



Role of Project Manager’s Leadership Style in Project Team Performance: Mediated by Team Cohesion

Sahibzada Aamir Khalil¹, Shahid Jan² & Fayaz Ali Shah³

¹PhD Scholar Management Sciences, Islamia College Peshawar, Email: aamir704pk@yahoo.com

²Associate Professor, Department of Management Sciences, Islamia College Peshawar, Pakistan

Email: shahidjan@icp.edu.pk

³Tenured Associate Professor, Department of Management Sciences, Islamia College Peshawar, Pakistan,

Email: fayaz@icp.edu.pk

ARTICLE INFO

ABSTRACT

Article History:

Received: January 10, 2025
Revised: February 23, 2025
Accepted: February 25, 2025
Available Online: February 26, 2025

Keywords:

Servant Leadership, Project Success,
Project Team Performance, Team
Cohesion

Corresponding Author:

Sahibzada Aamir Khalil

Email:

aamir704pk@yahoo.com

This article seeks to examine effect of Servant Leadership (SL) on Project Team Performance (PTP) and Team Cohesion (TC). Additionally, the study examined TC as a mediator of the relationship between SL and PTP. SL has been well researched in the field of leadership due to its focus on ethical behavior, building of the community and employee empowerment. A cross-sectional survey research is designed to achieve these objectives. Data is collected from construction project managers, supervisors and employees through simple random sampling. PLS-SEM is used via Smart PLS for hypotheses testing. The results of this study confirm the positive impact of SL on team performance and cohesion, with TC playing a significant mediating role. These findings align with the broader body of research that underscores the value of SL in fostering collaborative and high-performing teams.



Introduction

The subject of project success has attracted substantial attention from both academics and industry professionals in the domain of project management (PM) in recent years (Varajão, 2016; Malik et al., 2021). The achievement of project objectives is influenced by multiple factors, among which the leadership approach adopted by the project manager plays a crucial role (Khattak et al., 2022). Various studies have documented the significant role of distinct leadership styles (Nixon et al, 2012), such as humble leadership (Ali et al., 2021), transformational leadership (Abbas & Ali, 2023), and ethical leadership (Mubarak et al., 2023). However, the role of SL in project

management remains an emerging field of study (Nauman et al., 2022a). As a result, additional research is warranted to examine the link among SL and project outcomes (Meuser & Smallfield, 2023; Malik et al., 2022).

Extant literature highlights that SL exerts a significant role in enhancing project performance (Zada et al., 2024; Ellahi et al., 2023). Project managers with SL style priorities emphasize the growth and well-being of individuals involved in the project, thereby nurturing a productive and conducive work environment (Nauman et al., 2022b; Wadood et al., 2024). Graham (1991) conceptualizes SL as a holistic construct encompassing multiple dimensions of leader-member relations, such as intellectual, social, expressive, ethical, and moral aspects. This approach focuses on nurturing followers and enhancing their capabilities. However, the extant literature does not consider its influence on PTP, particularly in the context of the construction sector (Ali, Khan & Saleem, 2023). Therefore, this article fills these gaps by examining the nexus amongst SL and PTP with a mediating role of team cohesion.

Greenleaf (1997) defines SL as a style of leadership through behaviors like empathy, active listening, stewardship, and commitment to the personal and professional development of all followers. Unlike transactional or even transformational leadership, which may involve an emphasis on goals either through a hierarchy or inspiring others, in SL the essence is serving others (Williams, & Jones, 2009). This is highly relevant in developing project management contexts where teams tend to be cross-functional and essentially need very high levels of collaboration and trust to solve complex project challenges. The research suggests that adopting a SL style can prevent leaders from becoming isolated, engage and open communication with members of the team, and encourage a culture of mutual support, collective accountability, and project success (Bilal et al., 2023).

Team cohesion has been identified as one of the great features of the SL model. TC is defined as mutual attraction among team members, the shared commitment to group goals, and the overall sense of unity within a team (Liden et al., 2008). With a cohesive team, they work better to communicate effectively, resolve conflicts nicely, and collaborate efficiently. In project management terms, these behaviors can be translated to improved ability to solve problems, increase innovation, and ultimately increase project excellence (Franz et al., 2017). It has been evidenced overtly that TC plays a mediating role in leadership styles and team performance. According to the study by Liden et al. (2008), SL creates an environment where team members are treated fairly and felt as being of high value, which increases TC that raises the overall team performance.

Despite extensive evidence on the nexus amongst SL on the project outcome, still a knowledge gap exists in contemporary literature about the ways by which SL results in the effective performance of the project team. Currently, most of the studies have been given much focus on how leadership affects performance outcomes without considering the intermediary role of TC. Moreover, the lack of empirical investigations into the interaction of SL, TC, and project performance necessitates further exploration. The purpose of the current study is to construct a more detailed understanding of how SL affects PTP by introducing TC as a mediator.

The analysis of SL within project management holds vital importance due to evolving project complexities in modern interdependent systems. The current project management work environment requires teams to exhibit adaptive and collaborative capabilities and innovative approaches. The ability of leaders to develop trust relations while motivating team members and encouraging free communication becomes essential for achieving project success. Leader-servants

focus on the requirements of their followers which helps them build strong relationships that enable team-based problem-solving. Such relationships help build cohesive teams which become better equipped to resolve project obstacles and reach excellent performance outcomes.

This research explores the intricate interconnection between SL, team dynamics and the outcome of performance of a project team. It studies the existing literature in order to highlight the role that SL plays in improving the effectiveness of team and in the project success. The paper talks about how a SL works, by enhancing team morale, even communicating well among the team members, empowering people, and encouraging more collaboration which are much valuable ways to manage any project. Additionally, the study investigates the role of TC as a mediator in translating SL principles into measurable project outcomes. Following, the study's findings have significant contributions to both theory and practice while demonstrating that SL, although directly related to improved PTP, also has an indirect effect on TC, which mediates the relation between SL to team performance. In particular, the results establish that the higher level of TC is achieved when leaders strive to let team members grow and increase their well-being—which can be demonstrated by behaviors such as empathy, active listening, and support—and doesn't seek their mere obedience. Practically, these insights suggest that organizational can benefit from integrating SL principles into leadership development programs for the purposes of creating an environment in which TC and overall organizational performance are improved.

Literature Review

Servant Leadership

Servant leadership is a leadership philosophy which stresses the paramount role of honesty, integrity and a strong commitment to improve the welfare and development of others (Greenleaf, 1977; Ehrhart, 2004). As has been pointed out by researchers (Lapoint & Vandenberghe, 2018), a characteristic of what is referred to as SL is the putting of the subordinates' needs and interests in advance of that of the leader.

In the past two decades, SL has evolved into its own well-defined and developed leadership approach based on the academic research and empirical studies such as Liden et al. (2015). The idea grows out of several positive attributes such as altruism, spirituality, ethical behavior and authenticity. The definition of SL is supporting others 's interest ahead of interest of the self and presenting a role of steward protector and provider of services to groups (Sendjaya & Sarros, 2002). Further, leaders' dedication to honesty and sincerity is further supported by the belief that leaders are superiors (Liden et al., 2008). According to Sendjaya and Pekerti (2010), followers perceive the actions of leaders as reliable, ethical, and selfless. Consequently, this perception leads to increased self-confidence among followers (Searle & Barbuto, 2011), as well as higher levels of job satisfaction and commitment (Simon et al, 2014). Ultimately, these positive outcomes contribute to improved performance.

SL is defined by servant leaders being put first, valuing serving others over using standard forms of leadership authority because of that, they naturally act as supporters and facilitators, with a mindset of serving others before themselves (Krog & Govender, 2015). The theory of SL is based on integration of two apparently distinct streams; leadership and service. This synthesis, at first glance, seems to be an oxymoron, an encapsulation of individuals performing together the roles of servant, guide, and director. As a result, the balancing of these dual roles poses stiff challenges, since it requires the harmonization of the need to care for team members, and that of providing clear direction and strategic oversight (Eva et al., 2019). In addition, the paradox of a leader who

serves and a servant who directs displays the complication associated with adopting the SL mode of leadership. The work of scholars and practitioners that explores the relational dynamics within SL is an examination of the increasing interest in these aspects of organizational life, leading to a call for further work in figuring out how dual roles like these can be successfully brought into organizational settings.

Servant Leadership and Team Performance

The significance of teams in project management should not be undervalued (Scott-Young and Samson, 2008). A project team can be defined as a collective of persons with diverse functional backgrounds collaborating harmoniously to achieve a shared objective within a project context. Members are typically brought together through the process of gathering resources from various divisions and departments within the firm. Typically, project teams tend to become disengaged once the project has reached its completion, or when they are reassigned to new projects as considered essential. The existing body of literature has demonstrated that the presence of project team members with advanced skills has a positive impact on project performance (Pollack and Matous, 2019; Paros, Kelly and Sprinkle, 2022).

According to Parris and Peachey (2013), servant leaders view themselves as stewards of the organization tasked with ensuring performance goals are being achieved and the standard adhered to. Nevertheless, they focus their emphasis on fostering growth and development of their followers (Ferch, 2005). Unlike transformational leadership which usually puts the advance of leader's person and profit over of the employees' well-being (Sendjaya, 2015), the perspective of Van Dierendonck et al. (2014) differentiates SL with transformational leadership. The effect of follower satisfaction on their leader and its influence on follower outcomes were mediated by followers' perceptions of leadership effectiveness. In the context of existing leadership theories, Schaubroeck et al. (2011) tested the credibility of their findings and noted that SL has a greater positive impact on group performance than transformational leadership.

Despite the theoretical perspectives that serve as a link, whereby SL has a positive relation with employee performance (Parris and Peachey, 2013; Van Dierendonck, 2011), the research body in conceptualizing the relationship between SL and employee performance is not developed. A great amount of analysis has been carried out in order to predict variability of the core framework and processes, as related to outcomes of SL, such as public distinctiveness. On the other hand, Hunter et al. (2013) pointed the significance of the social effects, while Schaubroeck et al. (2011) investigate these effects on social setting. Along with this, it is equally important to find out whether the effect of serving leadership varies across levels and contexts. However, few studies to date have explored potential moderators in the SL organizational performance relationship (Schwepker & Schultz, 2015).

Mediating Role of Team Cohesion

According to Guzzo and Dickson (1996), a team can be described as a social entity comprised of individuals who perceive themselves and are perceived by others as a cohesive unit. These individuals are interconnected due to the jobs they carry out as part of a group, and they are situated within a larger social system, such as a community or organization. Furthermore, the tasks performed by the team have an impact on external stakeholders, such as customers or coworkers. According to Festinger (1950), cohesiveness can be described as the collective influence exerted on individuals inside a group, which determines their inclination to stay part of the group. This influence is contingent upon various factors, such as the perceived desirability or

undesirability of the group's prestige, its members, or the activities in which the group participates. According to Festinger (1950, p. 274), TC can be defined as the collective influence exerted on group members to maintain their membership within the group. When individuals collaborate within a project-based team, they form a transitory association with one another. Occasionally, disagreements and differences emerge inside a group, although often these matters are resolved as a result of the collective unity and cooperation of the team.

Previous studies have indicated that there is a correlation between TC and both project success and team efficiency. According to Quick and Nelson (2009), TC has a favorable influence on team performance, leading to greater work harmony and growth. It means that with strong TC there are more productive people who have the same standards. According to Winter et al. (2006), there is a positive relationship between TC and team performance. As noted by Winter et al. (2006), teams with a continuous exchange of assisting from team members to members irrespective of the size of a problem are characterized by higher levels of cohesion. Lepine and Van Dyne (2001) advocate organisation of team members who possess proficient communication skills into a supportive group that would aid other team members who would be more reluctant to partake in communication. Goffnett (2017) conducted a study to examine relationship between TC and team productivity. According to Schaubroeck et al. (2007), it has been proposed that TC has the potential to enhance team affiliation in situations when workers exhibit cooperative behaviour.

The literature elucidates that there exists a favorable correlation between TC and both group performance and production (Summers, Coffelt, & Horton, 1988; Worchel, Cooper, & Goethals, 1991). Teamwork is a crucial component, as emphasized by Katzenbach and Smith (1993; 1994), since it showcases the values of team members, fosters mutual respect for each other's views within the team, and influences individual responses towards fellow team members. Therefore, effective teamwork necessitates a significant degree of collaboration in order to achieve success. The concept of TC pertains to the level of commitment among team members towards each other in order to attain the objective of project success (Mullen & Copper, 1994; Thompson et al., 2015). The ultimate success of a project is achieved when all team members collectively integrate their individual contributions. TC is commonly referred to as "attraction," which describes an individual's desire to remain committed to the team and their lack of intention to leave. Hence, TC fosters interpersonal connections among team members, prioritizing social bonds over task-oriented objectives. Hence, the amalgamation of team members possessing diverse value systems, skills, expertise, and capacities, who willingly commit to long-term collaboration in pursuit of TC, signifies their dedication to self-loyalty and equitable engagement, ultimately contributing to the achievement of project success.

Schematic Diagram

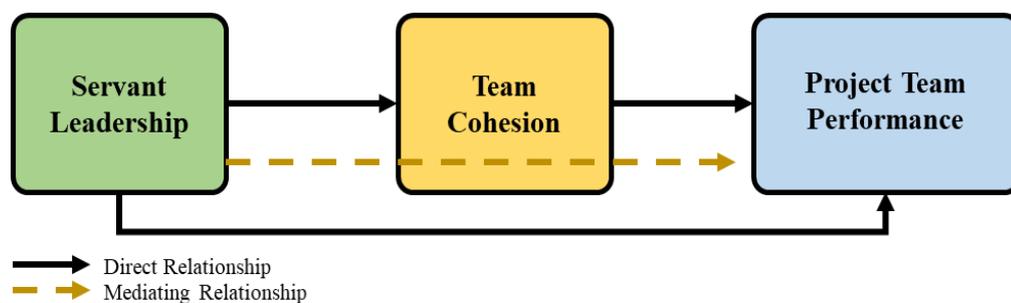


Figure 1: Conceptual Model

Source: Author

Hypotheses of the Study

H₁: There is a significant and positive effect of SL on Project Team Performance.

H₂: There is a significant and positive effect of SL on Team Cohesion.

H₃: There is a significant and positive effect of Team Cohesion on Project Team Performance.

H₄: Team Cohesion significantly mediates the relationship between SL and Project team performance.

Research Methodology

Population and Sample

The study's target population consists of project management employees involved in both governmental and private construction projects within the regions of Khyber Pakhtunkhwa, as well as the twin towns of Islamabad and Rawalpindi. The presence of a diverse population offers a complete viewpoint about the influence of SL on the success of projects and the performance of teams across a wide array of construction projects. The study's sample size has been estimated to be 350 participants, as computed using the Cochran formula for an infinite population. The chosen sample size guarantees a comprehensive and accurate portrayal of the varied project management personnel within the specified locations.

Sampling Strategy

To contact project management employees for survey distribution across diverging locations, a stratified sampling method is used. The population is divided among different strata based on geographical locations, that is Khyber Pakhtunkhwa, Islamabad and Rawalpindi. Recognizing the regional differences that affect construction projects, organizational culture and working environment; requires stratification.

Participants within each stratum are given questionnaires via a snowball sampling approach. Snowball sampling is especially useful for those populations that are hard to reach by traditional sampling methods. Initially contact is made with individuals at the key level within each stratum – such as the project managers or senior personnel in construction firms – to obtain information. These informants are approached to participate in the study and then asked to identify other potential participants from their professional networks to join. The approach is iterative with each step leading to a 'snowball effect' as more are referred and the sample size grows to be reach a representative numbers.

Questionnaire Development

The research instrument used specific design elements to effectively seek detailed input from project management specialists. The researcher modified the questionnaire specifically for this study by selecting well-established tools which have proven successful in previous research. The research composition uses thoughtfully designed units to scrutinize SL practices as well as team cohesion and their impact on project success and team performance.

Servant Leadership

Seven items measured of Liden et al.'s (2015) were used to evaluate servant leadership dimensions that comprises emotional healing implementation, empowerment and leader's ethical conduct.

Team Cohesion

The items within this domain investigate how teams' function and how cooperation develops as well as information exchanges and collaborative efforts among project team members. A 10-item scale adapted from Carless and De Paola (2000) evaluates team dynamics by measuring relationships between members and their collaborative objectives.

Project Team Performance

Team performance evaluation requires examination of multiple factors that include completion rates, problem-solving effectiveness and team operational efficiency. According to Henderson and Lee (1992) PTP is measured through four specific items that focus on both teamwork effects and performance deliverables.

Data Analysis

The data analysis has been conducted through a range of descriptive and inferential statistical methods. Descriptive statistics, encompassing measures such as means, standard deviations, and frequencies, offers a comprehensive summary of the data. Further, for hypothesis testing, the methodology of PLS-SEM was employed, utilizing the Smart PLS. PLS-SEM is considered highly suitable for this particular study due to its ability to handle intricate models involving multiple variables. Moreover, PLS-SEM facilitates the examination of both measurement and structural models, thereby enabling a comprehensive assessment of the interrelationships among SL, TC, collaborative culture, project success, and team performance.

Results

Demographic Characteristics

Table 1: Demographics

Variable	Categories	Frequency (n)	Percentage (%)
Gender	Male	230	93.9
	Female	15	6.1
Age	20-30 years	73	29.8
	31-40 years	89	36.3
	41-50 years	47	19.2
	Above 50 years	36	14.7
Education Level	Intermediate	55	22.4
	Bachelor	106	43.3
	Master	62	25.3
	PMP	22	9.0
Experience	1-5 years	58	23.7
	6-10 years	72	29.4
	11-15 years	64	26.1
	Above 15 years		

Table 1 depicts demographics of sample respondents. The statistic shows that majority of respondents are male with a percentage of 93.9 percent. As per age most are 31 to 40 years age

bracket. Most of respondents are bachelor with of 6-10 years. The detail statistic are presented in table 1:

Reliability and Validity

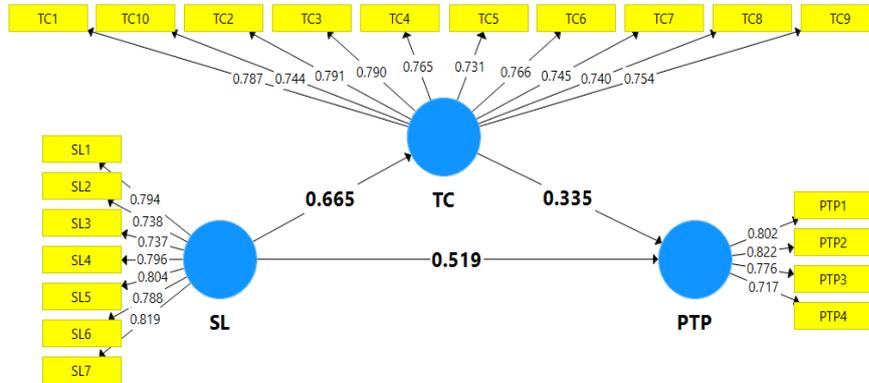


Figure 2: Measurement Model
Source: Author

Table 2: Reliability and Validity

Construct	Indicator	Loading	T Statistcs	Cronbach's Alpha	Composite Reliability	AVE
Project Team Performance	PTP1	0.802	36.431	0.784	0.861	0.608
	PTP2	0.822	41.508			
	PTP3	0.776	34.837			
	PTP4	0.717	26.973			
Servant Leadership	SL1	0.794	43.607	0.894	0.917	0.613
	SL2	0.738	30.133			
	SL3	0.737	28.219			
	SL4	0.796	39.846			
	SL5	0.804	44.043			
	SL6	0.788	37.221			
	SL7	0.819	48.58			
Team Cohesion	TC1	0.787	34.134	0.919	0.932	0.58
	TC10	0.744	27.202			
	TC2	0.791	35.393			
	TC3	0.79	35.91			
	TC4	0.765	32.924			
	TC5	0.731	30.304			
	TC6	0.766	32.361			
	TC7	0.745	34.226			
	TC8	0.74	31.528			
	TC9	0.754	27.859			

The measures of the reliability and validity of three constructs, PTP, SL, and TC are presented in the table 2. A number of indicators are used to measure each construct, and for each indicator the

table provides detailed statistics, including factor loadings, T statistics, Cronbach's Alpha, CR, and AVE.

Four indicators (PTP1... PTP4) are used for the construct Project Team Performance. The high T statistics for factor loadings, all statistically significant of about 26.973 to 41.508 reflecting a range from 0.717 to 0.822, clearly indicate that the factor loadings range from being statistically significant. This construct has a good internal consistency score (Cronbach's Alpha = 0.784). The AVE is 0.608 and the Composite Reliability is 0.861, hence construct explains reasonable amount of variance in the indicators.

Seven indicators (SL1 to SL7) are used to measure SL construct. These factor loadings are between 0.737 to 0.819, and the T statistics equal to 28.219 to 48.58 implying strong statistical significance. The internal consistency for the construct is 0.894 Cronbach's Alpha. The values of the Composite Reliability are 0.917 and AVE (0.613), reflecting that the construct explains a great deal of the variance in the indicators.

The TC construct is finally measured using 10 indicators (TC1 to TC10). All of the factor loadings are statistically significant while ranging from 0.731 to 0.791; T statistics range from 27.202 to 35.91. This construct has very high internal consistency (Cronbach's Alpha = 0.919) and the structure for this pair of items is as follows. The AVE is 0.58 and the composite reliability is 0.932 therefore showing that the construct explains moderate amount of variance in the indicators.

Structural Model

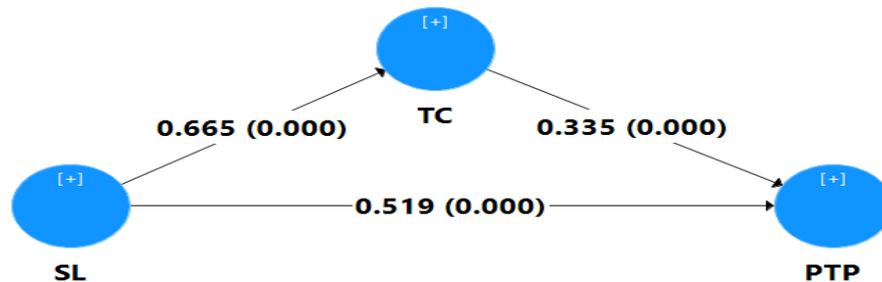


Figure 3: Structural Model
Source: Author

Table 3: Structural Model

Path	Coefficient	STDEV	T Statistics	P Values	Lower CI	Upper CI
SL -> PTP	0.519**	0.046	11.206	0.000	0.420	0.607
SL -> TC	0.665**	0.033	20.047	0.000	0.594	0.727
TC -> PTP	0.335**	0.045	7.396	0.000	0.251	0.428
SL -> TC -> PTP	0.223**	0.034	6.515	0.000	0.151	0.285

** denotes significance; SL = Servant Leadership; PTP = Project Team Performance; TC = Team Cohesion

Results of the structural model that examines the nexus between SL, TC, and PTP are presented in the table. The path coefficients, T statistics and confidence intervals for these constructs show that there are significant and positive nexus among the constructs.

The path coefficient significant at ($p < 0.001$) of 0.519 indicates that there is a strong and statistically significant direct effect of SL on PTP. The T statistic of 11.206 also supports the significance of this relationship. The value of this path is robust and consistent, and the 95% confidence interval on this path is between 0.420 and 0.607.

Likewise, the direct impact of SL on TC is even more substantial, with a path coefficient of 0.665 ($p < 0.001$) and a T statistic of 20.047. In this path (0.594 to 0.727), the 95% confidence for this path means that this is a highly significant relationship which strongly suggests that SL is extremely important in fostering TC.

The relationship of TC and PTP is statistically significance with path coefficient = 0.335 ($p < 0.001$), T statistic = 7.396. This further supports the positive and meaningful influence of TC on PTP with a 95% confidence interval of this path (0.251 to 0.428).

Furthermore, the indirect effect of SL on PTP through TC is significant (path coefficient of 0.223, $p < 0.001$, $T = 6.515$). This indirect effect (0.151 to 0.285) under the 95% confidence interval confirms TC mediates the relationship between SL and PTP as TC serves to bridge SL and PTP.

Discussion and Conclusion

Recent research has positively demonstrated the finding that SL has a positive impact on team performance. Eva et al. (2019) suggest that studies show that servant leaders create an environment of trust, empowerment, and engagement, to increase team effectiveness. Additionally, SL is associated with increased innovation as well as job satisfaction which are related to better performance outcomes (Chiniara & Bentein, 2018). These findings align with present study's findings supporting the view that servant leader can play a crucial role in enhancing the performance of project teams. Consistent with existing literature this study found a significant positive relationship between SL and TC. Servant leaders encourage interpersonal support and group goals which allow for stronger TC (Liden et al., 2020). In particular, SL has operationalized in team enhancement, such as increasing psychological safety, mutuality, and mutual respect, all which are key antecedents of TC (Hoch et al., 2018).

Consistent with studies emphasizing the role of cohesive teams in higher performance, the authors find a positive relation between TC and PTP. Cohesive teams are less likely to be preoccupied with what they perceive as an unfavorable work environment and, consequently, would be more likely to engage in collaborative problem solving and a greater commitment to project success (Salas et al., 2000). High TC has also been found to predict less conflict and greater psychological wellbeing, also helping to promote better performance of the team (Mathieu et al., 2019).

The findings support that SL does well impact team performance and cohesion but there is some research which disagrees. For example, Meuser et al. (2019) discovered that in very competitive and speedy operating environments, SL may not be as powerful a device in the pursuit of performance because it focuses so a great deal on future improvement as opposed to immediate benefits. Hunter et al. (2020) also maintain that SL may not be appropriate to all firms, especially in hierarchical firms that prefer directive leadership. In addition, as elaborated by Hoch and Bommer (2018), SL benefits on team performance tend to diminish when team members lack intrinsic motivation or when external rewards are more highly valued than SL principles.

Conclusion

The primary aim of this study was to find out the effect of SL on PTP and TC. Additionally, the study examined TC as a mediator of the relationship between SL and PTP. SL has been well

researched in the field of leadership due to its focus on ethical behavior, building of the community and employee empowerment. Organizations aiming at effective leadership strategies in the dynamic team environments need to know its influence on the TC and performance. The results of this study confirm the positive impact of SL on team performance and cohesion, with TC playing a significant mediating role. These findings align with the broader body of research that underscores the value of SL in fostering collaborative and high-performing teams. However, contradictory evidence suggests that the effectiveness of SL may be context-dependent, necessitating further exploration into its boundary conditions. Future research should examine industry-specific applications of SL and explore moderating factors such as organizational culture and task complexity.

References

1. Abbas, M., & Ali, R. (2023). Transformational versus transactional leadership styles and project success: A meta-analytic review. *European Management Journal*, 41(1), 125-142.
2. Aga D. A., Noorderhaven N., Vallejo B. (2016). Transformational leadership and project success: The mediating role of team-building. *International Journal of Project Management*, 34(5), 806–818.
3. Ali, M., Li, Z., Khan, S., Shah, S. J., & Ullah, R. (2021). Linking humble leadership and project success: the moderating role of top management support with mediation of team-building. *International journal of managing projects in business*, 14(3), 545-562.
4. Ali, S., Khan, S., & Saleem, Z. (2023). Examining the effect of servant leadership, employees psychological empowerment and innovative work behavior on project success: evidence from construction industry. *Pakistan Journal of Humanities and Social Sciences*, 11(2), 2158-2165.
5. Bilal, A., Siddiquei, A., Asadullah, M. A., Awan, H. M., & Asmi, F. (2021). Servant leadership: a new perspective to explore project leadership and team effectiveness. *International Journal of Organizational Analysis*, 29(3), 699-715.
6. Ellahi, A., Rehman, M., Javed, Y., Sultan, F., & Rehman, H. M. (2022). Impact of Servant Leadership on Project Success Through Mediating Role of Team Motivation and Effectiveness: A Case of Software Industry. *SAGE Open*, 12(3), 21582440221122747
7. Eva, N., Robin, M., Sendjaya, S., Van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The leadership quarterly*, 30(1), 111-132.
8. Farh, J. L., Hackett, R. D., & Liang, J. (2007). Individual-level cultural values as moderators of perceived organizational support–employee outcome relationships in China: Comparing the effects of power distance and traditionality. *Academy of Management Journal*, 50 (3), 715-729.
9. Ferch, S. (2005). Servant-leadership, a way of life. *The International Journal of Servant Leadership*, 1 (1), 3-8.
10. Festinger, L. (1950). Informal social communication. *Psychological review*, 57(5), 271.
11. Franz, B., Leicht, R., Molenaar, K., & Messner, J. (2017). Impact of team integration and group cohesion on project delivery performance. *Journal of construction engineering and management*, 143(1), 04016088.
12. Graham, J. W. (1991). Servant-leadership in organizations: Inspirational and moral. *The leadership quarterly*, 2(2), 105-119.
13. Greenleaf, R.K. (1977) *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press, New York.

14. Hunter, E. M., Neubert, M. J., Perry, S. J., Witt, L. A., Penney, L. M., & Weinberger, E. (2013). Servant leaders inspire servant followers: Antecedents and outcomes for employees and the organization. *The Leadership Quarterly*, 24 (2), 316-331.
15. Jaramillo, F., Bande, B., & Varela, J. (2015). Servant leadership and ethics: A dyadic examination of supervisor behaviors and salesperson perceptions. *Journal of Personal Selling & Sales Management*, 35 (2), 108-124.
16. Khalil, S. A., Ihsan, A., Khan, D. I., & Ali, A. (2023). Role of Project Planning in Success of Construction Projects: Mediated by Top Management Support. *International Review of Basic and Applied Sciences*, 11(1), 34-44.
17. Khan, M. A., Hussain, S. T., & Shah, S. (2020). Investigating the Mediating role of Goal Clarity in the Relationship between Spiritual Leadership and project Success: Evidence from Software Industry. *NICE Research Journal*, 13(4), 28-48.
18. Khan, M. A., Khan, A. Z., Ali, M. I., & Mahmood, F. (2020a). The role of post-implementation strategies for projects of enterprise information systems in enhancing management system: A case study approach. *Human Systems Management*, 42(2), 247-256
19. Khan, M. M., Mubarik, M. S., Islam, T., Rehman, A., Ahmed, S. S., Khan, E., & Sohail, F. (2022). How servant leadership triggers innovative work behavior: exploring the sequential mediating role of psychological empowerment and job crafting. *European Journal of Innovation Management*, 25 (4), 1037-1055.
20. Khattak, S. I., Rizvi, T. H., & Khan, M. A. (2022). Unwrapping software projects success in Asia: Assessing the role of authentic leadership, psychological empowerment, and job engagement in project success using a serial-mediation approach. *SAGE Open*, 12(2), 21582440221097918
21. Kirkman, B. L., Chen, G., Farh, J. L., Chen, Z. X., & Lowe, K. B. (2009). Individual power distance orientation and follower reactions to transformational leaders: A cross-level, cross-cultural examination. *Academy of Management Journal*, 52 (4), 744-764.
22. Krog, C., & Govender, K. (2015, October). Servant leadership and project management: Examining the effects of leadership style on project success. In *European Conference on Management, Leadership & Governance* (pp. 201-210). Academic Conferences International Limited.
23. Lepine, J. A. and Van Dyne, L. (2001). Peer responses to low performers: An attributional model of helping in the context of groups. *Academy of Management Review*, 26(1):67–84.
24. Malik, A. A., Muneeb, D., Khan, N., Usman, M., & Latif, K. F. (2022). The nexus of servant leadership and project success: the mediation of emotional intelligence and job stress and moderation of team effectiveness. *Leadership & Organization Development Journal*, 43(8), 1186-1200.
25. Man, D. C. and Lam, S. S. (2003). The effects of job complexity and autonomy on cohesiveness in collectivistic and individualistic work groups: a cross-cultural analysis. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 24(8):979–1001.
26. Mazarei E., Hoshyar M., Nourbakhsh P. (2013). The relationships between servant leadership style and organizational commitment. *Archives of Applied Science Research*, 5(1), 312–317.
27. Meuser, J. D., & Smallfield, J. (2023). Servant leadership: The missing community component. *Business Horizons*, 66(2), 251-264.
28. Mubarak, N., Khan, J., Safdar, S., Muhammad, S., & Riaz, A. (2022). Ethical leadership in project-based organizations of Pakistan: the role of psychological empowerment and Islamic work ethics. *Management Research Review*, 45(3), 281-299.
29. Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological bulletin*, 115(2), 210.

30. Nauman, S., Musawir, A. U., Malik, S. Z., & Munir, H. (2022). Servant Leadership and Project Success: Unleashing the Missing Links of Work Engagement, Project Work Withdrawal, and Project Identification. *Project Management Journal*, 53(3), 257-276.
31. Nauman, S., Musawir, A. U., Malik, S. Z., & Munir, H. (2022b). Servant leadership and project success: Unleashing the missing links of work engagement, project work withdrawal, and project identification. *Project Management Journal*, 53(3), 257-276.
32. Nauman, S., Ul Musawir, A., & Malik, S. Z. (2019, September). Servant leadership and project success: parallel mediation by work engagement and project work withdrawal. In *Proceedings of the 2019 British Academy of Management (BAM) Conference*.
33. Nixon, P., Harrington, M., & Parker, D. (2012). Leadership performance is significant to project success or failure: a critical analysis. *International Journal of productivity and performance management*, 61(2), 204-216.
34. Paros, A., Kelly, P.S. and Sprinkle, T.A. (2022). Enhancing project team outcomes despite provisional work: a discussion to leverage cross-generational advantages. *Team Performance Management*, 28(3/4), 191-204. <https://doi.org/10.1108/TPM-08-2021-0059>
35. Parris, D. L., & Peachey, J. W. (2013). A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics*, 113(3), 377-393.
36. Pollack, J., and Matous, P. (2019). Testing the impact of targeted team building on project team communication using social network analysis. *International Journal of Project Management* 37(3), 473-484.
37. Quick, J. C. and Nelson, D. L. (2009). *Principles of organizational behavior: Realities and challenges*. Cengage Learning.
38. Schaubroeck, J., Lam, S. S., & Peng, A. C. (2011). Cognition-based and affect-based trust as mediators of leader behavior influences on team performance. *Journal of Applied Psychology*, 96 (4), 863.
39. Schaubroeck, J., Lam, S. S., and Cha, S. E. (2007). Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Journal of applied psychology*, 92(4):1020–1045.
40. Schwepker, C. H., & Schultz, R. J. (2015). Influence of the ethical servant leader and ethical climate on customer value enhancing sales performance. *Journal of Personal Selling & Sales Management*, 35 (2), 93-107.
41. Sendjaya, S. (2015). Introduction to Servant Leadership. In *Personal and Organizational Excellence through Servant Leadership* (pp. 1-13). Springer, Cham.
42. Summers, I., Coffelt, T., & Horton, R. E. (1988). Work-group cohesion. *Psychological Reports*, 63(2), 627-636. Tekleab, A. G., Sims Jr, H. P., Yun, S., Tesluk,
43. Turner, J. R., & Müller, R. (2005). The Project Manager's Leadership Style as a Success Factor on Projects: A Literature Review. *Project Management Journal*, 36(2), 49-61.
44. Van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37 (4), 1228-1261.
45. Van Dierendonck, D., & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of Business and Psychology*, 26 (3), 249-267.
46. Van Dierendonck, D., Stam, D., Boersma, P., De Windt, N., & Alkema, J. (2014). Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes. *The Leadership Quarterly*, 25 (3), 544-562.
47. Varajão, J. (2016). Success Management as a PM knowledge area–work-in-progress. *Procedia Computer Science*, 100, 1095-1102.

48. Wadood, F., Khan, I., & Shah, F. (2024). Sustainability in Project Management through Servant Leadership Mediated by Green Organizational Culture: Evidence from Constructions Projects. *Journal of Business and Management Research*, 3(3), 446-462.
49. Williams, S., & Jones, F. (2009). Transformational leadership and servant leadership: Is there a difference. *21st Century Theories of Education Administration*, 31.
50. Winter, M., Smith, C., Morris, P., and Cicmil, S. (2006). Directions for future research in project management: The main findings of a uk government-funded research network. *International journal of project management*, 24(8):638–649.
51. Zada, M., Khan, J., Saeed, I., & Zada, S. (2024). How servant leadership influences the effectiveness of project management: antecedents and consequences. *Journal of Organizational Effectiveness: People and Performance*, 11(2), 307-324.