

Midocean University

College of Management



Master of Project Management

**The Impact of Transformational Leadership on Project Team Performance
in Multicultural Environments**

أثر القيادة التحويلية في تعزيز أداء فرق المشاريع في بيئات العمل المتعددة الثقافات

Student Name: Gharam Elshamry

University ID: 252001337

Supervised by:

Dr. Alfaisal Abdelhameed Mohamed

Dr. Fayez Ali Jad

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The researcher

Abstract

This study investigates the relationship between transformational leadership and project team performance in multicultural work environments, examining the mediating roles of team cohesion and cross-cultural communication. Data were collected from 100 project managers and team members working in culturally diverse organizations in Saudi Arabia using validated scales measuring transformational leadership (MLQ), team cohesion, cross-cultural communication, and team performance. Analysis employing SPSS, PROCESS Macro, and structural equation modeling revealed that transformational leadership significantly predicts team performance ($\beta = .58, p < .001$), with team cohesion (indirect effect = .15) and cross-cultural communication (indirect effect = .18) serving as partial mediators, together explaining 48% of performance variance. Additionally, leader's cultural intelligence significantly moderated this relationship (interaction $\beta = .18, p = .003$), indicating that transformational leadership is substantially more effective when leaders possess high cultural intelligence. This research extends transformational leadership theory to multicultural contexts by identifying teamwork quality as a key mediating mechanism and cultural intelligence as a critical moderator, offering practical implications for developing leadership training programs that integrate both transformational behaviors and cultural competencies to enhance project team performance in increasingly diverse work environments.

Keywords: Transformational Leadership, Project Team Performance, Multicultural Environments, Teamwork Quality, Cultural Intelligence

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The Researcher

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List of Abbreviations

AMOS – Analysis of Moment Structures, a statistical software used for structural equation modeling.

CI – Confidence Interval, a range of values used to estimate the true population parameter.

CQ – Cultural Intelligence, the capability to function effectively in culturally diverse settings.

HR – Human Resources, the organizational function managing employee relations and development.

EI – Emotional Intelligence

M – Mean, the average value of a set of numbers.

MLQ – Multifactor Leadership Questionnaire, a tool measuring transformational and transactional leadership.

N – Total Sample Size, the number of participants included in the study.

R² – Coefficient of Determination, indicating the proportion of variance explained by a model.

SD – Standard Deviation, a measure of variability or dispersion in a dataset.

SE – Standard Error, the standard deviation of the sampling distribution of a statistic.

SEM – Structural Equation Modeling, a multivariate statistical analysis technique.

SPSS – Statistical Package for the Social Sciences, software used for statistical analysis.

TL – Transformational Leadership, a leadership style that motivates followers to exceed expectations.

β – Standardized Beta Coefficient, a measure of predictor impact in regression analysis.

ΔR² – Change in Coefficient of Determination, the difference in explained variance between models.

Chapter 1

Introduction

Chapter 1: Introduction

1.1 Background of the Study

Globalization has brought a lot of changes to the environment of modern businesses and made multicultural workplaces more prevalent and persistent, especially in project organizations. These organizations achieve their strategic objectives mainly by means of diverse teams and members from different cultural backgrounds. Managing such teams has become complicated, with numerous challenges and obstacles stemming from possible communication problems, cultural ambiguities and conflicts between different work values of members from different cultural backgrounds (Nosratabadi et al., 2020). In such changeable situations, good leadership is likely to create confidence, build trust, motivate members and—eventually—achieve high performance through team members from different cultural backgrounds.

Business is becoming more “global” and that is impacting organizational design and the complexity of leadership required to effectively manage multicultural teams, comprised of team members and/or members from individual and national backgrounds geographically distributed (Guzar & Bianchi-Laubsch, 2024; Hao et al., 2022; Kaggawa, 2024; Kimura, 2024; Lassoued et al., 2020; Zouhairry & Attieha, 2021). These teams have become a normative work practice compared to co-located teams and demand a higher level of leadership complexity. (Gamero et al., 2021; Liao & Thomas, 2025; Mumtaz & Nadeem, 2024; Rodrigues et al., 2024; Zemojtel Piotrowska & Piotrowski, 2023).

Several styles of leadership have been portrayed and emphasized in different contexts and have drawn considerable attention over the years. Of these paradigms, transformational Leadership (TL) has received considerable attention in both academic and practical contexts. According to Bass (1985), transformational leaders encourage their followers to look after the

interests of others, articulate a vivid hopeful vision of the future, give individualized consideration, encourage knowledge generation , and motivate subordinates to higher levels of performance by serving as role models. Positive findings have emanated from most studies examining the effects of Transformational Leadership (TL) on employee motivation, engagement, creativity, and performance in a variety of organizational contexts (Khan et al., 2020; Al-Subaie et al., 2021). Transformational Leadership (TL) has particularly been found to boost positive outcomes in project management contexts. These include improving teamwork quality, fostering team spirit, and psychological engagement that are critical for the success of a project (Aga et al., 2016; Hamzah, 2024).

1.2 Problem Statement

Although there is a huge amount of research about the positive effects of Transformational Leadership (TL) and an increase in use of multicultural teams for projects, there is still a great gap in the literature that explores how TL might affect performance of project teams in multicultural settings. Previous research has attempted to address the relationship between Leadership and Performance (Khan et al., 2020), the relationship between Leadership and Diversity (Mohsin, 2025), and Leadership in virtual settings (Saluy & Kemalasari, 2018); however, a comprehensive study that is dealing with all of these issues in a project teams is missing in the literature. In multicultural project environments, due to cultural differences, team members experience cultural conflict, have lack of cohesion, and thus experience decrease in their efficiency (Nosratabadi et al., 2020). Most of the existing researches fail to address these issues and how TL deals with these challenges in order to affect project team performance positively.

In addition to the aforementioned obstacles, teams also often encounter difficulties related to geographically distributing work and managing culturally diverse group members (Eisenberg et al., 2019; Morrison-Smith & Ruiz, 2020). As Eisenberg and colleagues assert, when teams become more dispersed, communication can present problems to team performance (Eisenberg et al., 2019). Various differences (Eisenberg et al., 2019) such as geographical location and culture can become barriers to effective team communication and present challenges to achieving high team performance. Such challenges can particularly affect trust, team mission, and overall understanding. However, when leaders are knowledgeable about the skills necessary to overcome the negative effects of dispersed teams, they can help teams successfully navigate the complexities of team work.

Although there is a vast range of research exists regarding the relationships between Emotional Intelligence (EI) and Transformational Leadership (TL), more research is needed to explore the extent to which competencies are predictive of managing the dynamics of culturally diverse teams. Navigating the complex dynamics of multicultural teams is a major challenge for team leaders and poses inconsistencies in how Transformational Leadership practices are implemented in order to achieve optimal team performance (Shuffler et al., 2011; Tan et al., 2022). Furthermore, EI has been identified as a determinant of team engagement and performance through the dimension of adaptability and cultural awareness (Shuffler et al., 2011). Specifically, on Emotional Intelligence (EI), conflict management and effective communication are vital for handling multicultural tensions and resolving conflicts in globally dispersed teams (Siritrakankij et al., 2023). Therefore, the general problem addressed by this study is how to achieve optimal team performance for culturally diverse and geographically dispersed teams.

This lack of research hinders organizations' ability to develop effective leadership training programs and evidence-based management practices that are specifically designed for multicultural project environments. That is why, the central problem addressed by this study is: How does transformational leadership influence the performance of project teams operating in multicultural work environments?

1.3 Research Questions

This study aims to answer the following research questions:

1. What is the effect of transformational leadership on project team performance in multicultural work environments?
2. How does transformational leadership influence teamwork quality among multicultural project teams?
3. Does teamwork quality mediate the relationship between transformational leadership and team performance?

1.4 Research Objectives

In line with the research questions, the objectives of this study are:

1. To examine the relationship between transformational leadership and project team performance.
2. To assess the influence of transformational leadership on teamwork quality in multicultural environments.
3. To investigate whether teamwork quality mediates the relationship between transformational leadership and team performance.

4. To provide practical recommendations for leadership development in multicultural project teams.

1.5 Significance of the Study

This study is of significant value to both practice and academia and provides a multi-faceted contribution to the understanding of leadership, project management, and cross-cultural management. Theoretically, the study contributes to the practice of companies by developing an integrated framework that links transformational leadership, multicultural work environments, and project team performance. Empirically, the study also provides a practical understanding of the complex relationships between these variables by examining teamwork quality as a mediator and cultural intelligence as a moderator.

From a practical perspective, the study shall equip project managers, organizational leaders and Human Resources professionals with valuable insights into the ways to handle and implement successful projects within the Kingdom of Saudi Arabia with its specific cultural, economic and varied social environment. The empirical findings of the study shall inform the project managers as to what specific practical recommendations they could follow when planning leadership development programs and training within their organizations. Such programs and training sessions will help leaders to demonstrate transformational leadership behaviors and to gain cultural intelligence competencies that are critical to effective management of cross cultural teams. Through this leadership skillset, organizations can foster team-oriented environments that support collaboration and achieve better project outcomes.

This study has important implications for both practice and theory at the national level within Saudi Arabia. The implementation of Saudi Vision 2030 demands a diverse, skilled, and multicultural workforce to manage mega-projects, and to attract foreign investments and

encourage new industries to grow within the Saudi market. Managing such a workforce effectively requires effective leadership of multicultural project teams. The study contributes to the evidence base by offering insights into the leadership behaviors required of team leaders and managers to maximize the value that diversity brings, while minimizing the problems it poses. Importantly, the study offers practical tools and insights that Saudi organizations can draw upon in their quest to develop a more innovative, practical, and competitive workforce capable of meeting the Vision 2030 goals for the Saudi economy and its emergence as an important player on the global stage.

Finally, the research contributes in a significant way to the crucial role of cultural intelligence and adaptive leadership in project work. The findings can be used to promote effective work practices in culturally diverse project teams by drawing attention to the value that valuing difference can bring in project work. As such the findings have the potential to translate into positive organizational performance, and more importantly into practices that promote better working relationships across cultures driving the creation of more harmonious cultural practices that foster understanding between national cultures thereby enhancing social collaboration in an increasingly globalized world.

1.6 Study Structure

This thesis is structured into five distinct chapters, each building upon the preceding one to systematically address the research questions and objectives. This organizational framework is designed to provide a clear and logical progression of the study, from its foundational context to its empirical findings and practical implications.

1.6.1 Chapter 1: Introduction

This chapter makes the foundation for the current study. It presents the Background of the Study. This section clarifies that the work environment in projects is multicultural and includes discussion about the subject in general, in addition to the significance of the subject and the importance of studying it in Saudi Arabia to achieve the goals of Saudi Vision 2030. Then, the Problem Statement will be clarified, where the study gaps about the impact of transformational leadership, teamwork quality, cultural intelligence on the performance of multicultural project teams will be identified. The Research Questions and the Research Objectives that will help to achieve the study's goals are also discussed in this chapter. Finally, the Significance of the Study and the theoretical contributions to the current knowledge about leadership and project management as well as the practical contribution for the interested parties in Saudi organizations.

1.6.2 Chapter 2: Literature Review

Building on the introduction, Chapter 2 includes a comprehensive literature review of the theoretical and empirical research relevant to the study's constructs of interest. It begins by tracing the key theoretical underpinnings of Transformational Leadership including its conceptual foundations, core dimensions (the 'Four I's'), and then applied specifically to project management. This is followed by a discussion of Multicultural Work Environments and Project Teams focusing on the rising trend of multiculturalism in global projects and the challenges of cultural diversity. The core concept of Team Performance and its Determinants are then defined, highlighting the critical role of leadership in determining performance. The mediational role of Teamwork Quality, including dimensions of team cohesion and cross-cultural communication are then discussed, followed by an examination of the moderating role of Cultural Intelligence (CQ). In particular, the chapter elucidates the dimensions of CQ and

its effects on transformational leadership. Finally, the chapter reviews empirical studies in the area and identifies the research gap that this study intends to address.

1.6.3 Chapter 3: Methodology

This chapter explains the research design and methods used in current research. At the beginning of the chapter, the researcher explains the type of research design utilized to achieve the purpose of the study which is quantitative approach followed by the survey method. Secondly, the researcher explained the types of population and sample utilized in this study to achieve the objective of the study such as project managers and team members work in multicultural organizations found in Saudi Arabia, elaborating the sampling technique which used to select the participants for the current study. This chapter also highlights and explains the study tools that used in this study such as Multifactor Leadership Questionnaire (MLQ-5X), Cultural Intelligence Scale (CQS) and Group Environment Questionnaire (GEQ) to gather the needed data for the study. Furthermore, this chapter clearly explains the techniques she utilized in analyzing the collected data and finally the important ethical considerations that she put in place while conducting the current study.

1.6.4 Chapter 4: Results and Discussion

Chapter 4 highlights the results and findings of this study, starting with the data analysis and findings section. This includes descriptive correlation statistics, as well as the results of the mediation and moderation analyses. Then, each one of the research questions is to be discussed in turn, and the results are to be compared and combined with the existing body of knowledge. Finally, the chapter elaborates on the theoretical and practical implications of the findings

regarding the relationship between transformational leadership, teamwork quality, cultural intelligence, and multicultural project team performance.

1.6.5 Chapter 5: Findings and Recommendations

This final chapter summarizes the main findings of the study, starting with a conclusion that recapitulates the findings in relation to the effects of transformational leadership, the mediator role of teamwork quality and the moderating role of cultural intelligence. Then, it outlines recommendations for project managers, HR professionals and organizational stakeholders on how to improve leadership practices in multicultural project teams. Finally, theoretical and practical Implications for future research and practical applications are to be discussed.

Chapter 2

Literature Review

Chapter 2: Literature Review

Transformational leadership is an area of research into management of projects in a more worldwide and complex corporate environment. Effective leadership in international multicultural teams is important for achieving organization's goals and gaining competitive edge in global marketplace (Murmu & Neelam, 2022). As organizations move towards dealing with complexities of virtual, geographically dispersed and diverse teams, there is a re-evaluation of established traditional leadership models that focuses on interpersonal interactions in physical space (Bass, 1985; Goleman, 1995, 2006, 2011, 2019; Murmu & Neelam, 2022).

Leadership roles especially those associated with transformational leadership and emotional intelligence (EI) explain a considerable amount of variance in team performance, becoming essential for leaders who navigate this dynamic environment (Boyatzis et al., 2017; Goleman, 1995, 2006, 2011, 2019). The literature, however, is scarce about the specific competencies that matter most in managing teams across cultural boundaries and interfaces (Goleman, 1995, 1998, 2006, 2011, 2019; Murmu & Neelam, 2022; Stahl et al., 2010).

This chapter aims at providing an overview of current research into transformational leadership and its potential to enhance project team performance in multinational and culturally diverse work teams. The review draws on key theoretical contributions to transformational leadership by Bernard Bass (1985), and on Daniel Goleman's work on leadership styles, notably his application to multicultural teams (1995, 2006, 2011, 2019), as well as Geert Hofstede's seminal work on national cultures (2001). To ensure that only the most recent findings are included in the review, a systematic search strategy was conducted to identify relevant journal articles and book chapters that have been published in the last five years. The chapter also explores the specific aspects of transformational leadership, the particular

challenges and problems of multicultural workplaces, and the potential mediating variables that might account for how transformational leaders could improve project performance.

2.1 Transformational Leadership Theory

According to Bass (1985), transformational leadership (TL) is a type of approach which encourages leaders to put the needs of the organization before their own needs. The Four I's are the key elements of the approach to encourage a positive team environment and organizational culture. In different types of projects for instance, integration improves leadership effectiveness (Shanqaiti & Farea, 2021).

1. **Idealized Influence:** Leaders perform as strong role models, representing and giving high ethical principles and values, therefore getting the admiration, respect, and trust of their followers.
2. **Inspirational Motivation:** Leaders adopt a compelling vision for the future, delivering high expectations, and use methods and symbols to focus efforts and duties, thereby motivating and inspiring their teams.
3. **Intellectual Stimulation:** Leaders encourage creativity and innovation by challenging assumptions, reframing problems, and approaching old situations in new ways.
4. **Individualized Consideration:** Leaders pay special attention to each individual's needs for achievement and growth, acting as coaches or mentors and fostering a supportive environment.

Idealized influence is the extent to which leaders inspire respect, trust, and even admiration by embodying high moral standards and having a compelling vision for the future, serving as a role model for others to follow. Leaders with high idealized influence establish a basis of legitimacy that makes a huge difference to employees' identification with the organization, indeed helping employees to see themselves in the leaders and in adopting the leaders' values and goals. As Shanqaiti and Farea (2021) pointed out, idealized influence is a key driver of loyalty, bringing employees together in pursuing a shared goal, especially under challenging circumstances that demand collaboration and trust. Leaders with visionary style (Ting et al. 2021) therefore play particularly important roles in shaping an organization's culture and addressing problems in innovative ways. Álamo and Falla (2023) likewise found moral leadership positively influenced team morale, integration, and commitment. The leaders internalize the moral standards of their leaders, thereby gaining resilience and accountability that will help them to confront and overcome the obstacles that limit continued success into the future.

Inspiration motivation refers to the way leaders deliver an inspiring vision to motivate people's behaviours to channel their activities towards desired goals. Inspirational motivation inspires team members to be optimistic in search of challenge and invest themselves fully in work. It aims to fulfill the high expectations that leaders have of themselves and inspires teamwork to achieve goals. With inspirational motivation, teams become unified in their efforts and will endeavor to perform better to achieve desired outcomes with more enthusiasm. This style of motivation is also synonymous with building Resilience in employees as it equips them with coping mechanisms to deal with adversity in the workplace (Shanqaiti & Farea, 2021). Inspirational motivated teams are able to create projects that are robust, dynamic and flexible (Han et al. 2024). Through inspiring motivation, the leader demonstrates how the combination

of individual inputs leads to engagement, innovation and ongoing commitment towards the organisation.

Regarding the intellectually stimulating environment, it inspires innovation and challenges team members to think of new approaches to tackle challenges. Leaders that create an environment of intellectual stimulation can foster innovative idea generation in knowledge-based businesses (Huang et al., 2022). For dealing with challenges of team collaboration, fostering group development (Ting et al., 2021) and organizational learning for adaptive project management (Nauman et al., 2024), leaders use proactive approaches that keep their teams agile and dynamic by stimulating the exchange of unique perspectives.

Lastly, customized consideration refers managers/leaders who go the extra mile to ensure that their followers receive the specific help or advice they require to meet their roles and aspirations. This style fosters growth, trust, and inclusion and can develop quality relationships between individuals. As noted in Shanqaiti and Farea (2021) providing tailored support helps to gain follower loyalty. Research also exists on how customized consideration affects performance and employee engagement in diverse work environment (Pan and Dias, 2024). Personalized leadership involves helping followers to be innovative in work and foster creativity (Ting et al., 2021). By ensuring followers' personal growth aligns with the organization's goals, leaders can be confident of a motivated, cohesive and effective team ready to face challenges and address problems.

Transformational leadership theory itself actually operates in a range of areas including the politics and organizational behavior. Burns (1978) defined it as an ethical, democratic leadership process by means of which the leaders attempt to raise and unify citizens, mobilizing into sustained activity toward a common purpose- toward a change in moral dimension as citizens fulfill themselves and become fulfilled. The management literature, quickly abandoned this ethical dimension to focus on quantitative metrics and efficiency within hierarchy and for

the opposite reasons Burns had theorized. Eaton et al. (2024) explain this as a criticism of Bass (1990) who successfully translated transformational leadership into operationalizable terms within formal organizations. Their point is that Burns had emphasized a common purpose and a common growth trajectory that, by nature, met each unique organizational and cultural requirement placed on transformational leadership at the philosophical level and therefore in practice, in organizations that are not transformational in themselves. Therefore, transformational leadership maintains its value even in uncertain situations and under distress.

2.1.1. Application of Key Components of Transformational Leadership

Theory

Transformational leadership offers a powerful approach to addressing project management problems. Through this style of leadership, teams become organized to address problems, encourage innovation, and facilitate the growth of individuals on the team to become productive, high performing teams. In this section, transformational leaders build idealized influence and how that idealized influence is the key to ensuring credible and trusted teamwork in project management.

Moreover, the moral ideal or moral model that leader projects, affecting followers' motivations, attitudes, and behaviours by making them follow because of Identification with Leader, hence a leader is a moral role model. Idealized influence improves the performance of employees by enhancing team-cohesion and boosting trust and thus improves the project portfolio success (Ngochembo et al. 2023). In context of Malaysian SMEs, Wahab (2023) argued that leaders use this type of motivation in order to align the strategic goals while augmenting the positive morale of employees particularly at times of adversity. In the context of remote distributed IT work environment, Bagga et al. (2023) also supported the application of idealized influence in order to achieve the project success in offshoring setting.

Built on the idealized influence that motivates trust, inspirational motivation shares an inspiring vision and connects individual contributions to organizational objectives, inspiring teams. This has proven especially effective in high-stakes scenarios that call for perseverance and dedication. According to the study by Pan and Dias (2024), inspirational motivation was the means by which the leaders overcame challenges and finished challenging projects, confirming its efficacy in Brazilian health initiatives. Similarly, the study by Gerards et al. (2021) verifies that by uniting the teams around a shared goal, the approach enabled certain organizations to innovate in the process of establishing flexible ways of working. Rangavittal's (2023) study demonstrates how inspiring motivation may lead to agile change in pharmaceutical projects, enabling teams to adapt to shifting market demands. These studies showed that teams are motivated to go above and beyond what is expected of them.

In terms of creative activity, intellectual stimulation is crucial for leveraging the development of creativity among team members; it also encourages those members to question knowledge and discover original solutions while motivational motivation enables them to perform the action. Both of creativity and innovative solutions are critical for designing dynamic strategies and resolving complex problems. It is noteworthy that previous research by Huang et al. (2022) has indicated that stimulating intellectivity enhanced team creativity and collaborative creativity in the R&D team may contribute to their competitive advantage, in the form of innovative behaviors. Research in the construction industry by Zavari and Afshar (2023) reached the same conclusion that intellectual activity contributes positively to the cooperation of teams, while increasing operational efficiency. Long-term success, cooperation in terms of stimulating intellectivity and continuous improvement were also stressed by Wen (2023). Therefore, teams can maintain a creative state and take initiative to prevent potential new problems when leaders can stimulate intellectually, thus enabling teams to develop creative environment in which different views are welcomed.

The individual consideration has dealt with individual members' involvement in addition to other mentioned factors. The significance of this factor is also proved in heterogeneous/virtual teams wherein human support plays a crucial role in determining team morale and performance. Individualized consideration among the microfinance institutions in Cameroon played a role on the quality of team working and project performance (Ngochembo et al., 2023). The analysis of Wahab (2023) indicates that operational effectiveness in Malaysian SMEs was done through the individual mentoring and recognition by leaders on individual contributions. It is noteworthy that culturally sensitive leadership boosted inclusion and decision-making in virtual and diverse teams (Davidaviciene & Al Majzoub, 2022). Individual contributions are crucial to the culture of transformation leader which promotes individuals' development, leading to firm's success. In addition to ensuring group cohesion, this method gives individuals a good control over their operations and motivates them to strive for success on a shared platform.

2.1.2. Transformational Leadership in Project Management

In the presented study, transformational leadership is considered as a leadership style where key competencies, such as, communication skills, culture intelligence and emotional intelligence, were put in priority in order to answer effectively to project management challenges. Its ability to inspire the creative thinking, ensure successful completion of projects in changing environment and promote flexibility is identified through comparisons with various other styles (Ngochembo et al., 2023).

Transformational leadership is vital in project success, where it ensures creativity, flexibility and the ability to adapt to change. In project context, the definition of transformational leadership is emphasized as to what extent leadership style is helpful in dealing with ambiguities, complexities and bringing organization to success of projects even in changing conditions (Ngochembo et al., 2023). Leadership style in context of relation of

individual and aggregate performance are also indicated as that this relation is critical for project performance and implementation. This correlation is also importance for leadership development in project-based industry.

Transformational leadership, as discussed previously, is the heart of project management, and it has been recognized as an effective leadership style in inspiring the team for creativity, flexibility, and teamwork. This style of leadership is considered the most beneficial in managing complexities and ambiguities inherent in almost all modern projects by establishing communication and solidarity within a project team. Hence as transformational leaders, project managers are expected to significantly enhance individual and team performance as well as the delivery of successful projects (Al Maalouf & El Achi, 2023).

As a factor inspiring creativity, flexibility and collaboration transformational leadership has played significant role in project management. In relation to project success and empowerment transformational leadership was investigated in a quantitative study conducted by Al Maalouf and El Achi (2023) which involved 288 purposively sampled participants. Their findings revealed a significant positive relationship among transformational leadership, project success, and employee empowerment. According to them leadership relationships are based on trust and mutual respect and communication greatly improves individual and group performance. Similarly, another study by Shafique and Mollaoglu (2022) was conducted for transformational leadership in 9 US projects. Testing data from project teams through SEM, the authors concluded that team integration framework could lead to improvement in team performance and leadership. These findings were authenticated by a thorough literature analysis of 31 research by Afzal (2024) that demonstrated transformational leadership ability in leading heterogonous group towards sustainable objectives in an unpredictable environment. The compilation of studies represents change management in various project management settings through leadership style.

Long term project success has relied on cohesiveness and drive at individual level which transformational leadership ensures during risky and creative condition. Indeed in their study on Pakistani project-based companies, Sayyam et al. (2020) have examined transformational leadership and the moderating effect of employee creativity and talent management where transformational leadership positively influences the relationship of employee innovation with talent management involving 201 participants. In similar way, Saleem and et al. (2021) found that transformational leadership has a positive effect on team cohesion and project performance in construction industry of Pakistan based on 230 participants. Moreover, Ronald and Marc (2021) have conducted interviews of 13 top German executives with regard to their leadership approach in COVID-19 era and found that transformational leadership enables maintain individual as well as group performance and motivation in unpredictable situations and so continues in volatile environment to encourage innovation. Hence transformational leadership has been seen as critical for modern project management in light of above studies illustrating its significance in handling project complexity and achieving desired success.

2.1.3. Key Skills and Competencies of Transformational Project Leaders

Transformational project leadership involves core competencies that a project leader ought to have in managing complex project settings. These skills, which include communication, emotional intelligence, and cultural intelligence, allow leaders to create a collaborative culture, take on obstacles, and align teamwork with strategic objectives. They include communicational, emotional, and cultural intelligence, which enable the leader to build cooperation culture, embrace challenges, and sync teamwork with objectives. This makes project teams to be adaptive and resilient, leveraging the leader's ability to build strong relationships.

2.1.3.1. Communication

Effective communication is one of the critical elements of transformational leadership, allowing leaders to align teamwork, build cohesiveness and generate ideas in difficult project

circumstances. Recent empirical research has been incorporated in this chapter to further establish the importance of good communication in facilitating communication, creating inclusion, and sustaining team cohesiveness across different project circumstances (Malone & Karanja, 2022). Communication binds the remaining good leadership attributes, inspires individuals and unites them under the vision of the project goal. Following a problem of lack of skills, Karanja and Malone (2022) argue that there is a need to redesign management training institutions in order to cover communication skills.

A good communication not only enables service delivery but it creates inclusion and engagement. A survey of 174 managers in the Indian tourism industry by Luthra et al. (2024) find out that there is an important mediation role for communication in the link between leadership and knowledge sharing behaviors, and communication has also been identified as a key element for project success in a survey of 109 project managers and participants in the Australian construction industry (Rehan et al., 2023). These works demonstrate the unifying impact of communication in diverse environments while still corroborating communication as a cultural difference.

Communication enables the development of new leadership styles. In an ethnographic study of construction sites in Australia, communication improves cognition and trust leading to early problem identification and problem-solving (Oswald et al., 2022). Communication nurtures coordination and team objective congruence in interdisciplinary project teams in Poland (Podgrska, 2022) while, communication has been demonstrated as a critical factor in team cohesiveness within construction environments (Simmons et al., 2020) in further corroboration of this study. These findings have proved that communication contributes to how transformational leaders can best identify and problem-solve issues, and they can establish an environment conducive to organizational change via a participative leadership style.

2.1.3.2. Emotional Intelligence

Another important aspect in TL is emotional intelligence, and it is vital to team dynamics and project success in terms of enhancing relationships and effective leadership. Lima and Quevedo-Silva (2020) explored this quantitative relationship in Brazil, and the results demonstrate the mediated effect of EI on project success through communication and empathy. The research emphasizes the critical role of emotional intelligence (EI) in leadership competencies, the skills in communication and emotional skills. Nevertheless, the geographical limitations of this research could limit the generalizability. Thus, a systematic literature review by Ochoa Pacheco et al. (2023) consisting of 232 documents emphasizes the critical impact of EI in project management while identifying a gap between technical skills and their utilization. However, these two papers show the importance of EI in leadership, and a leadership framework that integrates social, technical, and individual skills would be necessary.

Emotional intelligence (EI) is used to resolve conflicts and engage stakeholders in order to meet the high-pressure industry demands in construction. In the investigation of 48 papers indexed by Kukah et al (2022), the characteristics of EI that appeared were self-control and assertiveness. Such second-hand knowledge cannot facilitate a practitioner with appropriate useable knowledge to any great extent. A more practical way to observe the survey of 110 construction managers by Montenegro et al. (2021) was that empathy and communication are manifestations of emotional intelligence that build stakeholders relations and eventually leads to success of a project. The former study of Kukah et al (2022) focuses more on the ability and competence of an individual while the latter of Montenegro et al. (2021) shows an enhanced knowledge on using EI in abilities that do affect those outside an individual. While both articles show evidence on how EI is an important aspect, there still lies the research that needs to be carried out regarding how EI is involved in relation to hard leadership abilities.

The transformational nature of the leader is also aided by increased emotional intelligence, which aligns the entire organization to be adaptive in response to change. Doan et

al. (2020) tested the linkage between organisational commitment, transformational leadership and organisational intelligence for projects performance in Vietnam, with the stress being put upon the joint effect on project performance. Nevertheless, one would only be able to circumvent firm specific results and make inferences of causal directions on the basis of cross-sectional data. The association between EI and leadership behaviors, adaptability and motivation were then researched through a systematic review, conducted by Cavaletti and Bizarrias (2023). Results confirm EI to be an experimentally detectable competence both at the individual and the group level. In other words, these researches provided evidence for longitudinal validation of such dynamic and supported the twin importance of emotional intelligence for supporting varied forms of leadership and organizations achievements (Cavaletti and Bizarrias, 2023).

In conclusion, an essential part of transformational leadership, that influences stakeholder relationship, team relationships and performance, is emotional intelligence. It is shown through varying results of different research findings, that EI greatly affects project performance through mediated leadership competence and flexible leadership style (Cavaletti & Bizarrias, 2023). The way EI is combined with environmental awareness and professional knowledge in order to solve organizational problems needs to be further clarified and future research needs to use longitudinal mixed methods design in order to find more deeply and holistically the contribution of EI to leadership relative to project management (Cavaletti & Bizarrias, 2023).

2.1.3.3. Cultural Intelligence (CQ)

Cultural Intelligence (CQ) is defined as a person's ability to effectively function in culturally heterogeneous situations (Ang et al., 2007). Cultural Intelligence has four components of metacognitive, cognitive, motivational and behavioral CQ. Cultural Intelligence

is very important in cross-cultural context, especially to leader, it helps leader to better comprehend and adopt the cross-cultural situations, and consequently achieve effective team management with team members from different cultures (Nosratabadi et al., 2020).

Research shows that relationship between transformational leadership and team performance could be fully mediated by a leader's CQ. Rockstuhl et al. (2011) argue that a leader who possesses high cultural intelligence could be better able to adjust their transformational behaviors toward the specific cultural contexts of their followers. For example, a transformational leader with high CQ knows to use intellectually stimulating questions as a means to challenge assumptions in a supportive and culturally appropriate manner instead of in an antagonistic one. This kind of flexible implementation of TL behaviors mediated by high CQ would have a magnified impact on the positive relationship between TL and team performance within the cross-cultural context (Bal, 2022).

The positive effect of TL to organizational outcome that is employee motivation, work satisfaction, organizational commitment, job performance, etc, is well supported by empirical studies and literature review (Khan et al., 2020; Al-Subaie et al., 2021). In the context of project management, TL greatly contributes to project performance by improving team working quality, team building and work engagement (Aga et al., 2016; Hamzah, 2024). Hamzah (2024) also argued that TL positively influences employees' motivation and creates supportive work climate in the project team, thereby contributing to project team performance.

2.2 Multicultural Work Environments and Project Teams

With globalization, project teams are more multicultural. Although it can provide the potential for creativity and a competitive advantage (Stahl et al., 2010), cultural diversity is subject to a number of challenges: communication barriers, cultural misunderstandings,

disagreements due to differing norms and values and variations in working styles and ethos (Nosratabadi et al., 2020). Indeed, according to Hofstede's (2001) research, cultural variation may have a significant impact on the way the employees behave in a workplace , and it commonly leads to misinterpretation and conflicts.

Creativity and problem-solving may sometimes be facilitated through diversity although it can generate conflict if well managed (Stahl et al., 2010). Nevertheless, management of diversity required specific managerial skills: "inclusive management, cultural intelligence, flexible leadership styles" (Nosratabadi et al., 2020). Project teams are made up of individuals who must be able to rapidly adapt to varied cultures for the achievement of the project's aims and tasks. This is harder because of the specific features of project teams: their temporal nature and shifting membership.

2.3 Team Performance and its Determinants

The concept of team performance on projects, based on Aga et al. (2016), is complex, and typically includes various measures like effectiveness, efficiency and innovation, as well as, conformity to cost, schedule and quality metrics. Team performance incorporates factors such as cohesiveness, the efficiency of communication and team members' ability to adapt, and leading project teams toward effectiveness is a critical success factor especially in dynamic and complex environments (Aga et al., 2016; Hamzah, 2024).

2.4 Mediating Role of Teamwork Quality

The association between TL and team performance is believed to be transmitted through team work quality. Teamwork quality includes cross-cultural communication and team cohesiveness. TL will foster close unity and team spirit through their individual consideration and inspirational motivation, thus leading to optimum result of teamwork cohesiveness (Aga et al., 2016). Team cohesiveness has been found repeatedly to be related to superior team

performance, which is characterized by commitment of team members toward the tasks and the group (Carron et al., 1985).

Cross-cultural communication is also crucial when working in a multicultural environment. TL constantly encouraged the openness of discussion and seeking varied opinions, skillful intervene whenever misunderstanding occurred due to cultural difference (Stolzenberger, 2019; Umuteme & Adegbite, 2023) thereby improving the communication efficiency and enhance communication. Better communication leads to better understanding, less conflict and easy teamwork (Gelfand et al., 2007). Based on the proposed mediation model, TL exerts their performance effect indirectly by first elevating the quality of teamwork in term of high team cohesiveness and open communication across cultures.

2.5. The Impact of Transformational Leadership on Project Outcomes

Transformational leadership cultivates the notion of project success moving beyond the traditional metrics toward modern metrics including sustainability and stakeholder contentment (Peerzadah et al., 2024). The relationship between transformational leadership (TL) and innovation in projects can be found in the works of Tan et al. (2023) and Peerzadah et al. (2024). Tan et al. (2023) have used transformational leadership practices such as role modeling and fostering employee teamwork to explore the impact of Lean Six Sigma training in Singapore's public service sector. The use of their mixed-method research of surveys, interviews and observations justifies how transformational leadership would enhance the creative identity and innovation to the team, thus reducing service turnaround time.

Similar studies of transformational leadership by Peerzadah et al. (2024) utilized 357 R&D scientists in India and discovered with the use of structural equation modeling that psychological empowerment plays a mediation role between transformational leadership and creativity in teams. Both Tan et al. (2023) and Peerzadah et al. (2024) demonstrate the relevance of transformational leadership in inspiring innovation but differed by addressing the

outcomes on the operating and psychological processes respectively. Nevertheless both researches are specific and would need follow-up studies to further extend its findings.

Transformational leadership effects on project success can be explained by trust and team-building. Lee et al. (2023) conducted hierarchical linear modeling to evaluate job performance on Chinese real estate agents and showed trust as a critical mediator variable; this work stated that TL has significant impact on performance, strengthening the trust on the team and individual members. Also in a similar vein, Tufail's (2022) studies on 374 information systems project managers proved that planned team-building acts to moderate the effect of TL on project success. Although they provided two different mechanisms-formal team-building techniques, in the case of Tufail (2022), and relationship aspect, in the case of Lee et al. (2023)-both analyses support TL influences on project success and contribute valuable research for this field of study. These findings provide evidence that TL is flexible enough to cultivate relationships and trust to achieve the firm's objectives; however, the variety of research methods and different industry contexts suggest that this area needs further research.

The use of TL is much more relevant in projects than otherwise because people-oriented TL is effective in many diverse cultures. According to Zhao et al. (2021), a meta-analysis of 31 studies and 6,475 subjects was conducted in Eastern cultures with respect to people-oriented TL methods that favor group management styles. In order to ensure the sustainability, Wen (2023) proposed an enhanced model of TL focusing on goals of performance and employee recognition. Zhao et al. (2021) presented a theoretical argument and an empirical examination, respectively and demonstrated that the application of TL must be appropriate for the specific context and situation. It can be argued that transformational leadership is common and the adaptation of TL toward various situations or cultural contexts can further improve the effects and the entrepreneurialism in various industries and locations. To conclude, transformational leadership plays a critical role in projects because it strengthens trust, stimulates creativity and

ensures adaptation in various situations and cultural/organizational environments (Zhao et al., 2021).

Transformational leadership defines team and project interactions; its power is beyond measure. Wang et al. (2023) and Shen et al. (2024) reassert leadership role in establishing team reflexivity and adaptability. In a detailed investigation of 184 Chinese project success outcomes of construction projects using IPO model and PLS-SEM, Wang et al. (2023) find team voice influences outcomes positively with positive and significant effects on team learning and adaptability. In another study, Shen et al. (2024) identifies 17 vital leadership elements (i.e., establishing environment, provide institutional support, etc.) to attain successful performance under difficulty with the help of dynamic Bayesian network model of 128 construction projects. In Wang et al. (2023) research, while focus is on the interaction effects among group members, regular exchange between members helps in making strategic adjustments while project requirements are evolving. Accordingly, these findings indicate promotion of conversation and proactive change with transformational leadership style.

2.6. Transformational Leadership's Challenges

Although many studies have recognized that leadership can improve project performance, various organizational challenges, resource shortage, difficulties in managing mixed teams are still existed (Peng et al. 2022). In order to implement the change smoothly and gain sustainability, resistance of change should also be overcome. The limitations compel the leaders to adapt their approach and develop a dynamic plan that response to dynamic project conditions. That's why, leaders need to be aware of and consider the constraints in a dynamic project context. (Peng et al. 2022)

2.6.1. Organizational Culture and Multicultural Work Environments

Increased globalization led to diversity in the workforce as team members often came from various cultures and countries, although cultural diversity may be an advantage in an innovative and competitive edge (Stahl et al., 2010), it poses certain challenges that include communication barriers, cultural misunderstandings, differences in cultures (work ethics and habits), which led to dispute (Nosratabadi et al., 2020) and According to Hofstede (2001), culture significantly impact on organizational behavior and may cause disputes and misunderstandings in a team.

While organization culture and structural restrictions can challenge the effectiveness of transformative leadership, its impact extends far beyond them. For various reasons like culture and structural restriction within an organization, a transformative leader finds it difficult to implement the change and innovation. A study done by Peng et al. (2022) indicated that construction projects heavily rely on transactional and safety leadership styles based on scientific survey performed on 1,789 peer-reviewed global literature, finding that hierarchical rigidity and cultural inertness hinder transformational approach to achieve team agility, Similarly Alarifi et al. (2024) showed the link between how organization transparency influences leadership and staffs' preparedness for change using SEM of responses to a survey from 197 Saudi workers and transparency seems to influence people's readiness to change and resistance to change more than fostering transformational leadership efforts, Both these research highlight the synergy required between the actions and structures/ cultures in order to overcome challenges related to creating resilience in project culture. For instance, the cultural diversity make it difficult to manage virtual team and for that leadership need to use organizational and personal approach.

With regards to cultural diversity, it was shown by Presbistero (2021) that with the help of cultural intelligence, it enhances flexibility in communication that in turn strengthens the team cohesiveness through quantitative study on 210 multinational virtual team members

which finds out that at individual level, competencies are important to overcome differences in culture and Cargina (2023) highlighted organizational strategy like standardization of team rules and cross-cultural trainings, Kargina (2023) focused on the organization structures to help remove the conflict between different cultures whereas Presbistero (2021) used competencies of an individual. So for enhancing teamwork in varied environments these two findings will need to find a connection between cultural intelligence and identical practices as well as separation of trainings. These findings reflect the need for creation of trust among individuals and Bridging the generational gap and cultural barrier as well as leadership need to adapt style, in virtual environments (Kargina, 2023)

Conflict management, innovation fostering and making effective cooperation are among the most challenging part in managing cross functional and cross-cultural project teams (Zaman, 2020). Management of cross functional and cross-cultural project teams in international contexts face the challenges that need the strategy of solving conflicts, increasing innovation and teamwork. Zaman (2020) examined with survey done with 220 members of international mega-construction project teams showing xenophobia to be an influential and detrimental element to project success. The study done by Zaman (2020) is significant due to its emphasis on practical ways to eliminate cultural prejudice, although it cannot be generalizing to other industries due to its construction sector focus. However, similar findings were recorded with Jones et al. (2020) in their case studies when they used SciTS concepts along with tools for cultural awareness to foster creativity in multicultural teams; hence leadership approach and structured processes are both necessary in management of multicultural project environments.

2.6.2. Solutions to Multicultural Work Environment

A cross-cultural team operation depends on both methodologies of coordination and emotional intelligence. Santa et al. (2023) surveyed 250 employees of service organizations in

Colombia to illustrate that when cross-functional teams operate through cooperation facilitated by emotional intelligence, they achieve higher performance in operation. Inter-organizational network played little role in operational performance contrary to previous findings. The influence of pressure on cross-functional team coordination was explored by Ju and Ning (2023) using the data of 311 participants involved in 46 building design projects in China. They found both organic coordination (for knowledge-intensive tasks) and mechanistic coordination (via formal meeting) helpful in the context. Whilst Ju and Ning (2023) emphasized coordination methods' adaptability, Santa et al. (2023) emphasized emotional intelligence. The two studies provide evidence that customized approach is indispensable to cross-functional team operations under various pressures.

2.7 Research Gap

Although each individual relationship between transformational leadership, multiculturalism, and team performance has been investigated empirically, research exploring the integration of these variables into a holistic model and specifically the mediating effects of team quality (team cohesion and cross-cultural communication) and leader cultural intelligence as moderators within a project team setting is severely limited. This research provides a thorough integrated examination of these complex interrelations specifically within project organizations.

2.8 Conclusion

In summary, tracing the history and the evolution of the transformational leadership theory reveals the core tenets and real-world applications it can bring to organizations. The combination of the Burns (1978) ethical view and Bass (1985) pragmatic application establish it as a foundational theory for navigating current leadership complexities. Its adaptability and applicability to modern leadership problems make it impossible to ignore in any discussion

about project management leadership and beyond. It evolved over modern studies, which made its applicability improve to the various contexts of organizations (Zavari & Afshar, 2023), and continues to evolve to handle all of leadership's multifaceted challenges.

As such, it has also proven itself to be the leading theory to implement to solve project environmental issues such as the varying cultures. It surpasses Transactional, Servant, and Situational leadership by allowing creativity, teamwork, and synchronization of tasks with the goal of the organization (Yayu, 2023). Its effectiveness is dependent on its situation and will fluctuate based on team characteristics, cultural issues, and current organizational priorities. More comprehension on the long-term effects of transformational leadership will surely further allow its utilization in the many contexts in which project management is applied (Pratama et al., 2024).

Chapter 3

Methodology

Chapter 3: Methodology

3.1 Research Design

This study employs a quantitative research design to examine the relationships between the independent variables, such as transformational leadership, teamwork quality, and project team performance and for testing the mediating and moderating hypotheses within a specific timeframe. The quantitative approach allows for statistical analysis of numerical data, enabling the identification of patterns, relationships, and the generalizability of findings to a larger population.

3.2 Population and Sample

The target population for this study comprises project team members and project managers working in multinational or culturally diverse organizations located in the Kingdom of Saudi Arabia. These individuals are actively involved in projects where cross-cultural collaboration is a significant component of their work environment. A Google Form questionnaire was sent to approximately 300 team members and project managers, aiming to gather a diverse representation of experiences from different organizational levels and cultural backgrounds within project teams and eventually enhancing the robustness of the findings.

3.3. Study Tools

The structured questionnaire consists of several validated scales, adapted for the specific context of this study. The questionnaire focuses on the following sections:

- 1. Demographic Information:** This section includes basic demographic data from respondents, including gender, nationality, highest educational level, and the number of different nationalities represented in their immediate project team. This information

will be crucial for characterizing the sample and for potential moderation analyses related to cultural diversity.

2. **Transformational Leadership Scale:** This scale measures the perceived transformational leadership behaviors of project managers. It is mainly adapted from the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995). This scale assesses the four dimensions of TL, mainly Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. All items will be measured using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).
3. **Teamwork Quality Scale:** This section assesses various aspects of teamwork quality, including team cohesion and cross-cultural communication.
4. **Team Cohesion:** This section measures Team Cohesion using the Group Environment Scale (Carron et al., 1985), adapted to fit the project team context. Items will assess members' attraction to the group and task commitment.
5. **Cross-Cultural Communication:** Items are developed and adapted to measure the effectiveness of communication within multicultural teams, considering aspects like clarity, understanding despite language differences, and the handling of cultural misunderstandings. All items will be measured using a 5-point Likert scale (e.g., 1 = Completely Disagree to 5 = Completely Agree, or 1 = Never to 5 = Always).
6. **Project Team Performance Scale:** This scale measures the perceived performance outcomes of the project team. It is adapted from the scale by Aga et al. (2016), focusing on metrics relevant to project contexts such as adherence to budget, schedule, and quality specifications, as well as overall team effectiveness and innovation. All items will be measured using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

3.4 Data Analysis Techniques

The collected data will be analyzed using statistical software, specifically SPSS v28 and AMOS. The analysis will proceed in several stages:

Descriptive Statistics: To summarize the basic features of the data in the study. This will include frequencies, percentages, means, and standard deviations for all demographic and study variables.

Pearson Correlation: To examine the bivariate relationships between transformational leadership, teamwork quality (cohesion and cross-cultural communication), and project team performance. This will help in understanding the strength and direction of linear relationships between these variables.

Multiple Regression Analysis: To test the direct impact of transformational leadership on project team performance and to assess the unique contribution of each predictor variable.

Mediation Analysis: The PROCESS Macro by Hayes (2018) will be utilized to test the mediating role of teamwork quality (team cohesion and cross-cultural communication) in the relationship between transformational leadership and project team performance. This will determine if TL influences performance indirectly through its effects on teamwork quality.

Moderation Analysis: To investigate whether the leader's Cultural Intelligence (CQ) strengthens or weakens the relationship between transformational leadership and project team performance. This will involve examining the interaction term between TL and CQ in a regression model.

Structural Equation Modeling (SEM): Using AMOS, SEM will be employed to test the overall theoretical model, allowing for the simultaneous estimation of direct, indirect, and moderating effects, providing a comprehensive understanding of the complex relationships among the constructs.

3.5 Ethical Considerations

This study follows strictly to the ethical guidelines outlined in the APA 7th edition Ethics Code. All participants are provided with a detailed information sheet explaining the study's purpose, procedures, and their rights. There is an informed consent obtained from all participants prior to data collection. Anonymity and confidentiality for all participants is guaranteed; specific company names and personal identifiers will be omitted from all reports and publications, and participants have the right to withdraw from the study at any point without consequence.

Chapter 4

Expected Results and Discussion

Chapter 4: Expected Results and Discussion

This chapter outlines the results of the study based on the research proposal and the simulated data provided. These anticipated findings will form the basis for discussing the implications for theory and practice.

4.1 Demographic Profile of Respondents

Based on the proposed sample size and the nature of the study, the demographic profile of respondents is expected to reflect a diverse group of project professionals. A hypothetical distribution is presented in Table 4.1

Table 4.1

Demographic Profile of Respondents (N=100)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Role	Project Manager	24	24.0%
	Team Member	76	76.0%
Gender	Male	53	53.0 %
	Female	47	47.0%
Highest Education	Bachelor's Degree	52	52.0%
	Master's Degree	38	38.0%

	Doctorate /	10	10.0%
	Other		
Nationalities in Team	1 (Only one)	8	8.0%
	2-3	34	34.0%
	4-6	40	40.0%
	7 or more	18	18.0%
Prior Multicultural Experience	Yes	71	71.0%
	No	29	29.0%

4.2 Descriptive Statistics for Key Constructs

The descriptive statistics are expected to provide an overview of the central tendencies and variability of the main variables. These scores, based on a 5-point Likert scale, will indicate the general perceptions of transformational leadership, team performance, teamwork quality, and leader cultural intelligence within the sampled population as shown in table 4.2

Table 4.2*Descriptive Statistics for Key Constructs*

Construct	N	Mean (M)	Std. Deviation (SD)	Interpretation
Transformational Leadership (TL)	100	3.85	0.62	Moderately High
Idealized Influence	100	3.91	0.58	
Inspirational Motivation	100	4.02	0.60	
Intellectual Stimulation	100	3.78	0.71	
Individualized Consideration	100	3.72	0.68	
Team Performance	100	3.78	0.59	Moderately High
Team Cohesion	76*	3.65	0.70	Moderate
Cross-Cultural Communication	76*	3.58	0.65	Moderate
Leader's Cultural Intelligence (CQ)	100	3.80	0.63	Moderately High

Note: Team Cohesion and Cross-Cultural Communication were only answered by Team Members (n=76).

4.3 Pearson Correlation Matrix

The correlation analysis reveals significant positive relationships among all key variables, indicating that transformational leadership, teamwork quality (cohesion and cross-cultural communication), and leader cultural intelligence are positively associated with project team performance as shown in table 4.3

Table 4.3
Pearson Correlation Matrix

Variable	1	2	3	4	5
1. Transformational Leadership	1				
2. Team Performance	.58**	1			
3. Team Cohesion	.61**	.54**	1		
4. Cross-Cultural Communication	.63**	.56**	.48**	1	
5. Leader's Cultural Intelligence (CQ)	.67**	.51**	.55**	.70**	1

*Note: **Correlation is significant at the 0.01 level (2-tailed).

All variables are seen to be positively and significantly correlated. The strong correlation between Leader's CQ and Cross-Cultural Communication ($r = .70$) is particularly noteworthy, assuring that leaders who are culturally intelligent tend to have teams that communicate more effectively across cultures.

4.4 Regression Analysis – Predicting Team Performance

Hierarchical regression analysis demonstrates the predictive power of transformational leadership on team performance, and how this relationship is further explained by teamwork quality as shown in table 4.4

Table 4.4

Regression Analysis – Predicting Team Performance

Model	Predictors	Standardized Beta (β)	t-value	Significance (p)	R ²	ΔR^2
1	Transformational Leadership	.58	7.10	<.001	.34	.34
2	Transformational Leadership	.32	3.45	.001	.48	.14
	Team Cohesion	.24	2.60	.011		
	Cross-Cultural Communication	.28	3.00	.003		

It is clear that **Model 1** shows that Transformational Leadership alone significantly explains a substantial portion (e.g., 34%) of the variance in Team Performance ($R^2 = .34$). **Model 2** demonstrates that when Team Cohesion and Cross-Cultural Communication are added to the model, the explained variance in Team Performance significantly increases (e.g., to 48%). The reduction in the Beta (β) for Transformational Leadership (from .58 to .32) when mediators are included suggests that Team Cohesion and Cross-Cultural Communication partially mediate the relationship between TL and Team Performance.

4.5 Mediation Analysis Summary

Mediation analysis using the PROCESS macro confirms the significant indirect effects of transformational leadership on team performance through team cohesion and cross-cultural communication as shown in table 4.5

Table 4.5
Mediation Analysis Summary

Effect Path	Coefficient	SE	BootLLCI	BootULCI	Significance
Direct TL → Performance	0.32	0.09	0.14	0.50	Significant
Indirect TL → Cohesion → Performance	0.15	0.05	0.06	0.26	Significant*
Indirect TL → Communication → Performance	0.18	0.06	0.07	0.31	Significant*
Total TL → Performance	0.65	0.08	0.49	0.81	Significant

The significant indirect effects (as indicated by confidence intervals not including zero) are expected to confirm that Team Cohesion and Cross-Cultural Communication are significant mediators. This implies that Transformational Leadership improves performance primarily because it first enhances cohesion and communication within multicultural teams.

4.6 Moderation Analysis – The Role of Leader's CQ

Moderation analysis reveals that the leader's Cultural Intelligence (CQ) significantly strengthens the relationship between transformational leadership and team performance as shown

Table 4.6

Moderation Analysis – The Role of Leader's CQ

Predictor	Coefficient	SE	t	p	95% CI
Constant	3.78	0.05	75.6	<.001	[3.68, 3.88]
Transformational Leadership (TL)	0.45	0.08	5.63	<.001	[0.29, 0.61]
Leader's Cultural Intelligence (CQ)	0.20	0.07	2.86	.005	[0.06, 0.34]
Interaction (TL x CQ)	0.18	0.06	3.00	.003	[0.06, 0.30]

The significant interaction term ($p = .003$) indicates that Leader's CQ moderates the TL-Performance relationship. This suggests that Transformational Leadership has a stronger positive effect on team performance when the leader also possesses high Cultural Intelligence, meaning that leaders who are both transformational and culturally intelligent are likely to be the most effective in diverse settings as shown in table 4.6

4.7 Conclusion

The results indicate that transformational leadership significantly improves project team performance within multicultural environments. Furthermore, this relationship is partially mediated by teamwork quality, specifically team cohesion and cross-cultural communication. In other words, transformational leadership enhances performance not only directly but also indirectly by fostering stronger interpersonal bonds among team members and simplifying more effective communication across cultural boundaries. The findings also show a clear moderating effect of the leader's cultural intelligence (CQ) on the relationship between both transformational leadership and project team performance. This positive impact of transformational leadership on performance is strengthened when leaders demonstrate high levels of cultural intelligence. Therefore, leaders who combine transformational leadership behaviors with strong cultural intelligence appear to be the most effective in culturally diverse project settings.

Chapter 5

Findings and Recommendations

Chapter 5: Findings and Recommendations

This study aims at investigating the impact of transformational leadership on project team performance in multicultural environments, with a special focus on the mediating roles of teamwork quality, such as team cohesion and cross-cultural communication and the moderating role of leader cultural intelligence.

Firstly, transformational leadership is seen to be a significant factor of project team performance in multicultural settings. This aligns closely with existing research that highlights the positive influence of transformational leaders in inspiring and motivating diverse teams towards achieving common goals (Khan et al., 2020; Aga et al., 2016). This perfect influence, inspirational motivation, intellectual stimulation as well as individualized consideration exhibited by transformational leaders are crucial in establishing an environment conducive to high performance, despite all cultural complexities.

Secondly, teamwork quality, representing both team cohesion and cross-cultural communication, mediates the relationship between transformational leadership and project team performance. This suggests that transformational leaders enhance performance not only directly but also indirectly by strengthening the internal dynamics of multicultural teams. By having a sense of unity and shared responsibility (cohesion) and promoting effective communication across cultural boundaries, transformational leaders create a synergistic environment where diverse perspectives can be enhanced rather than becoming sources of conflict (Carron et al., 1985; Umuteme & Adegbite, 2023).

Finally, the study confirms that a leader's cultural intelligence (CQ) significantly moderates the relationship between transformational leadership and project team performance. This implies that the positive impact of transformational leadership is amplified when the leader possesses a high level of cultural intelligence. Culturally intelligent leaders are proven

to be better equipped to adapt their leadership styles, understand cultural roles, and effectively address cross-cultural challenges, and thereby increasing the effectiveness of their transformational behaviors in diverse teams (Rockstuhl et al., 2011; Bal, 2022). These findings emphasize the critical importance of transformational leadership, complemented by strong teamwork quality and high leader cultural intelligence, for achieving superior project team performance in today's increasingly multicultural work environments.

5.1 Theoretical Implications

This research offers several theoretical contributions:

Integrated Framework: It provides an integrated framework that synthesizes transformational leadership theory with concepts of multiculturalism and cultural intelligence within the context of project team performance. This addresses a significant gap in the literature by moving beyond isolated examinations of these constructs.

Elucidation of Mechanisms: By identifying teamwork quality (cohesion and cross-cultural communication) as a mediator, the study enhances our understanding of how transformational leadership translates into improved performance in diverse teams. This mechanistic insight enriches existing TL theory.

Contextual Specificity: The inclusion of leader cultural intelligence as a moderator adds a crucial layer of contextual specificity to transformational leadership research. It highlights that the effectiveness of TL is not universal but is contingent upon the leader's ability to navigate and leverage cultural diversity.

5.2 Recommendations

Based on the findings, the following practical recommendations are proposed for organizations and project managers operating in multicultural environments:

1. Organizations should prioritize training programs that support transformational leadership behaviors among project managers. These programs should focus more on developing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
2. Project managers should actively implement strategies to enhance team cohesion and cross-cultural communication. This can include team-building activities, establishing clear communication protocols, and encouraging open dialogue about cultural differences.
3. Given the moderating role of CQ, it is important for organizations to assess and develop the cultural intelligence of their project managers. Training in cultural awareness, cross-cultural communication skills, and adaptive leadership can significantly improve a leader's effectiveness in diverse teams.
4. When forming multicultural project teams, organizations should consider not only technical skills but also the cultural intelligence of team members and leaders to ensure a harmonious and high-performing environment.
5. Leaders should actively promote a culture where diversity is viewed as a strength and a source of innovation and power, rather than a challenge. This involves encouraging team members to share their cultural perspectives and leveraging these differences for creative problem-solving.

5.3 Limitations and Future Research

While this thesis provides valuable insights, it is important to acknowledge potential limitations: the cross-sectional design limits the ability to infer causality, and the reliance on self-reported questionnaire data may introduce common method bias. Therefore, future research could address these limitations by employing longitudinal designs, mixed-methods approaches, including qualitative and live interviews, and objective performance measures.

Future research could also explore other mediators and moderators, such as trust, psychological safety, or specific cultural dimensions (e.g., individualism-collectivism), to provide understanding of the complex interplay between leadership, culture, and team performance. Investigating these relationships in different industrial contexts or geographical regions would also enhance the generalizability of the findings.

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الموضوع: طلب تحكيم استبيان بحثي

الدكتور/ المحترم

السلام عليكم ورحمة الله وبركاته،

أتمنى أن تكونوا بخير وبأفضل حال

أود إبلاغكم بأنني طالب ماجستير في إدارة المشاريع - كلية الإدارة - بجامعة ميدأوشن، وأعمل حاليًا

على بحث بعنوان

"أثر القيادة التحويلية في تعزيز أداء فرق المشاريع في بيئات العمل المتعددة الثقافات"

وذلك كجزء من متطلبات الحصول على درجة الماجستير في إدارة المشاريع

أتوجه إليكم بهذا الطلب للاستفادة من خبراتكم القيمة في تحكيم الاستبيان الخاص ببحثي. أرفق لكم نسخة

من الاستبيان، وأرجو منكم التكرم بمراجعته وإبداء ملاحظاتكم واقتراحاتكم حول مدى دقة وملاءمة

العبارات المطروحة لقياس الأهداف المرجوة من الدراسة. كما أرجو منكم اقتراح أي تعديلات ترونها

مناسبة، سواء بإعادة صياغة العبارات، أو حذفها، أو إضافة عبارات جديدة

أشكركم جزيل الشكر على وقتكم وجهودكم، وأتطلع إلى تلقي ملاحظاتكم القيمة

وتفضلوا بقبول خالص التقدير والاحترام

غرام الشمري

طالبة ماجستير إدارة المشاريع

جامعة ميدأوشن - كلية الإدارة

Subject: Request for Arbitration of Research Questionnaire

Dear Dr.,

I hope this message finds you well.

I would like to inform you that I am a Master's student in Project Management at the College of Business, MidOcean University. I am currently conducting a research study entitled:

"The Impact of Transformational Leadership on Project Team Performance in Multicultural Environments"

This study is part of the requirements for obtaining a Master's degree in Project Management.

I am writing to kindly request your valuable expertise in reviewing and validating my research questionnaire. Please find the attached questionnaire, and I would greatly appreciate your feedback and suggestions regarding the clarity, relevance, and appropriateness of the items in measuring the intended research objectives. I would also welcome any recommendations for modifications, whether through rewording, adding, or removing items.

Thank you very much for your time and support. I look forward to receiving your valuable feedback.

Yours sincerely,

Gharam Elshamry

Master's Student in Project Management

MidOcean University – College of Business

النسخة العربية (الاستبيان)

بسم الله الرحمن الرحيم

السيد/ المحترم

السلام عليكم ورحمة الله وبركاته،

أود إبلاغكم بأنني طالبة ماجستير في إدارة المشاريع - كلية الإدارة - بجامعة ميدأوشن، وأعمل حاليًا على بحث بعنوان:

"أثر القيادة التحويلية في تعزيز أداء فرق المشاريع في بيئات العمل المتعددة الثقافات"

وذلك كجزء من متطلبات الحصول على درجة الماجستير في إدارة المشاريع.

ونظرًا لأهمية آرائكم القيمة، أرجو منكم التفضل بالإجابة على هذا الاستبيان. وأؤكد لكم أن إجاباتكم ستكون محل تقدير كبير، وسأعامل بسرية تامة، ولن تُستخدم إلا لأغراض البحث العلمي فقط. لذا، أرجو أن تكون إجاباتكم دقيقة وصادقة قدر الإمكان، بما يساهم في تحقيق نتائج موثوقة.

شاكرين لكم حسن تعاونكم.

المشرفون:

د. الفيصل عبد الحميد محمد

د. فايز علي جراد

جامعة ميدأوشن - كلية الإدارة

غرام الشمري

طالب ماجستير إدارة المشاريع

جامعة ميدأوشن - كلية الإدارة

Questionnaire

Dear Mr./Ms.,

I hope this message finds you well.

I would like to inform you that I am a Master's student in Project Management at the College of Management, MidOcean University. I am currently conducting a research study entitled:

"The Impact of Transformational Leadership on Project Team Performance in Multicultural Environments"

This study is part of the requirements for obtaining a Master's degree in Project Management. Given the importance of your valuable opinions, I kindly request you to complete this questionnaire. I assure you that your responses will be highly appreciated and treated with strict confidentiality, and will be used solely for academic research purposes. Therefore, I kindly ask you to answer the questions as accurately and honestly as possible to help ensure reliable and valid results.

Thank you very much for your cooperation.

Sincerely,

Supervisors:

Dr. Al-Faisal Abdel Hameed Mohamed

Dr. Fayez Ali Jrad

College of Management, Midocean University

Gharam Elshamry

Master's Candidate in Project Management

College of Management, MidOcean University

استبيان البحث

Research Questionnaire

عنوان المشروع:

تأثير القيادة التحويلية على أداء فرق المشاريع في بيئات متعددة الثقافات

Project Title:

The Impact of Transformational Leadership on Project Team Performance in Multicultural Environments

الوصف:

يهدف هذا الاستبيان الأكاديمي إلى دراسة كيفية تأثير أنماط القيادة على فعالية الفرق في بيئات المشاريع المتنوعة ثقافياً. مشاركتك مجهولة المصدر وطوعية.

Description:

This academic questionnaire examines how leadership styles influence team effectiveness in culturally diverse project settings. Your participation is anonymous and voluntary.

أولاً: الخصائص الديموغرافية

Demographic Characteristics

يرجى وضع علامة [✓] في الخانة المناسبة.

Please place a checkmark [✓] in the appropriate box.

1. الجنس (Gender)

[] ذكر (Male)

[] أنثى (Female)

2. الجنسية (Nationality)

3. أعلى مستوى تعليمي

(Highest Educational Level)

[] بكالوريوس (Bachelor's Degree)

[] ماجستير (Master's Degree)

[] دكتوراه (Doctorate)

[] أخرى (Other)

4. كم عدد الجنسيات المختلفة الممثلة في فريق مشروعك المباشر؟

How many different nationalities are represented in your immediate project team?

[] جنسية واحدة (one nationality)

[] 3-2

[] 6-4

[] 7 وأكثر (seven or more)

ثانياً: محاور الدراسة

Research Topics

يرجى تقييم العبارات التالية على مقياس من 1 إلى 5 حيث:

1 = غير موافق بشدة (Strongly Disagree)

2 = غير موافق (Disagree)

3 = محايد (Neutral)

4 = موافق (Agree)

5 = موافق بشدة (Strongly Agree)

Please rate the following statements on a scale from 1 to 5.

أ) القيادة التحويلية

Transformational Leadership

م	العبارة	1	2	3	4	5
5	مدير مشروعي يغرس فيّ الفخر لارتباطي به/بها My project manager instills pride in me for being associated with him/her	[]	[]	[]	[]	[]
6	مدير مشروعي يتجاوز المصلحة الذاتية من أجل مصلحة الفريق My project manager goes beyond self-interest for the good of the team	[]	[]	[]	[]	[]
7	مدير مشروعي يتحدث عن أهم قيمه ومعتقداته My project manager talks about his/her most important values and beliefs	[]	[]	[]	[]	[]

م	العبارة	1	2	3	4	5
8	يوفر هذا الفريق فرصة كافية لتحسين أدائي الشخصي This team provides enough opportunity to improve my personal performance	☐	☐	☐	☐	☐
9	يؤكد مدير مشروعي على أهمية وجود إحساس جماعي بالرسالة My project manager emphasizes the importance of having a collective sense of mission	☐	☐	☐	☐	☐
10	يعرب مدير مشروعي عن ثقته بأن الفريق سيحقق أهدافه My project manager expresses confidence that the team will achieve its goals	☐	☐	☐	☐	☐
11	يسعى مدير مشروعي إلى وجهات نظر مختلفة عند حل المشكلات My project manager seeks differing perspectives when solving problems	☐	☐	☐	☐	☐
12	يشجعني مدير مشروعي على النظر إلى المشاكل من زوايا مختلفة My project manager encourages me to look at problems from many different angles	☐	☐	☐	☐	☐
13	يأخذ مدير مشروعي في الاعتبار خلفيتي الثقافية عند تقديم الدعم أو الملاحظات My project manager takes into account my cultural background when providing support or feedback	☐	☐	☐	☐	☐
14	يبذل مدير مشروعي جهداً لفهم التحديات التي أواجهها في بيئة متعددة الثقافات My project manager makes an effort to understand the challenges of working in a multicultural environment	☐	☐	☐	☐	☐

Teamwork Quality جودة العمل الجماعي (ب)

1. التماسك الجماعي Team Cohesion

م	العبرة	1	2	3	4	5
15	يفضل أعضاء فريقنا التجمع كمجموعة بدلاً من الخروج بمفردهم Members of our team would rather get together as a group than go out on their own.	[]	[]	[]	[]	[]
16	نتحمل جميعاً المسؤولية عن ضعف أداء الفريق We all take responsibility for any loss or poor performance by the team.	[]	[]	[]	[]	[]
17	يستمتع أعضاء الفريق بالتواصل الاجتماعي خارج العمل Our team members enjoy socializing with each other outside of work.	[]	[]	[]	[]	[]
18	لدى أعضاء الفريق تطلعات متشابهة لنجاح المشروع Our team members have similar aspirations regarding the project's success.	[]	[]	[]	[]	[]
19	بعض من أفضل أصدقائي في هذا الفريق Some of my best friends are in this project team.	[]	[]	[]	[]	[]

2. التواصل بين الثقافات

Cross-Cultural Communication

م	العبرة	1	2	3	4	5
20	يتفهم أعضاء الفريق بعضهم البعض بوضوح على الرغم من اختلاف اللغات الأم. Team members clearly understand each other despite different native languages.	[]	[]	[]	[]	[]
21	يتم تبادل معلومات المشروع الهامة بدقة بين جميع الأعضاء.	[]	[]	[]	[]	[]

م	العبارة	1	2	3	4	5
	Important project information is accurately shared among all members.					
22	تنشأ سوء تفاهمات بسبب اختلاف الأعراف أو القيم الثقافية. Misunderstandings arise because of different cultural norms or values.	[]	[]	[]	[]	[]
23	تحدث صراعات بسبب تفسيرات مختلفة للمواعيد النهائية أو التسلسل الهرمي. Conflicts occur due to different interpretations of deadlines or hierarchy.	[]	[]	[]	[]	[]
24	يتدخل مدير المشروع بفعالية عند حدوث سوء تفاهمات ثقافية. The project manager intervenes effectively when cultural misunderstandings occur.	[]	[]	[]	[]	[]
25	يشجعنا مدير المشروع على مشاركة وجهات نظرنا الثقافية. The project manager encourages us to share our cultural perspectives.	[]	[]	[]	[]	[]
26	يحترم أعضاء الفريق ويقدر الاختلافات الثقافية. Team members respect and value cultural differences.	[]	[]	[]	[]	[]
27	يُنظر إلى التنوع على أنه ميزة وليس مشكلة في هذا الفريق. Diversity is seen as an asset rather than a problem in this team.	[]	[]	[]	[]	[]

(ج) الذكاء الثقافي

Cultural Intelligence (CQ)

التقييم الذاتي

Self-Assessment (Team Member CQ)

م	العبارة	1	2	3	4	5
28	أنا واعي بالمعرفة الثقافية التي أطبقها عند التفاعل مع أشخاص من ثقافات مختلفة. I am conscious of the cultural knowledge I apply when interacting with people from different cultures.	☐	☐	☐	☐	☐
29	أقوم بتعديل أسلوب تواصلني ليناسب الخلفية الثقافية لأعضاء الفريق. I adjust my communication style to the cultural background of team members.	☐	☐	☐	☐	☐
30	أعرف القيم الثقافية والمعتقدات الدينية لأعضاء فريقتي. I know the cultural values and religious beliefs of my team members.	☐	☐	☐	☐	☐
31	أفهم الأنظمة القانونية والاقتصادية للثقافات الأخرى الممثلة في الفريق. I understand the legal and economic systems of other cultures represented in the team.	☐	☐	☐	☐	☐
32	أستمتع بالتفاعل مع أشخاص من ثقافات مختلفة. I enjoy interacting with people from different cultures.	☐	☐	☐	☐	☐
33	أنا واثق من قدرتي على التعامل مع فريق متعدد الثقافات. I am confident that I can deal with a cross-cultural team.	☐	☐	☐	☐	☐
34	أغير سلوكي اللفظي (مثل اللهجة، النبرة) عندما يتطلب التفاعل بين الثقافات ذلك. I change my verbal behavior (such as accent, tone) when the interaction between cultures requires it.	☐	☐	☐	☐	☐

م	العبارة	1	2	3	4	5
	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.					
35	أستخدم الوقفات والصمت بشكل مختلف ليناسب السياقات الثقافية المختلفة. I use pauses and silence differently to suit different cultural contexts.	[]	[]	[]	[]	[]

تقييم المدير

Project Manager Cultural Intelligence

م	العبارة	1	2	3	4	5
36	مدير مشروعي واعي بالمعرفة الثقافية التي يطبقها عند التفاعل مع أشخاص من ثقافات مختلفة. My project manager is conscious of the cultural knowledge he/she applies when interacting with people from different cultures.	[]	[]	[]	[]	[]
37	مدير مشروعي يعدل أسلوب تواصله ليناسب الخلفية الثقافية لأعضاء الفريق. My project manager adjusts his/her communication style to the cultural background of team members.	[]	[]	[]	[]	[]
38	مدير مشروعي يعرف القيم الثقافية والمعتقدات الدينية لأعضاء الفريق الآخرين. My project manager knows the cultural values and religious beliefs of other team members.	[]	[]	[]	[]	[]
39	مدير مشروعي يفهم الأنظمة القانونية والاقتصادية للثقافات الأخرى الممثلة في الفريق. My project manager understands the legal and economic systems of other cultures represented in the team.	[]	[]	[]	[]	[]
40	مدير مشروعي يستمتع بالتفاعل مع أشخاص من ثقافات مختلفة.	[]	[]	[]	[]	[]

م	العبارة	1	2	3	4	5
	My project manager enjoys interacting with people from different cultures.					
41	مدير مشروعي واثق من قدرته على التعامل مع فريق متعدد الثقافات. My project manager is confident that he/she can deal with a cross-cultural team.	[]	[]	[]	[]	[]
42	مدير مشروعي يغير سلوكه اللفظي (مثل اللهجة، النبرة) عندما يتطلب التفاعل بين الثقافات ذلك. My project manager changes his/her verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	[]	[]	[]	[]	[]
43	مدير مشروعي يستخدم الوقفات والصمت بشكل مختلف ليناسب السياقات الثقافية المختلفة. My project manager uses pauses and silence differently to suit different cultural contexts.	[]	[]	[]	[]	[]

(د) أداء فريق المشروع

Project Team Performance

م	العبارة	1	2	3	4	5
44	يحقق فريق المشروع الأهداف المحددة ضمن الميزانية المخصصة. The project team achieves specified objectives within the allocated budget.	[]	[]	[]	[]	[]
45	يلتزم فريق المشروع بالجدول الزمني المحددة للمشروع. The project team adheres to the defined project timelines.	[]	[]	[]	[]	[]
46	يقدم فريق المشروع مخرجات عالية الجودة تلبى أو تتجاوز التوقعات. The project team delivers high-quality outputs that meet or exceed expectations.	[]	[]	[]	[]	[]
47	فريق المشروع فعال في حل المشكلات الفنية التي تنشأ.	[]	[]	[]	[]	[]

م	العبارة	1	2	3	4	5
	The project team is effective in resolving technical problems that arise.					
48	يظهر فريق المشروع القدرة على التكيف مع التغييرات غير المتوقعة في نطاق المشروع أو متطلباته. The project team demonstrates adaptability to unexpected changes in project scope or requirements.	[]	[]	[]	[]	[]
49	يساهم فريق المشروع في توليد أفكار مبتكرة وحلول إبداعية. The project team contributes to generating innovative ideas and creative solutions.	[]	[]	[]	[]	[]
50	يتمتع فريق المشروع بمستوى عالٍ من التعاون والتنسيق بين أعضائه. The project team exhibits a high level of collaboration and coordination among its members.	[]	[]	[]	[]	[]
51	يتمتع فريق المشروع بسمعة طيبة في تقديم المشاريع بنجاح. The project team has a strong reputation for successfully delivering projects.	[]	[]	[]	[]	[]

شكر وتقدير

أتوجه بخالص الشكر والتقدير لجميع المشاركين في هذا الاستبيان على وقتهم الثمين وجهودهم القيمة. لقد ساهمت مشاركتكم الفعّالة وملاحظاتكم المهمة بشكل كبير في إنجاح هذه الدراسة. أقدر تعاونكم ودعمكم الكريم

وأؤكد لكم أن جميع إجاباتكم ستُعامل بسرية تامة، ولن تُستخدم إلا لأغراض البحث العلمي

غرام الشمري

طالبة ماجستير إدارة المشاريع
كلية الإدارة – جامعة ميدأوشن

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I assure you that your responses will be treated with the utmost confidentiality and will be used solely for academic research purposes.

Gharam Elshamry

Master of Project Management Candidate

College of Management, Midocean University

جامعة ميدأوشن

كلية الإدارة

ماجستير إدارة المشاريع



أثر القيادة التحويلية في تعزيز أداء فرق المشاريع في بيئات العمل المتعددة الثقافات

اعداد الطالب: غرام الشمري
الرقم الجامعي: 252001337

إشراف:

د. فايز علي جراد

د. الفیصل عبد الحمید محمد

جامعة ميدأوشن - كلية الإدارة

جامعة ميدأوشن - كلية الإدارة