointed out that many projects are experiencing limited abilities in meeting the demands of capital programs due to the limited skills of their human resources, he also makes mention of the fact that resources level in project management is more acute than most other disciplines. The allocation of human resources in the execution of projects is usually made according to the experience and intuition of project managers. Successful negotiation for project staff assignments is oftentimes dependent on

the leadership qualities of project managers and their ability to ensure that the project receives appropriately competent staff in the required time frame (Dainty, et al., 2005; Kotnour & Vergopia, 2005).

Yoshimura, et al., (2006) suggest that as the contents of the projects become more complex and the required abilities to carry them out more diversified, there is an increasing need for logical support systems to assist decision makers when seeking the best possible deployment of the human resources. Dainty et al., (2005) recommends a predictive tool designed on a competencies approach that will help to identify selection techniques or psychometrics that are likely to result in useful evidence for the job role being undertaken.

Kotnour, (1999) stated that:

The roles of project management tools are not only to help the project execute as planned but also to support learning by providing a mechanism for planning, communicating expectations, and recognizing the deviations or successes of a project. The planning tools provide the original baseline from which actual results are compared. The planning tools facilitate learning-by-doing, by providing the explicit definition of the goals and expectations or understanding of the project. (p. 37).

The Importance of Team Performance in Projects

An important issue for organizations using project teams is how to ensure that they will achieve not only acceptable levels of performance, but also exceptional levels of performance (Ammeter & Dukerich, 2002). High-performing project teams need to be carefully and systematically developed. The qualities that are critical to high performance are unique to each project, and to each team, and are tied to its specific mission, strategy, objectives, and culture (McShane-VonGlinow, 2002). Four components should be

considered in developing a model for high-performing project teams: a). the roles of team members, b). team relationships, c). team activities, and d). the culture or environment the team creates and functions within (Cohen & Bailey, 1997). Characteristics in the working environment that stimulate employees to achieve at a high performance include flexibility, responsibility, clear standards, rewards, clarity, and commitment (Ammeter & Dukerich, 2002).

A project team relies on independent work teams rather than functional departments as the core work units. Unlike traditional functional departments, project teams tend to rely on cross-functional, autonomous teams with less need for supervisors in a communication or coordination role (McShane-VonGlinow, 2002). Principal to effective project team is for team members to take ownership of an area of responsibility and make the necessary decisions. But that doesn't just happen. Project management must empower teams to act, rather than expecting them to seize authority. Project managers should explain clearly which decisions they authorize team members to make, and they should hold team members responsible for achieving team goals (Ammeter & Dukerich, 2002).

Project teams perform best when the given tasks are clear, easy to implement, and require a high degree of interdependence. Teams should be large enough to perform the work, yet small enough for efficient coordination and meaningful involvement. Effective project teams are composed of people with the competencies and motivation to perform tasks in a team environment (Ammeter & Dukerich, 2002). Every member must have sufficient drive to perform the task in a project team. Specifically, team members must be motivated to agree on the goal, work together rather than alone, and abide by the team's

(norms) rules of conduct. Project teams develop norms to regulate and guide member behavior. These norms may be influenced by critical events, explicit statements, initial experiences, and members' pre-team experiences. Project team members also have roles, which are a set of behaviors they are expected to perform because they hold certain positions in the team and the project. Successful project team development requires that the traditional top-down, competitive hierarchy be replaced with horizontal project oriented teamwork (Weiss, 2004).

Cohesiveness is the degree of attraction people feel toward the team and their motivation to remain members (McShane-VonGlinow, 2002). Cohesiveness increases with member similarity, smaller team size, higher degree of interaction, team success, and external challenges. Project teams usually need some level of cohesiveness to survive, but high cohesive units have higher task performance only when their norms do not conflict with the project objectives (Weiss, 2004). It will be essential to develop the project team's performance norms to enable effective cohesiveness leading to efficient productivity. The matrix in Figure 1 reveals the relationship between project team norms and cohesiveness and performance levels.

To ensure effective teamwork, project managers should create an environment that encourages team participation, contribution, broader responsibility, trust, and flexibility (Clark, 1998). Project managers play support roles, serving as resource persons, facilitators, and motivators. Reward systems are designed to assure team recognition by allowing members to share in the rewards of group actions (Ammeter & Dukerich, 2002). In a project team environment, the individual, in any role, finds the freedom to take a new step, to try a new idea, to suggest the uselessness of an old custom

specifically because he or she is surrounded by trust and supported by teammates. Teams that know and practice real teamwork enhances the pace of change and improvement and augment the productivity of individuals and processes. (Clark, 1998)

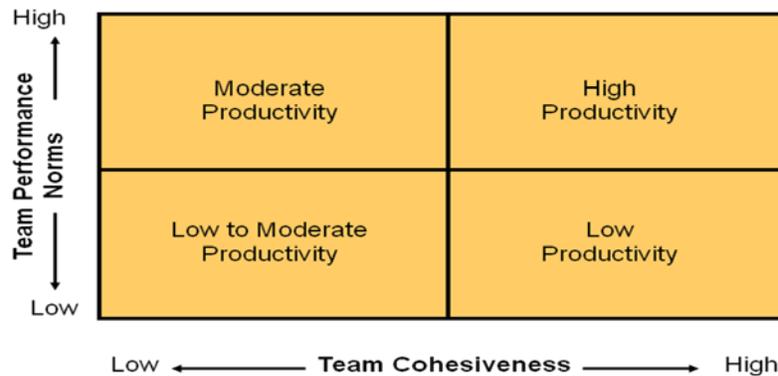


Figure 1- Effect of Cohesiveness and Performance Norms, (McShane-VonGlinow, 2002)

Project team management is markedly different from the way that the organization as a whole functions. Functional departmental boundaries give way to overlapping team functions. Supervisors become coordinators, orders and directives give way to agreements and understandings, and fear is driven out by fascination (Milosevic & Srivannaboon, 2006). Effective project teams require all involved to adopt and execute strategic analysis, decisions and actions (Brown, 2008). As Hubball (2006) suggested; effective teamwork is truly evident when the sum of the whole far exceeds the sum of the individual parts.

Leadership and Successful Project Outcomes

Before the Standish Group surveys of 1994, project failure was not discussed. The group’s researchers identified that technology was neither the problem nor the solution to the successful outcome of projects (Johnson, 1999). Since then several researchers in

project management became increasingly interested in the success/failure factors of projects (Belassi & Tukel, 1996; Finch, 2003; Hyvari, 2006; Pinto & Prescott, 1988; Zimmerer & Yasin, 1998). The earlier researchers suggested that the importance of several of the factors that affected project outcomes changed significantly based on project life cycle changes (Baker et al, 1983; Cleland & King, 1983; Pinto & Prescott, 1988).

Gannon (1994) suggested that the problems in projects usually occur in the hard or measurable elements of scope, schedule, cost, and procurement. He further stated that the root causes stem from the inefficient or improper managing of the soft integrative elements of staffing, communications, quality, and risk. These soft elements, with the exception of risks, are behavioral elements that require active and attentive leadership from project managers in order to achieve desired project outcomes.

Studies of successful project managers identify success factors, as the ability to manage people, stress, and communications (Bloom, 1996; Sumner, et al., 2006). The applicability of the transformational leadership model developed by Bass & Avolio (1997) was tested by Thite (1999) and his findings revealed that the more successful project managers exhibited greater degree of leadership behavior than did less successful project managers. The application of leadership as a critical success factor assumes added significance because the nature of project teams is typified by role conflict and role ambiguity. These factors make the challenge of managing project teams rather substantial (Sumner, et al., 2006).

Successful project outcomes result from a project manager delivering quality outputs in time through the efficient utilization of allocated resources for a project

(Besner, & Hobbs, 2006). The success of a project hinges on the ability of the project manager to ensure timely delivery, adhere to budget constraints, manage scope and quality specifications (Schmid & Adams, 2008), and meet stakeholder expectations (Project Management Institute, 2008).

The project manager must display the requisite leadership skills that are essential for the implementation of a successful project, in addition to having the requisite skills to guide a project team through the various phases and project cycles (Gehring, 2007). The project manager's ability to successfully lead a team and achieve goals is and will always be critical to the success of a project (Hyvari, 2006). Project managers use management skills such as defining problems, planning work, allocating resources, and controlling tasks. However, these skills are inadequate for building the human relations skills of, encouraging innovation, and empowering the project team to perform creatively and effectively throughout the project (Schmid & Adams, 2008).

The general observation is that most project managers come from technical background and exhibit an engineering mentality with limited consideration for leadership skills (Ravichandran, 2000). With the absence of the proper leadership skills needed for building a network of balanced interpersonal relations, avoiding unnecessary control, destructive conflict and excessive bureaucracy (Reeser, 1999), the complex and highly standardized project management approaches of plans, standards, methodologies, or software are unlikely to achieve successful project outcomes (Pinto & Trailer, 1998).

The project management literature suggests that projects usually fail not on technical merit, but on matters related to personnel (Shenhar, 2001; Matta & Askenas, 2003; Sumner et al, 2006). Despite this project management practitioners usually proceed

to prescribe technical tools in detail, largely ignoring leadership skills that would counter the threat posed by the people involved in the project (Smith & Kiel, 2003). El-Sabaa (2001) posited that the role of the project manager required less of technical competencies than other competencies. El-Sabaa further argued that the project manager must have a broad understanding of functional roles and extensive cross-functional experience rather than technical competence. This puts into focus the leadership qualities of project managers and makes their ability to bring the best out in their team very critical in the attainment of project objectives (Sutterfield, Friday-Stroud, & Shivers-Blackwell, 2006). Project managers have to combine technical knowledge and expertise with behaviors that engender effective multi-organizational and cross-functional teamwork and communication if successful outcomes are to be achieved (Sutterfield et al., 2006).

Summary

Some project management research has revealed that leadership is critical to the successful outcomes of projects. The empirical results regarding leadership influence on project success have not provided much guidance in terms of specific leadership styles that are associated with successful project outcomes. The principles and methodology of project management are defined by the Project Management Body of Knowledge, but this body does provide guidelines pertaining to leadership. The application of project management tools does not assure successful project outcomes.

Researchers in project management believe that the application of humanistic leadership approaches may contribute to improving successful project outcomes. Servant leadership which incorporates the ideals of empowerment, total quality, team building,

and participatory management (Spears, 2004) is a humanistic leadership model that has not been related to project management. The focus of this study was to provide additional insight into leadership in project management by examining the relationship between project outcomes and servant leadership. The following chapter provides the foundation for the study and includes a discussion of the research design, sample population, instrumentation, data analysis, validity and reliability and ethical considerations.

CHAPTER 3. METHODOLOGY

Restatement of the Problem

Despite advances in project management methodologies many projects continue to fail for a number of reasons (Robertson & Williams, 2006). One of the main causes of failure is the lack of effective leadership and / or the style of leadership applied by project managers (Berg & Karlsen, 2007; Ellemers, DeGilder, & Haslam, 2004; Schmid & Adams, 2008). The need for effective leadership is accepted among academicians and practitioners of project management. Despite some study in the area of project management leadership, the extent to which leadership influences project success is not clear, nor is the style of leadership apparent.

The problem is that projects continue to fail due to ineffective leadership. Empirical evidence suggests servant-leadership as a model that could contribute to overcoming many of the leadership challenges faced by project leaders. The objective of this study is to add to the existing body of project management leadership research by investigating whether or not servant leadership can be an appropriate style of leadership for improving project success. The study used a quantitative descriptive approach to determine whether a relationship exists between successful project outcomes and servant-leadership.

Research Design

The study was a quantitative descriptive inquiry examining whether a relationship exists between successful project outcomes and servant-leadership. Creswell, (2002),

suggested that research methodology must consider the context of the research and the desired results in order to achieve meaningful research outcomes. A quantitative descriptive approach was chosen for this study as it allows for the exploration of relationships between variables through the testing of hypotheses (Gall, Gall, & Borg, 2007; Swanson & Holton, 2005). The study used ten hypotheses aimed at seeking to identify if a relationship exists between the study's independent and dependent variables. The results from the study were used to address the hypotheses, tentative propositions surrounding the relationship of the theoretical constructs, derived from the research question.

A quantitative descriptive approach also minimized the potential for researcher bias as well as minimizes the need for subjective evaluation of data (Creswell & Plano Clark, 2007). One of the major concerns regarding the use of qualitative research in studies involving social or behavioral content is the possibility of researcher bias and influence induced by human persuasion (Thies, 2002). Quantitative approaches, using numerical methods, on the other hand rely on objective means for collecting data, distancing the researcher from human influences (Cook, & Reichardt, 1979; Neuman, 2003).

This study took the form of a self assessed survey using Likert-scaled, as well as closed and open ended questions. This type of survey is known to have a short turnaround in results, creates the possibility to do numerous surveys in a short time, and is practically inexpensive to administer. Finally and most importantly the data gathered was stored automatically in a form that could be used easily for data analysis.

Research Questions and Hypotheses

The following research question guided the proposed study: What is the relationship, if any, between successful project outcomes and the application of servant leadership? The research also sought to support this primary question by investigating the effects that leadership training, project manager experience, project size, and number of team members, have on successful project outcomes.

The following hypotheses were used to test the research question.

- Ho1:* There is no relationship between successful project outcomes and the project manager listening intently to project team members
- Ho2:* There is no relationship between successful project outcomes and the project manager being aware of the needs of project team members.
- Ho3:* There is no relationship between successful project outcomes and the project manager understanding and empathizing with project team members.
- Ho4:* There is no relationship between successful project outcomes and the project manager being forward thinking in addressing issues.
- Ho5:* There is no relationship between successful project outcomes and the project manager convincing rather than coercing project team members to respond to instructions.
- Ho6:* There is no relationship between successful project outcomes and the project manager being committed to serving project team members.
- Ho7:* There is no relationship between successful project outcomes and the project manager being committed to the growth of project team members.
- Ho8:* There is no relationship between successful project outcomes and the project manager creating a sense of community among project team members.
- Ho9:* There is no relationship between successful project outcomes and the project manager being intuitive in facing situations arising during the project.
- Ho10:* There is no relationship between successful project outcomes and the project manager striving to maintain good relationships with the project team members.

Sample

The sample frame was made up of individuals who are members of the Project Management Institute (PMI) and who have had some relationship with project initiation and implementation. Individuals include stakeholders of the project process: Managers, supervisors, workers, vendors, and clients. Using the online facilities of Qualtrics.com the survey was channeled to members of the PMI.

Instrumentation / Measures

A pilot study was first conducted to test the instrument's reliability and validity, the completeness of responses, and analyze the various measures within the instrument. Pilot Study participants were invited to participate in the survey through e-mail invitation. The e-mail contained information about the survey and the reasons the pilot survey was being conducted.

The main study included an introductory note explaining the questions and purpose of the study as well as a time estimate for completion. The data was sought using a multi sectioned researcher designed online survey. Section one asked questions regarding the participant's background and demographics using closed questions. Section two used Likert scaled questions that sought to identify the factors that contributed to effective leadership. Section three was focused on indentifying what constitutes successful project outcomes and used Likert scaled questions. Section four sought to determine the importance of the servant leadership characteristics of: active listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth, and community building. This section also used

Likert scaled questions. The Likert scaled questions used in the survey instrument were 7 and 10 point. The final questions in the survey were open ended questions.

Pilot Study Results

A pilot study was done to test the reliability, consistency, and validity of the survey instrument. The invitation to participate in the pilot study was extended to members of the Florida and Caribbean groups of the PMI. A total of 20 survey requests were sent and responses were received from 16 participants. Participants were invited through an e-mail that contained the link to the survey on Qualtrics.com. From the responses it appeared that survey instrument’s wording and clarity did not present any problems to the participants. The length of time taken to respond to the survey ranged from a low of 7 minutes to a high of 24 minutes.

Respondents included persons from nonprofit organizations, medical technology, hoteliers, environmental services, business intelligence, and community development projects. The results of a pilot survey were loaded into SPSS (PASW 18) data base and tested using Cronbach’s alpha. Results of the test yielded a value of .904, confirming instrument reliability (see Table 2).

Table 2- Reliability Statistics of Pilot Study

Case Processing Summary		
	N	%
Valid	16	100.0
Excluded ^a	0	.0
Total	16	100.0
Reliability Statistics		
Cronbach's Alpha	N of Items	
.904	16	

Final Study

Members of the Project Management Institute (PMI) were invited to participate in the online survey which was posted on PMI's corporate website. The invitation contained a link to the survey where participants were informed that their participation was voluntary. The introductory letter that accompanied the survey indicated that information collected would be secured confidentially. The required informed consent was prepared and given to the selected organization for approval before proceeding with the survey research.

Data Collection

A multi-sectioned researcher-designed electronic online survey, using Qualtrics.com software, was used to collect data for this study. The data collection method was selected for three reasons: allowed for self administration, enabled rapid data collection, and meets IRB requirements for data security. Accessing the survey required a computer and World Wide Web internet access. Access was only available to members of the Project Management Institute. Qualtrics.com complies with the United States (U.S.) and European Union (E.U.) Safe Harbor Framework, and the U.S. and Swiss Safe Harbor Framework as set forth by the U.S. Department of Commerce. The program interfaces with SPSS or Microsoft Excel enabling easy transfer of data.

Data Analysis

The hypotheses were tested to determine if there was a relationship between project outcomes and servant leadership. Cooper and Schindler (2004) suggested that

every sample will vary from its population, therefore, the statistical significance or insignificance must be reviewed. The study was made up of one sample from a specified population. For that reason a one sample nonparametric test of significance, using chi-square, was used to determine the statistical significance between the observed distribution mean and the expected distribution based on the null hypotheses. The desired level of significance was 0.05 since this level is associated with a lower risk of being incorrect. A two-tailed test of significance was also done using cross-tabulations to show the relationship between the variables since the direction of difference was stated in the null hypotheses.

The key variables examined were the dependent variable of successful project outcomes and independent variables of the characteristics of servant-leadership. The data was uploaded into a SPSS data base and the significance of the relationship between the variables was calculated.

Validity and Reliability

The identifying factor of good research is the validity of the data and the results. Regardless of the approach, validity serves the purpose of checking the quality of the data and its results (Holton, & Burnett, 2005). In quantitative research this suggests that the researcher can draw meaningful inferences from the results to a population, while reliability indicates that participant scores are consistent and stable (Holton, & Burnett, 2005). Reliability is an examination of the consistency between a set of independent observations that are interchangeable. Reliability can be defined as “the degree to which test scores are free from errors of measurement” (Gall, Gall & Borg, 2007, p. 200),

measurement error reduces the reliability (and therefore the generalizability) of the scores obtained for a researcher from a single measurement (Gall, Gall & Borg, 2007).

Validity refers to the appropriateness, meaningfulness and, usefulness of evidence that is used to support the interpretations. The decisions made and actions taken on the basis of the assessment scores also add to validity (Cooper & Schindler, 2003).

Establishing validity for a survey testing focuses on the use to which the instrument is put, not on the survey itself (Tashakkori, & Teddlie, 2003). Validating the survey entails collecting evidence for the conclusions reached about the leadership competence of those involved in the leadership of projects in relationship to the expectations of performances in leading projects.

Ethical Considerations

The Belmont Report (1979) outlines three basic principles relevant to the ethics of research involving human subjects, namely respect of persons, beneficence, and justice. In conducting this research great care was taken to understand and be familiar with any and all of the regulations associated with the fields of the study. It was extremely important to protect the rights of the participants. Cooper & Schindler (2003) argued that research must be designed so that a respondent does not suffer physical harm, discomfort, pain, embarrassment, or loss of privacy. Informed consent, confidentiality, anonymity and, the participant's right to privacy were some of the measures used to ensure that the participant, respondent or subject were treated with the principles of respect of person, beneficence, and justice.

Potential Results

The data collected and analyzed in this study will contribute new knowledge to the field of leadership in project management. The study is unique being the first study examining servant-leadership in projects. The findings will benefit project management practitioners and academia by providing new insight into the relevance of servant-leadership and project success.

CHAPTER 4. RESULTS

This chapter is a presentation and analysis of the data that were collected to determine whether or not a relationship exists between successful project outcomes and servant-leadership. The study was guided by the following research question: What is the relationship, if any, between successful project outcomes and the application of servant leadership? The objective of this study was to add to the existing body of project management leadership research. The study used a quantitative descriptive approach. The demographics of the survey sought to identify the effects of leadership training, project manager experience, project size, and number of team members, on project outcomes.

General Description of Sample Demographics

The demographic questions were designed to obtain information from the participants in some six general areas: The gender and age of participants, the participants work and project experience, the participants' role in project management, and the industry in which the participant participated in projects. Three hundred and thirteen (313) participants accessed the survey; three hundred and eight (308) participants completed the survey. Five (5) of the respondents who accessed the survey were excluded because their responses were incomplete. Participant gender was evenly distributed with 51.6 % male and 48.4 % female.

Participant age was grouped into four categories: 20 - 30, 31 - 40, 41 - 50, and older than 50. The majority, 31.5 %, of the participants were in the 41 - 50 age group,

followed by 26.0 % of the over 50 age group. There were 19.5 % of participants in the youngest age grouping of 20 - 30 years old.

The largest number of responses, 55.5 %, was from respondents who were project managers, followed by 19.2 % of the participants who were project team members (see Table 3).

Table 3 - Participants Role in Projects

	Frequency	Percent
Project Manager	171	55.5
Project Coordinator	33	10.7
Project Team Member	59	19.2
Customer / User	13	4.2
Influencer	10	3.2
Advisor	6	1.9
Administrative Support	13	4.2
Other	3	1.0
Total	308	100.0

Participants worked in diverse types of industries that included computers and information technology, enterprise resource planning, construction, engineering, software development and telecommunications. The participants in the category “Other” totaled 18.8 % and included: Education, government, healthcare, manufacturing, accounting, real estate, film, the hotel industry, food and beverage, non-profit organizations and, entertainment among others (see Table 4).

Table 4 - Industry of Participants

	Frequency	Percent
Engineering	37	12.0
Construction	32	10.4
Information Technology	99	32.1
Enterprise Resource Planning	53	17.2
Infrastructure design and development	29	9.4
Other	58	18.8
Total	308	100.0

The majority of the respondents, 45.5 %, worked in projects with budgets under \$100,000. A total of 26.9 % worked in projects with budgets between \$1 million and \$10 million (see Table 5).

Table 5 - Budget of Projects

	Frequency	Percent
< \$100,000	140	45.5
\$100,000 - \$1 million	64	20.8
\$1 million - \$10 million	83	26.9
\$10 million - \$50 million	17	5.5
> \$50 million	4	1.3
Total	308	100.0

The majority of responses, 38.6 % came from participants who had worked on project teams of between five and ten persons. 23.4 % worked with project teams of less than five persons, and 19.5 % worked with teams of 11 -20 persons (see Table 6).

Table 6 - Size of Project Team on which Participants Worked

	Frequency	Percent
< 5	72	23.4
5 - 10	119	38.6
11 - 20	60	19.5
21 - 50	42	13.6
51 - 100	11	3.6
> 100	4	1.3
Total	308	100.0

The majority of the participants, 32.8 %, have been working for more than 20 years. Some 30.8 % have been working for between 11 and 20 years and 21.4 % between six and ten years (see Table 7).

Table 7 - Participant Work Experience in Years

	Frequency	Percent
< 5	17	5.5
5 - 10	29	9.4
6 -10	66	21.4
11 - 20	95	30.8
> 20	101	32.8
Total	308	100.0

The majority, 32.8 %, of participants had between 6 and 10 years experience working with projects. These were closely followed by 25.6 % who had two to five years experience and 24.7 % that had between 11 and 20 years experience (see Table 8).

Table 8 - Participant Project Experience in Years

	Frequency	Percent
< 2	38	12.3
2 - 5	79	25.6
6 - 10	101	32.8
11 - 20	76	24.7
> 20	14	4.5
Total	308	100.0

Method of Analysis

The results of the survey questionnaire were loaded into a SPSS data base (PASW Statistics 18) and tested for accuracy and reliability. Descriptive analysis using frequencies and cross-tabulations of the data were completed to summarize the variables and calculate standardized values.

Data was collected to determine the indicators of successful project outcomes. The following section reports these findings.

The frequency analysis for the factor: project being completed on schedule revealed that 85.8 % of the responses were either strongly agreeing or agreeing that this factor was an indicator of successful project outcomes (see Table 9).

Table 9 - Success Factor - Project Completed on Schedule

	Frequency	Percent
Strongly Agree	112	36.4
Agree	152	49.4
Slightly Agree	30	9.7
Neutral	7	2.3
Slightly Disagree	2	.6
Strongly Disagree	5	1.6
Total	308	100.0

The frequency analysis for the factor: positive impact on users by the project's finished product revealed that 84.4 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 10).

Table 10 – Success Factor - Finished Product Positively Impacts User

	Frequency	Percent
Strongly Agree	143	46.4
Agree	117	38.0
Slightly Agree	29	9.4
Neutral	11	3.6
Slightly Disagree	2	.6
Disagree	1	.3
Strongly Disagree	5	1.6
Total	308	100.0

The frequency analysis for the factor: successful project improved user performance revealed that 82.4 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 11).

Table 11 – Success Factor - Project Improves User Performance

	Frequency	Percent
Strongly Agree	143	46.4
Agree	111	36.0
Slightly Agree	33	10.7
Slightly Disagree	1	.3
Disagree	2	.6
Strongly Disagree	5	1.6
Total	308	100.0

The frequency analysis indicating the factor: project being completed within budget revealed that 82.1 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 12).

Table 12 - Success Factor - Project Completed Within Budget

	Frequency	Percent
Strongly Agree	103	33.4
Agree	150	48.7
Slightly Agree	36	11.7
Neutral	12	3.9
Slightly Disagree	2	.6
Strongly Disagree	5	1.6
Total	308	100.0

The frequency analysis indicating the factor: project end product meets requirements revealed that 79.9 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 13).

Table 13 – Success Factor - End Product Meets Requirements

	Frequency	Percent
Strongly Agree	144	46.8
Agree	102	33.1
Slightly Agree	40	13.0
Neutral	12	3.9
Slightly Disagree	5	1.6
Strongly Disagree	5	1.6
Total	308	100.0

The frequency analysis indicating the factor: project scope effectively managed revealed that 79.8 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 14).

Table 14 - Success Factor - Scope Effectively Managed

	Frequency	Percent
Strongly Agree	79	25.6
Agree	167	54.2
Slightly Agree	32	10.4
Neutral	20	6.5
Slightly Disagree	1	.3
Disagree	2	.6
Strongly Disagree	7	2.3
Total	308	100.0

The frequency analysis indicating the factor: project accomplishes stakeholder's objective revealed that 79.3 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 15).

Table 15 – Success Factor - Accomplishes Stakeholder's Objective

	Frequency	Percent
Strongly Agree	120	39.0
Agree	124	40.3
Slightly Agree	39	12.7
Neutral	15	4.9
Slightly Disagree	2	.6
Disagree	3	1.0
Strongly Disagree	5	1.6
Total	308	100.0

The frequency analysis indicating the factor: project meets satisfaction of stakeholder revealed that 76.7 % of the responses either strongly agreed or agreed that this factor was an indicator of successful project outcomes (see Table 16).

Table 16 – Success Factor - Meets Satisfaction of Stakeholder

	Frequency	Percent
Strongly Agree	116	37.7
Agree	120	39.0
Slightly Agree	43	14.0
Neutral	19	6.2
Slightly Disagree	4	1.3
Strongly Disagree	6	1.9
Total	308	100.0

Testing of Hypotheses

Ten non parametric tests of significance, using chi-square tests, were performed. For each null hypothesis, focused on testing the characteristics of servant leadership, one test was performed. These procedures were used to test for significant differences between the observed distribution of the data among the characteristics of servant leadership and the expected distribution based on the null hypotheses (Cooper & Schindler, 2003). The deviations of the actual frequencies in each category were compared with the hypothesized frequencies. A confidence interval of 95% was used to accept or reject the study’s hypothesis. To achieve 95 % confidence an asymptotic significance level of .05 or less must be achieved.

Chi-square tests were performed to determine the relationship between the dependent variable, successful project outcomes and the independent variable, servant

leadership. These statistical tests allowed for the measuring of any discrepancy between the cell counts and what would be expected if the rows and columns had no relationship. Two sided asymptotic significance of the chi-square statistic was used to identify the significance of the relationship between the variables, the significance level was 0.05. Directional measures using Lambda, Goodman and Kruskal tau and Uncertainty Coefficient were used to determine the reduction of error of predicting the row and column variables. Symmetric measures using Phi, Cramer's V and Contingency Coefficient were applied to determine the strength of the relationship between the variables.

Survey Findings

Hypothesis 1

H₀: There is no relationship between successful project outcomes and the project manager listening intently to project team members.

The Pearson one-sample chi-square test of significance revealed a significance level of .000 (see Figure 2). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The linear-by-linear association significance value (Asymp. Sig) is .000 in the factor committed to listening to project team; since this is less than 0.05 the null hypothesis was rejected. A scatter plot of the data measuring hypothesis 1 and the corresponding linear regression is shown in Figure 3.

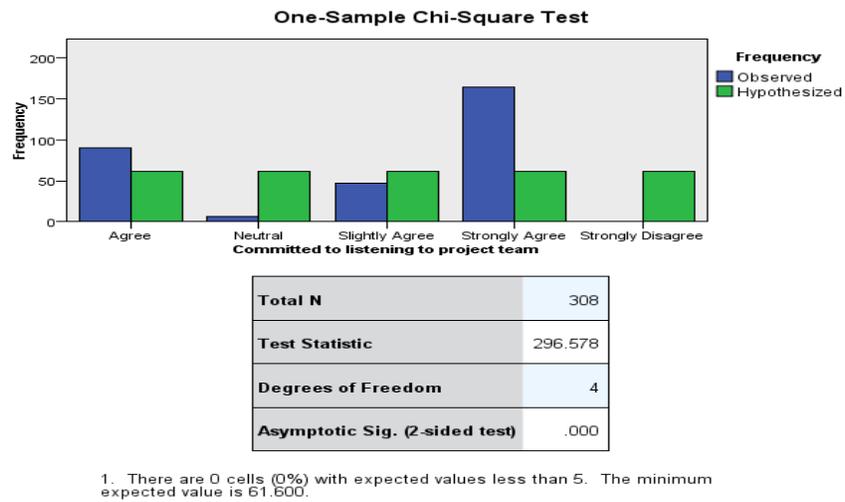


Figure 2 - Chi- Square Test Measuring Listening Skills

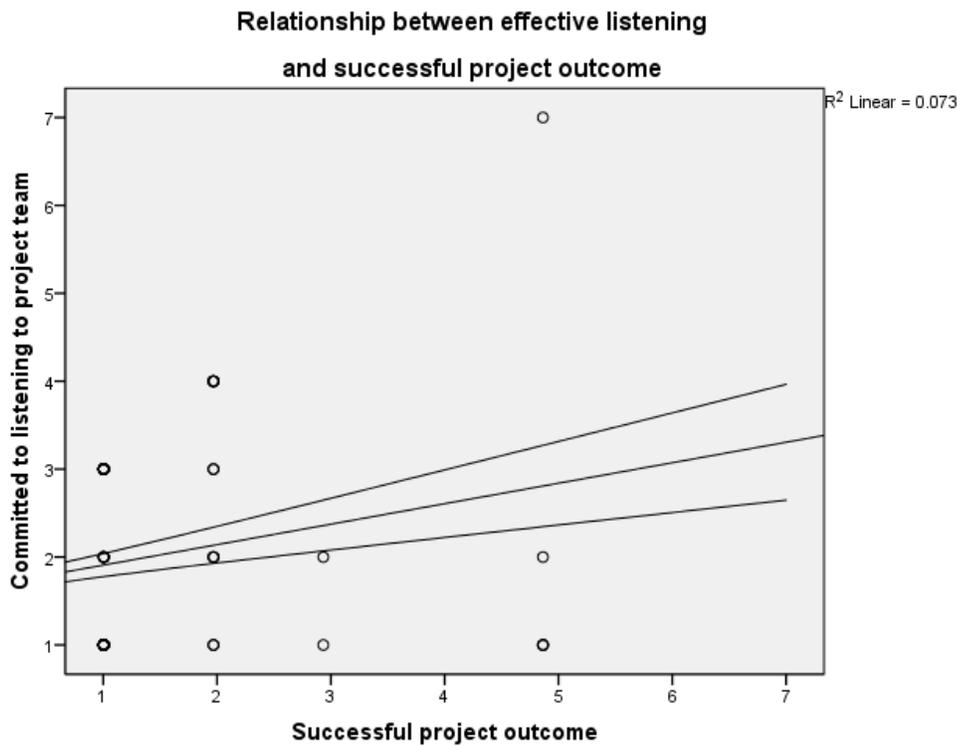


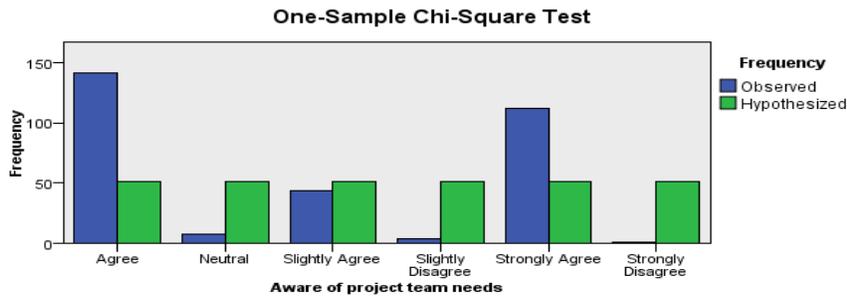
Figure 3 - Scatter Plot of Hypothesis 1 Data

The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 1. The R² linear value explains 0.73% of the data variation, which is significant to suggest the presence of a linear relationship.

Hypothesis 2

H₀₂: There is no relationship between successful project outcomes and the project manager being aware of the needs of project team members.

The Pearson one-sample chi-square test of significance reflects a significance level of .000 (see Figure 4). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The linear-by-linear association significance value (Asymp. Sig) is .000 in the factor aware of project team needs; since this is less than 0.05 the null hypothesis was rejected.



Total N	308
Test Statistic	360.961
Degrees of Freedom	5
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 51.333.

Figure 4 - Chi- Square Test Measuring Awareness of Project Team Needs

A scatter plot of the data measuring hypothesis 2 and the corresponding linear regression is shown in Figure 5. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 2. The R^2 linear value explains 1.29% of the data variation, which is significant to suggest the presence of a linear relationship.

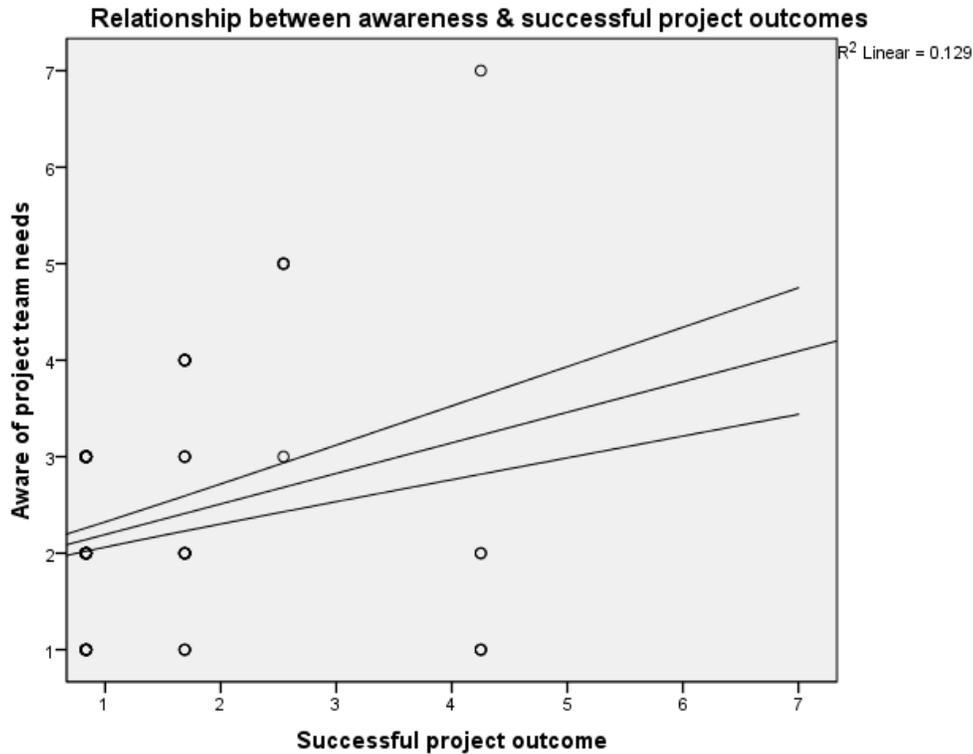
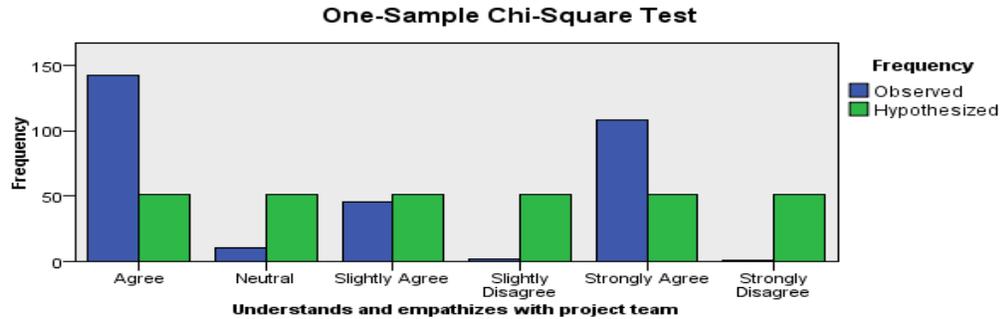


Figure 5 - Scatter Plot of Hypothesis 2 Data

Hypothesis 3

H₀₃: There is no relationship between successful project outcomes and the project manager understanding and empathizing with project team members.

The one-sample chi-square test of significance reflects a significance level of .000 (see Figure 6). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The null hypothesis was rejected because the linear-by-linear association significance value (Asymp. Sig) is .000, in the factor understands and empathizes with project team, and this is less than 0.05.



Total N	308
Test Statistic	353.519
Degrees of Freedom	5
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 51.333.

Figure 6 - Chi - Square Test Measuring Empathy

A scatter plot of the data measuring hypothesis 3 and the corresponding linear regression is shown in Figure 7. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 3. The R^2 linear value explains 2.06% of the data variation, which is significant to suggest the presence of a linear relationship.

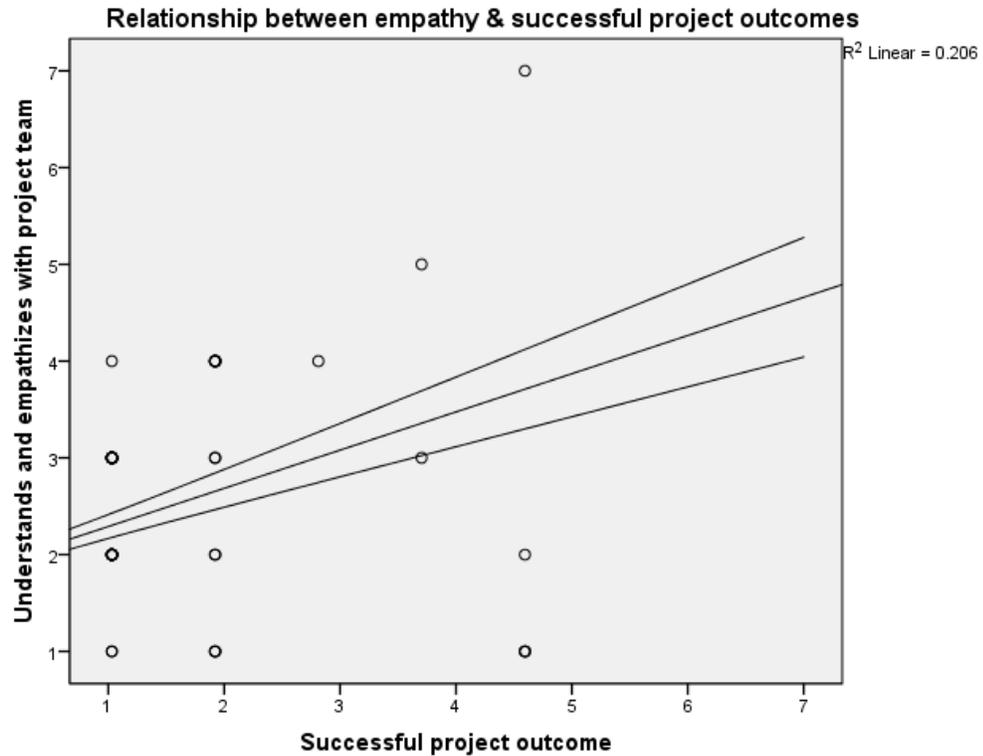
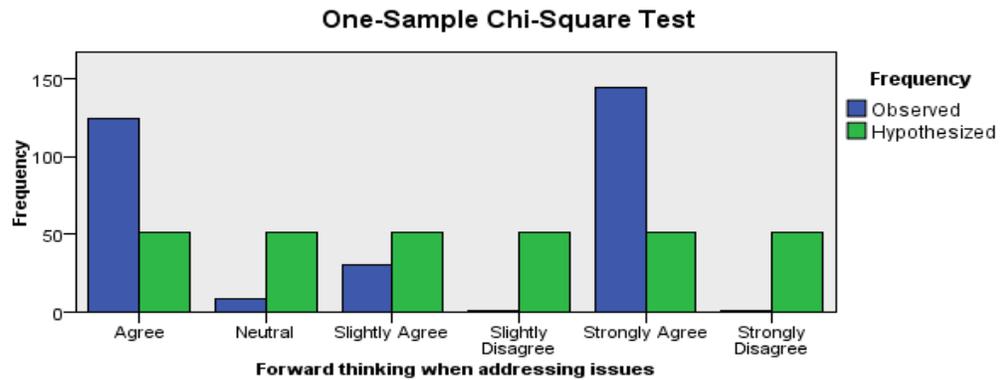


Figure 7 - Scatter Plot of Hypothesis 3 Data

Hypothesis 4

H₀₄: There is no relationship between successful project outcomes and the project manager being forward thinking in addressing issues.

The one-sample chi-square test of significance reflects a significance level of .000 (see Figure 8). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The null hypothesis was rejected as the linear-by-linear association significance value (Asymp. Sig) is .000 in the factor forward thinking when addressing issues, and this is less than 0.05.



Total N	308
Test Statistic	414.299
Degrees of Freedom	5
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 51.333.

Figure 8 - Chi - Square Test Measuring Foresight

A scatter plot of the data measuring hypothesis 4 and the corresponding linear regression is shown in Figure 9. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 4. The R^2 linear value explains 1.34% of the data variation, which is significant to suggest the presence of a linear relationship.

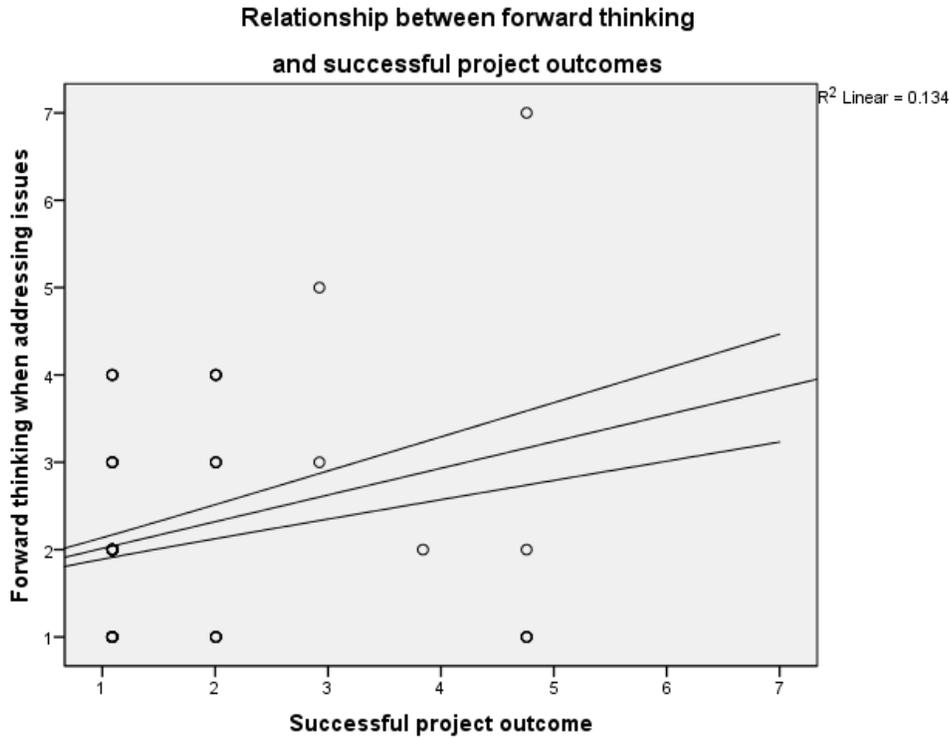
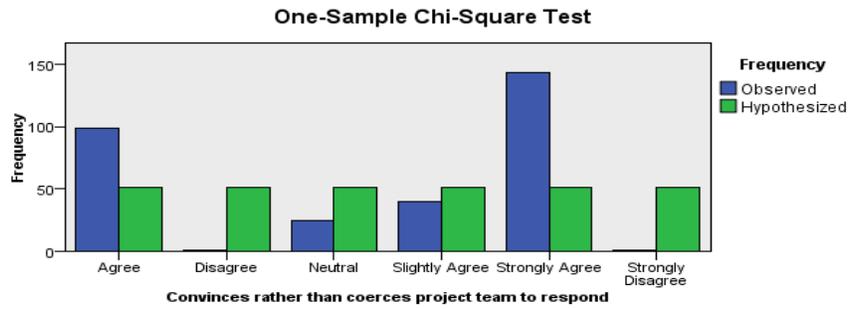


Figure 9 - Scatter Plot of Hypothesis 4 Data

Hypothesis 5

H₀₅: There is no relationship between successful project outcomes and the project manager convincing rather than coercing project team members to respond to instructions.

The one-sample chi-square test of significance reflects a significance level of .000 (see Figure 10). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The null hypothesis was rejected as the linear-by-linear association significance value (Asymp. Sig) is less than 0.05; measuring .000 in the factor convinces rather than coerces project team to respond to instructions.



Total N	308
Test Statistic	323.714
Degrees of Freedom	5
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 51.333.

Figure 10 - Chi Square Test Measuring Persuasion

A scatter plot of the data measuring hypothesis 5 and the corresponding linear regression is shown in Figure 11. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 5. The R^2 linear value explains 0.78% of the data variation. The findings indicate a linear relationship between the variables.

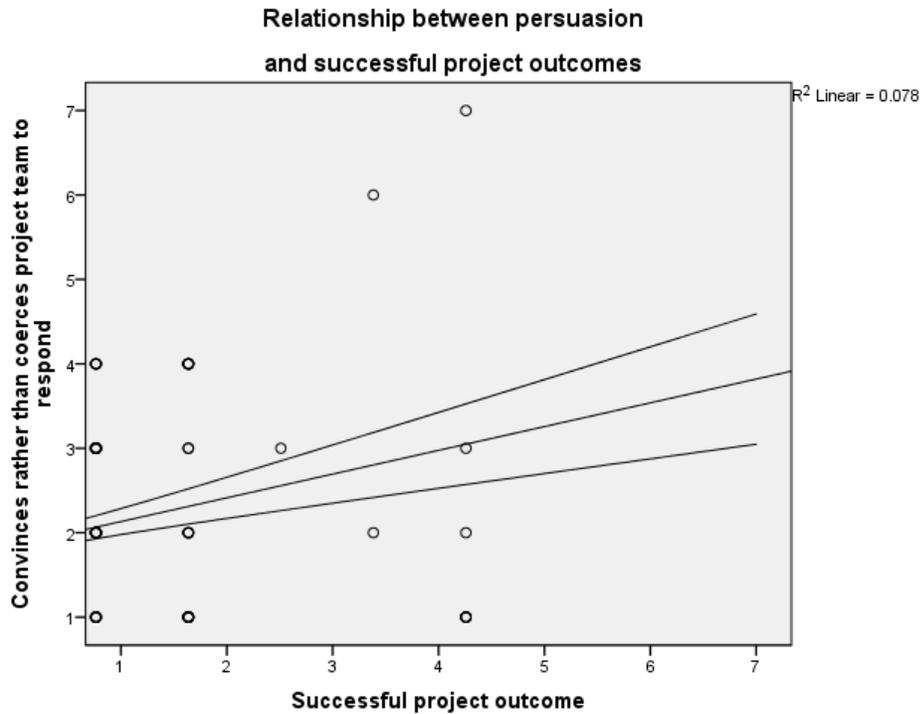
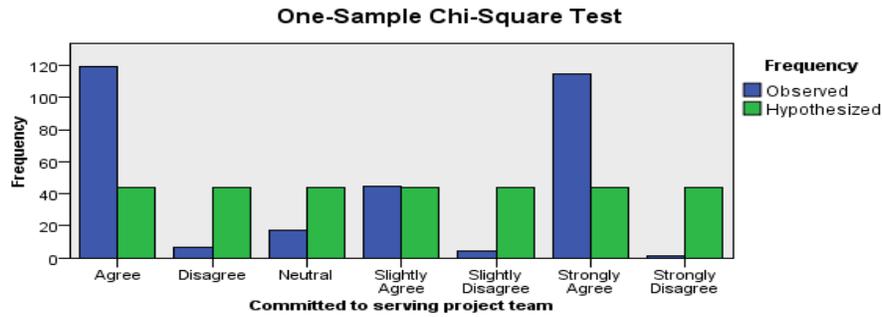


Figure 11 - Scatter Plot of Hypothesis 5 Data

Hypothesis 6

H06: There is no relationship between successful project outcomes and the project manager being committed to serving project team members.

The one-sample chi-square test of significance reflects a significance level of .000 (see Figure 12). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The null hypothesis was rejected as the linear-by-linear association significance value (Asymp. Sig) is .000 in the factor committed to serving project team members, because this is less than 0.05.



Total N	308
Test Statistic	368.500
Degrees of Freedom	6
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 44.

Figure 12 - Chi Square Test Measuring Stewardship

A scatter plot of the data measuring hypothesis 6 and the corresponding linear regression is shown in Figure 13. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 6. The R^2 linear value explains 0.42% of the data variation, which is significant to suggest the presence of a linear relationship.

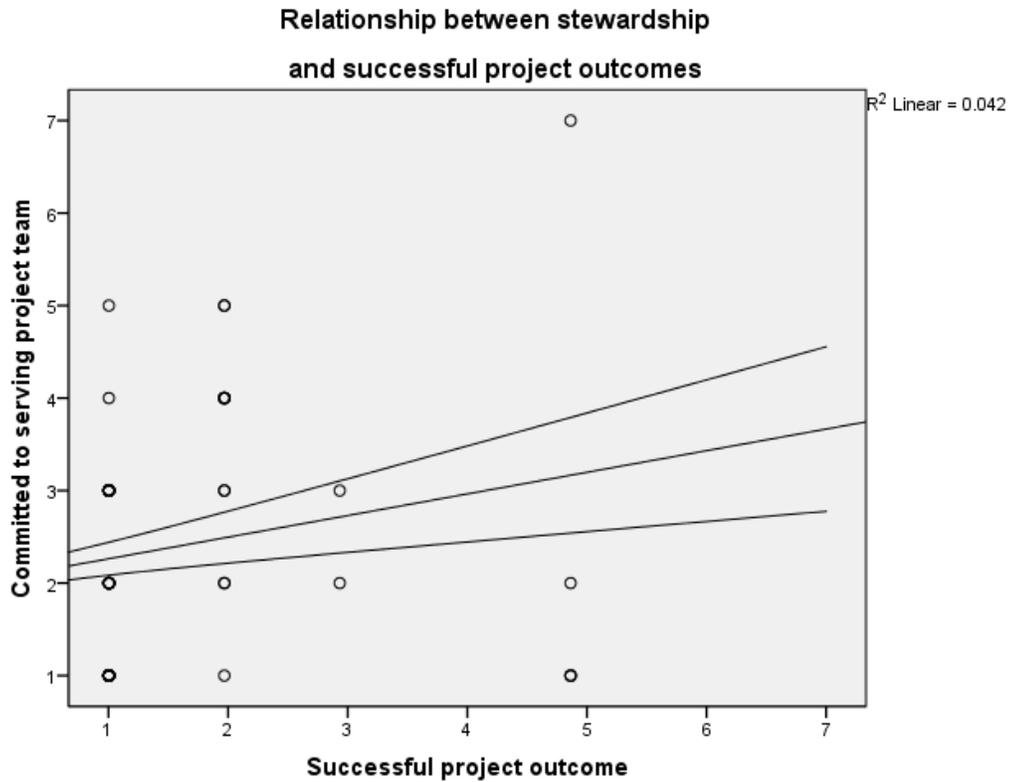
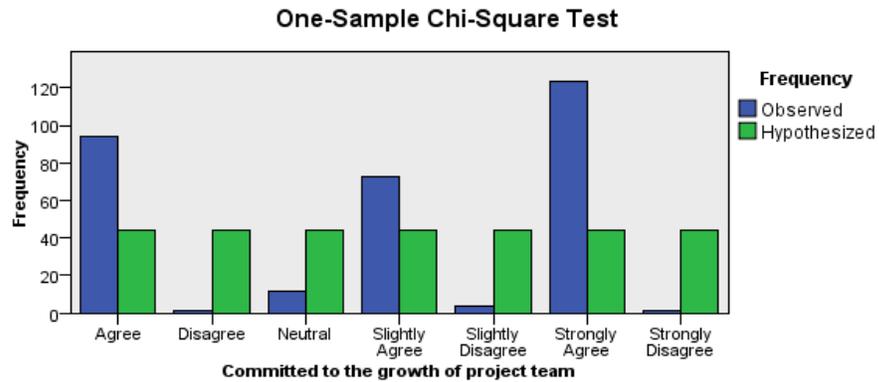


Figure 13 - Scatter Plot of Hypothesis 6 Data

Hypothesis 7

H₀₇: There is no relationship between successful project outcomes and the project manager being committed to the growth of project team members.

The one-sample chi-square test of significance reflects a significance level of .000 (see Figure 14). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The linear-by-linear association significance value (Asymp. Sig) is .000 in the factor committed to the growth of project team members; since this is less than 0.05 the null hypothesis was rejected.



Total N	308
Test Statistic	361.455
Degrees of Freedom	6
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 44.

Figure 14 - Chi Square Test Measuring Commitment to the Growth of People

A scatter plot of the data measuring hypothesis 7 and the corresponding linear regression is shown in Figure 15. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 7. The R^2 linear value explains 1.73% of the data variation, which is significant to suggest the presence of a linear relationship.

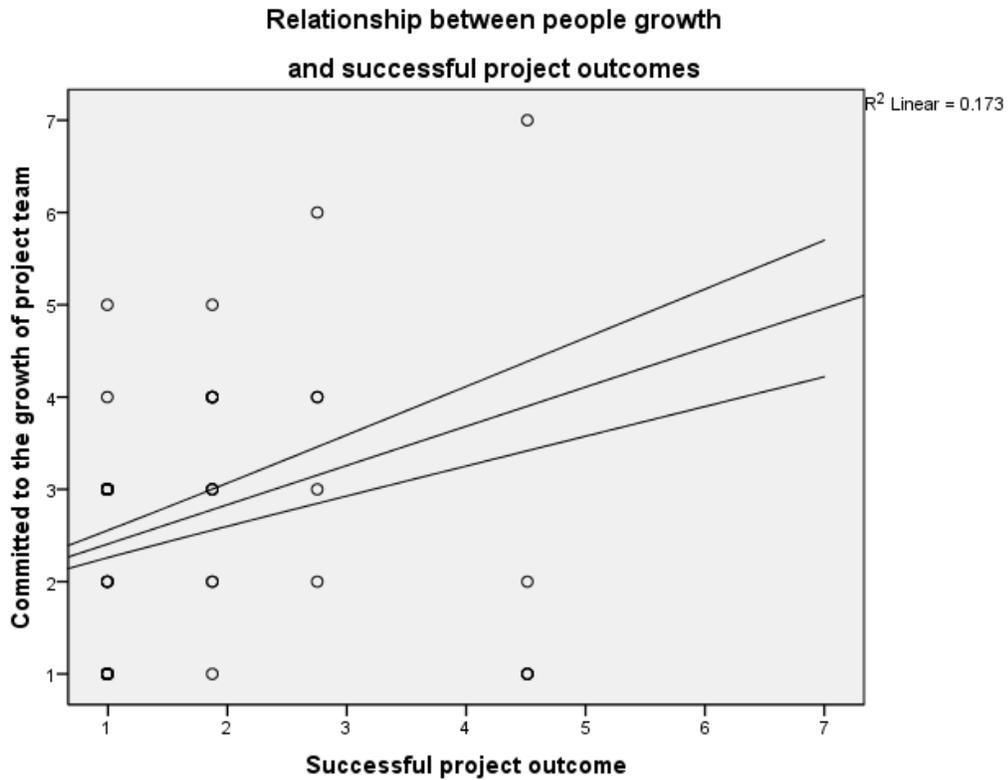
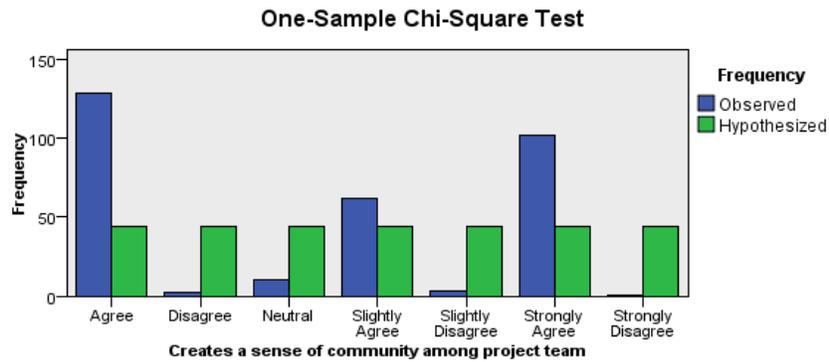


Figure 15 - Scatter Plot of Hypothesis 7 Data

Hypothesis 8

H₀₈: There is no relationship between successful project outcomes and the project manager creating a sense of community among project team members.

The one-sample chi-square 2 sided test of significance reflects a significance level of .000 (see Figure 16). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The linear-by-linear association significance value (Asymp. Sig) is .000 in the factor creating a sense of community among project team members; since this is less than 0.05 the null hypothesis was rejected.



Total N	308
Test Statistic	390.773
Degrees of Freedom	6
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 44.

Figure 16 - Chi Square Test Measuring Community Building

A scatter plot of the data measuring hypothesis 8 and the corresponding linear regression is shown in Figure 17. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 8. The R^2 linear value explains 1.12% of the data variation, which is significant to suggest the presence of a linear relationship.

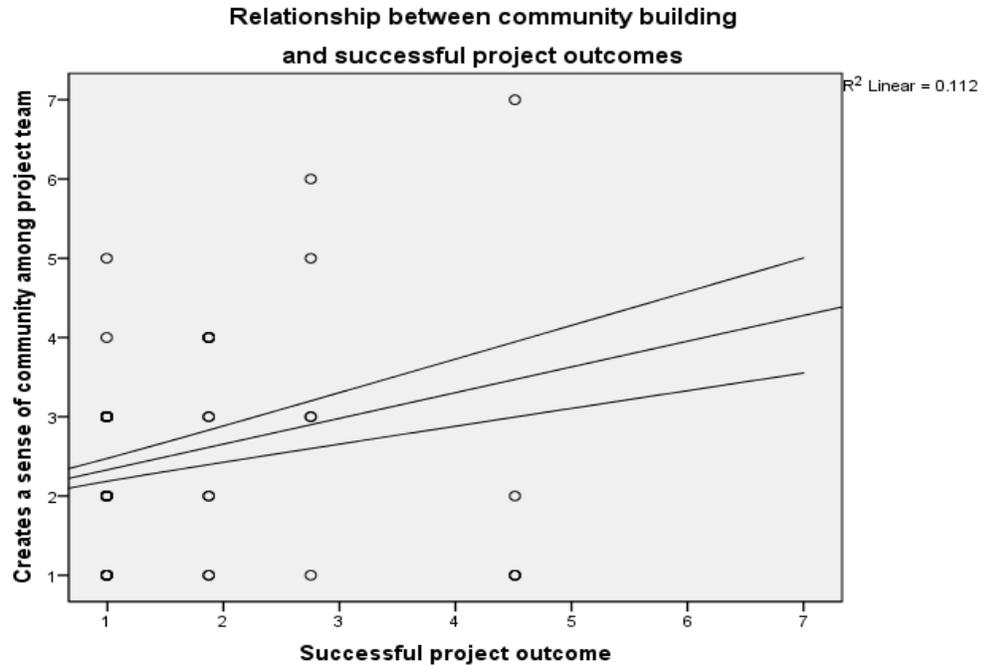
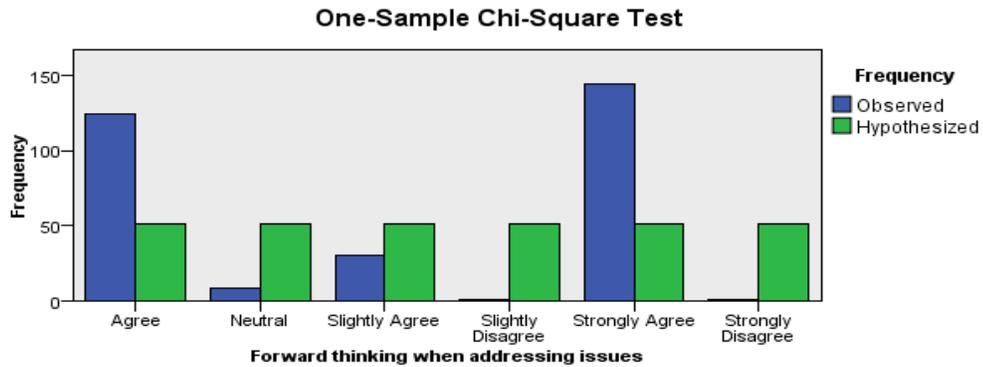


Figure 17- Scatter plot of Hypothesis 8 Data

Hypothesis 9

H₀: There is no relationship between successful project outcomes and the project manager being intuitive in facing situations arising during the project.

The one-sample chi-square 2 sided test of significance reflects a significance level of .000 (see Figure 18). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The linear-by-linear association significance value (Asymp. Sig) is .000 in the factor intuitive in facing situations; since this is less than 0.05 the null hypothesis was rejected.



Total N	308
Test Statistic	414.299
Degrees of Freedom	5
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 51.333.

Figure 18 - Chi Square Test Measuring Conceptualization

A scatter plot of the data measuring hypothesis 9 and the corresponding linear regression is shown in Figure 19. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 9. The R^2 linear value explains 1.20% of the data variation, which is significant to suggest the presence of a linear relationship.

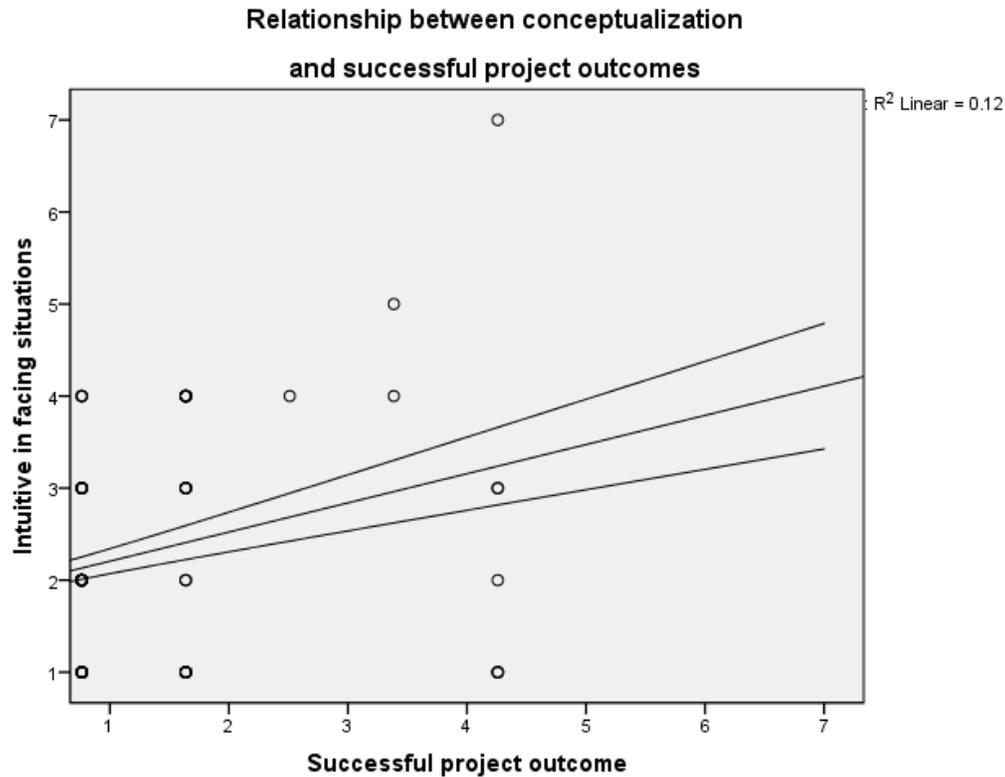
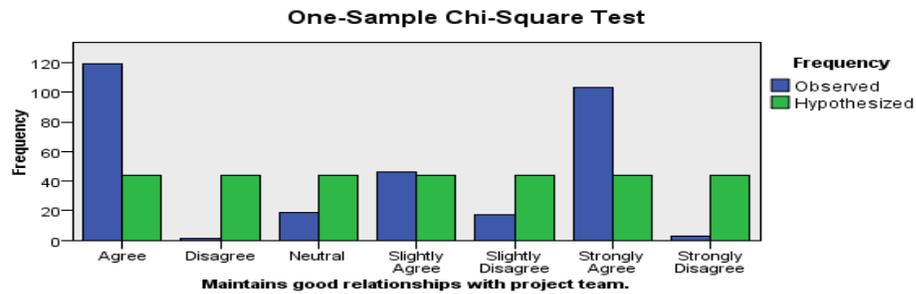


Figure 19 - Scatter Plot of Hypothesis 9 Data

Hypothesis 10

H_{o10}: There is no relationship between successful project outcomes and the project manager striving to maintain good relationships with the project team members.

The one-sample chi-square 2 sided test of significance reflects a significance level of .000 (see Figure 20). The observed distribution of data when compared to the expected distribution, based on the null hypothesis indicates the existence of significant differences between observed and expected. The linear-by-linear association significance value (Asymp. Sig) is .000 in the factor striving to maintain good relationships with the project team; since this is less than 0.05 the null hypothesis was rejected.



Total N	308
Test Statistic	318.045
Degrees of Freedom	6
Asymptotic Sig. (2-sided test)	.000

1. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 44.

Figure 20 - Chi-Square Test Measuring Healing

A scatter plot of the data measuring hypothesis 10 and the corresponding linear regression is shown in Figure 21. The mean scores on the horizontal axis represented the dependent variable and scores on the vertical axis represented the independent variable. The scores range from 1 strongly agreed to 7 strongly disagreed. Regression calculations were conducted to determine whether a linear relationship existed between the variables of hypothesis 10. The R^2 linear value explains 0.42% of the data variation, which is significant to suggest the presence of a linear relationship.

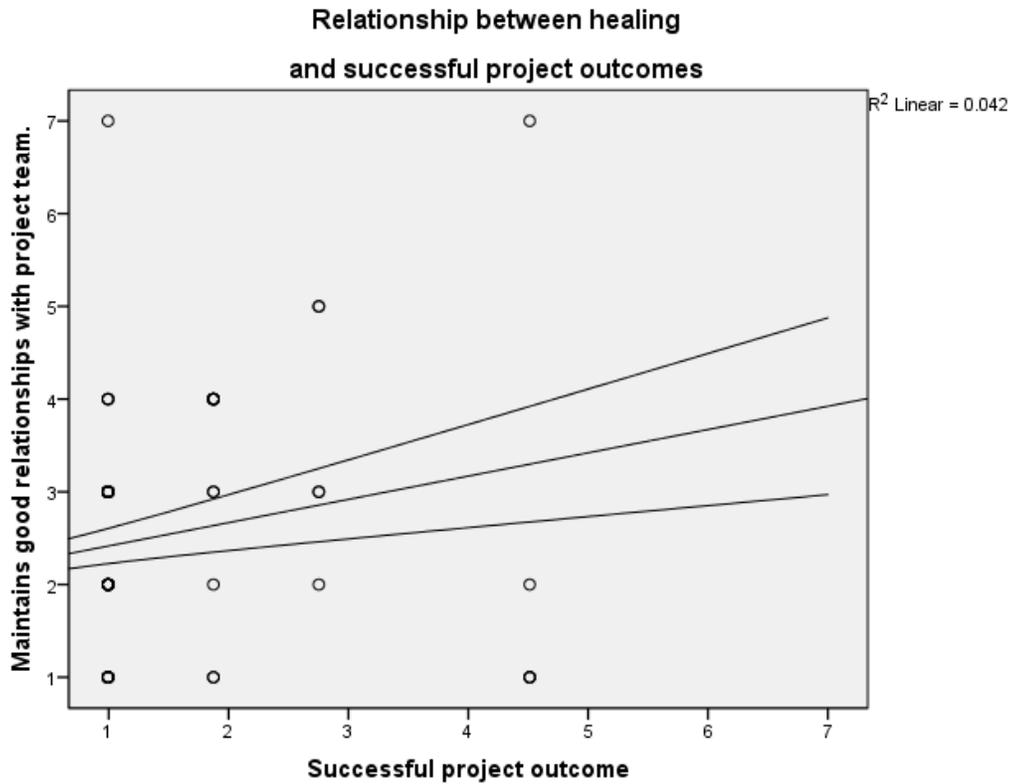


Figure 21 - Scatter Plot of Hypothesis 10 Data

Summary

This chapter presented demographics data and an analysis of the study’s hypothesis. Data was collected using a self assessed online survey from subjects who are members of the Project Management Institute. Ten null hypotheses were tested to determine whether there was a relationship between factors of project success and characteristics of servant leadership.

Frequency analyses were calculated to determine the eight factors of the dependent variable of successful project outcomes. The results obtained from the data revealed that the respondents largely agreed that these factors characterized successful

project outcomes. The independent variables, ten servant leadership characteristics were each cross tabulated with the eight factors of successful project outcomes. Non parametric Chi-square tests were conducted to measure the relationship between the variables. The results of the tests led to the rejection of all ten null hypotheses indicating a relationship between successful project outcomes and servant leadership. The findings were validated using the symmetric measures of Phi, Cramer's V and Contingency Coefficient. The reliability of the data was established through directional measures of Lambda, Goodman and Kruskal tau. Chapter 5 presents a discussion of the findings, implications and recommendations for further study.

CHAPTER 5. DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

Successful organizations are recognizing that enhanced project management capabilities can sustain and advance their competitiveness (Davis, 2008). Organizations are requiring inventive leaders who can combine, mix, and expand on past experiences to generate new non-obvious concepts, variations, or extensions of knowledge (Jensen, 1997). Despite improvements in project management methodologies many projects continue to fail (Robertson & Williams, 2006). One of the main causes of failure is the lack of effective leadership and / or the style of leadership applied by project managers (Berg & Karlsen, 2007; Ellemers et al. 2004; Schmid & Adams, 2008).

It is accepted among academicians and practitioners of project management that there is a need for leadership in the managing of projects. Despite some study in the area of project management leadership, the extent to which leadership influences project success is not clear, nor is the style of leadership apparent. The objective of this study was to add to the existing body of project management leadership research. The study used a quantitative descriptive approach to determine whether a relationship exists between successful project outcomes and servant-leadership.

The theoretical framework for the study was based on the following points:

1. The Project Management Institute's definition of project success: A balance of competing demands for project quality, scope, time and, cost as well as the concerns and expectations of the project stakeholders (Project Management Institute, 2008).

2. Patterson's (2003) construct of servant-leadership: A leader who is follower focused incorporating the ideals of empowerment, total quality, team building, and participatory management (Patterson, 2003; Patterson, et al. 2004).

Summary of Findings

The findings of this study are based on a self assessed online researcher developed survey completed by members of the Project Management Institute. The findings support the conceptual framework that servant leadership can play a vital role in influencing the leadership of project managers and factors of successful project outcomes. The empirical information presented in the literature review suggested servant-leadership as a model that could contribute to overcoming many of the challenges faced by project leaders. The literature review also indicated that available research relating the influence of leadership to successful project outcomes is limited. Additionally the empirical evidence provides no confirmation of research on servant-leadership that has established a direct correlation to project management.

Ten hypotheses focusing on the characteristics of servant leadership were identified to address the research objective. Each of the hypotheses was geared to determine whether a relationship existed between the study's independent variable of servant leadership and dependent variable of successful project outcomes. The factors that contribute to successful project outcome were recognized as:

- a. the project being completed on schedule,
- b. the project being completed within budget,

- c. scope effectively managed,
- d. end product met end users requirements,
- e. accomplished stakeholder's objectives,
- f. improved end user performance,
- g. positively impacted on finished product/service and
- h. met the satisfaction of stakeholders.

Pearson one-sample Chi-Square tests of significance were performed to determine the relationship between successful project outcomes and the characteristic traits of servant leadership. The data provided by the sample population indicated a significant relationship between the variables. The rationale for this view is addressed in the discussions of each of the hypothesis below.

Hypothesis 1

Focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of effective listening, the empirical analysis led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager's commitment to listening to the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .013 on the variable of positive impact on the user to a high of .656 on the variable of meeting the satisfaction of stakeholders.

Hypothesis 2

Focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader being aware of team members' needs; the empirical analysis led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager being aware of the project team needs and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variable of improving end user performance and that of scope being effectively managed to a high of .379 on the variable of project being completed on schedule.

Hypothesis 3

Focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader understanding and empathizing with team members. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager understanding and empathizing with the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda,

Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of project completed within budget, end product meeting end users requirements, improving end user performance and meeting the satisfaction of stakeholders to a high of .432 on the variable of the project scope being effectively managed.

Hypothesis 4

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader being forward thinking when addressing issues. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager being forward thinking when addressing issues and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of end product meeting end users requirements, improving end user performance, and accomplishing stakeholder's objectives, to a high of .317 on the variable of the project positively impacting on finished product/service.

Hypothesis 5

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader being

convincing rather than being coercive. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager convincing rather than coercing the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of improving end user performance, and positively impacting on finished product/service, to a high of .348 on the variable of the project end product meeting end users requirements.

Hypothesis 6

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader being committed to serve his/her followers. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager being committed to serving the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of projects being completed

on schedule, end product meeting end users requirements, improving end user performance, meeting the satisfaction of stakeholders, improving end user performance, positively impacting on finished product/service and scope effectively managed, to a high of .134 on the variable of the project being completed within budget.

Hypothesis 7

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader being committed to the growth of the project team. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the Project Manager being committed to the growth of the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of project end product meeting end users requirements, improving end user performance, meeting the satisfaction of stakeholders, improving end user performance, and positively impacting on finished product/service, to a high of .496 on the variable of the project scope being effectively managed.

Hypothesis 8

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader

creating a sense of community among the project team. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager creating a sense of community among the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of project being completed within budget, end product meeting end users requirements, improving end user performance, meeting the satisfaction of stakeholders, improving end user performance, positively impacting on finished product/service, and the project scope being effectively managed to a high of .080 on the variable of the project scope being completed on schedule.

Hypothesis 9

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader being intuitive in facing situations. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager being intuitive in facing situations and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability

of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of project being completed within budget, end product meeting end users requirements, improving end user performance, meeting the satisfaction of stakeholders, improving end user performance, and positively impacting on finished product/service, to a high of .136 on the variable of the project scope being completed on schedule.

Hypothesis 10

This hypothesis focused on identifying whether a relationship existed between successful project outcomes and the servant leadership characteristic of the leader maintaining good relationships with the project team. The empirical analysis of the data provided by the population sample led to the rejection of the null hypothesis. The results revealed positive correlations between the project manager maintaining good relationships with the project team and the factors for successful project outcomes.

The correlation of the independent variable with all eight dependent variables was positive being beyond the required asymptotic significance level of $< .05$. The reliability of the data and the results were ascertained using the directional measures of Lambda, Goodman and Kruskal Tau and Uncertainty Coefficient. The reduction in miscalculation scores from these statistics ranged from .000 on the variables of project being completed on schedule, within budget, end product meeting end users requirements, improving end user performance, meeting the satisfaction of stakeholders, improving end user performance, and positively impacting on finished product/service, to a high of .082 on the variable of the project scope being completed on schedule.

Implications of the Study

Overall, the results of the study indicated a strong correlation between the belief that servant leader behaviors applied to successful project managers and factors of project success. The results for the relationships between the individual servant leadership variables and the various success factors of project outcomes provided compelling support for the hypotheses. The significant positive correlations for the ten servant leadership variables imply that project managers who embrace servant leadership behaviors are more likely to contribute towards successful project outcomes. Findings related to the survey questions that were not part of the hypotheses testing also supported the view that project managers who practiced servant leadership may have more successful project outcomes. A practical implication, therefore, of the findings from this study is that project managers who strive to become more effective leaders can do so by developing their servant leadership behavior and capabilities.

Leadership Styles and Expectations

Table 17 reports the descriptive statistics used to identify the leadership style that contributed most to project success. For the seven leadership styles questions the mean response ranges from 1.04 to 1.23. The standard deviation ranged from 0.513 to 0.973, and the variance ranged from 0.263 to 0.947. The majority (143) of responses received in this category supported the view that the leadership style that makes decisions based on the situation contributed most to project success. The statistics from the data supporting this view was reflected by a mean of 1.06, of a standard deviation 0.528 and a variance of 0.279.

Table 17 - Leadership Styles that Contribute to Project Success

	N	Range	Mean	Std. Deviation	Variance
Charismatic, creative, empowering, inspirational, visionary.	121	6	1.17	.853	.728
Clarifies subordinate roles and task requirements in return for rewards.	92	6	1.23	.973	.947
Makes decisions based on the situation.	143	6	1.06	.528	.279
Role model, is accountable, sets high standards and expectations.	124	6	1.07	.600	.361
Establishes vision and set direction.	91	6	1.11	.752	.566
Affirm and articulate values, represent the organization.	86	6	1.13	.837	.701
Involve others in decision making, strives for unity, listen and explain.	137	6	1.04	.513	.263

Table 18 reports the descriptive statistics used to identify the participants' leadership expectations of project managers that contributed most to project success. For the seven leadership styles questions the mean response ranges from 1.05 to 1.11. The standard deviation ranged from 0.552 to 0.809, and the variance ranged from 0.305 to 0.655. The statistical data suggested that respondents believed that the style that incorporated the leader who involved others in decision making, strives for unity, listen and explain are the factors that they expected to contribute most to projects being completed satisfactorily. The majority (126) of the responses received in this category supported the view that they expected such a leadership trait to contribute most to project

success. The statistics from the data reflected a mean of 1.06, a standard deviation of 0.562 and a variance of 0.316.

Table 18- Participants Leadership Expectations of Project Managers

	N	Range	Mean	Std. Deviation	Variance
Charismatic, creative, empowering, inspirational, visionary.	74	6	1.08	.697	.486
Clarifies subordinate roles and task requirements in return for rewards.	87	6	1.07	.643	.414
Makes decisions based on the situation.	75	6	1.08	.693	.480
A role model, is accountable, sets high standards and expectations.	118	6	1.05	.552	.305
Establishes vision and set direction.	116	6	1.09	.722	.521
Affirm and articulate values, represent the organization.	55	6	1.11	.809	.655
Involve others in decision making, strives for unity, listen and explain.	126	6	1.06	.562	.316

Leadership Training and Development

Table 19 reports the descriptive statistics for the survey questions pertaining to the participants' leadership training. A frequency analysis of the results revealed that approximately 61% of the respondents indicated that they received no formal leadership training.

Table 19 – Data on Formal Leadership Training.

Received Formal leadership training		
	Frequency	Percent
Yes	120	39.0
No	188	61.0
Total	308	100.0

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Receive Formal leadership training	308	1	2	1.61	.489	.239
Valid N (listwise)	308					

Table 20 reports the descriptive statistics for the survey questions pertaining to the participant’s leadership development as it relates to their project involvement and how the participants’ leadership skills were developed. There were 4 questions regarding leadership development in initial project assignments. On a 10 point scale, ranging from almost never to almost always, the mean scores ranged from 5.55 to 6.54, thereby indicating a reasonably strong orientation towards the provision of leadership development for initial project assignments. Using an identical 10 point scale there were six questions regarding the development of leadership skills. On average, the respondents say that their leadership skills are developed through work experience (mean = 8.18) and by observing (mean = 7.02). In comparison the average for developing training skills through formal learning (education, mean = 6.04 and company training, mean = 5.85) was the lowest ranked by the participants. The implications from these results suggest

that the participants developed their leadership skills more frequently through various informal methods. These findings explain the earlier stated results that indicated a low level of formal leadership training.

Table 20 – Data on Leadership Development

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Initial assignments progressively sequenced in size and complexity to enable significant development of your leadership skills.	308	1	10	6.21	2.379	5.659
Initial assignments of adequate duration to enable significant development of your leadership skills.	308	1	10	6.54	2.250	5.064
Initial supervisors make a consistent effort to develop your leadership skills.	308	1	10	5.92	2.438	5.945
Organization has program to develop leadership skills for project management.	308	1	10	5.55	2.794	7.805
Observing	306	1	10	7.02	2.298	5.282
Mentoring/Coaching by your seniors	307	1	10	6.08	2.600	6.761
Reading/self study	307	1	10	6.80	2.395	5.735
Educational courses	307	1	10	6.04	2.573	6.622
Company training	304	1	10	5.85	2.761	7.621
Experience on the job	307	1	10	8.18	2.264	5.126

Effective Leadership in Projects

Table 21 reports the descriptive statistics for the survey questions pertaining to effective project leadership factors. There were 19 questions asked regarding effective

leadership in projects. On a 7 point scale, ranging from strongly agreed to strongly disagreed, the mean scores ranged from 1.5 to 2.48, thereby suggesting a reasonably strong agreement that the listed factors are indicators of effective leadership in projects.

Table 21- Data on Effective Project Leadership Characteristics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
The ability to motivate	308	1	7	1.68	.919	.844
Adaptable to change	308	1	7	1.87	1.027	1.056
Being a visionary	308	1	7	2.06	1.069	1.143
Being decisive	308	1	7	2.04	.984	.969
Building relationships	308	1	7	1.78	1.077	1.161
Conflict resolution	308	1	7	1.98	.925	.856
Create a shared identity	308	1	7	2.11	1.189	1.414
Displays credibility	308	1	7	1.80	1.037	1.075
Emotional maturity	308	1	7	2.04	1.131	1.279
Good communicator	308	1	7	1.50	.990	.980
Guides & energizes team	308	1	7	1.73	1.023	1.046
Inspire project team	308	1	7	1.74	1.020	1.040
Leading by example	308	1	7	1.61	1.023	1.046
Manage corporate culture	308	1	7	2.45	1.089	1.186
Manages stress	308	1	7	2.12	.991	.981
Promote team work	308	1	7	1.81	1.002	1.005
Remove obstacles to progress	308	1	7	1.93	1.053	1.109
Strong sense of commitment	308	1	7	1.72	.986	.972
Technically competent	308	1	7	2.48	1.075	1.156

The implications from the analysis of this study suggested that the technical component (mean = 2.48) was the least positive indicator of effective leadership. The human relations factors of good communicator (mean = 1.5), leading by example (mean = 1.61), the ability to motivate (mean = 1.68) were the largest indicators of effective leadership. Although these findings suggested that the soft integrative skills of leadership

were more likely to contribute to more effective project leadership than would the hard technical skills, the standard deviation (between .919 and 1.075) and variance (between .844 and 1.156) of the results were too small to make definitive conclusions.

Servant Leadership Implications

The study sought to identify whether or not the characteristics of servant leadership were related to successful project outcomes. The null hypotheses were arranged around the ten characteristics of servant leadership. The previous chapter revealed that all ten null hypotheses were rejected indicating a relationship between the characteristics of servant leadership and successful project outcomes. The following section reviews the implication of the study with regards to each of the servant leadership characteristic.

Active Listening

The findings of the study implied that project managers who practiced active listening could contribute towards the successful outcomes of projects. The data analysis of cross tabulations combining listening skills with the eight factors of successful project outcomes indicated a statistically significant relationship between the cross tabulated variables. These results imply that project managers who practiced active listening could be more effective leaders contributing to successful project outcomes.

The findings align with Gannon's (1994) suggestion that the soft integrative elements of communications and interpersonal skills required active and attentive leadership from project managers in order to achieve desired project outcomes. Survey participants, responding to the open ended questions, indicated that project managers

need to listen to subordinates and incorporate their ideas if it fits within the scope of the project. Respondents reported instances where project leaders failing to listen to the views of team members eventually lost those members' commitment. The implications from this factor of the study suggest that project managers who practice active listening can be effective leaders who could contribute to successful project outcomes.

Awareness

Results from the study implied that the project manager who was aware of the project teams needs could contribute to successful project outcomes. The data analysis of cross tabulations combining awareness of needs with the eight factors of successful project outcomes indicated a statistically significant correlation between the cross tabulated variables. Survey participants, responding to the survey's open ended questions, indicated that the project manager should be able to anticipate questions or concerns and have those issues resolved prior to them being brought up. The implications from these results suggest that project managers who are aware of the project team members' needs are effective leaders and can contribute to successful project outcomes.

Understanding and Empathizing

The implications from study results suggest that project managers who displayed understanding and empathy towards their project team members can contribute to successful project outcomes. The data analysis from cross tabulations combining understanding and empathy with the eight factors of successful project outcomes indicated that the relationship between the cross tabulated variables is statistically significant. El-Sabaa, (2001) postulates that the ability to be empathetic and considerate about others needs and feelings, especially in difficult situations, can help to neutralize

relational tensions e.g. those stemming from conflicting values and interests among stakeholders. The implications from tests for this factor suggest that the project management setting that is characterized by conflicting values and interests among stakeholders could benefit from project managers who exhibit the effective leadership skills of empathy and understanding.

Foresight

Servant-leaders see their own personal vision as an important part of something larger than themselves; they see themselves as a part of the organization and the larger community (Northouse, 2004). Senge (1990) in his writings on the learning organization contended that one of the important tasks of leaders in learning organizations is to be the servant of the vision within the organization. The project manager who displays foresight in the management of projects will more than likely be a more effective leader, thus contributing significantly in enhancing project success.

The data analysis of cross tabulations combining foresight with the eight factors of successful project outcomes indicated that the relationship between the cross tabulated variables is significant. These results implied that project managers who are forward thinking in addressing project issues are more efficient leaders who can contribute to successful project outcomes.

Persuasive

The data analysis from cross tabulations combining persuasion with the eight factors of successful project outcomes indicated that the relationship between the cross tabulated variables is statistically significant. The implications of these results suggest

that project managers who convince rather than coerce project team members to perform are more effective leaders and can contribute to successful project outcomes.

Stewardship

Stewardship involves trust in holding a commitment to serving the needs of others and the greater needs of the community. Project managers play support roles, serving as resource persons, facilitators, and motivators (Ammeter & Dukerich, 2002). Implications from the study suggest that the servant leadership characteristic of stewardship is suitable in playing such support roles. The project manager who is committed to serving the project team would be an effective leader positively contributing to the successful outcomes of projects.

Cross tabulations, to determine if a relationship existed between being committed to serving project team members and the eight factors of successful project outcomes, revealed statistically significant relationships. These results implied that project managers by being committed to serving project team members could contribute to successful project outcomes.

Commitment to the Growth of People

Results from the study implied that project managers who are committed to the growth of project team members are more effective leaders who can contribute towards successful project outcomes. The results of cross tabulations to determine if a relationship, between being committed to the growth of project team members and the eight factors of successful project outcomes, existed revealed statistically significant relationships. McMinn, (2001) suggested that servant leaders develop people, helping them to strive and flourish.

Participants' response to the survey question regarding leadership development skills indicated that mentoring / coaching by seniors played a more significant role than formal leadership in developing their leadership skills. It can thus be concluded that project managers who are committed to the growth of team members could significantly contribute to the team's development. Such project managers could be more effective leaders contributing to successful project outcomes.

Community Building

Servant-leadership offers a leadership model in which the leader assumes a supportive, service orientated role among stakeholders (Greenleaf, 1977). Creating a sense of community is one way for the project manager to provide a supportive, service oriented role for the project team. The implications of the survey results on this factor suggest that project managers by creating a sense of community among project team members can contribute to successful project outcomes.

The results from data analysis of cross tabulations to determine if a relationship existed between creating a sense of community among project team members and the eight factors of successful project outcomes revealed statistically significant relationships. The study results implied that project managers who are committed to community building could be more effective leaders contributing to successful project outcomes.

Conceptualization

The risk of failing to meet schedule, cost, or performance goals makes uncertainty in project management threatening (McLain, 2009). Within the structure of project management, considerable uncertainty is associated with two characteristics: complexity

and unfamiliarity (Pich, Loch, & DeMeyer, 2002). Complexity refers to the differentiation of project work into activities and the information dependency relationships among those activities. The conceptualization characteristic of servant leadership refers to the application of intuitiveness in facing situations. Results from the study suggests that applying conceptualization when faced with situations such as uncertainty in project management is one possible way of handling the threats posed by such situations.

The data analysis of the cross tabulation from the study indicated a statistically significant correlation between successful project outcomes and servant leadership factor of conceptualization. The implications from the study suggested that project managers who are intuitive in facing situations are more effective leaders and could contribute to successful project outcomes.

Healing

Project success requires that project managers not only manage projects, but lead people. Project managers must gain the knowledge, skills, tools, and experiences to enable them to manage and lead both the technical and the people side of project management. The servant leadership character of maintaining relationships (healing) with project team members fulfills a soft skill void in perfecting project management. Anderson (2010) suggests that relationship awareness provides the additional knowledge that can help project leaders complement their knowledge of the project and its environment, the natural development of teams, and the needs of individuals as they develop along a competency model.

The cross tabulation of maintaining good relationships with project team members and the eight factors of successful project outcomes indicated that the relationship between the cross tabulated variables is statistically significant. The study results imply that project managers who maintain good relationships with project team members are more effective leaders and could contribute to successful project outcomes.

Summary

Over the years organizations have identified that leadership is a key factor in achieving organizational effectiveness and efficiency. Project management, while recognizing that leadership can contribute to successful project management has stopped short of specifically identifying leadership as the way forward for ensuring successful project results (Smith & Kiel, 2003). This study, by drawing attention to the effect that servant leadership can have on improving the leadership capabilities of project managers, has contributed to the body of knowledge on leadership in project management. The study results strongly indicate that a project manager who practices servant leadership may contribute to improved leadership in project management. The participants in this study strongly indicated that leaders who practice servant leadership would be more effective in achieving positive results in each of the factors that contributes to successful project outcomes.

Based on the findings of this study it appears that successful project outcomes can be affected by a project leadership that incorporates the ideals of empowerment, total quality, team building and participatory management, and incorporates service ethic into a leadership philosophy (Spears, 2004). One of the common traits of servant leadership is involving followers in service to the organization through building skills, removing

obstacles, encouraging innovation, and empowering them to creatively solve problems (Greenleaf, 1977). In comparison transformational leadership, Bass (1990), asks “followers to transcend their own self interest for the good of the group, organization, or society; to consider their longer term needs to develop themselves, rather than the needs of the moment; and to become more aware of what is really important” (p. 53). This trait of transformational leadership which shows a close affinity to servant-leadership was seen as a major expectation for projects to be successfully implemented. Participants’ response strongly supported the view that leadership involving others in decision making, striving for unity, listening and explaining, would enhance successful project outcomes.

Recommendations

Previous research has indicated that being technically competent in the principles of project management is not adequate for projects to have successful outcomes (Berg & Karlsen, 2007; Thite, 2000). Many projects continue to fail despite the use of established project methods and techniques as the leadership competency required for successful project outcomes have been found lacking (Chabursky, 2005; Cleland, 1964; Elton & Roe, 1998; Finch, 2003; Hyvari, 2006; Matta & Ashkenas, 2003; Pinto & Prescott, 1988; Sumner et al. 2006; Zimmerer & Yasin, 1998). At the same time there exist limited methods within project management to track and control the integrative human elements required to manage people, stress, maintain communication, build relationships, resolve conflict, and motivate the project team for successful project outcomes (Kloppenborg & Opfer, 2002).

The study found an interesting correlation between the belief that servant leader behaviors applied to successful project managers and factors of project success. The research did not, however, find that servant leadership would necessarily lead to project success. To understand the latter would require a different research approach and one that is done within a much larger framework. The project manager's ability to successfully lead a team and achieve goals is and will always be critical to the success of a project (Hyvari, 2006). The results of the study indicating that the effects of servant leadership applies to successful project managers, thus provides one possible approach that project management could consider in its efforts to improve project outcomes.

The sample for this study was selected from members of Project Management Institute which contains members worldwide. Further studies need to be done, using a larger sample, to determine if the results would be similar on a larger scale. Further researchers could also examine findings from specific organizations or different types of organizations and industries. Research could also include related leadership training, examining pre and post training activities, and measuring the effects on project outcomes in the end.

The study of servant leadership assumes added significance in relation to project management because of the nature of project teams which is characterized by role conflicts and role ambiguity. Project teams are vital elements in the attainment of project goals and as such how these teams are led will largely determine the successful outcomes of project. Essentially the job of a leader is to create an environment in which the team can perform. A leader, in a project environment, cannot single handedly do so without the support of the team. This study has identified servant leadership as a possible approach

for project managers to create an environment in which the project team will be able to perform. The study has provided conclusive findings relative to servant leadership and successful project managers and factors of project success. The findings indicate that project managers could direct projects effectively and efficiently by incorporating active listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building.

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APPENDIX A - SURVEY QUESTIONNAIRE

1. What is your Gender?
Male Female

2. In which age group do you fall?
20 – 30
31 – 40
41 – 50
Older than 50 years

3. Have you participated in the implementation of projects?
Yes No

4. If your answer to the previous question is yes, in what capacity did you perform?
Project Manager
Project coordinator
Project team member
Customer / user
Sponsor
Influencer
Advisor
Administrative Support
Other

5. Which of the following best describes the project about which you are responding?
Engineering
Construction
Information Technology
Enterprise Resource Planning
Infrastructure design and development
Other

6. This project was primarily to serve the needs of an:
Internal client
External client
Both

7. Average size project budgets you have worked with:
< \$100,000
\$100,000 - \$1 million
\$ 1 million - \$10 million
\$10 million - \$50 million
> \$50 million

8. Approximate size of project teams with which you have worked with:

- <5
- 5 – 10
- 11 – 20
- 21 – 50
- 51- 100
- > 100

9. Types of projects on which you have worked (Check all that apply):

- Computers/ Information Technology
- Construction
- Engineering
- Education
- Government
- Healthcare
- Manufacturing
- Software Development
- Telecommunications
- Other (Please specify) _____

10. How many total years work experience do you have?

- < 2
- 2 – 5
- 6 – 10
- 11 – 20
- > 20

11. How many years project management experience do you have?

- < 2
- 2 – 5
- 6 – 10
- 11 – 20
- > 20

12. Did you receive formal leadership training before assuming your present role?

Yes No

13. What are the most dominant leadership styles in the organization that you have worked? The leader who:

- Is charismatic, creative, empowering, inspirational, visionary
- Clarifies subordinate roles and task requirements in return for rewards
- Makes decisions based on the situation
- Is a role model, is accountable, sets high standards and expectations
- Establishes vision and set direction

- Affirm and articulate values, represent the organization
- Involve others in decision making, strives for unity, listen and explain
14. From your experiences which of these styles of leadership has achieved the best results in a project environment? The leader who:

- Is charismatic, creative, empowering, inspirational, visionary
- Clarifies subordinate roles and task requirements in return for rewards
- Makes decisions based on the situation
- Is a role model, is accountable, sets high standards and expectations
- Establishes vision and set direction
- Affirm and articulate values, represent the organization
- Involve others in decision making, strives for unity, listen and explain

15. Using the following scale to answer the following questions:

		Almost never	Rarely	Seldom	Once in a while	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
a	Were your initial assignments progressively sequenced in size and complexity to enable significant development of your leadership skills?	<input type="checkbox"/>									
b	Were your initial assignments of adequate duration to enable significant development of your leadership skills?	<input type="checkbox"/>									
c	Did your initial supervisors make a consistent effort to develop your leadership skills?	<input type="checkbox"/>									
d	Does the organization have a program to develop leadership skills for project management?	<input type="checkbox"/>									

16. How would you say your leadership skills were developed?

	Leadership skills developed by	Almost never	Rarely	Seldom	Once in a while	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
a	Observing	<input type="checkbox"/>									
b	Mentoring/Coaching by your seniors	<input type="checkbox"/>									
c	Reading/self study	<input type="checkbox"/>									
d	Educational courses	<input type="checkbox"/>									
e	Company training	<input type="checkbox"/>									
f	Experience on the job	<input type="checkbox"/>									
g	Other (please specify)	<input type="checkbox"/>									

In the following sections you are required to respond by placing a check mark under the selection of your choice beside each listed factor.

17. Successful Project outcome is defined by the Project Management Institute as the extent to which the project meets specific objectives within the constraints of resources, time, and performance objectives as defined by the project stakeholders. The following factors are indicators of project success.

	The Project	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
a	Is completed on schedule	<input type="checkbox"/>						
b	Is completed within budget	<input type="checkbox"/>						
c	End product/service met end user's requirements	<input type="checkbox"/>						
d	Accomplished stakeholder's objectives	<input type="checkbox"/>						
e	process met satisfaction of Stakeholders	<input type="checkbox"/>						
f	Improved performance for client/end user	<input type="checkbox"/>						
g	Made a positive impact on users of finished product / service	<input type="checkbox"/>						
h	Scope was effectively managed	<input type="checkbox"/>						

18. The following factors contribute to good leadership in projects.

	Good Leadership is:	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
a	Ability to motivate	<input type="checkbox"/>						
b	Adaptable to change	<input type="checkbox"/>						
c	Being a visionary	<input type="checkbox"/>						
d	Being decisive	<input type="checkbox"/>						
e	Building relationships	<input type="checkbox"/>						
f	Conflict resolution	<input type="checkbox"/>						
g	Create a shared identity	<input type="checkbox"/>						
h	Displays credibility	<input type="checkbox"/>						
i	Emotional maturity	<input type="checkbox"/>						
j	Good communicator	<input type="checkbox"/>						
k	Guides & energizes team	<input type="checkbox"/>						
l	Inspire project team	<input type="checkbox"/>						
m	Leading by example	<input type="checkbox"/>						
n	Manage corporate culture	<input type="checkbox"/>						
o	Manages stress	<input type="checkbox"/>						
p	Promote team work	<input type="checkbox"/>						
q	Remove obstacles to progress	<input type="checkbox"/>						
r	Strong sense of commitment	<input type="checkbox"/>						
s	Technically competent	<input type="checkbox"/>						

19. Servant leadership suggests that the leader assumes a supportive service oriented role among stakeholders. The most successful Project Manager:

	Servant Leadership Traits	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
a	is committed to listening to others	<input type="checkbox"/>						
b	Believes that self-awareness and being aware of the needs of others is important	<input type="checkbox"/>						
c	Strives to understand or empathize with others	<input type="checkbox"/>						
d	is forward thinking when addressing issues	<input type="checkbox"/>						
e	Seeks to convince others rather than coerce others to respond	<input type="checkbox"/>						
f	Is intuitive and able to foresee the outcome of a situation	<input type="checkbox"/>						
g	Is committed to serving others	<input type="checkbox"/>						
h	Is committed to the growth of subordinates	<input type="checkbox"/>						
i	Believes in creating a sense of community	<input type="checkbox"/>						
j	Seeks to make others whole and seek to heal relationships between himself and others.	<input type="checkbox"/>						

20. In your experiences with projects are there any unique situations you have experienced that you think may have affected project outcomes.

Yes No

21. If your answer to question 20 is yes could you state those situation(s)?

Use this space for additional comments, clarifications, or suggestion.

Thanks once more, your input is greatly appreciated.

Submit

APPENDIX B - HYPOTHESIS TEST SUMMARY

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of Committed to listening to project team occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
2	The categories of Aware of project team needs occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of Understands and empathizes with project team occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
4	The categories of Forward thinking when addressing issues occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
5	The categories of Convinces rather than coerces project team to respond occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
6	The categories of Intuitive in facing situations occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
7	The categories of Committed to serving project team occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
8	The categories of Committed to the growth of project team occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
9	The categories of Creates a sense of community among project team occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
10	The categories of Maintains good relationships with project team. occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.