MAPPING PROJECT MANAGER'S
LEADERSHIP COMPETENCIES
AND STYLES TO
PROJECT SUCCESS:
A THEORETICAL FRAMEWORK

FIGURE 1. *Conceptual Framework*

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The purpose of the study is to explore the similarities and dissimilarities between project manager's leadership competencies and styles. The project manager's leadership gained greater attention in organizations and research as a one of the potential contributors to both project success and project failure. Over the last decade the term leadership competencies and styles has been used frequently, collectively and interchangeably in research about project manager's leadership. The influence of project managers' styles and/or competencies has been examined in the past, yet any substantial study has rarely been conducted to highlight, differentiate, prioritize and address the perplexity regarding similarities and/or dissimilarities among project manager's leadership competencies and styles. The leadership styles and competencies have been synthesized for better familiarity and understanding. The outcome shows that project manger's leadership competencies and styles are not entirely similar but they also differ to some extent due to having their own characteristics.
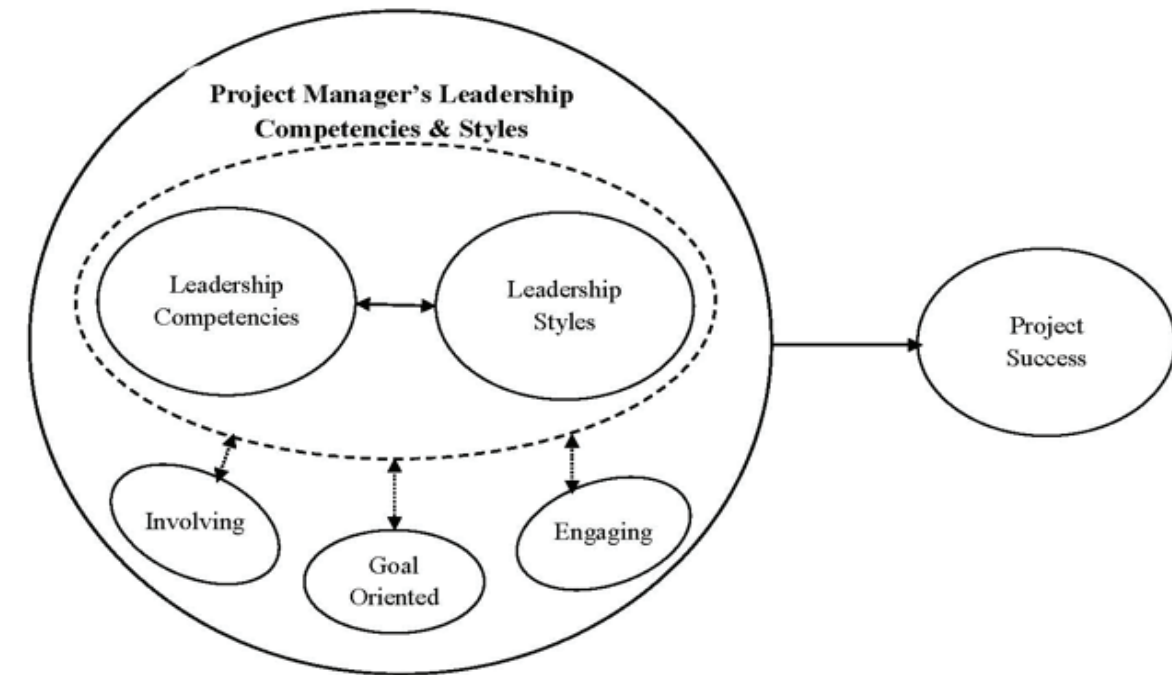
INTRODUCTION

In view of overwhelming literature, a project Manager's leadership is significantly important in determining project outcome [1]. A number of studies have been conducted to find the association between project manager's leadership competencies and project success, and the relationship between project managers' leadership styles and project success but a very limited number of studies have been conducted to find the association between leadership competencies and styles, and their combined effect on project success. Chen [2] conducted a study to analyze leadership competencies and leadership styles of managers in design industries in Taiwan, with a focus on product design, visual communication, interior design, and fashion design businesses but there is no clarity on which other leadership competencies and styles were part of the study and what are their dimensions, but they suggested that future research must be conducted to achieve more comprehensive understanding of the relationship between leadership competencies and leadership styles.

Therefore, this study is an attempt to match the project manager's leadership competencies with leadership styles and to examine their influence on project success. We intend to consider the theoretical relationship between leadership competencies namely; intellectual *(IQ)*, managerial *(MQ)*, and emotional *(EQ)* and leadership styles, namely; transformational, transactional, goal oriented, involving and engaging. A conceptual model is developed to examine the links between project manager's leadership competencies and styles for understanding how they are interrelated and what is their combined effect on project success.

1. Concept of Leadership

The term leadership is an influence, art or a process of motivating people to strive for accomplishing a group of objectives

enthusiastically and willingly [3]. The core process of leadership remains the same while the roles of leadership change according to the nature of work. Leadership is an efficient approach used by the project manager which moderately influences project result, otherwise, lack of leadership skills is directly associated with project failure [1]. Leadership is an inspiration that is used to yield value in subordinates that is "the approach of influencing their followers differs from leader to leader and some may influence and create value through ideas, some through systems,

yet others through people, but the essence is the same" [4, p. 24].

Nixon et al. [1] argued that, leadership has been a much researched area in project management literature but its role in contributing to project success or failure still continues to provoke debate. It reveals from review of leadership from general management literature based on several studies that leadership and competence are key success factors to project manager's performance [5], which remains an area of focus for research on leadership starting from Confucious *(500 BC)* and Barnard & Aristotle's *(1938)* to Dulewicz and Higgs [6],

Year	Author(s)	Area of Focus
500 B.C.	Confucius	• Jen (love) • Li (proper conduct) • Xiao (piety) • Zhang Rong (the doctrine of the mean)
1938	Barnard	• Managerial – cognitive (guiding/directing) • Emotional – cathectic (motivational)
1938	Aristotle	• Pathos • Ethos • Logos
1967	Fiedler	• Leader-member relations • Task structure • Position power
1967	Fiedler	Focus areas of leader • Task focus • People focus • Power focus
1971	House	Path-goal theory • Directive leaders • Supportive leaders • Participative leaders • Achievement-oriented leaders
1987	Frame	• Laissez-faire • Democratic • Autocratic • Bureaucratic
1990	Bass	Transactional leadership – task related • Contingent rewards • Management by Exception (active) • Management by Exception (passive)
1990	Bass	Transformational leadership – people related • Idealized influence (attribute) • Idealized influence (behavior) • Inspirational motivation • Intellectual stimulation • Individualized consideration

Year	Author(s)	Area of Focus
1990	Bass	Multifactor Leadership Questionnaire • Transactional • Transformational • Laissez-faire
2002	Goleman, Boyatzis, & McKee	Domain of Emotional Intelligence • Self-awareness • Self-management • Social awareness • Relationship management
2002	Goleman, Boyatzis, & McKee	Leadership Styles • Visionary • Democratic • Coaching • Pacesetting • Affiliative • Commanding
2003	Dulewicz and Higgs	Competencies of Leadership • Cognitive • Behavioral • Emotional • Motivational
2003	Dulewicz and Higgs	Leadership Competencies • Intellectual (IQ) • Managerial skill (MQ) • Emotional (EQ)
2003	Dulewicz and Higgs	Leadership Styles • Engaging (E) • Involving (I) • Goal-oriented (G)

TABLE 1. *Chronology of Leadership Area of Focus*

which are summarized below in chronological order in **Table 1**.

2. Leadership Competency and Style

According to PMI [7] based on Parry's *(1998)* work, competency is "a cluster of related knowledge, attitudes, skills, and other personal characteristics that affect a major part of one's job, correlates with performance on the job, can be measured against well-accepted standards, can be improved via training and development and can be broken down into dimensions of competences" [8]. The leadership competences play various roles during implementation of different activities for organizational change which has mostly been disregarded in the leadership literature [9]. The leadership competencies can be traits, motives, attitudes or values, self-concepts, content knowledge, or behavioral or cognitive skills - any

individual characteristic that can be counted or measured reliably and can be shown to differentiate significantly between superior and average performers [10]. Limsila and Ogunlana [8] recognized that major competencies associated with human factors are abilities, attitudes, knowledge, behaviors, skills and personality.

Leadership style is a joint outcome of the leader's personal traits, self-related cognitive information, the underlying motives, and his/her understanding of operational situational variables [11]. According to PMI [7] style is a set of skills, attributes, or characteristics of a person and it is a concept that refers to frequent patterns of what is done, said, expressed, or performed by a person demonstrating one's value. There is no single leadership style that is best for managing all situations because no evidence has clearly been shown by research with regards to which is the best particular leadership style [12, 13]. There are some common building blocks of leadership competencies and styles which are synthesized in **Table 2** from the literature.

Building Blocks of Leadership Competencies / Styles	Competencies				Styles	
	Spencer and Spencer [14]	PMI [7]	Crawford [15]	Limsila and Ogunlana [8]	Toor and Ofori [11]	PMI [7]
Knowledge	√	√	√	√		
Skills		√	√	√		√
Attitudes	√	√		√		
Characteristics		√				√
Personality				√		
Behavior	√			√	√	√
Trait	√		√		√	
Motive /Value	√		√		√	√
Self-Concept	√		√			
Attribute						√
Situation Understanding					√	
Self-rated cognitive information					√	

TABLE 2. *Building Blocks of Leadership Competencies and Styles*

Remarks: "√" denotes the attributes of leadership competencies and styles determined by different researchers based on conceptual or empirical studies.

3. Leadership School of Thoughts

Leadership is seen as a combination of personal characteristics and area of competency by these "emerging" schools of thought on leadership. On the other hand, it is a combination of knowledge and skills, like achievement and empowerment, with personal characteristics like intuitiveness which makes a good leader [16]. A number of authors [6, 17, 18] based on a literature review on leadership from the early 20th century to the present, which identified the following six major schools of leadership:

Sr. #	School of Leadership	Popularity
1.	The trait school	1940s
2.	The behavioral or style school	1840s-1960s
3.	The contingency school	1960s-1970s
4.	The visionary or charismatic school	1980s-1990s
5.	The emotional intelligence school	1990s
6.	The competency school	1990s

TABLE 3. *Leadership School of Thoughts*

The focus of the current study is on visionary and competency schools of leadership. The charismatic or visionary school remained popular from the 1980s to the 1990s onward which articulated that effective business leaders develop their leading organizations towards change. The visionary school of leadership recognized two types of leaders, one that communicates their values with followers and concentrate on relationships, and the other focusing on process are referred to as transactional and transformational leaders, respectively [19]. Indeed, in different circumstances different combinations of both styles of leadership is appropriate. The transformational leaders focus on cathartic roles of Barnard as well as Aristotle's pathos and ethos while transactional leaders emphasize the cognitive roles of Barnard and Aristotle's logos. Keegan and Den Hartog [20] envisaged that transformational leadership would be most appropriate for the project managers.

Both transactional and transformational leadership are types of charismatic leadership identified by Bass [21]. Similar views on leadership were exhibited by Confucius and Aristotle, although they could not find any significant link but preference was given to transformational leadership [22]. Therefore, one dimension across all projects was not a significant determinant of success as a project manager [22]. Bass [23] developed a Multifactor Leadership Questionnaire (MLQ) which is a widely used instrument to measure transactional, and transformational leadership styles. Keegan and Den Hartog [20] predicted, without finding any significant link, that the leadership style of project manager needs to be more transformational than transactional under a project management perspective. A number of leadership styles have been identified as a result of research on leadership in the last six decades, which are synthesized and given in Appendix-A.

The competency school of leadership became popular in the late 1990s and the main emphasis of this school has been on identifying the key competencies of effective leaders, which seems to revisit the trait approach. Nevertheless, as leaders are not just born but can be prepared, leadership competences may be taught. It is apparent that a diverse combination of competences must lead to different leadership styles which are appropriate in different circumstances, while producing transformational leaders for high complexity situations and transactional leaders for low complexity situations. Furthermore, the nature of leadership competences can be intellectual or technical, focusing on emotional intelligence, cognitive and cathartic roles of Barnard. Dulewicz and Higgs [6] gave an overview of competency school based on substantial literature review as well as on the basis of their work, and have identified 15 leadership competencies and grouped them into three types of competencies comprising of three intellectual competencies (IQ), seven emotional competencies (EQ), and five managerial competencies (MQ). Dulewicz and Higgs [35] based on the competency school of leadership identified these three distinct leadership styles in differing contexts of change based on the literature covering different leader behaviors:

- Goal-Oriented leadership: A style that focused on delivering results within a relatively stable context. This is a Leader-led style aligned with a stable organization delivering clearly understood results.

- Involving leadership: A style that is based on a transitional organization which faces significant, but not necessarily radical changes in its business model or "modus operandi".

- Engaging leadership: A style based on a high level of empowerment and appropriate involvement in a highly transformational context. Such a style is focused on producing radical change with high levels of engagement and commitment.

According to the competency school of leadership, certain competences are displayed by effective leaders. The competency school covers all previous schools and states that certain competency profiles are appropriate in different circumstances given that traits and behaviors are competences exhibited by the leaders. The competency profile of transactional and transformational leaders are defined by the competency school of leadership where emotional intelligence is suggested as one among four groups of competencies. Dulewicz and Higgs [35] contended that a combination of the following

skills and behaviors is increasingly seen for effective leadership: a) personal characteristics required for enabling an individual to effectively engage in a leadership role; b) a variety of skills and behaviors needed to be in place to provide effective leadership; c) a range of ways where leadership behavior can be exercised by matching an individual leader's personal style; and d) a variety of styles where leadership is exercised in a relevant context. A number of studies have focused on leadership competencies by using different competencies of leadership in the last ten years, which are synthesized and given in Appendix-B.

4. Hypothetical Framework

Transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" [45, p.20]. The transformational leaders exhibit a buoyant role, elevate follower's consciousness for inspirational cooperative interests, and guide followers to achieve extraordinary goals [46]. Burns considered that the followers needs could be raised by transformational leaders in line with Maslow's hierarchy of needs [47]. The transformational leaders identify the follower's need, seek to satisfy higher level needs of followers, and engage the followers [48, 49]. Transformational leaders also perform as coach, mentor, and guide to achieve sense of commitment and dedication from followers [50]. The dimensions of transformational leadership are: idealized influence *(attributed)*; idealized influence *(behavior)*; intellectual stimulation; inspirational motivation; and individualized consideration.

Transformational leaders raise the level of awareness among followers concerning the importance of achieving vision, esteemed results, and vital strategy. Transformational leaders motivate the followers to go beyond self interest for the sake of the organization, team, or larger collective interest. Transformational leadership expands the follower's portfolio of needs through raising awareness for improving themselves as well as attempts for achieving

their accomplishment [45, 51]. Transformational leaders, through idealized influence, impart the followers with a clear sense of objective which is energized to become a role model for ethical conduct and erect recognition to articulate vision [52]. An idealized influence *(attributed)* is considered as socialized magnetism of leaders, whether the leader is professed on focusing on higher level of principles and ethics, and whether perceived as being confident and powerful [46].

Transformational leaders articulate vision and sense of purpose, inspire pride, increase trust and respect [19]. Idealized influence *(attribute)* is the charisma of a leader [21] and idealized influence *(behavior)* is charisma centered on beliefs, values, and mission [46]. The leaders become role models who are respected, admired, emulated and trusted by followers [53-56]. Integrity is involved in attributed influence in the shape of ethical and moral behavior [57]. The leaders show higher level of diligence and determination for the achievement of objectives, show high standard of principles, ethical, and moral conduct, consider the subordinates' needs instead of their own needs, sacrifice self-gain for the gain of others, and share opportunities and risks with their team members [8]. It is the degree of influence in which the leader behaves in such admirable manner that drives followers to recognize the charismatic leaders who show confidence, trust, take stands, and attract followers on an emotional level [58].

Idealized influence is viewed as a component of charismatic leaders which is generally defined with respect to the leader's behavior as well as the followers' reaction [51, 59]. The leaders who display idealized influence symbolize the highest level of transformational leadership and followers have trust and confidence in their leaders [31]. Idealized influence is a behavior reflected by leaders as part of their charismatic personality, as Bass [51] reported that "Idealized influence and charismatic influence are used interchangeably" which is the key component of transformational leadership [60, 61]. The transformational leaders by using idealized influence act in a manner which allows them to serve as a role

model for their followers [60]. The leaders possessing idealized influence have been emphasized as "The leaders are admired, respected, and trusted. Their subordinates identify them with their charismatic personality and are attracted to emulate them. Besides, these leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination" [62, p. 6].

Idealized influence or charismatic leaders "use symbols and images to get ideas across" [52]. It is the degree to which idealized influence or charismatic leaders behave in commendable ways which instigate the followers to recognize the leader [58]. Idealized leadership sacrifices its own gain for the welfare of their followers and organizations and set high standards to conduct work by reflecting them as a role model for those standards. Idealized leaders build trust among followers to work together for common objective which represents the highest level of moral reasoning and perspective-taking capacity. Leaders with idealized characteristics see the good in others first and walk the path they talk about [60, 63]. Idealized influence is used to develop a common vision and an idealized influence *(behavior)* leadership includes values, beliefs, moral behavior, moral consideration and selfless acts which are an essential and integral part of idealism [64]. Transformational leadership implies being tolerant and risk-sharing with followers [64] which plays a vital role by helping followers for their future consideration [65] and are inspired to produce the group's interest through conformity of personal values [53, 65].

An idealized influence *(behavior)* leadership includes values, beliefs, moral behavior, moral consideration and selfless acts and they develop a common vision which is an integral part of idealism [64]. Transformational leadership implies being tolerant and risk-sharing with followers [64], which plays a vital role by helping followers for their future considerations [65] and inspired to produce the group's interest through conformity of personal values [53, 65]. In idealized influence, integrity is also involved in the form of ethical and moral conduct [57]. By having idealized influence the

leaders show great persistence and determination in the pursuit of objectives, show high standards of principles, ethical, and moral conduct, consider the followers' needs over their own needs, sacrifice self-gain for the gain of others, and share success and risks with subordinates [8].

The transformational leaders, possessing inspirational motivation, attract the people through an effective communicating personality to achieve the desired vision of the organization or project [60]. Inspirational leadership is "communicating a vision with fluency and confidence, increasing optimism and enthusiasm, and giving interesting talks that energize others" [61, p. 791]. The transformational leaders create clearly communicated expectations that followers want to meet, demonstrate commitment to goals and the shared vision, and get followers involved in envisioning attractive future states [62, p. 6]. Transformational leadership deals with encouragement to enhance awareness among team members about the organization's vision, mission and entrusting the vision is the fundamental theme of this factor [60]. The key factors of transformational leaders are "organizational vision, communication, challenging to workers encouragement, working with workers, and giving autonomy are the core values of inspirational motivation" [66, p. 385]. The transformational leaders critically probe the facts, identify advantages and disadvantages, and establish sound priorities for future work with a wide range of relationship, short-term, and long-term considerations.

Preposition 1. *Project manager's intellectual competencies are strongly associated with transformational leadership style which have a strong link with goal oriented, involving and engaging styles to influence project success.*

Transformational leaders provide a looking-ahead vision to the followers or team members [52]. Inspirational motivation is the degree in which leaders' articulate an appealing and inspiring vision among the followers. The leaders with inspirational motivation provide challenge to followers with high standards [58]. Inspirational motivation is the ability of leaders by which they can inspire and motivate

followers and colleagues through confidence building, satisfying and moving enthusiasm and invoking group spirit [59]. The followers are motivated to show their commitment towards goals and shared vision for the future growth of organizations through the inspirational process [59]. The leader with inspirational motivation provides signs, images, and basic emotional influence for their followers and team to enhance awareness and understanding of mutually preferred goals [31]. The leaders display both charisma and inspirational motivation when they envision a viable future, articulate how to achieve it, set examples for followers, set high standards of performance, and display determination and confidence [67]. This description suggests that vision and inspirational motivation can be combined into a single construct.

It is useful to maintain a distinction between inspirational motivation and vision. Inspiration is the action or power of moving emotions or intellect by the leaders. The leaders encourage their subordinates by providing sense of responsibility and challenge to their work [53]. The motivation of subordinates is aroused to display enthusiasm and optimism [56]. The leader motivates followers to envisage attractive future situations as well as communicate expectations and demonstrate commitment to shared vision and goals [8]. An inspirational leader is an example to followers [64], who communicates vision, motivates for hard work and articulates key goals in a simple manner *(Bass, 1994)*. Transformational leaders inspire and motive subordinates through persistent tasks which tend to be challenging [53]. The leaders with inspirational motivation energize team spirit by arousing zest and sanguinity [56]. Transformational leaders develop a relationship with followers through interactive contact that acts as an intellectual association between leader and follower for change in order to achieve common objectives [64]. The leader fosters a translucent vision for the future in followers through an understanding of expectations and demonstrating commitment to achieve a common vision and goal.

This aspect of leadership is measured through ability, confidence in values, and vision to put forward [64].

Inspirational motivation as a variable has been variously defined and has been identified as an important component of transformational leadership. A charismatic leader uses inspirational influence and emotional discussion to stimulate followers' motivations to surmount self-interest for the overall good of the team [51]. In contrast, the use of the inspirational leadership term is restricted to instances when leaders add or employ nonintellectual and emotional qualities to the influence process by using inspirational interactions and emotional appeals [51]. The inspiration refers to "the extent to which a leader stimulates enthusiasm among subordinates for the work of the group and says things to build subordinate confidence in their ability to perform assignments successfully and attain group objectives" [68, p. 121]. To motivate and stimulate the followers' emotion, oral communication is used by inspirational leadership which is a chronic component of the existing definition [69]. Transformational leaders consistently perform in a range of situations under challenging environments, adapt behavior appropriately, and display a clear commitment to a course of action for the challenging work.

Goleman [70] and Sivanathan and Fekken [71] strongly contend that emotional intelligence is a prerequisite for successful leadership and the leaders perceived to be more effective are those who report greater level of emotional intelligence. Ryback [72] stated that a balanced interaction between intellect and emotion or "emotional intelligence" is the basis of effective leadership. Dulewicz and Higgs [35] highlighted that strong indications of a linkage between leadership and emotional intelligence appears through review of the leadership literature from the "Transformational" period onwards, where key themes on the subject of leadership were propounded by the eminent authorities [62, p. 73-76]. An individual difference being a significant area associated with effective leadership and more specifically with transfor-

mational leadership is emotional intelligence that has been found in the context of project management [6, 41, 77]. As a result, the leaders who lead effectively are transformational for having higher levels of emotional intelligence with a higher aptitude to tap into their followers [78].

Preposition 2. Project manager's emotional competencies are strongly associated with transformational leadership style which have strong link with goal oriented, involving and engaging styles to influence project success.

The transformational leaders arouse followers to be more creative and brilliant by generating ideas and appropriate solutions to the problems [53]. Intellectual stimulation emphasizes acumen and new ways to inspire the followers and re-examine older ethics and attitudes and consider complexities as problems and seek rational solutions to resolve these problems [64]. Transformational leadership focuses on challenging tasks and motivates the followers to solve the problem in new ways but never criticizes followers for their mistakes in public [64]. Intellectual stimulation is the most underdeveloped component of transformational leadership [79]. Intellectual stimulation includes actions which enhance followers' interest in and awareness of problems and develop the ability and propensity of followers to think in new ways to solve the problem [51]. The outcome of intellectual stimulation is perceived improvements in followers' skills to conceptualize, evaluate, and understand problems and provide improved quality of solution for the problems.

Intellectual stimulation defined by [51] as "the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change of immediate action". Leaders often employ intellectual simulation to support and motivate the followers for paying more attention to their work and analyzing old problems in new ways [59]. To meet the needs of a challenging organizational environment, the followers extend their capabilities of independently exploring, analyzing,

and problems solving as a result of intellectual stimulation [59]. Intellectual stimulation is the key component of transformational leadership which stimulates the follower's to show their ideas and values for looking at new ways to solve problems, and such leaders inspire their followers to deal with traditional problems with non-traditional ideas and follow these ideas even if different from their ideas.

Intellectual stimulation "provokes followers to think new methods and means in innovative ways by getting them involved in the process of decision-making as well as problem solving that has an impact on their social, economic, environmental and political wellbeing" [80, p. 395]. The objective of intellectual stimulation is to continuously create higher levels of creativity and unity through diversity, which enables followers to generate logically fresh thoughts and ideas by getting involved and integrating at a broader spectrum [60]. Intellectual stimulation is the ability which "provides reasons to change the way of thinking about problems" [52]. Intellectual stimulation is a leadership trait which stimulates and encourages creativity in the followers. It enhances the ability to the degree that a leader takes risks, challenges inferences, and craves followers' ideas to achieve the desired objectives [58].

The transformational leaders pay particular attention to the needs of an individual follower for progression and development by performing as an adviser, mentor or coach [60]. Individualized consideration is accomplished through new learning opportunities in association with a supportive environment by successively developing a higher level of potential among colleagues and subordinates [60]. The leaders identify the desires and needs of followers and delegate tasks as a foundation of growth, which is then genuinely monitored to recognize if further support to the followers is needed [62]. Individual considerate leaders performing as a coach or mentor pay special attention to the needs of every individuals for their personal growth, progression, and accomplishment within the organization [59]. This is a two-way exchange process in which

information sharing, mutual trust, and concern take place between leaders and followers. An individualized considerate leader takes care of each follower individually and uniquely [59]. Individualized consideration positively impacts the satisfaction of individual followers with leadership and overall performance [51].

Individualized consideration is the level to which a leader acts as a coach or mentor by attending to the needs of each follower and listening to the followers' individual concerns and desires [58]. Individualized consideration is about spending time for coaching and mentoring followers individually [52]. Individualized considerate leaders impart regular feedback by combining individual needs with organizational functions and take personal interest in the followers' need for growth and achievement [53]. A leader can ensure the level of support and supervision needed for the followers by delegating tasks and closely monitoring the assigned tasks. Transformational behavior and positive impact of individualized consideration depends on empowering followers [81], which can be measured through a leader's particular interest into the needs of followers for growth and development, as well as proving careful training and guidance to the followers [55].

The leaders perform as referee and supervisor, as well as facilitate for developing followers' skills to higher level of abilities. A leader, through effective communication, plays a double role with followers and must consider differences between the needs and wants of the followers [53, 56]. The body of research founded a strong correlation between transactional leadership (contingent reward) and sub-dimension (individualized consideration) of transformational leadership [69]. The leader's praise for work well done, commendations for excellent efforts, and recommendations for promotions and pay increases are all examples of contingent rewards which involves rewarding followers for accomplishing the desired level performance [51]. It has been indicated by empirical studies that contingent reward is

highly positively correlated with transformational leadership and shows a similar pattern of relationships to outcomes as a sub-dimension (individualized consideration) of transformational leadership [69]. Transformational leaders plan ahead, organize and coordinate resources effectively through lively and enthusiastic communication.

Preposition 3. *Project manager's managerial competencies are moderately associated with transformational leadership style which have strong link with goal oriented, involving and engaging styles to influence project success.*

Transactional leadership is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes [46]. The transactional leader emphasizes Barnard's cognitive roles and Aristotle's logos [22]. A transactional leader was characterized by Burns [45] and Bass [51] as one who: a) recognizes what it is one wants to get from his/her work and tries to see that one gets what he/she wants if performance warrants it; b) exchange rewards and promises of reward for effort; and c) is responsive to one's immediate self-interests if they can be met by getting the work done [45, 51]. Contingent rewards are used by transactional leaders to compensate followers in recognition of their remarkable work and services [19].

Contingent reward is a relationship between leaders and followers for the exchange of efforts and commitment, dedicated remuneration for good performance, and appreciation for achievements [19]. Contingent reward is concerned about providing a role, clarity in task, and psychological rewards [55]. Contingent rewards is the clarification of leaders' expectation from followers and the receipt of promised benefits by followers if they achieve the desired level of performance [82]. Bass and Avolio [55] remarked that contingent reward (transactional) "has been found to be reasonably effective, although not as much as any of the transformational components" (p. 6). Contingent reward is a most influential

factor used by leaders to achieve the desired level of performance by offering remuneration to followers in the form of recognition awards for accomplishment, commendation for outstanding performance, and increase in salary and promotion [59]. Transactional leaders are not as imaginative and innovative as transformational leaders who see wider issues and broader implications, and identify opportunities and threats.

Preposition 4. *Project manager's intellectual competencies are slightly associated with transactional leadership style which have moderate link with goal oriented, involving and engaging styles to influence project success.*

Transactional leadership is about the leaders behaviors to identify roles and task requirements and compensate followers with psychological or material rewards dependent on the successful accomplishment of contractual obligations [46]. The leader needs to offer recognition and clarify expectations for accomplishing the goals [83]. Contingent reward is a factor based on common exchange scheme between leader and subordinates, in which both are willing to accomplish organizational goals and leaders offer rewards to subordinates such as praise, bonus, promotion and pay increase [8]. Management-by-exception in transactional leadership can be active or passive through the leaders closely monitoring followers' performance to circumvent errors and actively taking corrective actions for mistakes and deviations made and are considered to be implementing active management-by-exception [19].

Management-by-Exception (Active) is the degree by which leaders display active vigilance to ensure the achievement of goals [19]. These leaders show concern regarding awareness and seek divergence from rules and standards, and actively take corrective measures [19]. The difference between management-by-exception (active) and management-by-exception (passive) is related to the leader's intervention timing. Leaders possessing management-by-exception (active) observe the follower's behavior, predict difficulties, and

ensure timely corrective measures before the actions generate severe problems [84]. Active leaders observe task execution process for the occurrence of any anticipated problem and take corrective measures to maintain performance levels at current position [82]. The transactional leaders entail intimately monitoring for mistakes, deviances, and errors in order to take prompt remedial action on such occurrences [83]. Transactional leaders clearly communicate the instructions and visions to the team for exchange schemes, and regularly monitor the work of team members by giving honest, responsive and valuable feedback.

Druskat and Druskat [85] concluded that project managers need to possess emotional intelligence with particular emphasis on characteristics and the nature of the project. The project managers are assisted by their emotional competencies to develop good form of relations in an easy manner that underpins social skills and effective communication [41]. A considerable change and ambiguity is often expected from associated complexity with projects [86, 87], while a higher level of commitment and motivation is needed to manage the change and to inspire the project team where emotional intelligence should play a role to enable the project managers [41]. The key strengths in helping the project managers for the successful management of conflict are emotional intelligence that appears in cross-cultural project through miscommunication and misunderstanding [41].

Preposition 5. *Project manager's managerial competencies are significantly associated with transactional leadership style which have moderate link with goal oriented, involving and engaging styles to influence project success.*

The passive leaders have a tendency to respond by taking corrective measures only after the problem becomes serious and mostly avoid making decision by any means [82]. The subordinates of passive leaders prefer to maintain a status quo and are likely to avoid taking initiatives for change and also avoid taking risks for reform [51]. The leaders with passive

management-by-exception intervene after mistakes have taken place and intervene in case standards that have not been achieved **[19]**. The passive leader does not take any action in anticipation of noticeable deviances and mistakes that arise, they take corrective measures afterwards **[19]**. The difference between active and passive management-by-exception depends on the leaders' intervention, but passive leaders wait until the activities have originated problems before taking any measures **[84]**.

The passive management-by-exception leaders intervene only when noncompliance has happened or when mistakes have already taken place **[46]**. The passive management-by-exception has a negative effect on expected results, which may result contrary to leader-manager intention **[83]**. The managers acting as passive

leaders do not display effectiveness by systematically responding to the problems and situations and take actions only when it is confirmed that things are not going according to the plan. The leaders with passive behaviors avoid identifying agreements, elucidating expectations, and indicating standards and goals to be accomplished by the subordinates but intervene only when problems turn into obvious complications **[8]**. Transactional leaders are not aware of the needs of the situation and task, the needs and concerns of the individuals involved, and the drive and energy to achieve clear results.

Preposition 6. Project manager's emotional competencies are slightly associated with transactional leadership style which have

moderate link with goal oriented, involving and engaging styles to influence project success.

The hypothetical framework graphically drawn in **Figure 2** depicts the nature of the link between leadership competencies and leadership styles of project managers. The project managers with transformational leadership style have strong links with intellectual, and emotional competencies, as well as strong links with involving, engaging, and goal oriented styles. On the other hand, the project managers with transactional leadership style have strong links with managerial competencies and moderate links with other leadership styles.

5. Future Directions

This explorative research has left a number of questions unanswered. Thus, it would be interesting for future research to empirically test and validate this hypothetical model in different sectors and industries at country level by using qualitative and quantitative methods with cross sectional and longitudinal studies, which can help to identify a better combination of competencies and styles for project managers which may significantly influence the project success for all types of projects in all sorts of situations. Finally, it is apparent that project manager's leadership competencies and styles are both critical factors for the success of projects.
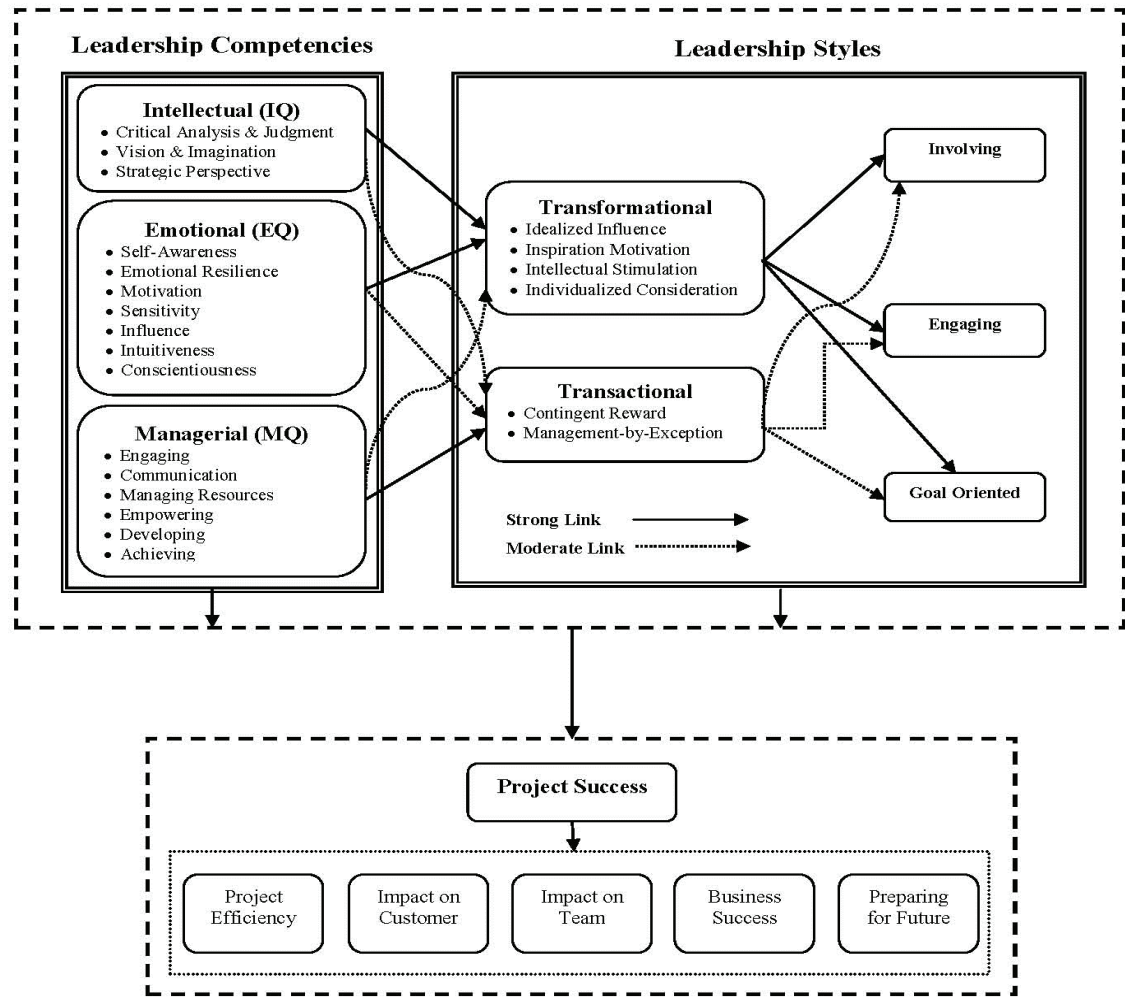
6. Conclusion

This paper built a chronology of leadership focus area, synthesizing leadership competencies and styles, and map building blocks of competencies and styles in order to contribute towards the body of knowledge and to provide opportunities for establishing links between leadership competencies, leadership styles and project success. The major building blocks of leadership have provided an opportunity to understand the similarities and/or differences for matching the competencies and styles based on their characteristics. The theoretical links between project manager's leadership competencies *(intellectual, managerial and emotional)* and project manager's leadership styles *(transformational and transactional)* have been highlighted through conceptual and hypothetical frameworks. Efforts have been made to match the leadership competencies and styles as much as possible, but we cannot claim to have been exhaustive. However, it is conceivable that leadership competencies and styles of the project managers are directly and/or indirectly related to each other, which have direct and/or indirect influence on project success but these questions can only be answered if directly measured.

FIGURE 2. *Hypothetical Framework*

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Styles of Leadership	Tannenbaum and Schmidt [24]	Fiedler [25]	Likert [26]	Hersey and Blanchard [27]	Blake and Mouton [28]	Manz and Sims [29]	Vroom and Jago [30]	Bass and Avolio [31]	Fry [32]	Luthans and Avolio [33]	Keegan and Den Hartog [20]	Giritli and Oraz [34]	Dulewicz and Higgs [35]	Turner et al. [36]
Authoritarian/Authentic	√		√							√				
Authority-Compliance											√			
Autocratic/Directing				√	√									
Charismatic									√					
Coaching				√										
Consultative			√	√										
Country Club Management											√			
Delegating				√										
Democratic	√													
Engaging													√	√
Goal-Oriented													√	√
Impoverished Management											√			
Involving													√	√
Laissez Faire								√						
Middle of the Road Management											√			
Participative/ Joint Decision Making			√	√										
Relationship / Employee-Centered		√										√		
Self-Leadership						√								
Servant-Leadership						√	√							
Supportive				√										
TaskOriented/Centered		√										√		
Team Management											√			
Transactional Leadership								√						
Transformational Leadership								√						

Remarks: "√" denotes leadership styles identified by different researchers based on conceptual or empirical studies.

APPENDIX A. *Summary of Literature Review on Leadership Styles*

Author	Competencies
Dulewicz and Higgs [6] Dulewicz and Higgs [35] Müller and Turner [37] Geoghegan and Dulewicz [16] Müller and Turner [38] Müller and Turner (2010b) Müller et al. [39]	Critical analysis and judgment, vision and imagination, strategic perspective, managing resource, engaging communication, empowering, developing, achieving, self-awareness, emotional resilience, motivation, sensitivity, influence, intuitiveness, conscientiousness
Brill et al. [40]	Problem solving expertise, leadership expertise, context knowledge, analytical expertise, people expertise, communication expertise, project administration expertise, tools expertise
Limsila and Ogunlana [8]	Achievement and action, helping and human service, impact and influence, managerial competency, cognitive, personal effectiveness
Clarke [41]	Communication, teamwork, attentiveness, managing conflict
Gilley et al. [42]	Ability to motivate, Ability to coach, Ability to effectively communicate, Ability to involve employee in decision making, Ability to foster employee growth and development
Gentry and Sparks [43]	Resourcefulness, change management, building and mending relationships, balance between personal life and work
PMI [44]	Knowledge, performance, personal

APPENDIX B. *Summary of Literature Review on Leadership Competencies*

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