UNIVERSITÉ DU QUÉBEC À RIMOUSKI

LA RELATION ENTRE LE STYLE DE LEADERSHIP ET LA PERFORMANCE D'UNE ÉQUIPE DE PROJET

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RÉSUMÉ

Le leadership joue un rôle fondamental dans les organisations. Il est particulièrement important dans la gestion des équipes de projet qui supposent la réalisation d'un objectif dans des limites de temps et de coûts bien précises. À cet égard, nous posons la question de recherche suivante : quelle est la relation entre le style de leadership et la performance d'une équipe de projet ? Basé sur les recherches de l'impact des styles de leadership sur la performance organisationnelle, ce mémoire explore la relation entre le style de leadership d'un chef d'équipe projet, à l'aide d'une approche de recherche quantitative, soit une enquête par questionnaire. Grâce à l'analyse des données, nous concluons que chaque style de leadership influence différemment la performance des équipes, en fonction de la motivation du leader.

Mots clés : motivation, styles de leadership, gestion de projet, performance.

ABSTRACT

Leadership plays an important role in project management, which directly affects the management effects and the overall organizational performance. Project team is commonly established and used in organizations for a short term or a long term, in order to develop a specific organizational function or to complete a particular task. In this situation, leaders in these project teams will also take great responsibility for the regular operation of the teams, managing the project team members to work toward the objectives of tasks. What is the link between leadership styles and the performance of project teams? Based on the researches of the impacts of leadership styles on organizational performance, this thesis explores the link between leadership styles of a leader and performance of project team, through using quantitative research approaches, mainly questionnaire survey. Through analysis, we conclude that the influence of different leadership styles have on team performance is various, depending of the motivation of the leader.

Keywords: motivation; leadership style; project management; performance.

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INTRODUCTION

Les questions relatives au leadership dans les organisations revêtent une grande importance, autant au plan théorique que pratique. En effet, les changements qui affectent l'économie à l'heure actuelle accentuent la compétition entre les organisations, ce qui signifie qu'elles font face à de nombreux défis et menaces. Le leadership devient donc important pour faire face à cette compétition (Eikenberry, 2007). Plusieurs auteurs indiquent à cet égard que l'utilisation d'un style de leadership approprié a un impact direct sur la performance des employés et sur celles des organisations (Eikenberry, 2007 ; Hunt et Davis, 2009).

C'est dans cette perspective que cette recherche s'intéresse à l'influence du style de leadership sur la performance des équipes de projet. Plus précisément, les objectifs suivants sont poursuivis :

- explorer la relation entre le style de leadership et la performance des équipes de projet ;

- explorer la relation entre le style de leadership et la motivation du leader ;

- explorer la relation entre la motivation et la performance de l'équipe de projet.

Plus précisément, nous cherchons à cerner la relation entre le style de leadership et la motivation d'un leader et la relation entre cette motivation et la performance de son équipe. Pour ce faire, nous présenterons d'abord au chapitre 2 une recension des écrits sur les thèmes à l'étude, soit les équipes de projet, les styles de leadership, la performance et la motivation. Le chapitre 3 fera état de l'approche méthodologique choisie. Au chapitre 4, les

résultats seront analysés et discutés. Finalement, au chapitre 5, nous conclurons en présentant les apports et les limites de l'étude.

CHAPITRE 2
LITERATURE REVIEW

2.1 PROJECT MANAGEMENT

2.1.1 Concept of Project Management

Project Management, as a newly developed field since 1990s, has already been a major branch of modern management, being more and more important. Through utilizing the knowledge and experience of project management, the work efficiency of project managers can be greatly promoted and improved (Verzuh, 2008). So what is Project Management? Project management is to apply knowledge, skills, tools and techniques to various activities in project in order to meet various requirements of the project (Project Management Institute, 2004). According to the Project Management Institute (2004), there are four major elements in project management, which include Project People, Product and Process.

Nowadays, many organizations have increasing interest in project management, for its resulting high efficiency, as well as its wide range of application in different kinds of projects. As in the United States, 2.3 trillion US dollar is spent on projects every year, which is nearly 25% of its GDP. In total, nearly 10 trillion US dollar is spent on all kinds of projects every year (Butler, 2004). So what is a Project? A project is an endeavor implemented during a temporary period for specific objectives such as creating some product, service or result (Project Management Institute, 2004). When those objectives are achieved, or the project is terminated for some reason, the project will be ended. Projects are not limited by size/scale - large or small, or time to complete - long or short. As in every project, there are mainly three kinds of goals, which are Scope goals, Time goals and

Cost goals. Scope goals define the work range of the project, namely what should be done during the project. Time goals refers to the scheduling of the project, for example, how much time the project has to take to end, as well as the scheduling of different phases of the project and various project activities. Cost goals means the project budget, namely, what and how much the project can cost. In project management, project managers have the obligation to balance and achieve these goals (Berkun, 2008).

Arguably, People is a most significant element of project management(Projetc Management Institute, 2004), especially for a successful project. This element involves two major parts - people management and stakeholders of the project (Laszlo, 1999). Managing people is key to the successful implementation of a project since it determines the work efficiency of the relevant staff on a project. The management of staff is especially important when highly-paid staff or staff with experience are not available. Managing people is the basic task for project managers. Another important part of project management is the stakeholders which include senior managers, project managers, practitioners, customers and end users. Among these stakeholders, senior managers are to make decisions and determine major issues of business, which has direct influence on the project. Project managers are to plan specific project activities, and then organize, control and motivate the practitioners to work and achieve planed objectives of the project. Practitioners are to apply technical skills, tools and experience to various project activities, and finally achieve the objectives of the project, such as creating a product or service. Customers are to determine the requirements for the output of the project, and other stakeholders such as the end-users that have interest in the output. End-users are to use or experience the result of the project (Williams, 2008). Take real estate developments as example, the final residents are the end-users of the project of a residential building. For products, take clothing as example, the people buying the clothes are the end-users of the project of a garment factory.

In addition, Process is also an important element of project management, which involves different kinds of activities of a project (Williams et al, 2006). It has direct

impacts on and will lead to particular output/result of the project, and it will also determine the inputs of the project, influencing on the achievement of cost goals of the projects.

2.1.2 General Process of Project Management

When a project is to be established, there are mainly five basic processes during the management of the project, which are: initiating, planning, executing, monitoring and controlling, and then closing (Kerzner, 2005). As stated by Project Management Institute (2004), a successful project is an integration of a series of project management processes; and they have also figured out the general content of each process including major tasks and objectives.

The process of initiating involves project approval, project undertaken, general planning, project macroscopic goal setting, guarantee of relevant materials and resources, coordination with business objectives, project manager commission, and general management (Project Management Institute, 2004; Sarshar, Haigh and Amaratunga, 2004).

The process of planning involves setting project scope, specifying project objectives, defining each sector and stage, establishing project schedule, establishing the platform for project members and all stakeholders to share information and communicate, defining the activities for each sector and stage, arranging scheduling and time sequence for each activity, defining skills and resources needed, assessing degree of difficulty of project activities, analyzing and avoiding project risks, assessing and analyzing costs and expenditures, project budget approval and communication planning (Project Management Institute, 2004).

The process of executing involves integrating resources and establishing work team, quality guarantee, outsourcing, information releasing and executing the plans (Project Management Institute, 2004).

The process of monitoring and controlling involves the management of project team, stakeholders and subcontractors, scheduling management and performance

supervision (including integration, scope, scheduling, costs and quality), problem finding and solving, change management, risk management (involving technology, quality, performance, project management, organizing and external issues), as well as performance reporting and communication (Project Management Institute, 2004; Sarshar et al., 2004).

The last process is closing which involves ending each activity, terminating management (including information collecting, releasing and archiving, assessment and study), as well as contract terminating (ending terms of contract) (Project Management Institute, 2004).

2.2 PROJECT TEAM

2.2.1 What is Project Team?

From different perspectives, there are different kinds of definitions of project team. From the viewpoint of modern project management, a project team refers to a central management group of a project that is gathered by a group of full-time or part-time members, and these people share the responsibility and goal of the project, and report to the project manager (Martin and Tate, 1997).

Concerning the process of project management, a project team involves full-time and part-time personnel that are assigned to work for deliverable outcomes and goals of the project. To be specific, they are responsible for completing tasks in the project; if needed, they have to make more detailed plans for the assigned tasks; moreover, they need to finish the assigned task within budget, time limit and quality standard; they need to report to the project manager of the problems, any changes, and the concerns related to project risks and quality; and the team communicate the project status actively and manage expected events actively (Schmidt, 2009). Further, a project team can be formed by one or more functional departments or organizations. An inter-departmental team is formed by members from multiple departments or organizations, involving even more complicated management.

Besides, in a broad sense, a project team also involves stakeholders of the project, such as project owner, project sponsor, and customers.

2.2.2 Characteristics of Project Team

As a specific type of team, project team has its particular characteristics, some of which are like common teams while some of which are unique.

First, a project team has specific goal(s) (Schmidt, 2009). The mission of a project team is to complete specific tasks, realize the set goals of the project and satisfy the needs of the customers. Furthermore, since the needs and wants of the project stakeholders are multifarious, the goals for the project team will also be diversified (Schmidt, 2009).

Second, a project team is a temporary organization (Martin and Tate, 1997). Unlike other teams, a project team has a definite life cycle, determined by the duration of the project. Specifically, when the project is initiated, the project team is then built; when the project is ended, then the project team is dismissed (Martin and Tate, 1997).

Third, project manager is the leader of a project team (Forgues and Koskela, 2009). As a independent group or organization, project manager assigned to the project team is the absolute leader, directing and monitoring the processes of the team members working toward the project goals (Forgues and Koskela, 2009).

Fourth, a project team puts an even more great emphasis on the spirit of cooperation (Schmidt, 2009). As indicated, a project team is a temporary organization formed by staff from different functional departments, which means there is limited time and conditions for them to get familiar with each other. In this situation, focusing on the spirit of cooperation is particularly important for the project team (Schmidt, 2009).

Fifth, it is more flexible for a project team to add or reduce its members (Forgues and Koskela, 2009). Since a project team is established specifically and temporarily for a project, it is more flexible than other teams. In this case, according to the particular needs

of the project, the project team can add or reduce its members so as to ensure the effective performance of the team in facilitating the success of the project (Forgues and Koskela, 2009).

2.3 TEAM AND TEAMWORK

2.3.1 Attributes of a Successful Team

Basically, there are five attributes of a successful team throughout its development. The degree to which the leader can encourage these attributes will determine how successful the team can be (Eikenberry, 2007). So it is significant to understand what these five attributes are, and make sure how to encourage them.

Shared values

The first attribute falls on shared values that people consider the most important for them (James M. Kouzes, Barry Z. Posner□2010). For an integrated working team, the shared values are usually integrity, competence, excellence, harmony and profitability.

The leader should set the example for the staffs, and create a working environment of integrity and harmony (Hiebert and Klatt, 2000). Follow the people-oriented style of leadership, to create excellent relations with the staffs, and support them to do good jobs to achieve more profits for the team.

Shared objectives

The second attribute of a successful team is shared objectives (Michael A. West□ 2003). Absolutely, for a team, it is essential to understand their shared goals and objectives, and then make efforts to achieve the expected results for the team.

The leader should grasp the overall situation, be absolutely clear about the goals and objectives of the team, and deliver them to the working staff. He or she should ensure all staffs work together in harmony toward the vision of the team. In addition, the leader

should create opportunities for the staffs to accomplish their work, so they can be more confident in the shared objectives (Hunt and Davis, 2009).

Shared activities

The third attribute is shared activities. The goals and objectives of the team are shared by all staffs. All the work should be clearly divided up among them that everyone knows what they are responsible for, as well as what the other members are expected to accomplish in the process. The leader should make the assignment exactly, and deliver it clearly to the team members (Ng and Walker, 2008).

Leadership

The fourth attribute is the leadership of the head. The leader is the role model of the team members. The leader should lead the action, and seek to make it easier for all staffs to accomplish their tasks (Eikenberry, 2007). He or she has to eliminate obstacles in the complex and difficult situation, establish risk management for potential risks in operation, make clear arrangement for all staffs, feedback the performance, evaluate and reflect the results, and think about strategies for the team.

Evaluation

The fifth attribute of a successful team is that both individuals in the team and the team as whole can evaluate themselves about the performance, progress and results. They seek for feedback and evaluation from themselves and others, when there are problems, difficulties and misunderstandings in the team. They will evaluate and reflect their values, objectives, activities and responsibilities, as well the leadership of the head.

The leader should regularly evaluate the operation of the team and the performance of the team members, and also think and reflect his or her leadership, so as to make improvement on time.

2.3.2 Barriers to Effective Teamwork

Effective team working will lead to extraordinary achievement for the whole team and the members. However, many teams are prevented by barriers from working effectively. There are four common ones as follows:

Lack of awareness of teamwork

People are used to focusing only on their own agenda rather than the team (Hunt and Davis, 2009). The shared objectives of the whole team are no longer held among team members.

Solution: The leader should ensure members of shared objectives and assist them to accomplish their assigned tasks, to make sure they put the team at the forefront (Hunt and Davis, 2009).

Lack of shared activities and communication

In a team, each of the members will be required to make contributions to one or several tasks, since the achievement of the team depends on all staffs working together in the process. However, many people make themselves isolated from the whole team and other members (Saari, and Talja, 2009). They do not know other members' part of tasks, or even their own tasks, so it is difficult or impossible for them to create good cooperation.

Solution: The leader must create effective communications regularly, to make sure all members know the objectives of the team, and the specific tasks of all (Saari and Talja, 2009).

Lack of trust

Most people have no confidence in others working in the team (Saari and Talja, 2009). Namely, they do not trust their teammates in accomplishing their tasks and moving toward to the goals and objectives of the team.

Solution: Actions speak louder than words. The leader should take certain time and make good efforts to build trust with belief and commitment (Saari and Talja, 2009).

Lack of awareness of objectives

The team and its members should be aware of their specific objectives. However, many of them teams are formed with vague objectives, and the members often do not know what to do and what to achieve (Hunt and Davis, 2009). This will reduce the effectiveness of the team.

Solution: The leader should make clear instructions or orders that can be well understood by all staffs, to ensure that they know the goals and their tasks (Hunt and Davis, 2009).

2.4 LEADER AND LEADERSHIP STYLES

2.4.1 Leader's Roles

Defining the role as a leader in the organization is significant to establishing a successful team. The ability to negotiate, communicate and influence the staff on working is absolutely necessary for a leader (Fairholm, 2003). An effective leader should be competent of organizing the cooperation in the organization, and assisting other working staff on their goals and objectives.

As an effective leader creating a successful team, there are several things that should be accomplished as follows (Muna, 2006; Black, Oliver and King, 2009):

Set the Example

Carry out the leader values and the values of the team, maintain a positive attitude and make sure of an integrated working environment.

Communicate

Ensure communications with the working staff. Listen to them through proper communicating medium and then help them with their problems, to make sure all working staffs work happily and productively.

Make Clarity

Give the staff clear instructions or orders that can be well understood, and make sure they are thoroughly aware of the goals and objectives of the team.

Take Action

To have a sense of urgency, accomplish missions and tasks on time to move the team forward (Bossidy, 2002). When the team is in complex and difficult situation, the leader should manage to remove obstacles and solve major issues. Be aware of risks at any time, to establish risk management in the team.

Evaluate

Make evaluation on the performance of the working staff regularly, to understand the merits and shortage and make improvement. By the way, the efforts and achievement of the working staff should be rewarded, so they will be encouraged to work more effectively.

Trust

Trust the working staff and support them to achieve success and confront challenges. Create opportunities for them.

Deliver Results

Deliver results to the management as well as the working staff, so as to engage them to make continuous improvement with the awareness of their performance.

Think

The leader should take time to think about the operation and performance of the team, and reflect. Grasp the situation at any time.

2.4.2 Leadership Styles

To establish a successful team, suitable leadership styles should be adopted. It will make the operation process more effectively. The understanding of leadership styles is necessary when selecting a suitable one or ones. There are several styles of leadership as follows:

Autocratic Leadership

Under this kind of leadership, the leader possesses extremely high levels of power over the staff of the team (Black et al., 2008). The team members have few chances to make suggestions at any situation. But few people want to be treated like this, so autocratic leadership often causes high rate of staff turnover or absenteeism, and makes the staff out of creativity and a sense of belonging. In addition, without creativity and experience of all staffs, the team tends to lose considerable benefits. However, this style will be effective for routine jobs that do not require skills or experience (Black et al., 2008).

Bureaucratic Leadership

This style of leadership ensures the working staff to follow procedures exactly, which is suitable for jobs involving serious and strict demands of safety, for example, when large sums of money is involved, and when working with toxic substances (Taormina, 2008). But this style is lack of flexibility for other working circumstances (Taormina, 2008).

Task-Oriented Leadership

Under this leadership, the leader will define the tasks and plans in the first place, and organize the work, monitor the performance, while he or she will focus only on the

accomplishment of the job (Fiedler, 1967). But this style of leader often ignores the well-being of all staffs, so the team will become less motivating and encouraged.

People-Oriented/Relations-Oriented Leadership

This style of leader will totally focus on organizing and supporting the whole team's work, which is the opposite of task-oriented leadership (Fiedler, 1967). It often leads to excellent teamwork and creative cooperation within the organization. However, it will cause less concentration on the goals of the team.

2.5 AUTONOMY IN MANAGEMENT

Autonomy is led by a close-knit and highly experienced management team. They bring together extensive expertise covering every facet of information technology and its constituent sectors and markets. Autonomy is the degree to which a job provides an employee with the discretion and independence to schedule their work and determine how it is to be done. The leadership style will influence the autonomy of team members. Some leaders exert strong control, some give autonomy to the team members. Higher levels of autonomy on the job have been shown to increase job satisfaction, and in some cases, motivation to perform the job (Hackman, J.R., and G.R. Oldham,1976). Autonomy in the workplace can have benefits for employees, teams, managers, and the company as a whole.

2.5.1 Definitions of Autonomy

In the management field, autonomy is viewed at the individual level, which is then the autonomy of individuals, for example, as for a manager or other types of members within an organization, their autonomy refers to the degree how they can make most of the important decisions related to their jobs or tasks, but without the permission of other people within the organization, namely, how many higher authorities they have to report to (Dodrill and Riley, 1992; Pinnington and Haslop, 1995).

Accordingly, if an individual has to require consent from other people, then his/her autonomy within the organization is reduced, to some extent. Furthermore, this consent is not necessarily from any higher authorities like a senior manager or executive, but could also be other specialists like lawyers or consultant, or colleagues in the workplace at the same level, or even technicians with expertise in the organization (Skaggs and Leicht, 2005). Due to this, it can be found that the autonomy of an individual within an organization can be affected by various factors from the surrounding environment.

Reviewing the literature related to autonomy, even though it has not been commonly used as a structural variable in the researchers on organizational issues or behaviors, there are many publications in recent decades, reflecting the use of autonomy within organizations. William R. Dill published a research on multiple measures of manager and worker autonomy in 1958, which were estimated follow on the heels of different kinds of environmental factors in two Norwegian firms. He found that higher autonomy was related to less complicated task assignments, lower risk, more control over information flows, and more formalized interaction (Dill, 1958) according to his surveys. Osborn et al. (1980) suggest that low autonomy is connected with a low quality working life, although this may depend on different person after evaluating some research findings. Porter et al. (1975) share the view that autonomy is a need for humankind, to some extent similar to those in Maslow's (1954) hierarchy of needs. Turner and Lawrence (1965) took autonomy as a "requisite task attribute", which was built for promoting job satisfaction and reducing absenteeism among small-town employees (while results in urban areas were not positive). And more decision-making autonomy should be offered to the front-line employees, which was used to increase the firms' competitiveness (Nielsen and Pedersen, 2003).

Upon an organization's degree of autonomy, one organization may be rated in the same way. Particularly, this concept is related to the divisions or subunits of larger entities, which just like that a national organization of fraternities owns one business of a company or a fraternity (Hall, 1991). Datta et al. (1991) give the definition of an organization's autonomy

in the respect of daily freedom to manage. Harris and Holden (2001) and Darr (2003) combine autonomy and control for shaping them as opposing organizational forces.

Through studying the autonomy of related organizations, Evan (1966) found that one organization has less autonomy, which will have more power. Like the principles of some political and resource dependency theories by Pfeffer and Salancik (1978), the controlling resources' obtained power is reflected among these findings. According to Aston (1972), the named authority-concentration dimension mainly consists of centralization and low autonomy, which were closely connected with standardization of personnel procedures, low functional specialization, percentage of superordinates, and percentage of non-workflow personnel (Holdaway et al., 1975). Kochan et al. (1975) discovered that national owned organizations with low autonomy enjoys more interdependence among units and in this case the managers are also inclined to centralize decision- making.

There are many researches about the autonomy of the multinational corporations' various units. Then here comes the question whether certain functions should be based at headquarters or delegated to local managers (Gifford, 1998). Vachani (1999) finds that a subsidiary has a greater autonomy is than others (R&D) and finance in certain functions (like marketing and personnel). Patterson and Brock (2002) makes a contrast in some contemporary authors' articles, which can indicate that contemporary authors tend to be autonomous rather than masterful. And Robins and other researchers (2002) suggest that strategic integration seems to be the key factors in the international autonomous cooperative ventures.

Studies also indicate that autonomy will have desirable results in the right context. Hackman and Oldham (1976) showed that along with other important job factors like task significance and feedback, autonomy enhances positive motivation, performance, satisfaction, absenteeism, and turnover outcomes. White (1986) pointed out that certain strategies in need of high-level control joined with low autonomy but not the high autonomy will produce better results.

2.6 SELF MANAGEMENT

2.6.1 Concept of Self Management

In the past several decades, the great many researches and writings about self-management mainly emerged to meet the demand for businesses to keep competitive and relevant. Self-management is tended to highlight the employee's commitment but not the representative control-oriented approached to management and self-directed as well as comparison with boss-directed management. The person who is in charge of self-management should responsibly determine the approaches related to task execution and carefully monitor as well as manage their own behaviors. Basic self-managing skills include self-problem assessment, self-goal setting, self-rehearsal, self-observation and evaluation as well as self-reinforcement and/or punishment in accordance with Manz and Sims (1984). Self-managing staff can act as their own bosses in many ways, who have high-degree responsibility and authority to make decisions according to their own minds. Self-management has large number of positive results and makes corporations toward the right direction. However, for those who get well training in self-management may find it somewhat hard in operation of a self-managing team.

2.6.2 Self Management and Self Managing Team

Both self-management and self-managing teams have their own concepts and practices, while the former one means acting independently and the self-managing teams refer to work collaboratively. It has indicated in some surveys that some self-managing teams can hardly use any individual self-management, thus team members suffered an underlying loss of personal control and individual empowerment (Liden, Wayne, Bradway, & Murphy, 1994; Manz & Angle, 1986). When it encountered hiring and encouraging self-managing teams, this finding deserves the great attention. For many people falsely think that the people of highly driven, independent personalities can create this environment, but the fact is that they may be of least possibility to encourage it.

Self-managing teams combine the attributes of formal and informal teams. Generally chartered by management, they often take on lives of their own as team members take responsibility for their day-to-day workings. In self-managing teams much of the responsibility and authority for making management decisions are turned over to a group of people who perform interdependently in order to accomplish an assigned task (Katzenbach, 1993). In accordance with Schermerhorn, Hunt and Osborn (2003), who substitute the traditional supervisor-headed workgroup and make the team members to perform a manager's or first-line supervisor's duties, which shows that it is a team not a supervisor is ultimately and collectively responsible for the completion of the work, and in most cases the formal front-line supervisor is no longer necessary and thus the organization becomes flatter.

Cohen and Ledford (1991) found that self-managing teams had higher job satisfaction and were rated more effective by management than employees in traditionally managed teams. Small number of people with adequate skills constitutes these teams, with the authorized responsibility to organize their resources and approaches by themselves within reasonable boundaries set by the organization, which include the budget setting and the intake of team members. They hold themselves mutually accountable for commitment to a common purpose, performance, goals and approaches. It is known to us all that most theories on learning organization and SMTs are for restructuring either the work and/or the organization, while offer more attention on the tangible things and much less on processes. Many people think that teams as well as the instruments can enlarge the innovative capacity of the organization. A potential assumption of restructuring either the work or the organization and giving stress on structure will increase the learning capabilities of the employees and even of the whole organization. The most learning occurs in modern organizations whose fundamental units are teams. Most managers regard SMTs as instruments to change things in the organization for making the organization be more flexible to get used to a rapid-changing environment.

The most popular type among the various kinds of self-managing teams are problem-solving teams and work teams, while the former one are established for current purposes and the latter one tend to be more permanent. Most teams consist of 5-12 people who are of adequate technical skills and rights are able to manage themselves. The organizations choose the self-management approach for many reasons: reduced costs, lowered workforce, increased productivity, getting closer to customers, fewer layers of managerial bureaucracy, shorter time to market for products and services, improved employee motivation and commitment as well as increased recognition of individual employees' contributions.

2.6.3 Leader in Self Managing Teams

Druskat and Wheeler (2004) emphasize on 4 functions and 11 behaviors of self-managing teams' leaders, which were divided into 2 areas: organization-focused behavior and team-focused behavior (see Figure 1 below). The status as the connector between the organization and the team was one of the main self-managing team leader's roles, for which this grid stressed on. It is necessary for the leader to immediately know what is happening currently in both situations and to foster effective communication and reporting. Only the self-managing team has all the relevant information, which then can make the most appropriate decision. When the leader use information that he/she has to make the decision, which possibly is attractive but it should consider everyone's interest, then that ask the leader to educate and share the information with the team. Any leader should not take away the authority of the team.

	Relating	Scouting	Persuading	Empowering
Organization Focused Behavior	1. Being socially and politically aware	4. Seeking information from managers, peers and specialists	7. Obtaining external support	
Organization/Team Boundary				
Team Focused Behavior	2. Building Team Trust 3. Caring for team member	5. Diagnosing member behavior 6. Investigating problems systematically	8. Influencing the team	9. Delegating authority 10. Exercising flexibility regarding team decisions 11. Coaching

Figure 1: Functions and Behaviours for Leaders of Self-Managing Teams

Source: *Creationstep Inc.,* 2006.

As a leader of a self-managing team, one is required to be highly aware of the team dynamic. The leader then has to develop his/her own approach of leadership, in order to lead the team, which mainly involves the skills like engaging effective communication, resolving conflict at workplace, as well as coaching the staff. These are basic skills for those leaders, and it will require training for them to have the ability to build the team. Furthermore, besides the leaders, the skills concerning communication, conflict resolution and others will also generate great benefit if other normal staff is also mastering these skills, so as to form a highly skilled team, especially for a self-managing team. From this perspective, it also demonstrates that a self-managing team is not only depending on highly skilled leaders, but also depending on the competence of the team staff and whether they are competent enough to work in a self-managing team (Stoker, 2008).

2.7 HUMAN RESOURCE MANAGEMENT

The management and leadership related to project team is closely associated with people, as human resources of an organization. Furthermore, performance of the project team is also involved in performance management, as one of the functions of human

resource management. Accordingly, it is important to review the literature on human resource management.

2.7.1 Concept of Human Resource Management

Entering new economic era of knowledge the human resource management is the foundation of the organizational management, since the unique characteristics of human resources and knowledge capital has become the core competency of the organization (Hoobler and Johnson, 2004). The value of human resources of an organization is closely related with its overall competitiveness.

As stated by Armstrong and Mitchell (2008), Human Resource Management (HRM) is a strategic function of an organization to manage its most valued assets - the staff, focusing on recruitment, compensation, training, performance management, safety, benefits and welfare, employee motivation, administration, communication and other aspects, so as to improve the staff ability in achieving the organizational objectives and goals.

2.7.2 Role of Human Resource Management

Different from the traditional personnel management, the human resource management has been developed under the impacts of the international trade environment, in addition to the increasingly innovated technological and information environment (Keating and Thompson, 2004). This makes it more complicated than the former functions of traditional personnel management. To be specific, Cakar, Bititci and MacBryde (2003) state that the role of human resource management is to help the organization improve the management of its working staff including developing the potential and ability of its staff, so as to achieve their business and strategic goals.

From this perspective, Mondy (2009) presents a set of functions of human resource management, which include: planning the human resources, analyzing the work positions,

recruiting and selecting appropriate staff, training and developing the human resources, coordinating the relationships between the employees and the organizations, assessing the staff performance, in addition to deciding the wages of the staff and others.

2.7.3 Significance of Human Resource Management

Through implementing effective human resource management, the organization will be able to maintain and even enhance the productivity and creativity of its human resources, which will then facilitate the staff and the organization to achieve relevant strategic and business goals. Thus, human resource management has great significance to the organization as well as the staff.

First, with regards to the organizational management, the element such as people, finance, information and materials are the most valuable and commonly used resources for the management that the leaders and mangers should pay attention to, but people as human resources is the most important element (Anh and Kleiner, 2005). To manage these most important resources effectively, as part of the major strategy, the organization will be able to make and realize more reasonable decisions and plans since the productivity and creativity of the working staff are promoted with greater abilities. Accordingly, this is the great significance of human resource management for the organization.

Further, concerning the working staff, what they concern about and pay specific attention to are including: personal abilities and competences, values and potentials, as well as the strategies, goals and plans developed by their organizations, in addition to the responsibilities and requirements of their positions. In this situation, the human resource management will enable them to have further awareness of these aspects and make sure that they can them integrate all of these elements into their personal development processes (Lepak et al, 2006). Specifically, this will help the working staff to develop their abilities and careers, as well as to development their potential values.

2.8 MOTIVATION

Motivation is a very significant process to understand the behaviors. In simple words, to understand the motivation is just to understand the reasons of a human's behaviors, namely, motivation is the cause, process and support of an individual's behaviors. As in an organization or a workplace, the effectiveness of a manger's leadership ability is to some extent determined by how he or she can make use of motivation of the human resources to achieve the goals of the organization (Klein et al, 2006). And the theories of motivation are divided into two categories: content theories and process theories. Content theories focus on "what" motivates humans' behaviors. These theories are also termed as need theories that meant to identify human's needs or desires and how they are functioned. While process theories focus on the differences in the humans' needs and identify "how" the humans' behaviors happen, namely the process of a behavior.

The word motivation is derived from the Latin word "movere" with the meaning "to move". Motivation is considered as the internal factors that drives the humans' behaviors and gives them direction. And motivation is rooted in the humans' needs, such as physiological needs, social needs, security needs, self-esteem needs and self-actualization needs. The study of motivation is very important to understanding of human behavior and the organizational behavior. The motivation theories such as the content and process theories will be useful in the organizational management to increase the motivation of the human resources, and promote the performance of individuals, teams, or organizations.

Different leadership styles may have different impact on staff. Research shows that an important reason of employee turnover is poor management practices. According to the survey made by Evren(2004) about motivation ,more than 97% of employees believe that leadership styles have an impact on employee's motivation. The literature about indicators of motivation shows that the motivation generated by leadership style is an important indicator of team performance. Sun point out that the manger's leadership style is the main

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factor affecting motivation of employee and motivation of employee is a key factor influencing team performance.

2.9   PERFORMANCE MANAGEMENT

2.9.1 Definitions of Performance

Bates and Holton (1995) point out that performance is a multi-dimension creature and its conclusion varies if the angles of observation and measurement are different. From the management point of view, performance is the result of organizational expectation. It is an effective output of the organizations in different levels to fulfill its goals, which includes personal performance and organizational performance. From the economics point of view, the performance and pay reflect an equal promise between the organization and staff, that is, performance is the staff's promise to the organization, and the pay is the organization's promise to the staff. From the sociology point of view, performance means that every member of the society should take his or her own responsibility according to the social division of roles. Every citizen's living right is ensured by others' performance and in return his or her performance can guarantee the others' living right.

Performance can be divided into organizational and staff levels. The views in defining performance are mainly as follows:

Firstly, performance should be considered as a result. Bernardin (1995) agrees that performance should be defined as the achievement of the work, and all the results of the work are closely related to the strategic objectives, satisfaction of the customers as well as the investment. Kane (1996) points out that performance is a relatively independent creature of one person. For all the above, we can assume that the opinion stating performance as a kind of result means that performance is the achievement of the work and it is a record of one's work performance.

Secondly, performance is a personal behavior. Murphy (1990) defines performance as follows: performance is a series of personal behaviors, which are related to the objectives of one's unit or organization. Campbell (1990) states that the performance should be different from the result. Because the result should be affected by the system factors while the performance is a kind of behavior related to the organizational objectives that can be controlled, he also considers that only the behaviors related to the objectives can be considered as performance. Bateman (1983) advocates the organizational citizenship behaviors, and he states that organizational citizenship behaviors is a kind of extra-role action and attitude that is beneficial to the organization, which is not emphasized by the formal role nor included from the working rewards contracts. It just consists of a series of informal cooperation conducts, which can improve the organizational performance as a whole, such as helping the colleagues, protecting the organization and giving constructive suggestions, etc.

Thirdly, performance should be considered as competent features or competence (Anna Carroll, Judith McCrackin,1998). This opinion is in line with the performance standard suggested by some enterprises and managers which advocates "looking forward". That is, deciding personal performance by measuring one's competence. Because this opinion believes that only the staff with competence has more possibility in achieving success. In the present circumstances of advocating "Sustainable Development", the observation of staff's competence is more and more emphasized.

2.9.2 Performance Management System

Concept of Performance Management

Performance evaluation is the first representation of the performance management. As the development of the economy and the management level, more and more of the managers have realized the limitation and the shortage of performance evaluation. Performance management is the improvement and development of the traditional performance evaluation form.

Levinson (1976) once points that most of the performance evaluation systems which are being applied are far from perfection, whose statement has been widely accepted. Spangengerg (1992) considers that traditional performance evaluation is a relatively dependent system, which is often isolated with other background factors in the organization, such as organizational objectives and strategy, organizational culture, as well as promises and support from the managers. All the background factors play very important roles in full implementation of performance evaluation. At the same time the traditional performance evaluation form can not work effectively in enhancing the satisfaction degree and performance of the staff, and it is not as important to the realization of the organizational objectives, as a result, the performance management system has to be developed.

Pamenter (2000) points out that it is necessary to focus on the improvement of the staff rather than sticking to the traditional performance evaluation. Traditional performance evaluation has very obvious defects, which are showed as follows: firstly, because of the subjectivity of the evaluation, the evaluation itself can not be carried out properly; secondly, many managers are not consistent in their seeming attitude and their actual attitude in private. They may give a high mark to their staff while intend to fire them actually in their mind. What is more, some of the managers do not emphasize the value of evaluation; therefore, it can not work well in the organization and management of the staff.

Fandray (2001) considers that traditional performance evaluation should be replaced by performance management systems. So we can say the abolishment of performance evaluation is just the start of performance management. Nickols (1991) states that the transform from traditional performance evaluation to performance management has to rely on the following four principles: firstly, we have to set goals, which have to be accepted by the managers and staff at the same time; secondly, the criteria of measuring if the staff can fully realize the goals have to be described clearly; thirdly, the goal itself should be flexible, and it has to reflect the change of the economy or the working environment; lastly, the staff should consider the managers not only as evaluators, but also as guilders to help

them succeed. Jenkins (2000) holds the view that the transform from traditional performance evaluation to performance management has to be a whole change of the organization, including the guidance, reflection, salary, promotion decision and the presentation in law, which are the most parts of the present performance management system.

The basic concept of team performance has been narrated above, here the relevant factors about team performance will systemically analyzed.

The British scholar Rogers (1990) and Bredrup (1995) consider that performance management is the process of managing organizational performance. This view is associated with some managing views, thoughts and practices appeared in the 80s and 90s in the 20th century, whose aim lies in that performance management is implemented through deciding organizational strategy and organizational structure, technology and career system as well as programs. The establishment of the organization's objective, the improvement and check of the performance are conduct from the organization point of view, as a result, this kind of view sounds more like a strategy or career plan or so, and in this process, the staff may be affected, but they are not the main target of the performance management.

2.10 MANAGEMENT CONTROL AND PERFORMANCE MANAGEMENT

2.10.1 Relationship of Management Control and Performance Management

Management control is the theoretical basis of the performance management, and the performance management is one of the approaches for the enterprises to carry out the management control. It is a brand new research innovation to analyze the design ideas and methods of the performance management from the management control point of view and it will bring great meaning to the practical work. With the transformation of organizational methods and the understanding of the assumption of human nature, the basic ideas of management control has experienced from the simple control stage, structural control to

concord control. The design of the performance management system has also witnessed great changes.

In order to analyze the development of the performance management from the management control point of view, the relationship between them has to be made clear first. Many scholars consider that management control is one of the theoretical basis of the performance management, and the performance management is one of the approaches in conducting management control.

Management Control is the Theoretical Basis for Performance Management

Skaggs and Leicht (2005) state that theory of management control is the direct theoretical based the performance management. There are two research thoughts in management control theory. The first thought is the management control in broad sense, which considers that management control means all the approaches and means taken by the organization to lead the staff to realize its organizational objective, and it emphasizes that management control refers to the control function of the management, whose connotation equals to internal control. The second thought is management control in limited sense, which considers that management control is a process for the managers to achieve the organizational objectives and ensure that the usage of resource and the distribution can be effective. It is a system designed to organize the seek, collection, transmission, conduction and reflection of the information, whose purpose is ensuring that the organization can adapt the change of the external environment, and it measures the working behaviors of the staff according to a series of operation objectives, therefore, the difference between the working behaviors and the changing environment can be negotiated and eliminated. The final purpose of the management control is the efficiency and effect of the operation activities, and the control main part is the managing group, and the control object is the executing process. The management control in limited sense has a clear thought and complete system, which has a direct influence on the research of performance management.

Performance Management is a Means of Implementation of Management Control

Lorance and Morton (1974) state that the fundamental purpose of the management control system is to help the managing group to achieve the organizational objective and provide them a formal program to select a suitable control variable, design a proper short term plan, analyze and check the existed deviation according to the accomplishment of the short term plan and the record of the control variable. Robert Simons (1995) even thinks that all the essays that related to the management control system discuss the same thing-the diagnostic control system, whose aim is to ensure the achievement of the objectives in prediction. Simons (1995) considers that in order to control any process with the diagnostic control system, the following have to be done: Firstly, setting a goal or standard; Secondly, measuring the output; Lastly, correcting the deviation according to the standard. As a result, we can consider the performance management as a suitable approach on management control system.

From the analysis above we can know that the management control in limited sense plays its role through three stages: setting a plan or goal, checking the execution and enhancing the control with some encouraging measures. The three stages can be seen as the basic ideas of the performance assessment. In other words, management control is the theoretical basis of the performance management, and the performance management is the main approach to management control. The following part of this essay will analyze the transmission from performance assessment to performance management in the management control point of view.

2.10.1 Evolution of Performance Management based on Management Control

In order to clarify the evolution of performance management based on the management control, we should not only analyze the historical development of management control and performance management respectively, but the more important is to point out the intrinsic relations between these two evolutions.

Historical Development of Management Control

1. Artisans control and management control. In 1974, Harry Braverman put forward two control measures in the capitalist labor, namely, the artisans control and management control. Artisans control is business owners directly control the labor by commands and so on. The major methods of management control are the division of labor and scientific management, and scientific management is based on the division of labor. At this moment the managers get hold of the control power of labor by their monopoly of knowledge.

2. Direct control and responsible autonomy. In 1977, A. L. Friedman put forward two management strategies which are "direct control" and "responsible autonomy". The former is to adopt compulsory threat, strict supervision and giving labors the least responsibility and other means to limit the variation range of labor force, which is to treat the labor as a machine. While the latter is to give labors status, authority and responsibility, and try to win their loyalty and encourage them to take actions benefiting to company to adapt to the changing situation. When do in this way, senior managers give labors status, authority and responsibility, and try to win labors' loyalty. By responsible autonomy, although management control power is still in the hold of management authorities, but make labors participate in the management by giving them a certain degree of autonomy.

3. Simple control, technical control and bureaucratic control. In 1979, Edward indicated that the control method transformed from simple control (also is divided into capitalists personal control and hierarchical control) into technical control and bureaucratic controls. When the enterprise is in a very small scale, the authority actually to be exercised is concentrated in the hand of capitalist, calling capitalist personal control. With the scale enlargement, capitalist had to delegate certain authority to the employed manager or foreman, thus there appeared hierarchical control. Both belong to simple control, which the management authority gets hold of the power and makes rules. Technical control refers to embed the control system into the company's technical structure, not only can increase labor productivity by mechanization, also can direct work tasks, evaluate the work,

remuneration and punishment for workers. And thus lead the whole labors in company through technical control to the common working pace and working mode determined by the production technology. Bureaucratic controls refers to embed the control system into the company's social and organization structure, the control basis of which is impersonal "company rules" or "company policy", and the most essential characteristic of which is to systematize the exercise of internal hierarchical authority of company.

4. Simple control, technical control, bureaucratic controls and concord control. In 1985, Tompkins and Cheney studied the fourth control strategy on the base of Edward's control strategy - the concord control. Through the study of self –managed team, they found the team members will communicate and establish a system controlling self-working behavior from their own values, standards and regulations, not needing the control by management. This kind of self-control is more subtle and powerful than traditional control mode, being named concord control. Its research content includes both the control of team work (make team work effectively), and the control of cooperation (the process of making individual behavior form effective team).

The above several researchers all consider that the capital is needed to develop systematic control of laboring process in order to ensure the gain of the labor's surplus value. Difference is that the later researchers said that there should not simply adopt directly compulsory means, and the management need to compromise appropriately and acknowledge some rights of labors. These changes show that management control turn from direct control to indirect control, from compulsory execution to obtain recognition from the workers.

In 1968 Tannenbaum and Kahn analyzed control aggregate and control authority distribution (which indicate the authority position inside the organization) by their developed control chart inside the organization. McMahon and Perritt in 1971 added a dimensionality, "concordance", being aimed at analyzing the degree of reaching consensus of the understanding of all levels in the organization structure. In order to better understand

the differences in various management control strategies, now make comparison from the three dimensionality by control aggregate, position of control authority and concordance.

Historical Development of Performance Management

1. Performance assessment. For the examination of the historical development of performance management concept, should start form the performance assessment because in a sense the former is existed and developed to compensate for the limitations of the latter (Williams, 1995). Williams (1995) proposed that the source of performance assessment in the enterprise can be traced back to the scientific management of Taylor. Taylor determines the standard productivity in unit time by the research in time and action, and makes it as the basis of the assessment and incentive. Managers in the factory hold power of performance assessment, responsible for making performance targets and planning, inspect implementation performance of employees, and finally strengthen the management process of controlling power through reward and punishment. Labors must implement the performance plans and achieve the performance targets, otherwise they will be punished.

After scientific management, management entered into the age of social man (Wren, 1998). People no longer satisfied with the physiological needs to survive, and began to pursue social contact needs in the workplace. Workers are not satisfied with complete the single tasks in the production line, desiring to broaden the work scope. At the same time, the researchers also found that workers' participation can make them undertake more responsibility for organization objectives and make individuals and groups obtain greater satisfaction. With these changes, the ideas and methods of performance assessment have to change.

2. Performance management. Spangenberg (1992) stated that the traditional performance assessment was a relatively independent system and it had very limited effect on improving employee's satisfaction and performance and had little effect on achieving organization objectives. In 1997, Nickols published an article entitled "Don't design performance assessment system for your company, remove it!", which say that the

performance assessment in enterprise must be reconsidered, including: the first, the objectives set must be recognized by both management and employee; the second, the standard for measuring employee's performance must be clearly specified; the third, the objective itself should be flexible enough to reflect the changes of economy and workplace's environment; the last, the employee should regard the management not only as a assessor but as a guide and helper. Pamenter (2000), pointed out the serious shortage existing in traditional performance assessment, which includes☐the assessment are not well implemented as the result of its subjectivity; the superficial assessment for employee by many managers discord with that in private, which is that they superficially give the employee a high assessment score, but privately they are eager to fire him; emphasize the process and forms of assessment not the value of assessment, being not very useful to the organization and staff.

It could be seen from the above evolution of the development that the simple performance assessment are increasing unable to meet with the aim of improving the organization performance. Performance assessment is an isolated system, and it is usually separated from the strategic objectives, organization culture and other organization factors, and from elements, tending to let employee perform according to the regulated action. In the industrialized era based on machinery, it is feasible. But with the coming of the information era, facing to the complicated competition environment and the individualized requirements from customer, it is required that the organization member should respond fast and effectively to that. The organization is unable to regulate all possible actions and let the members only execute simply. In addition, new requirements of incentive and restraint are also needed with the development of organization members themselves. The development from performance assessment to performance management is for adapting to the change of internal and external environment, the process of development could be understood through the analysis of management control.

Evolution of Performance Management based on Management Control

In order to clearly realize the relationship that performance management changes with the concept of management control, we will analyze in a logical order from historical course the impact by different control concept from the four links of performance management, including the setting of performance objective, implementation of performance objective, the evaluation of performance and the treatment with the evaluation result.

1. The performance assessment based on the technical control. Taylor's scientific management is a typical kind of technical control methods. Scientific management determines the precise work quota by research of time and action, and it adopts differential wage system according to the employee's performance. In scientific management and the further developed production line of Ford, the labor's work target (includes work content and speed) are predetermined by management, and the labor must implement it, otherwise he will be punished. Due to the division of labor, every labor only master one or a few skills, and the labor process is separated from labor's skills, and only the management has the opportunity to know the whole working processes, and so management legally occupy the control position. Management is responsible for designing work target and plan, and checking the execution by labors, and meanwhile management strengthen the controlling authority by incentive and punishment system. The whole performance assessment process is the process that management implements performance to control the authority. Labors are treated as parts of machine that they have no say in the work arrangement and only to execute.

2. The performance management based on the bureaucratic control. Webber's ideal administrative organization is a typical kind of bureaucratic control methods. In this organization, it looks as if all activities are regulated by organization structure and organization rules, and the management does not implement authority controlling. But in fact, the management gets hold of the rights to determine the organization structure and rules, and it still grasps the controlling authority and it is a simply matter that the direct

order is turned to be rational rules. At this time, the authority of performance management is in the management's hand, and it is the management that sets performance objectives, monitors and controls the implementation process, evaluates the performance and regards the evaluation results as a basis of rewards and punishment. But there is no denying that, people recognize that employee's participation in the objectives setting can decrease the use of other control methods. Experts propose that management should correct strict external control methods to open channels of communication and develop their interpersonal skills, and should recognize the importance of group influence on the work of management (Ryan, 2004). The concept of controlling is tending to ease and gradually focuses on the democratic and internal participation. Hence, the concept of performance assessment changes to begin to pay attention to the active participation of employee in the process of performance assessment, including setting objectives, participating the evaluation and others, and strengthen control through the internalization of objective and the guidance and help by managers, and then performance assessment developed into performance management.

3. The team performance management based on the concord control. In modern society, the employees gradually develop a concord control method in team work. On the basis of shared values and goals, team members develop a set of system that constrains their work behavior through negotiation to form a strong self-control. Meyer (1994) pointed that many companies have transformed from a hierarchical organization, which is control oriented and has function division of labors to be a fast, horizontal multi-functional team. In these companies, many managers do not realize that result-oriented performance assessment could not help a cross- functional team to monitor the action or ability which can make it complete some certain process, and also cannot tell the team members how to do to improve performance. Meyer (1994) thinks that the center of team performance assessment is that the team itself is responsible for assessment, which means that the team must play a dominant role in the design of performance management system. All these thoughts are exactly the same with the concept of concord control. In this paper it is defined as "the team performance management base on concord control", whose basis contents include:

trough strategic targets, the top managers ensure every team understand itself how to match up with the strategy, and train the team to design its own performance management system; in the process of implementing performance, the role of managers turns to be a mentor and helper from a controller; the performance evaluation is undertaken by the members together instead of the management; and evaluation results is mainly regarded as a basis of performance improvement.

2.10.2 Implications and Summary

Through above analysis, it can be indicated that the evolution of the management control is implied in the development process of the thoughts and methods of the performance management. In a scientific management era, the division of labor makes the labour process isolated from the labouring skills, as a result, the skills are monopolized by the managing group, and the managing group is able to control the management. Then, the managing group set performance goals and plans, assess the execution of the workers, and enhance the control power through rewards and punishment, which are also the content of the performance assessment. With the development of economy, and the maturity of the workers, people begin to seek social contact, respect, and self-fulfillment, they want to participate in the decision of the work, and have an effect on the result of the work. Because of these, the managing group begins to value the initiative functions of the workers, and they agree to involve the staff in the plan making, and the achievement assessment, etc. After making the goals their own ones, enhancing the control with the guidance and help of the managing group, the performance assessment has been changed into performance management. This process gives us an inspiration that the managing control ideas vary with the change of the organizational features, and the performance management ideas, as one of the important methods, has to be changed as the evolution happens.

In the modern society, the internal and external environment require more from the innovation and flexibility of the organizations, therefore, teamwork becomes an important

way of operation. Teamwork can not only meet the need of multi-technique and experience in some work, but also involve the staff in more decision making, and then encourage them. In the intense competition during the present environment, many kinds of work have to be done in teamwork. Without the staff's willing to work, even the greatest effort of the managing group can not finish the work effectively. In order to make the teamwork form more effective, the organization needs to design a particular performance management system.

The reality shows that the performance which only emphasis on individual and performance while neglect the efficiency, innovation, and the development of autonomy can not work effectively in the teamwork environment and we have to find a new way. According to the development of the management control ideas, we find that concord control ideas emphasize that the members should negotiate with each other and then create a kind of mechanism to control their own working behaviors, from which they can form a kind of strong self-control, and this kind of control is suitable for the requirement of the staff's autonomy and creativity. From all the above we can assume that based on the fact that the performance management of concord control will have a positive effect on the improvement of the teamwork performance, this assumption needs further research and confirmation. Different leadership have different request on management control which will generate distinct team performance.

CHAPITRE 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter is to indicate the methodologies designed for and used in the research, for achieving research aim and objectives. This dissertation is aiming to investigate the relationship between leader and members in project team, which involves the impact of leadership styles on project team, such as performance management. Accordingly, several key concepts related to and involved in this research aim need to be reviewed, which mainly include: 1) project management, team and teamwork, as well as project team, because these are the objects of the research, providing the context where leadership happens; 2) leader and leadership styles, because they are the major variables (which are independent variables in this research); 3) performance, because these that will be influenced by leadership to some extent can be regarded as the dependent variables in this research; 4) motivation, because it is influenced by leadership styles and because it influences performance. Through the review, part of the research question will be answered. Furthermore, in order to further prove the answer and achieve the research aim and objectives, other methods besides literature review will be used. Data will be collected through the findings by these researches, while through discussion of the data, it will try to answer the research question and achieve the research objectives.

3.2 RESEARCH QUESTION

The research mainly focuses on leadership and performance in project team, thus, the research question is:

What is the relationship between the leadership style of a leader and performance in project team?

3.3 RESEARCH OBJECTIVES

As the aim of the research is to investigate the relationship between leadership and performance, the research objectives are as follows:

- To explore the relationship between the leadership and the motivation of the leader.
- To explore the relationship between motivation of the leader and individual performance of the leader.
- To explore the relationship between the motivation of the leader and the performance of project team.

3.4 VARIABLES AND CONCEPTUAL FRAMEWORK

3.4.1 Key Variables

Project management, team and teamwork, as well as project team, which are the objects of the research, providing the context in which leadership happens.

1) Leadership styles, which are independent variables in this research, as they influence and lead to changes of other variables;

2) Individual performance of the leader and team performance, which is the dependent variable in this research, as it can be influenced by leadership to some extent.

3) Motivation, which is the intermediate variable, as it can be influenced by leadership and can influence performance.

3.4.2 Conceptual Framework

The conceptual framework for this research is presented in the following Figure 1:
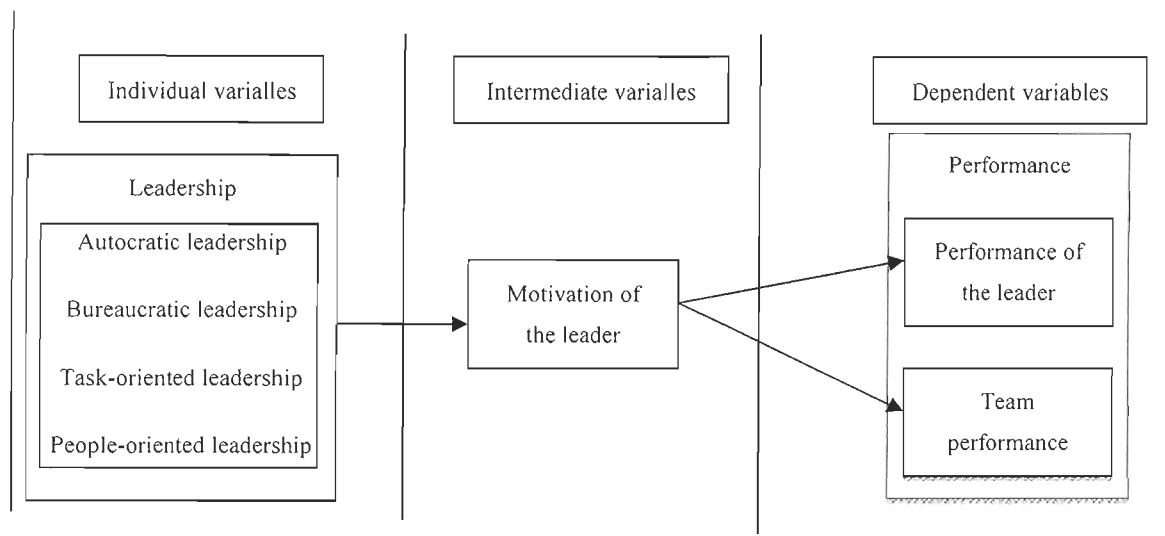
Figure 2: Conceptual Framework

Leadership style is internal factors of determining the leading behaviour. Firstly, leadership style to a large extent, affect the motivation of leader with the leadership and ultimately affect team performance.

3.4.3 Research Hypothesis

The leaders are the important factor influencing individual performance. Since 1980, researchers are committed to explore what kind of impact the leadership style have on individual performance. There are different types of leadership styles. Numerous studies showed that the impact of different leadership styles have on individual performance and team performance is quite different. According to the realities and have analyzed above, hypothesis are as follows. Kirkpatrick and Locke (1996), after studying a large number of literatures, pointed out that more than 35 results show that people-oriented leadership style

and can efficiently improve individual performance of subordinates. As a very effective style of leadership, it simultaneously can improve team performance. In order to further explore and reveal the relationship of people-oriented leadership style and individual performance, this study made a assumption based on the above analysis: people-oriented leadership is positively correlated with individual performance. William Leban and Carol Zulauf (2004) point out that Autocratic leadership, bureaucratic leadership style and Task-oriented leadership have a negative relationship with individual performance.

As mentioned above, the impact of leadership style have on individual performance has been of broad interest, but most studies have explored the relationship between and they did not consider the process too much. At present the study on the relationship of leadership style and process variable is sparse (Dionne, Yammarino, Atwater and Spangler, 2004). Leadership styles have an influence on motivation, so, in this paper, we make the motivation as a process variable. Furthermore, we study the style of leadership and the motivation of the leader. The previous studies are rather interested in the relation between the style of leadership and the motivation of the subordinates. Based on the above analysis, the assumptions made in this paper are summarized as follows.

Table 1 Hypothesis

Hypothesis 1-1	Autocratic leadership is negatively correlated with motivation of the leader
Hypothesis 1-2	Bureaucratic leadership is negatively correlated with motivation of the leader
Hypothesis 1-3	Task-oriented leadership is negatively correlated with motivation of the leader
Hypothesis 1-4	People-oriented leadership is positively correlated with motivation of the leader

Hypothesis 1-5	Motivation is positively correlated with individual performance of the leader
Hypothesis 1-6	Motivation is positively correlated with team performance

3.5 RESEARCH METHODS APPLIED

Questionnaire survey:

The purpose of this questionnaire is to explore the relationship between the leadership and the motivation of the leader, the relationship between leadership and individual performance of the leader, and the relationship between the motivation of the leader and the performance of project team according to the research of intermediate variable, dependent and independent variables. Section A is about leader profile. Section B is about leadership, motivation and performance. Part one is questions about motivation. These questions are related to the influence of motivation. Part two is the questions about team performance with the aim of investigate the relationship between team project and leader's opinion. Part three is the questions about individual performance which about whether the leaders know their responsibilities and position in the project clearly. Part four is about leadership styles. All these four questionnaires are set six levels of opinions. The degree of these opinions is gradually deepened. In this way, we can collect information and analysis the relationship between leadership, motivation and performance correctly.

Leaders in project teams are investigated through questionnaire survey, so as to collect more detailed and reliable data for empirical study for the achievement of the research aim and objectives. This takes a quantitative approach, based on primary data.

3.5.1 Data Collection

Having determined the method to do the research, which is through questionnaire, data collected on the questionnaire will be introduced and explained in this chapter. Specifically, basic information of participants, participants choices in each question, the distribution of the answers on different degrees, as well as a simple evaluation on the data in general.

In the research, as mentioned above, the teams involved in the survey include organizations of different scale. The researchers were sent to Shanghai. The researches connected with the companies through their network of friends as well as the past classmates and the sequent acquaintance. We used snowball sampling.

We sent 300 questionnaires in all at the end of December 2010. Finally, a total 291 respondents returned the completed and effective questionnaires. The following description of data collection and the related analysis are both based on the 291 questionnaires.

3.5.2 Data Analysis

As defined in statistics and econometrics, independent variable and dependent variable are the two major terms in model study.

- **To validate the data collected and reduce researcher biases of data:** all data collected is regarded valid since they came from the public channel which can prove their validity; all data collected based on the established research objectives and questions.
- **Categorization of the data:** the data is divided into different categories ultimately, such as project management, performance management, and leadership style in the project teams, motivation theories, and autonomy.
- **Unitizing data:** according to the research objectives and questions, all the categorized

data is integrated to answer the above research questions and then fulfill the research objectives. The key related to data collected is to answer whether the process and strategies of performance management and leadership styles are the most effective for achieving and even exceeding the established corporate and operational goals of the project teams within the competitive environment by exerting the effects of strict control or autonomy.

- **Recognizing the relationship of the data and developing the categories:** the relationship of the collected data is step-up, including project management, performance management, leadership style, and motivation. The preset categories are reasonable, however, according to the data review; some kinds of data would be moved from one category to another if the emphasis were changed.

- **Developing and testing hypotheses:** the final stage is to connect the data with the established hypotheses and objectives, followed by providing recommendation for improvement.

3.6 RESEARCH LIMITATIONS

Taking economic factors into account, we only investigated the company in Shanghai, instead of entire country. In addition, the relation of leadership style and team performance is influenced by a variety of factors, such as the establishment of trust in the team, the type of team's task, the transformation of conflict and so on. Taking the main factor and the limitations of level into consideration, this study only considers the motivation as a process variable. Furthermore, the perceptions of the leaders are studied. These perceptions can be biased, in particular by the social desirability.

CHAPITRE 4
QUESTIONNAIRE SURVEY: DISCUSSION AND ANALYSIS

4.1 EXPLANATION ON THE QUESTIONNAIRE FACTORS

Personal characteristics comprise a series of questions relating to the basic information about age, sex and so on. Style of leadership Questionnaire conclude a series of leadership self assessment questions and every question is divided 6 levels, such as strongly disagree=0, disagree=1, slightly disagree=2, slightly agree=3, agree4, strongly agree=5. Besides, the questionnaire we designed also conclude some questions assessing team performance and every question is divided 6 levels, such as strongly disagree=0, disagree=1, slightly disagree=2 , slightly agree=3, agree4, strongly agree=5. The questions assessing leadership style and team performance in this questionnaire come from the Blake and Mouton managerial grid.

In essence, the survey of questionnaire is to use a series scale to measure the characteristics of the object. In order to obtain accurate and reliable data, we must focus on considering the reliability and validity in the process of survey.

The reliability and validity of questionnaire are mainly affected by three factors: the human characteristics, situational factors and the feature of measurement tool. These three factors will generate a variety of interactions which affect the way of respondents and results.

The first factor is the human characteristic which refers to subjective tendency and response-set of survey object. Subjective tendency mainly consists of two variations: system variation and random variation.

Response-set refers to the participants are subject to response to the test questions in a certain customary way. So the investigation can not correctly determine the true characteristics of the subjects.

The second factor is the tool which refers to the measurement error caused by the tool itself. The authenticity of the data is influenced by the poorly designed of the questionnaire, too many questions and improper order of questions, all of which will lower reliability and validity of the measurement.

The third factor is situation which mainly includes the conditions and characteristics of investigation, the behavior and attitudes of the person hosting the survey, the guide language of the questionnaire and so on. In order to analyze whether the questionnaire has reliability and validity, we must conduct the analysis of validity and reliability of the data first.

4.2   QUANTITATIVE ANALYSIS OF QUESTIONNAIRE SURVEY RESULTS

4.2.1 Reliability and Validity of Scales

The majority of respondents are male (64.9%). The majority of the leaders (35.1%) have worked in the company for 6-12months. A few of the leaders (8.2%) have worked in the company for less than 6 months. And there are 15.5% of the leaders have worked in the company for more than 36 months

Table 2: Q1-Your age

Years	Response Count	Response Percent
19-30 years	105	36.1%
31-40 years	84	28.9%
41-50 years	61	21.0%
51-60 years	39	13.4%
Above 60 years	2	0.6%
Total	291	100%

Table 3 : The information of leaders

Length of working time	Response Count	Response Percent
Less than 6 months	24	8.2%
6 - 12 months	102	35.1%
13 - 24 months	57	19.6%
25 - 36 months	63	21.6%
More than 36 months	45	15.5%
Total	291	100%

The distribution of the answers is shown in the following tables.

Table 4 : The distribution of the answers

	Questions about motivation	Disagree → Agree					
		0	1	2	3	4	5
1	Nothing is more important than accomplishing a goal or task.	8 (2.75%)	10 (3.44%)	75 (25.77%)	46 (15.81%)	98 (33.68%)	4 (18.56%)
2	The more challenging a task is, the more I enjoy it.	11 (3.78%)	28 (9.62%)	47 (16.15%)	93 (31.96%)	67 (23.02%)	45 (15.46%)
3	When seeing a complex task through to completion, I ensure that every detail is accounted for.	7 (2.41%)	28 (9.62%)	59 (20.27%)	81 (27.84%)	67 (23.02%)	49 (16.84%)
4	I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.	17 (5.84.%)	51 (17.53%)	63 (21.65%)	81 (27.84%)	61 (20.96%)	18 (6.19%)
5	I manage my time very efficiently.	11 (3.78%)	27 (9.28%)	40 (13.75%)	104 (35.74%)	75 (25.77%)	34 (11.68%)
6	I enjoy analyzing problems	0 (0)	54 (18.56%)	76 (26.12%)	95 (32.65%)	60 (20.62%)	6 (2.06%)

	Questions about team performance	Disagree → Agree					
		0	1	2	3	4	5
7	I encourage my team to participate when it comes decision-making time and I try to implement their ideas and suggestions.	5 (1.72%)	51 (17.53%)	43 (14.78%)	50 (17.18%)	86 (29.55%)	56 (19.24%)
8	I closely monitor the schedule to ensure a task or project will be completed in time.	7 (2.41%)	14 (4.81%)	53 (18.21%)	48 (16.49%)	102 (35.05%)	67 (23.02%)
9	I encourage my employees to be creative about their job.	9 (3.09%)	36 (12.37%)	65 (22.34%)	52 (17.87%)	98 (33.68%)	31 (10.65%)
10	I enjoy explaining the intricacies and details of a complex task or project to my employees.	39 (13.4%)	57 (19.59%)	71 (24.40%)	64 (21.99%)	34 (11.68%)	26 (8.93%)
11	Nothing is more important than building a great team.	0 (0)	28 (9.62%)	53 (18.21%)	116 (39.86%)	62 (21.31%)	32 (11.0%)
12	When expectations change during the course of the team work cycle, I communicate these changes and modify work plans as necessary.	0 (0)	27 (9.28%)	59 (20.27%)	95 (32.65%)	72 (24.74%)	38 (13.06%)

	Questions about individual performance	Disagree Agree →					
		0	1	2	3	4	5
13	I do as I say I would do, to be consistent with my words and actions.	0 (0)	22 (7.56%)	46 (15.81%)	136 (46.74%)	61 (20.96%)	26 (8.93%)
14	I understand the impact of change on people.	0 (0)	18 (6.19%)	57 (19.59%)	131 (45.02%)	61 (20.96%)	24 (8.25%)
115	I Manages stressful situations calmly.	19 (6.53%)	47 (16.15%)	73 (25.09%)	80 (27.49%)	61 (20.96%)	11 (3.78%)
116	I can repair of relationships/emotional damage.	10 (3.44%)	37 (12.71%)	48 (16.49%)	94 (32.30%)	63 (21.65%)	39 (13.40%)
117	I always finish the job as the detail requires me.	0 (0)	21 (7.21%)	33 (11.34%)	169 (58.08%)	53 (18.21%)	15 (5.15%)
118	I can adapt to changing circumstances.	6 (2.06%)	24 (8.25%)	23 (7.90%)	155 (53.26%)	58 (19.93%)	25 (8.59%)

	Questions about leadership	Disagree → Agree					
		0	1	2	3	4	5
19	I build consensus on common ground.	3 (1.03%)	50 (17.18%)	56 (19.24%)	87 (29.90%)	66 (22.68%)	29 (9.97%)
20	Breaking large projects into small manageable tasks is second nature to me.	12 (4.12%)	25 (8.59%)	51 (17.53%)	98 (33.68%)	64 (21.99%)	41 (14.09%)
21	I honor other people's boundaries.	3 (1.03%)	33 (11.34%)	95 (32.65%)	106 (36.43%)	37 (12.71%)	17 (5.84%)
22	I enjoy coaching people on new tasks and procedures.	12 (4.12%)	47 (16.15%)	62 (21.31%)	50 (17.18%)	83 (28.52%)	37 (12.71%)
23	Counseling my employees to improve their performance or behavior is second nature to me.	0 (0)	52 (17.87%)	130 (44.67%)	72 (24.74%)	37 (12.71%)	0 (0)
24	I find it easy to carry out several complicated tasks at the same time.	31 (10.65%)	48 (16.49%)	62 (21.31%)	70 (24.05%)	58 (19.93%)	22 (7.56%)
25	When correcting mistakes, I do not worry about jeopardizing relationships..	29 (9.97%)	41 (14.09%)	75 (25.77%)	86 (29.55%)	41 (14.09%)	19 (6.53%)
26	Breaking large projects into small manageable tasks is second nature to me.	12 (4.12%)	25 (8.59%)	51 (17.53%)	98 (33.68%)	64 (21.99%)	41 (14.09%)

Before conducting data analysis, it is essential to carry out the analysis of reliability and validity (Zikmund, 2003).

The so-called reliability refers to the possibility of getting the same result using the same index or measuring tool to measure the same things. The so-called validity refers to the degree of correctness of the measurement tool can measure the characteristic of the subject. Reliability is a necessary condition for validity, but not sufficient condition. If a measurement tool is valid, it must be creditable. If a measurement tool is not creditable, it mustn't be valid. But, if a measurement tool has reliability, but it is not necessarily effective (Conger and Kanungo, 2000). So to improve the reliability and validity of analysis

is to increase correctness and accuracy of analysis. Namely, how to make the analysis of the impacts of leadership styles of a leader on the performance in a project team more objective and fair to contribute to change their leadership style and continuously improve team performance.

In this study, we input the recycled questionnaire to software of 16.0 and analyze the data. Respectively, we conduct a validity analysis about style of leadership, team performance, individual performance and motivation. Reliability values are shown in table 5.

Table : 5 validity values of different scales

Part 1/no		Questions about motivation	Cronbach alpha
	1	Nothing is more important than accomplishing a goal or task.	
	2	The more challenging a task is, the more I enjoy it.	
	3	When seeing a complex task through to completion, I ensure that every detail is accounted for.	0.9437
	4	I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.	
	5	I manage my time very efficiently.	
	6	I enjoy analyzing problems	
Part 2/no.		Questions about team performance	Cronbach alpha
			0.9213
	7	I encourage my team to participate when it comes decision-making time and I try to implement their ideas and suggestions.	

8	I closely monitor the schedule to ensure a task or project will be completed in time.	
9	I encourage my employees to be creative about their job.	
10	I enjoy explaining the intricacies and details of a complex task or project to my employees.	
11	Nothing is more important than building a great team.	
12	When expectations change during the course of the team work cycle, I communicate these changes and modify work plans as necessary.	
Part 3/no.	Questions about individual performance	Cronbach alpha
13	I do as I say I would do, to be consistent with my words and actions.	
14	I understand the impact of change on people.	
15	I Manages stressful situations calmly.	0.9021
16	I can repair of relationships/emotional damage.	
17	I always finish the job as the detail requires me.	
18	I can adapt to changing circumstances.	

Part 4/no.	Questions about leadership	Cronbach alpha
!9	! build consensus on common ground.	
20	Breaking large projects into small manageable tasks is second nature to me.	
21	I honor other people's boundaries.	
22	I enjoy coaching people on new tasks and procedures.	
23	Counseling my employees to improve their performance or behavior is second nature to me.	0.9115
24	I find it easy to carry out several complicated tasks at the same time.	
25	When correcting mistakes, I do not worry about jeopardizing relationships..	
26	Breaking large projects into small manageable tasks is second nature to me.	

As is shown in this table, all of the validity value has reached the acceptable scale of social science. That is to say, the date collected has high reliability. So the data can be used for analysis.

4.2.2 Factor Analysis

Factor Analysis is a statistical method of extracting the common factor from multiple variables. Meanwhile, it is one of multivariate statistical methods used to dimensionality reduction. Factor Analysis can identify hidden representative factors from many variables

and include the variables having the similar essence as a factor, thereby reducing the number of variables (Joseph, Robert, David, 2003).

In dealing with practical problems, there exists a certain correlation between some variables which can not be directly measured. Now we can speculate whether there are some common factor affecting the potential relevance of these variables (Rahim, 2004).

In this article, we make a factor analysis about scale of leadership style and team performance.

(1) the factor analysis about scale of leadership style

Firstly, we calculate the KMO (Kaiser-Meyer-Olkin) value of the variables evaluate leadership styles and the Bartlett test to determine the correlation between variables and to determine if it is suitable for factor analysis. When the KMO values are greater than 0.5 and the accompanied probability value of Bartlett test is less than 0.05, it is suitable for factor analysis. The results are shown in table 4.

Table 6 : KMO and Bartlett's test

Kaiser-Meyer-Olkin value		.890
Bartlett's test	Approximate value of test	357.831
	Degrees of freedom	18
	Sig	.000

The model using test of KMO and Bartlett confirm that whether the data is suitable for factor analysis. Test results show that the result of Bartlett test of is 357.831, the probability is 0.00 and KMO value is 0.890 which is greater than 0.5, so the model is suitable for factor analysis.

Secondly, we calculate the correlation coefficient matrix, while observing the cumulative contribution rate of the common factor to determine the Vector table's construct

validity with the steep slope method to determine the number of factors. The cumulative contribution rate chart and the screen plot are shown in table 7.

Table 7 : Cumulative contribution rate

	The original eigenvalue		After extracting the factor		Rotation	
	Value	Cumulative contribution value	Value	Cumulative contribution value	Value	Cumulative contribution value
1	8.196	58.541	8.196	58.541	7.581	54.149
2	2.855	78.931	2.855	78.931	2.715	73.544
3	.972	85.875	.972	86.857	1.726	85.857
4	.861	92.025				
5	.442	95.181				
6	.343	97.628				
7	.142	98.643				
8	.097	100.00				

As is shown in table 7, after rotating, each of the cumulative variance contribution rate of the common factor changes, but still maintain a descending order and the first three factor's cumulative variance contribution rate is still 86.857% which is the same with the before.
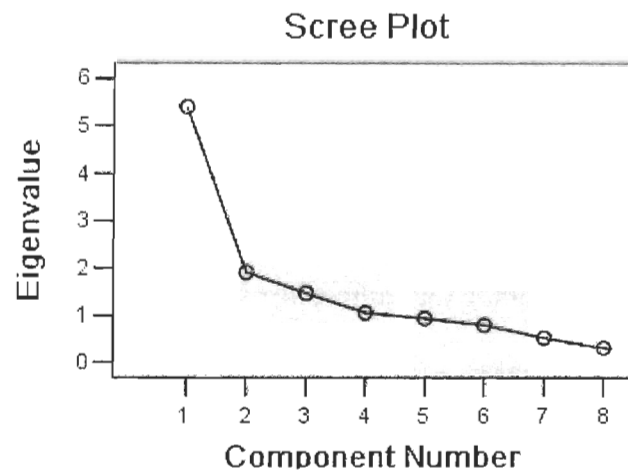
Figure 3 : gravel figure of factor

Thirdly, the general method to determine factor load is component analysis method. Then, we use the method of variance to rotate the factor. The result is shown in table 8.

Table 8 : Factor rotation matrix

factor	value		
	1	2	3
1	.973	.090	.164
2	.954	.131	.099
3	.949	.089	.156
4	.921	.060	.217
5	.886	.308	.113
6	.882	.447	.092
7	.864	-.384	.127
8	.610	-.196	.518

From the table above we can classify leadership style into four types which are autocratic leadership, people-oriented leadership, bureaucratic leadership and task-oriented leadership.

At last, we use the eigenvalue value of the rotated three factors corresponding to total eigenvalue value to compute the composite evaluation score.

$$Y = 0.6306F_1 + 0.2258F_2 + 0.1436F_3$$

According to the classification of leadership styles, we calculate the composite score of different leadership style. The composite score of variety leadership style is shown in table 11.

Table 9 : Tables of composite score

Leadership style	Composite score	Order
Autocratic leadership	0.5527	3
Bureaucratic leadership	0.8791	2
Task-oriented leadership	0.0228	4
People-oriented leadership	3.6597	1

As is shown in the table, based on the composite score of varied leadership style, the order of team performance corresponding to a variety of leadership styles is People-oriented leadership, Bureaucratic leadership, Autocratic leadership and Task-oriented leadership.

(2) the factor analysis about scale of team performance

Firstly, we calculate the KMO (Kaiser-Meyer-Olkin) value of the variables evaluating team performance and the Bartlett test to determine the correlation between variables and to determine if it is suitable for factor analysis. When the KMO values are greater than 0.5 and the accompanied probability value of Bartlett test is less than 0.05, it is suitable for factor analysis. The results are shown in table 10.

Table 10: KMO and Bartlett's test

Kaiser-Meyer-Olkin value		.883
Bartlett's test	approximate value of test	134.328
	degrees of freedom	8
	sig	.000

The model using test of KMO and Bartlett confirm that whether the data is suitable for factor analysis. Test results show that the result of Bartlett test of is 134.328, the probability is 0.00 and KMO value is 0.883 which is greater than 0.5,so the model is suitable for factor analysis.

Secondly, we calculate the correlation coefficient matrix, while observing the cumulative contribution rate of the common factor to determine the Vector table's construct validity with the steep slope method to determine the number of factors. The cumulative contribution rate chart and the screen plot are shown in table 11.

Table 11: Cumulative contribution rate

facor	the original eigenvalue		after extracting the factor		rotation	
	value	cumulative contribution value	value	cumulative contribution value	value	cumulative contribution value
1	5.404	41.568	5.404	41.568	4.698	36.140
2	1.910	56.264	1.910	56.264	1.910	50.830
3	1.477	67.622	1.477	86.622	1.772	86.464
5	.949	83.156				
6	.807	89.365				

As is shown in table 11, after rotating, each of the cumulative variance contribution rate of the common factor changes, but still maintain a descending order and the first three factor's cumulative variance contribution rate is still 86.464% which is the same with the before.
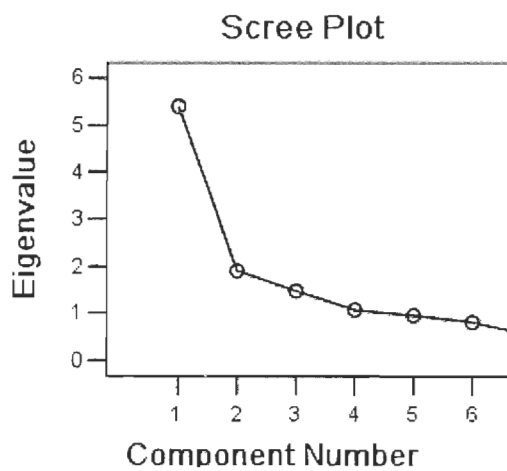
Figure 4: Gravel figure of factor

Thirdly, the general method to determine factor load is component analysis method. Then, we use the method of variance to rotate the factor. The result is shown in table 12.

Table 12 : Factor rotation matrix

	Factor		
	1	2	3
1	.898	.217	.060
2	.876	-.305	.118
3	.832	.265	.185
4	.800	.347	.065
5	-.767	-.124	-.113
6	.766	.550	-.145

Fourth，calculate the factor score. The way to calculate the factor score is describing the original variable factor. The value of j-th factor can be expressed as: $F_j=W_{j1}X_1+W_{j2}X_2+W_{j3}X_3+\ldots\ldots+W_{jp}X_p$.

We can get the score function of factors from score coefficient matrix of factor.

$$F_1 = W_{1,1}X_1 + W_{1,2}X_2 + W_{1,3}X_3 + \Lambda \ \Lambda \ + W_{1,1j-1}X_{1j-1} + W_{1,1j}X_{1j}$$
$$F_2 = W_{2,1}X_1 + W_{2,2}X_2 + W_{2,3}X_3 + \Lambda \ \Lambda \ + W_{1,j-1}X_{1j-1} + W_{2,j}X_j$$
$$F_3 = W_{3,1}X_1 + W_{3,2}X_2 + W_{3,3}X_3 + \Lambda \ \Lambda \ + W_{3,j-1}X_{j-1} + W_{3,j}X_j$$

According to the analysis above, we can use the eigenvalue value of the rotated three factors and can see that the performance of team performance is not the same.

4.2.3 Correlation Analysis

The purpose of correlation analysis is to test whether there is some kind of dependencies and the closeness of this relationship, which is measured by correlation coefficient. The value of correlation coefficient ranges from -1 to 1 and the bigger of the absolute value represents the closer of the two variables (Powers, 2009).

According to the analysis of the above, this article has dependent variables, independent variables, and intermediate variables. In order to analyze the inner relationship of these variables, the thesis uses the approach of correlation analysis. Firstly, this thesis analyzes the relationship between each dimension of leadership style and the motivation of the leader. We use SPSS16.0 to compute the correlation coefficient between each dimension of leadership style and the motivation of the leader. Table 13 displays the results of correlation analysis.

Table 13 : The correlation coefficient between each dimension of leadership style and motivation of the leader

Leadership style		Motivation of the leader
Autocratic leadership	Pearson Correlation	0.2561*
	Sig.2-tailed	0.000
Bureaucratic leadership	Pearson Correlation	-0.3557
	Sig.2-tailed	0.000
Task-oriented leadership	Pearson Correlation	0.7574**
	Sig.2-tailed	0.000
People-oriented leadership	Pearson Correlation	0.8241**
	Sig.2-tailed	0.000

*Refers to statistical significant on the level of 10% while ** means significant on the level of 5%.

Table 13 shows the results of correlation coefficient between the motivation of the leader and each dimension of leadership style. According to the table above, it can be seen that motivation of the leader is positively correlated to Autocratic leadership and the value is statistically significant on the level of 10%. The correlation coefficient is 0.2561. But the

correlation coefficient is not very high. In general, motivation should be positively related to Autocratic leadership. Autocratic leadership likes to assign task on their workers and always focus on their works. So that kind of leadership always has passion to work. Motivation of the leader is negatively correlated to bureaucratic leadership and the value isn't statistically significant on the level of 5% and the level of 10%. The correlation coefficient is not very high. Motivation of the leader is positively correlated to task-oriented leadership and the value is statistically significant on the level of 5%. The correlation coefficient is high. Motivation of the leader is positively correlated to people-oriented leadership and the value is statistically significant on the level of 5%. The correlation coefficient is 0.8241 which is very high.

After analyzing the relationship between each dimension of leadership style and the motivation of the leader, this thesis analyzes the relationship between motivation of the leader and the individual performances of the leader. We use SPSS16.0 to compute the correlation coefficient between the motivation of the leader and the individual performance of the leader. Table 14 displays the results of correlation analysis.

Table 14: The correlation coefficient between the motivation of the leader and the individual performance of the leader

		The individual performance of the leader
The motivation of the leader	Pearson Correlation	0.7314**
	Sig.2-tailed	0.000

Individual performance of the leader is positive correlated to the motivation of the leader and the value is statistically significant on the level of 5%. The correlation coefficient

between the motivation of the leader and the individual performance of the leader is 0.7314. It is not difficult to understand the result. Motivation is one form of the subjective initiative and is a valuable quality of work. If a person works with passion, he always tries to seize opportunity, overcome the difficulty he suffers and try his best to do a good job.

Next we use SPSS16.0 to compute the correlation coefficient between the motivation of the leader and the performance of the team. Table 17 displays the results of correlation analysis.

Table 15 : The correlation coefficient between the motivation of the leader and the performance of the team

		The performance of the team
The motivation of the leader	Pearson Correlation	0.7109**
	Sig.2-tailed	0.000

Performance of the team is positive correlated to the motivation of the leader and the value is statistically significant on the level of 5%. The correlation coefficient between the motivation of the leader and the performance of the team is 0.7314. This illustrates that the motivation of the leader has a great relationship with the performance of the team.

In order to see what the relationship of every question reflecting leadership styles and the questions reflecting team performance, this study make an analysis with SPSS16.0 about this question. This result is shown in table 16.

Table 16: Descriptive Statistics for the relationship of the whole leadership styles and individual performance of the leader

Various aspects of leadership style	A	B	C	D	E	F	G	H
Various aspects of individual performance								
1	0.19	0.13	0.17	0.09	0.05	0.17	0.24	0.14
2	0.17	0.11	-0.14	0.17	-0.22	0.16	0.19	-0.16
3	0.24	0.07	0.13	-0.21	0.17	0.23	-0.11	0.13
4	0.16	0.11	0.16	0.20	0.10	-0.15	0.06	0.21
5	-0.12	0.15	0.17	0.12	0.24	0.03	0.20	-0.09
6	0.25	-0.12	0.12	0.09	0.03	0.01	-0.21	-0.02

In the table above respects the questions reflecting leadership style and A-H respects the questions reflecting individual performance. Table 17 shows that the number that 5 of the questions reflecting leadership styles is negative with A reflecting individual performance. The number that 6 of the questions reflecting leadership styles is negative with B reflecting individual performance. With the same method, we can analyze the relationship of other questions.

4.2.4 Regression Analysis

The correlation analysis can only be used to judge whether there exist correlation between two variables. As to whether the variables have a causal relationship, it must be detected by regression analysis. So this article also conduct regression analysis (Powers, 2009).

(1) The regression analysis between leadership style and motivation of the leader

Table 17 : The result of regression analysis

	Leadership style	Motivation of the leader
Standardized coefficients	1.96	2.01
F	435.594	74.81
R^2	98.72%	54.16%

Based on table 17, the regression result of leadership style and motivation of the leader is that the value of F is 435.594, which reaches a significant level, and the value of R^2 reaches 98.72%.The value of R^2 can be used to illustrate overall explanatory power of independent variables on the dependent variables. Here, the explanatory power of leadership style on motivation of the leader is 54.16%.

(2) The regression analysis between motivation of the leader and individual performance of the leader

Table 18: The result of regression analysis

	Motivation of the leader	Individual performance of the leader
Standardized coefficients	2.01	2.42
F	86.24	81.09
R^2	91.32%.	72.25%

Based on table 18, the regression result of motivation of the leader and individual performance of the leader is that the value of F is 86.24,which reaches a significant level, and the value of R^2 reaches 91.32%.The value of R^2 can be used to illustrate overall explanatory power of independent variables on the dependent variables. Here, the explanatory power of motivation of the leader on individual performance of the leader is 72.25%.

(3) The regression analysis between motivation of the leader and the performance of project team

Based on table 19, the regression result of motivation of the leader and the performance of project team is that the value of F is 87.15, which reaches a significant level, and the value of R^2 reaches 97.82%.The value of R^2 can be used to illustrate overall explanatory power of independent variables on the dependent variables. Here, the explanatory power of motivation of the leader on the performance of project team is 96.53%.

Table 19: The result of regression analysis

	Motivation of the leader	Team performance
Standardized coefficients	2.23	1.79
F	87.15	89.57
R^2	97.82%	96.53%

(4) Intermediate test

In the view of Baror and Kenny (1986), the method of test concludes three steeps. The first steep is regression analysis between antecedent variables and the mediating variables. The second steep is regression analysis between antecedent variables and outcome variables. The third steep is regression analysis between mediating variables and outcome variables. If the relationship of antecedent variables-intermediate variable-outcome variables is established, the conditions following will be rational. The first is that the antecedent variables will affect the intermediate variables. The second is that the antecedent variables definitely affect the outcome variables. The third is that the mediator variables must affect the outcome variables. The fourth is that the effect of the antecedent variables on outcome variables will turn smaller because of adding the intermediate variables. In addition, when the mediating variables are controlled, the intermediate variables have full effect on the condition that the antecedent variables have no significant effect on outcome variable □Wetherill, 1986) . If the effect of antecedent variables on outcome variables is less than the second step but the effect is still significant, the intermediate variables full part of effect. Based on table 14, leadership style has a significance influence on team performance. After regression analysis, the overall explanatory power of the effect of leadership style on team performance has improved. However, the explanatory power of the effect of employee satisfaction on team performance is 47.13%. Therefore, in table 19, excluding explanatory power of the effect of

motivation on team performance, the explanatory power of the effect of leadership style on team performance is just 35.97%. This means that the power of leadership style predicting team performance decline.

In summary, motivation is part of an intermediary variable between leadership and team performance, not the full intermediary variable. Leadership style affects motivation and has an impact on team performance through motivation.

4.2.5 Analysis of Variance

In order to analyze the factors affecting team performance and the optimal level, in this paper, repeated measures analysis of variance is used to study team performance to determine the factors that affect team performance (Anderson, 1984).

The average level of different styles of leadership is shown in table 20.

Table 20: table of analysis of variance 1

	Sum of Squares	df	Mean Square	F	Sig
Between groups	1.1341	4	1.134 18185	6 .37	0.0 193
Within groups	3.9176	18	0.178 8073		
Total	5.0517	22			

As is shown in table 20, the Sig is bigger than 0.01, so we can reject the original hypothesis. That is to say, the leaders we survey don't have the same leadership styles. Namely, the leaders' leadership style is significant different.

Table 21: Table of analysis of variance 2

	Sum of Squares	df	Mean Square	F	Sig
Between groups	1.2538	4	1.13758934	6.03	0.0133
Within groups	3.8451	8	0.17145799		
total	5.1874	12			

Table 21: shows that the Sig is bigger than 0.01, so we can say that team performance of the company we surveyed is significant different. So leadership style has a impact on team performance.

4.2.6 Interactive Analysis

In order to analyze whether the impact of different leadership styles and gender of leader on team performance is different, we need to use interactive analysis. In study, we use interactive analysis with SPSS19.0.The result obtained is shown in table 22.

Table 22 : Result of Interactive Analysis

Leadership	Male	Female
	The impact on team performance	The impact on team performance
Autocratic leadership	-0.2566	-0.2936
Bureaucratic leadership	0.3636	0.3748
Task-oriented leadership	-0.5693	-0.4693
People-oriented leadership	0.5693	0.4977

The table above shows that the impact of leaders of different gender has on team performance is distinct but the direction of the impact is the same.

4.3 DISCUSSION OF QUESTIONNAIRE SURVEY RESULTS

4.3.1 Discussion of Key Factors of Leader Styles

The conclusion can be drawn based on the above analysis that different styles of leadership will affect the motivation of the leader and motivation of the leader will affect the team performance. Hence, the different leadership style is of great importance to team performance. In the four types of the leadership styles according to the analysis above, autocratic leadership, task-oriented leadership and people-oriented leadership are positively correlated with motivation of the leader. But bureaucratic leadership is negatively

correlated with motivation of the leader. So business leader should focus on leadership style and can not be too bureaucratic and rigid.

4.3.2 Discussion of Basic Relationship between Leader Styles and Leadership Performance

Based on the correlation analysis above shows that leader styles first is linked to the motivation of the leader and the motivation of the leader is linked to the performance of the leader. So leader style has an influence on the performance of the leader. To improve the performance of the leader is the dream of every leader. According to the results of research, leaders should try to change their leadership properly to improve the performance of them. But the performance of the leader may be affected by many factors, this article just research on the factor of leadership. So when the leaders change their leadership, they should try to find other factors affecting their performance and should take some measures to change them.

4.3.3 Comparative Analysis of Leader Styles

Based on the above analysis shows that people-oriented leadership style is the most effective on the motivation of the leader, and then is task-oriented leadership style, autocratic leadership and the least effective is bureaucratic leadership style. According to the analysis above, people-oriented leadership is the most effective leadership because people-oriented leadership has the maximum correlation with the motivation of the leader. Besides, motivation of the leader has a positively relationship with both the performance of the leader and the performance of the team. The next effective leadership is task-oriented leadership which following people-oriented leadership. Following the task-oriented leadership is autocratic leadership. All of the three has a positively correlation with the motivation of the leader. Only bureaucratic leadership is negatively correlation with the motivation of the leader. So leaders of the company should pay attention to their leadership and try to improve their motivation when they are working in order to improve the performance of them and the performance of the team.

CHAPITRE 5
CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Cette étude démontre que le style peut avoir une influence dans les entreprises chinoises. Les résultats indiquent que le style de leadership orienté vers les personnes est positivement corrélé avec la motivation des leaders et que cette motivation est elle-même positivement corrélée avec la performance de l'équipe. Par contre, le style de leadership bureaucratique est négativement corrélé avec la motivation du leader. Puisque la motivation du leader est associée à la performance de l'équipe, on peut supposer que le style bureaucratique influence négativement la performance de l'équipe, par le biais de la motivation du leader. La motivation du leader est alors conçue comme variable intermédiaire entre les styles de leadership et la performance de l'équipe.

En prenant en considération ce rôle intermédiaire de la motivation, les styles suivants sont associés positivement à la performance de l'équipe : orienté vers les personnes, vers les tâches et autocratique. Le leadership orienté vers les personnes serait celui qui influence le plus la performance de l'équipe. Ces résultats sont des indices pour les gestionnaires de projet leur permettant d'améliorer la performance de leur équipe.

Table 23 : Hypothèses

| Hypothèse 1-1 | Le style de leadership autocratique est négativement corrélé avec la motivation du leader | Infirmée |
| Hypothèse 1-2 | Le style de leadership bureaucratique est négativement corrélé avec la motivation du leader | Confirmé e |

Hypothèse 1-3	Le style de leadership orienté vers les tâches est négativement corrélé avec la motivation du leader	Infirmée
Hypothèse 1-4	Le style de leadership orienté vers les personnes er positivement corrélé avec la motivation du leader	Confirmé e
Hypothèse 1-5	La motivation est positivement corrélée à la performance du leader	Confirmé e
Hypothèse 1-6	La motivation est positivement corrélée à la performance de l'équipe	Confirmé e

5.2   APPORTS ET LIMITES DE L'ETUDE

De manière générale, les études sur les styles de leadership s'intéressent à l'influence de ces derniers sur la motivation des membres de l'équipe de travail. Or, notre étude est originale en ce sens où elle s'intéresse au lien entre le style de leadership et la motivation du leader. Dans le même ordre d'idées, les études sur la performance des équipes de travail s'intéressent habituellement au lien avec la motivation des membres de ces équipes. Notre étude présente encore une fois un point de vue original en s'attardant à l'influence de la motivation du leader sur la performance de son équipe. Cet angle d'étude paraît tout à fait pertinent dans le contexte des équipes de projet, puisque le gestionnaire de projet, le leader, y occupe une place fondamentale.

Malgré ces apports, notre étude comporte certaines limites. La principale est liée au fait que la performance de l'équipe est évaluée par le leader lui-même, soit à partir de ses perceptions et de son évaluation personnelle. Or, cette évaluation peut être subjective et son jugement peut être biaisé. Le phénomène de désirabilité sociale doit en effet être pris en compte.

Malgré cette faiblesse importante, cette étude ouvre la voie à des futures recherches sur l'impact des attitudes des leaders sur les membres de leur équipe de travail.

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APPENDIX

Questionnaire for Team Leader in the Company

Section A

1. Age
   19 - 30   ☐
   31 - 40   ☐
   41 - 50   ☐
   51 - 60   ☐
   above 60   ☐

2. Gender
   Male   ☐
   Female   ☐

3. How long have you been working for this company?
   Less than 6 months   ☐
   6 - 12 months   ☐
   13 - 24 months   ☐
   25 - 36 months   ☐
   More than 36 months   ☐

4. Have you ever been involved and working in any project team in the company?
   Yes   ☐
   No   ☐

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Section B. (Leadership self assessment questionnaire)

Strongly disagree=0 disagree=1 slightly disagree=2 slightly agree=3 agree4 strongly agree= 5

Part one is motivation questionnaire

Part 1	Questions about motivation	Disagree → Agree					
1	Nothing is more important than accomplishing a goal or task.	0	1	2	3	4	5
2	The more challenging a task is, the more I enjoy it.	0	1	2	3	4	5
3	When seeing a complex task through to completion, I ensure that every detail is accounted for.	0	1	2	3	4	5
4	I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.	0	1	2	3	4	5
5	I manage my time very efficiently.	0	1	2	3	4	5
6	I enjoy analyzing problems	0	1	2	3	4	5

Part two is team performance questionnaire

NO.	Questions about team performance	Disagree → Agree					
7	I encourage my team to participate when it comes decision-making time and I try to implement their ideas and suggestions.	0	1	2	3	4	5
8	I closely monitor the schedule to ensure a task or project will be completed in time.	0	1	2	3	4	5

9	I encourage my employees to be creative about their job.	0	1	2	3	4	5
10	I enjoy explaining the intricacies and details of a complex task or project to my employees.	0	1	2	3	4	5
11	Nothing is more important than building a great team.	0	1	2	3	4	5
12	When expectations change during the course of the team work cycle, I communicate these changes and modify work plans as necessary.	0	1	2	3	4	5

Part three is individual performance

NO.	Questions about individual performance	Disagree				Agree	
13	I do as I say I would do, to be consistent with my words and actions.	0	1	2	3	4	5
14	I understands the impact of change on people.	0	1	2	3	4	5
15	I Manages stressful situations calmly.	0	1	2	3	4	5
16	I can repair of relationships/emotional damage.	0	1	2	3	4	5
17	I always finish the job as the detail requires me.	0	1	2	3	4	5
18	I can adapt to changing circumstances.	0	1	2	3	4	5

Part four is about leadership

NO.	Questions about leadership	Disagree				Agree	
19	I build consensus on common ground.	0	1	2	3	4	5
20	Breaking large projects into small manageable tasks is second nature to me.	0	1	2	3	4	5
21	I honor other people's boundaries.	0	1	2	3	4	5
22	I enjoy coaching people on new tasks and procedures.	0	1	2	3	4	5
23	Counseling my employees to improve their	0	1	2	3	4	5

	performance or behavior is second nature to me.					
24	I find it easy to carry out several complicated tasks at the same time.	0	1	2	3	4	5
25	When correcting mistakes, I do not worry about jeopardizing relationships..	0	1	2	3	4	5
26	Breaking large projects into small manageable tasks is second nature to me.	0	1	2	3	4	5