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Project Team Management: The significance of various leadership approaches in work environments when managing ICT project teams

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Abstract**—** *Although the majority of project teams perform better when leadership is shared (rather than centralized with the nominal team leader), team leaders are frequently unprepared to assess leadership potential or share leadership responsibility. The study applied quantitative research method by using online survey to analyze the significance role of various leadership in managing ICT project team. The findings revealed that leadership had a significant role in managing ICT project team. In conclusion, firms should invest in developing digital leaders who will champion digital competence and entrepreneurial processes in the design and implementation of IT solutions. This may push certain government officials to step outside their usual sphere of technical expertise. Therefore, it's crucial to recognize and promote the required change in skill levels. If a company cares about its key leaders, it should think about giving them chances to improve their communication, delegation, and motivation skills through professional development.*

Keywords**— Leadership, Team Management, ICT, Project Management.**

I. INTRODUCTION

An internationally leading automotive company, which had previously relied on a leader-centered approach to new product development, was taken aback by the fact that the most successful new development project in recent years, which actually succeeded in reducing thirty percent of the product development time and also decreased deficiency claims, was characterized by two aspects: the first was that it was characterized by a collaborative effort bet; the second was that it was characterized by a collaborative effort bet to begin with, the leader of the team made it a point to delegate decision-making authority to other members of the group and purposefully adopted a rather passive leadership style (Afzal et al., 2018). Second, the members of the team, each of whom was a well-known expert in their own field, exhibited high levels of leadership. This was unexpected for the organization, which is often characterized by high levels of authoritarian leadership. This example demonstrates that in order for leadership to be shared effectively within a team, not only the team leader but also the members of the team must be willing to participate in the process. According to the findings of our study, however, formal team leaders have a tendency to underestimate the willingness of their teams to share leadership, which hinders the efficacy of leadership in teams (Rajhans, 2018).

As a consequence of this, the potential benefits of working in teams are frequently not realized. The use of teams to undertake difficult organizational tasks, such as product creation, is continuing to grow, which has attracted a significant amount of academic attention. Scholars have begun to better understand the concept of virtuality in project teams as in more continuous terms (rather than a dichotomy of virtual versus co-located) and multi-dimensional (including geographic, temporal, and configurational dispersion) (Grass et al., 2020). This is in contrast to earlier research on project teams, which (at least implicitly) compared co-located with virtual teams (Anwar and Shukur, 2015). As a result, almost every project team will engage in some form of collaboration, in which members of the team share project-related information via electronic means while working remotely

from a variety of locations. These locations can be relatively close to one another (for example, different office buildings at the company's headquarters), or they can be spread out over the entire planet (Burton et al., 2019). Nonetheless, it is remarkable how little emphasis, in both practice and literature, has been paid to the problems associated with leadership in increasingly collaborative project teams. Existing research suggests, however, that the greater the degree of project collaboration (due to the geographical separation of project members), the less likely it is that teams will be able to ensure the necessary level of task coordination across geographical locations, time zones, and (not in the least) cultural backgrounds (Anwar, 2016

). According to the findings of certain studies, one out of every two geographically dispersed teams does not succeed in achieving their goals because of an inability to effectively manage their distributed workforce (Read et al., 2019). This, in turn, testifies to the increased leadership challenges that are being thrown against expanding project teams. Even experienced project leaders find it incredibly difficult to secure the essential integration of the unique efforts of project participants. An official from a multinational software company told us that they had reduced the number of distant sites they work with to "strictly no more than one remote site." Previously, these projects frequently involved four or five remote sites. Executives all over the world, on the other hand, are ready to draw on specialist information that is located in a variety of places across the world in order to facilitate knowledge sharing for the purpose of improving innovation, performance, and long-term competitive advantage. As a result, businesses are seeking new strategies to successfully lead a growing number of teams before going back to more collaboratively located project teams. Addressing the leadership challenge of collaboration is the missing piece to the puzzle that is the execution of this approach (Faeq, 2022). In particular, the geographical separation of project followers reduces the direct influence that project leaders have on the activities of those followers. In contrast to the members of face-to-face teams, members of remote teams frequently do not feel the same level of obligation to comply with their leaders' commands as those members of face-to-face teams do. Project leaders in face-to-face teams have the ability to exert direct influence on their team members. On the one hand, this is because there is a deficiency in the "felt presence" of the leaders (Lei et al., 2021). On the other hand, commitments to other projects within the company (for project members who are employed by the company) or even commitments to other jobs (for project members who are freelancers) may prevent leadership adherence. This is especially true for employees of the company who are working on multiple projects at once (Hameed and Anwar, 2018). Some project leaders attempt to overcome these leadership challenges by relying on computer-mediated communication (Cortellazzo et al., 2019), applying fancy software solutions to tackle leadership in teams. However, this approach is not always successful (Anwar, 2017). Despite the benefits of advanced communication technology, project managers need to be aware that it is not sufficient to merely compensate for a loss of physical presence by making use of technology that is mediated by a computer. Instead, those in charge of projects would be better off coming to terms with the fact that they cannot present the same substance and style of leadership in virtual teams as they do in traditional ones (Faeq et al., 2020). It is therefore necessary to have more than a technological answer in order to become a successful leader of teams; rather, project leaders need to reconsider their core notion of what it means to be a leader. Despite the fact that project team leaders are frequently fully aware of the significant difficulties associated with leading across vast geographical, cultural, and time-zone distances, they frequently hold the belief that accumulating decision-making authority is the only way to achieve success. However, these leaders quickly discover that their efforts to direct members of the team are fruitless, which leads to a growing sense of frustration on their part. These leaders are aware that they only have a limited effect on the members of their project, but they want to make up for this lack of influence by making even more strenuous efforts to exercise leadership influence; as a result, they believe that "more of the same" is the best course of action. However, rather than frantically trying to solve their lack of leadership effectiveness on their own, successful project leaders should acknowledge the limited effectiveness of their (traditional) leadership and look for alternative and new ways of leading. This is an important step for successful project leaders to take because it allows them to avoid making desperate attempts to solve their lack of leadership effectiveness on their own. Along these lines, recent research has shifted away from the concept of "hero leadership," which focuses entirely on the leader of the team, and has pointed instead to the members of the team as an alternative source of leadership behavior. Members of a project team are typically knowledgeable specialists in the fields in which they are working (Pamidimukkala and Kermanshachi, 2021). As a consequence of this, members of the project team typically have several years of experience and, thus, have the confidence to assume responsibility for the successful completion of the joint work. The participants in a project typically have a positive attitude toward alternative

leadership techniques since these approaches give them the opportunity to share leadership responsibilities. Project members who are experts in their respective fields and whose task-specific knowledge typically exceeds that of the project leader are frequently interested in exerting (partial) leadership influence and actively contributing to the shaping of the project. This is because teams are frequently formed to address tasks that are both complex and dynamic in nature. Formal leaders who take advantage of the communal leadership potential inherent in the project, rather than relying solely on themselves as the source of leadership for their teams, are more likely to produce stronger teams. These leaders make it possible for their project teams to outperform face-to-face teams by benefiting from the unique qualities of their team members. Therefore, it is in the best interest of both the members of the project team and the leaders of the project to share leadership responsibilities within teams. The significance of leadership for the overall effectiveness of teams is thus highlighted by research (Anwar and Shukur, 2015). The term "leadership" refers to the dynamic and interactive processes of exerting influence among all members of a team in order to maximize the effectiveness of the team (Hoegl & Muethel, 2007). That is, each member of the team, not just the team leader, is responsible for thinking about not only their own areas of responsibility but also the entirety of the project and how they actively relate to the other members of the team. Leadership is defined as the identification of action needs by members of a team and the subsequent initiation of action flows with the purpose of revising and adapting work tactics in order to accomplish a team goal (Galli, 2018). Leadership has been demonstrated to boost the performance of dispersed teams (Anwar and Shukur, 2015), and as such, it is a viable strategy to overcome the drawbacks of dispersed collaboration (Faeq et al., 2021). But for there to be leadership, there must be project leaders who know the leadership potential of their team members and are willing and able to share their leadership responsibilities with their team members (San Cristóbal et al., 2018).

II. LITERATURE REVIEW

Leadership in Project Management

When it comes to software projects, having a capable project manager at the helm is one of the most crucial success factors for delivering high-quality work. A significant factor in determining whether or not a project will be successful is the capacity of the individuals who will be responsible for managing unusual circumstances and unanticipated challenges (Pinto and Slevin, 1988 Duryan et al., 2020). In spite of the availability of various software tools, successful project management is still dependent on a style of leadership that is oriented on the desired outcomes rather than the problems being faced (Anwar and Qadir, 2017). The onerous work of a project manager is to create clear goals, complete the project on time and under budget, decide when to stick to the original plan and when to be flexible, and keep the team passionate about the project even when it is feeling pressured. This not only necessitates the enhancement of the project leader's technical and managerial skills, but it also calls for the project leader to continue their own leadership growth (Faeq et al., 2021). According to Anwar and Shukur (2015) definition of team leadership, team leadership is not a person but rather the process of meeting the needs of a team in order to improve that team's efficiency. In its capacity as a process, it also contributes to the members of the team increasing their competencies (Sanyal and Hisam, 2018). According to Abdullah et al. (2017), there is no one unique leadership style that is effective in all circumstances; nevertheless, there are many different sources of leadership within a team (Lee, 2021). Shared leadership is a sort of distributed leadership that is produced as a process inside a team, in contrast to vertical leadership, which originates from an appointed or official head of the scrum team (Anwar and Abd Zebari, 2015). Both types of leadership exist within scrum teams (Contreras et al., 2020). According to Anwar (2017), in order for leaders to take positive action, they need to demonstrate transformational leadership behaviors. These behaviors should guide followers toward constructive effort and provide an integrated understanding of the goals that need to be accomplished. More successful projects are the result of project managers that use a transformational leadership strategy, which involves inspiring and motivating followers and giving them the authority to adopt and pursue demanding goals and a mission (Faeq et al., 2022). The leader of the project team is actively involved in communication with a variety of networks (Oh et al., 2019). In this area, the project manager demonstrates transactional leadership in order to realize performance levels. He must act as an ambassador and represent the team to others, while at the same time protecting the team from interference, explaining the next steps, and motivating the external stakeholders to pursue objectives cooperatively with the project team. All of these tasks must be completed in order to realize performance levels (Faeq et al., 2022). The manager is faced with a variety of demands, many of which are in direct opposition to one another. This gives rise to the situational approach, which focuses on the relationship between a particular condition and effective leadership (Yilmaz et al., 2020). Anwar

(2017) conducted an analysis of Faeq et al. (2022) situational leadership model in order to determine the particular actions that agile project managers are required to take when leading a team based on the readiness of the team. Anwar (2016) discovered that how leaders construct teams and the quality of their hands-on coaching both affect the success of teams in the form of self-management on the part of the team, the quality of member relationships, and member happiness. It is possible for members of a geographically distributed team to experience a sense of disconnection from both the organization and the team's mission (Zaman et al., 2019). So, it's important for the leader of such a team to do things like keep an eye on the group and make sure everyone knows what's expected of them.

ICT Team Management

According to Anwar and Surarchith (2015), self-organizing teams are made up of "individuals that are capable of managing their own work assignments." This means that members of the team are able to allocate tasks to one another and reschedule those tasks based on the needs of the group as well as the skills that are needed. Everyone on the team has a say in the decisions that are made collectively. Faeq (2022) presented four principles of self-organization, and they are as follows: necessary diversity; redundancy of functions; minimal critical specification; and double loop learning. After that, Sadq et al. (2020) proposed that self-organizing teams should have these five characteristics in order to be successful: autonomy, team orientation, shared leadership, redundancy, and learning. In their investigation, they came to the conclusion that the most significant obstacle to self-organization was the classification of tasks according to levels of expertise. Tabassi et al. (2019) expanded on this by adding an additional critical component called "Communication and Collaboration." Faeq et al. (2020) proposed that, in addition to autonomy, self-organizing teams demonstrate self-transcendence as well as cross-fertilization. The group's members routinely and persistently organize themselves in order to fulfill ever-evolving criteria. In a perfect world, a self-organizing team will have agreed upon aims and targets. It accomplishes this by fostering an environment of mutual trust and respect for one another. Self-organization and self-management are synonymous terms that have been used in the context of agile software development. Agile teams, such as scrum teams, are examples of self-organizing teams (Marnewick and Marnewick, 2019). In this setting, the members of the team are responsible for managing their own workloads, allocating tasks to one another according to needs and strengths, and taking part in decision-making as a group (Sadq et al., 2021). As the position of the project manager decreases, developers get more autonomy to make decisions and demonstrate commitment (Anwar and Ghafoor, 2017). Agile software development is characterized by its heavy emphasis on collaboration and the high degree of interdependence among tasks (Ali et al., 2020). It suggests little control that is explicitly exercised over the members of the team; otherwise, the teams will become submissive to commands rather than proactive in their approach to issue-solving (Faeq, 2022). Direct contact with partners and iterative procedures are both helpful in controlling competing interests and assisting teams in rapidly adapting to surroundings that are uncertain and constantly shifting (Grzesik and Piwowar-Sulej, 2018). Agile software development is built on a foundation of communication and collaboration amongst developers (Anwar, 2017). Faeq et al. (2021) developed a methodology that would quantify the cornerstones of agile cooperation on five different dimensions. These cornerstones are shared leadership, team orientation, redundancy, learning, and autonomy. Each individual in the team takes ownership of the duties that have been delegated to them and is accountable for bringing them to a successful conclusion (Guinan et al., 2019). In a different piece of research, Anwar and Climis (2017) revealed that supporting team orientation may be done by letting the team engage in iteration planning and goal formulation, and by prioritizing issues in a clear and concise manner. The members of the team are then provided the opportunity to select their own activities. Because of this, team members are able to better grasp the work that each other is doing, which encourages redundancy. Instead of waiting for the project manager's directions and plan of action, as is typical in conventional project management, self-organizing teams are expected to learn, experiment, and problem solve through self-participation during times of crisis. This is in contrast to the standard practice of waiting for the project manager's directions and plan of action. In a nutshell, self-organizing teams should ideally be self-managed and should instill supervisory behavior in their members. When members of a team don't know one another and the team is geographically dispersed, self-organization takes on an even greater level of significance. Building trust is vital to establishing coherence among subteams, especially when those subteams are located in different time zones, have different cultures, and work in different locations. There is a good chance that they will have difficulties with the language, the technical alignment, and the management of the project. Therefore, it is essential for members of a remote team to be self-organized, to build trust with one another, and to exhibit particular leadership behaviors that will assist them in overcoming the hurdles and have a

favorable impact on the team's overall performance on the project. In addition, self-organizing teams offer many benefits to organizations, including increased innovation and performance effectiveness. Performance effectiveness can be defined as an increase in productivity, a decrease in response time, an increase in quality and customer satisfaction, and so on (Henkel et al., 2019). This graph depicts the geographical distribution of approximately 40% of the development teams worldwide. This distribution may now be entirely distributed or partially dispersed. Both options are available. "Groups of individuals that work interdependently across place, time, and organization barriers utilizing technology to communicate and collaborate" is the definition of what is known as "geographically distributed teams" (Sadq et al., 2020). It is difficult to maintain continuous communication (Anwar and Louis, 2017), coordination, and collaboration among team members who are separated by geographical, temporal, or cultural distances when the teams are geographically distributed. This is a challenge that is faced when the teams are working on different continents (Othman et al., 2020). In other instances, the distribution of work is another factor that leads to the lack of job relevance. The members of the team's behavior and their ability to work together are both impacted by the absence of a shared context (Faraj et al., 2021). There are many different contributing aspects that determine how effective distributed teams are. Among these include knowledge of task awareness (Walker and Lloyd-Walker, 2018), understanding of cross-task relationships (*KM* et al., 2021), and reliance on information and communication technology (ICT) for team collaboration (Panteli et al., 2018). Achieving task knowledge awareness means having up-to-date information regarding the performance of every member of the team (Faeq, 2022). It makes members more aware of alternative points of view, which sparks creative solutions when adaptation is required or non-routine tasks are addressed (Bhatti et al., 2021), and it facilitates coordination through observations of the work that others are doing at any point in time (Faeq and Ismael, 2022). On the other hand, this is difficult to accomplish with a team that is spread. Physical distances necessitate dealing with numerous time zones, which in turn necessitates rearranging of work schedules to better accommodate the needs of the team, which could otherwise lead to dissatisfaction and confusion (Lukić and Vračar, 2018). When using scrum, the sprint planning takes place at a predetermined time, and all team members are expected to be present for it. In a distributed team environment, cross-understanding, which is the degree to which members of the team have an accurate understanding of each other's mental models (Afzal et al., 2018), may also be impacted. Cross-understanding refers to the degree to which members of the team have an accurate understanding of each other's mental models. Cross-understanding helps teams function better by improving communication, coordination, and the overall quality of information processing among members of the group (Rajhans, 2018). But it has been found (Grass et al., 2020) that the nonverbal cues that are very important for building trust and reducing conflict are not very well transmitted by the virtual communication tools that are now available (Burton et al., 2019).

Transition phase:

- **Compose team**: This leadership duty comprises selecting the appropriate members of the team who have the necessary knowledge, abilities, and experience to effectively carry out the responsibilities that have been delegated. In situations in which the team has already been assembled, one of the functions of the team leader is to evaluate the skills and qualifications of each individual member of the team, to redistribute those skills and qualifications according to the requirements of the situation, and to replace members of the team if necessary. The same logic may be applied to teams who use the scrum method.
- **Define mission**: It is the responsibility of the scrum master to ensure that the members of the development team are aware of the vision, goals, and items on the product backlog.
- **Establish expectations and goals**: The agile master's responsibility is to ensure that the team has a solid grasp of the product owner's objectives and the expectations for the current sprint. It was anticipated of the team that they would produce high-value stories and features on schedule while minimizing the number of defects and items in the backlog.
- **Provide structure and plan**: Finding methods for efficient product backlog management, gaining knowledge of long-term product planning in an empirical setting, and planning scrum deployments inside the business are all parts of the scrum master's responsibility toward product owners.
- **Train and develop team**: Software engineers help the development team make high-quality products and coach them in situations where scrum hasn't been fully accepted and understood by the whole organization.

- **Sense-making**: As a result of the iterative and incremental approach that the agile process takes, scrum masters need to be able to comprehend and put into practice the concept of agility. The Scrum master is expected to be the first person to notice any differences or problems and to tell management about them.
- **Provide feedback**: The scrum master is responsible for fostering a culture of feedback. The feedback provided by the scrum master has the potential to bring about various beneficial behavioral changes, ultimately leading to increased levels of confidence and trust among team members, which ultimately leads to improved team performance.

Action phase

- **Monitor team**: These meetings are led by the scrum master, who is also responsible for determining which items on the initial backlog will be finished during the sprint and for objectively measuring progress toward the ultimate goal of providing incremental sets of product functionality (Rising and Janoff, 2000). The scrum is run by the scrum master, who is also in charge of making sure the team follows the scrum's theory, rules, and practices.
- **Manage team boundaries**: Managing the link between the team and the wider organizational setting is a role that falls under this category of leadership. It is the responsibility of the scrum master to maintain a healthy power dynamic between the product owner, the team, and management. In accordance with this function, the scrum master collaborates with other scrum masters in order to improve the efficiency with which scrum is applied throughout the organization. In addition to this, he is in charge of making decisions on what course of action to take and confirming those judgments with management.
- **Challenge teams**: This leadership position entails posing difficult challenges to teams with relation to their performance as a team. Scrum masters are responsible for bringing about change that ultimately results in an increase in the productivity of the scrum team.
- **Perform team task**: A team leader is a member of the team who takes an active role in completing team tasks, takes personal responsibility for completing those tasks, and helps other team members.
- **Solve problems**: Agile project managers are facilitators who teach employees and stakeholders about scrum and empirical product development and assist them in putting this knowledge into practice. He promotes regular participation from team members in order to facilitate group problem solving.
- **Provide resources**: Not only should the scrum masters facilitate scrum events as requested or needed, but they should also remove impediments to the development team's progress (Anwar, 2016). This can be done by having the scrum masters organize and schedule the right resources, such as hardware, software, licenses, and training.
- **Encourage team self-management**: The development team is guided by the scrum masters, who also act as facilitators in the areas of self-organization and cross-functionality.

III. METHODOLOGY

Research design

When conducting research, it is crucial to first develop a plan for how you'll go about collecting data and analyzing your findings, which is where the thesis design comes in. The research plan lays out the specifics of what data will be collected, how it will be used, and where it will come from. Moreover, it elucidates and specifies the data to be used in research analysis as well as the research methodologies to be employed by the researcher in order to investigate the causality or effect of the variables under study. Furthermore, it is said that the goal of this method is to offer and illustrate what is considered to be a dependable conclusion and study outcome. In addition, it serves as a bridge between the research questions and the actual execution because it is a blueprint for success. The time and means by which information will be acquired are both affected by the study strategy that is being considered. The goal here is to define and analyze a plan for gathering data that may be used to back up the researcher's assumptions and provide insight into the research issue. Descriptive research is one of the key research strategies that researchers will use to examine their findings. The researcher used quantitative research methods as a component of the descriptive research approach in this study. While qualitative research frequently necessitates Boolean analysis, the quantitative approach compromises on determining a phenomenon in a large number of outcomes. Even though there may be a place for qualitative evaluations of how well someone explains something, applicants' answers must be compared

using a quantitative method. The researcher used a quantitative method since it allowed her to complete the investigation with fewer man-hours and fewer materials expended. Also, the researcher used this method because he or she thought it was the best way to measure the relationships between the study's independent variables—three different types of leadership—and the management of construction projects in a sample of companies in Iraq's Kurdish region.

Sample size and sampling method

The researcher sent out questionnaires to seven different construction firms in the cities of Erbil, Duhok, and Sulaymainah. The current study employed a random sample approach to guarantee that all customers would be able to take part in the research. Since a sample is only a selection of people drawn at random from a larger pool, this will reduce the need for extensive surveying and other laborious manual processes, saving valuable time and money for the study. Nonetheless, 417 online surveys from various construction firms were collected by the researcher.

Conceptual Framework

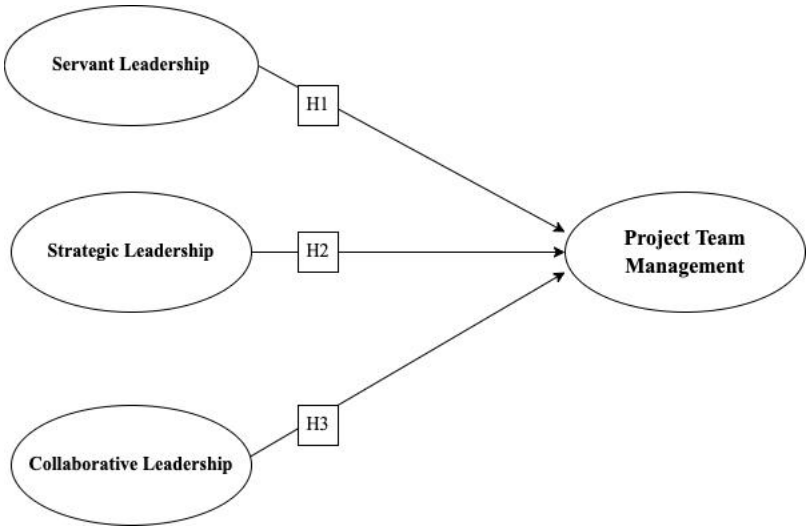

Fig.1: Conceptual Framework

Research Hypotheses

H1: There is a significant and positive relationship between servant leadership and project team management.

H2: There is a significant and positive relationship between Strategic leadership strategy and project team management.

H3: There is a significant and positive relationship between collaborative leadership strategy and project team management.

Data collection

Using a quantitative methodology based on a questionnaire, the author of this study analyzed the connection between three types of leadership and project team management in the construction industry in the Kurdish area of Iraq. Respondents will be given a series of questions on their experiences with and opinions of various construction firms. This is a common way for imperial researchers to get information for a certain kind of study.

Methods of analysis

This study was conducted with a particular emphasis on clients of Kurdish construction firms. When investigating the connection between leadership style and project team management, the researcher opted for a quantitative approach. The study's core data came from surveys the researcher administered to participants. In addition, the researcher contacted clients and obtained information through a questionnaire after gaining permission to do so from the customer database of construction businesses. With three independent variables and project team management as a dependent variable, the research utilized a reliability analysis to determine the validity of the questions employed in the study. Finally, the research model-driven hypotheses were evaluated using regression analysis.

Testing Research Hypotheses

In this section, we examine the results of a survey sent to seven construction firms in the Kurdistan area of Iraq. As was said before in the conceptual framework, the researcher made an effort to evaluate the hypotheses they

had developed. After using reliability analysis and the relationship technique to measure the reliability of the independent variable and the dependent variable, respectively, regression analysis was used to test the proposed study hypotheses.

The relations between independent variables and dependent variable

The following are the findings from an analysis of the correlation between the three distinct types of leadership (servant leadership, strategic leadership, and collaborative leadership) and their respective dependent variables (project team management).

The relationship between servant leadership and project team management.

H1: There is a significant and positive relationship between servant leadership and project team management.

The study used Crosstab to determine the relationships between the variables, and the results showed that 29 customers out of 417 customers rated as low the relation between servant leadership strategy and project team management at selected construction companies in Kurdistan; 161 customers rated as fair the relation between servant leadership strategy and project team management at selected construction companies in Kurdistan; and 227 customers rated as high the relation between servant leadership strategy and project team management at selected construction companies in Kurdistan. Based on the above results, we can say that most clients are worried about how some Kurdistan-based construction companies use servant leadership and manage project teams.

Table 1- Crosstab

Crosstab

Count					
		Project team management			
		Low	Fair	High	Total
Servant leadership Classes	Low	5	22	2	29
	Fair	10	102	49	161
	High	1	41	185	227
Total		16	165	236	417

The Chi-Square Tests table appears to have the Chi-Square statistic in the column labeled Value, exactly to the right of the column labeled "Pearson Chi-Square." The analysis revealed that the chi-square statistic had a value of 138.979, as shown in the results. The p-value may be found in the same row under the heading "Asymptotic Significance (.000). Because the P value is lower than 0.05, the finding is statistically significant. This shows that there is a significant connection between the strategy of servant leadership and the management of project teams at a selection of construction enterprises in Kurdistan.

Table 2-Chi-Square Tests

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	138.979[a]	4	0.000
Likelihood Ratio	146.400	4	0.000
Linear-by-Linear Association	128.711	1	0.000
N of Valid Cases	417		

The relationship between Strategic leadership strategy and project team management.

H2: There is a significant and positive relationship between Strategic leadership strategy and project team management.

The research utilized Crosstab in order to determine the relationships between the variables. The findings showed that 57 customers rated as low the relationship between strategic leadership strategy and project team management at selected construction companies in Kurdistan; 236 customers out of 417 customers rated as fair the relationship between strategic leadership strategy and project team management at selected construction companies in Kurdistan; and 124 customers out of 417 customers rated as high the relationship between strategic leadership strategy and project team management at selected construction companies in Kurdistan. Based on the above results, we can say that most of the customers surveyed at the Kurdistan construction companies gave a "fair" (or "medium") rating for the strategic leadership approach and the project team management.

Table 3-Crosstab

Crosstab					
Count					
		Project team management			Total
		Low	Fair	High	
Strategic leadership Classes	Low	4	42	11	57
	Fair	11	89	136	236
	High	1	34	89	124
Total		16	165	236	417

The Chi-Square Tests table appears to have the Chi-Square statistic in the column labeled Value, exactly to the right of the column labeled "Pearson Chi-Square." Following analysis of the data, we found that the value of the chi-square statistic is 45.589. The p-value may be found in the same row under the heading "Asymptotic Significance (.000). Because the P value is lower than 0.05, the finding is statistically significant. This showed that there is a strong link between strategic leadership strategies and how project teams are managed at a number of construction companies in Kurdistan.

Table 4-Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.589[a]	4	0.000
Likelihood Ratio	48.265	4	0.000
Linear-by-Linear Association	37.467	1	0.000
N of Valid Cases	417		

The relationship between collaborative leadership strategy and project team management.

H3: There is a significant and positive relationship between collaborative leadership strategy and project team management.

The research used Crosstab to determine the relationships between the variables. The findings showed that 53 customers out of 471 customers rated as low the relationship between collaborative leadership and project team management at selected construction companies in Kurdistan; 198 customers out of 417 customers rated as fair the relationship between collaborative leadership and project team management at selected construction companies in Kurdistan; and 166 customers out of 417 customers rated as high the relationship between collaborative leadership and project team management at selected construction companies in Kurdistan. Based on the above results, we can say that most of the customers of the Kurdistan construction companies that were surveyed gave a fair (medium) rating to the collaborative leadership and project team management.

Table 5-Crosstab

Crosstab					
Count					
		Project team management			Total
		Low	Fair	High	
Collaborative leadership Classes	Low	14	27	12	53
	Fair	2	96	100	198
	High	0	42	124	166
Total		16	165	236	417

The Chi-Square Tests table appears to have the Chi-Square statistic in the column labeled Value, exactly to the right of the column labeled "Pearson Chi-Square." As a result of the analysis, we determined that the value of the chi-square statistic is 116.867. The p-value may be found in the same row under the heading "Asymptotic Significance (.000). Because the P value is lower than 0.05, the finding is statistically significant. This demonstrated that there is a substantial connection between the implementation of an collaborative leadership and the management of project teams at a variety of construction enterprises in Kurdistan.

Table 6-Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	116.867[a]	4	0.000
Likelihood Ratio	87.858	4	0.000
Linear-by-Linear Association	71.591	1	0.000
N of Valid Cases	417		

Multiple Regression Analysis

The findings of a multiple regression analysis have been presented in order to evaluate each research hypothesis that was produced in accordance with the research model.

Model Summary

According to the model summary, the value of the adjusted R square is.690, and since this can be seen in the table, it indicates that 70% of the variables have been explained.

Table 7-Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833[a]	0.695	0.690	2.515
a. Predictors: Collaborative leadership, Strategic leadership, Servant leadership				

ANOVA

According to the results of the ANOVA analysis, which are presented in the table, it was discovered that the value of F was 155.481, and the significant level was equal to.000. Because the P value was lower than.05, this showed that there was a positive correlation between each leader and project team management at selected construction companies in Kurdistan. This conclusion is significant because it indicates that there is a positive association.

Table 8 -ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5901.626	6	983.604	155.481	.000[b]
	Residual	2593.741	410	6.326		
	Total	8495.367	416			
a. Dependent Variable: Project team management						
b. Predictors: (Constant), Collaborative leadership, Strategic leadership, Servant leadership						

Coefficients

To evaluate the three study hypotheses that were generated previously, the researcher used multiple regression tests to examine the relationships between the three leadership styles that served as independent variables and the management of the project team that served as the dependent variable. Multiple regression analysis was used to examine the link between leadership styles (collaborative leadership, strategic leadership, and servant leadership) and project team management at the selected construction companies in Kurdistan, and the results are displayed in the table. It was discovered that the value of B was.573 and the value of Beta was .339, both with a significant level of .000. This indicates that the finding is important because the P value is less than.05. According to the findings, the first study hypothesis was validated, which revealed that there is a positive connection between servant leadership strategy and project team management. This hypothesis says that there is a positive association between the two. Regarding the second research hypothesis, which stated that there is a significant and positive relationship between strategic leadership strategy and project team management, it was discovered that the value of B was.637, and the value of Beta was .232, with a significant level of .000. This was in relation to the fact that the first research hypothesis stated that there is a significant and positive relationship between strategic leadership strategy and project team management. The fact that the P value is lower than 0.05 indicates that the finding is statistically significant. The second study hypothesis, which suggested that there is a favorable association between strategic leadership strategy and project team management, was validated. These findings reveal that this hypothesis was supported. It was discovered that the value of B was .238 and the value of Beta was .116, both with a significant level of .000. This indicates that the finding is important because the P value is less than .05. According to the findings, the third study hypothesis was validated, which suggested that there is a favorable connection between collaborative leadership strategy and project team management. The results were shown to be the case.

Table 9-Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Collaborative leadership	0.238	0.072	0.116	3.296	0.000
	Strategic leadership	0.637	0.083	0.232	7.651	0.000
	Servant leadership	0.573	0.057	0.339	10.034	0.000
a. Dependent Variable: Project team management						

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IV. CONCLUSION

In conclusion, businesses need to cultivate digital leaders so that these individuals may become the primary proponents of digital skills as well as entrepreneurial process approaches to IT solution creation and development. Because of this, certain leaders may be forced out of their technical comfort zones. Hence, it is essential to acknowledge and encourage the necessary shift in competency levels. It is recommended that companies think about providing chances for their important leaders to participate in professional development so that these individuals may improve their leadership skills in the areas of communication, delegation, and empowerment. When digital leaders get better at taking risks, learning in short cycles, and designing in an entrepreneurial way, the rest of the business is better able to carry out its digital plan. Leaders in the digital space need to turn their attention to locating and removing any hurdles that may be preventing their teams from innovating digitally. Regular check-ins with the project leaders will assist managers to keep updated on the progress being made toward these objectives. Additionally, this will provide a beneficial method for identifying where potential difficulties are emerging as well as what resources may be required. It's possible that providing IT managers with coaches or mentors might be a useful tool in supporting them in the adoption of new leadership behaviors when those behaviors are required. The feedback and assistance that an IT leader receives from a coach or mentor may provide them with comfort that the empowerment they are attempting to build is in the process of being created and that the control they are seeking is also in place. It is equally crucial to the process of digital transformation that attention be paid to IT project leads and other middle management. This layer of the organization is often the one that is under the most strain, and it is easy to disregard them when it comes to the development of their competencies, the coaching they receive, and the assistance they receive. It is essential to proactively identify and target middle managers with the intention of having them act as supporters rather than blockers of new digital development methods. Last but not least, one important piece of the puzzle that is digital transformation is the chance to attend conferences that spark ideas about digital competence and innovation or give access to learning that is both technically advanced and good for professional growth.

V. FUTURE DIRECTIONS FOR PROJECT TEAMS

The use of digital technology is growing more and more pervasive throughout our product line and service offerings. Therefore, information technology (IT) cannot be divorced from other business functions such as strategy, new product development, operations, finance, or marketing. According to the findings of our study, it is abundantly evident that the vast majority of businesses are not prepared for digital transformation since the primary emphasis has not been placed on establishing innovative digital teams. The successful completion of a digital transformation does not require the introduction of new technology. It is about empowering a digital staff that is capable of supporting change while also demanding it. One of the issues that will face businesses in the future is figuring out how to scale up their inventive digital teams. Changing the culture of groups within organizations and teams is challenging and needs acceptance that the process will take a significant amount of time and effort. Because their digital teams now adopt agile-type approaches, for instance, Microsoft's digital transformation is seen as a model for the new industrial revolution. However, it took some time to turn into an agile company since it required a shift in the business's culture as well as the mindsets of all of its employees. Altering the actual physical workplace in order to encourage cooperation both inside and across teams was one of the successful practices that Microsoft implemented in order to grow its digital teams. This includes the utilization of open space, room and wall colors, as well as the structure of the space itself, in order to give the impression that the physical surroundings are nimble. As a result of becoming more fully integrated into the product development lifecycle, agile development teams will play an increasingly important part in the product innovation process. At Cisco, Agile methodology was used by engineering teams, which included specialists in both hardware and software, with the goal of enhancing creativity during the early stages of product development. The members of the engineering teams were given new responsibilities, which included working directly with both fellow engineers (instead of team supervisors) and customers to find solutions to problems. Because of the shift to more autonomous teams and the subsequent promotion of a flatter organizational structure, the end

result was increased levels of customer satisfaction when working in collaboration with Cisco engineering teams, as well as improved net promoter scores and increased employee engagement. Another pattern that has been spotted recently is the incorporation of digital teams into the artificial intelligence (AI) sector. For the purpose of enhancing customer service and real-time interaction, financial institutions are beginning to implement virtual financial assistants. AI solutions frequently call on a variety of specialized skills, such as data science, the development of machine learning, and the protection of data privacy and security in the cloud. In addition to having business domain experts and digital interface designers on their teams, digital teams that are producing AI solutions such as voicebots and chatbots need to have the competencies listed above. AI projects are unlike any other since, after the solution has been implemented, there is frequently further learning that must be done in order to improve the underlying algorithms and data collection. Because of this, AI-based digital teams need to be highly fluid and collaborative not just during the design phase of the solution but also during the implementation phase and after the solution has been put into place. In conclusion, as new digital technologies continue to disrupt, resulting in countless use cases across business, successful companies will be ones that are continually aware of, experimenting with, and learning about the various options that are available to them. In order to move business models ahead, digital teams need to have a strategic perspective in addition to a focus on tactics and execution. The rapid transformation strategy that Ericsson is taking has elevated the company's discussions about forward-looking technologies to a new level. When the firm integrated all of its teams in order to make them really cross-functional, it discovered that the employees working for the company lost sight of the strategic goals and instead concentrated on the operational details. The idea was to establish a more modest technology department that would concentrate solely on the development of flexible and far-reaching technological possibilities.

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