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Exploring U.S. Business Leaders' Strategies for Enhancing Team Communication

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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Walden University
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Abstract

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MBA, Regis University 2010

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Many senior project managers (PMs) and other business leaders lack effective strategies for enhancing communication among their team members, thereby reducing profitability and organizational cohesion. The purpose of this exploratory case study was to explore communication strategies used by 22 PMs who were members of a project manager professional (PMP) association in Colorado, with 5 or more years of relevant experience and who worked at a leading technology company recognized for its effective PM communication strategy for enhancing business-team communication. The conceptual framework for this study was built on interpersonal, mass communication and profound leadership theories. PMs were interviewed, and those interviews were audiotaped and transcribed. Transcripts were then analyzed based on a process of theory development and emergent themes comparison and combination. Member checking and review of interview transcripts strengthened the dependability and reliability of the final interpretations. Several emergent themes were identified, relating to standardized project communication strategy, project team building, and emotional intelligence (EI). The findings from this study may influence positive social change by helping managers promote more efficient communication strategies within their business organizations. Implications may include an increase in jobs, capital investments, vibrant economic sustainability, and new business opportunities. By implementing a standardized project communication strategy, team building, and EI, PMs can enhance project communication.

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Dedication

In loving memory of Nyla Rae Jahnig (my Mom). This study is dedicated to my Mom, who always supported me in everything I have ever done, and who raised me to believe there is nothing you cannot accomplish if you try.

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I want to thank my doc study committee members Dr. Denise Land and Dr. Charles Needham for their encouragement, efforts, and dedication in helping me to complete this journey. I appreciate their responsiveness and recommendations that have led to me successfully completing this dissertation. I would also like to thank my participants who used their personal time to respond to my request for information. I want to extend a special thanks to Dr. Ronald Black, my committee chair, for graciously accepting the challenge of helping me with this pursuit. Dr. Black provided a wealth of knowledge that has enriched this project and my experiences. I am honored to have had such a prestigious committee. Finally, I want to thank my husband, for his support, and understanding throughout this process. I could not have completed this project without his selflessness as he waited patiently for late dinners and long nights alone while I worked on my study.

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Section 1: Foundation of the Study

Corporate leaders increasingly realize the role of effective communication in organizational success. Quality communication, they realize, is essential to staying competitive (Stoica & Brouse, 2013) and to achieving successful project outcomes (Kaiser, El Arbi, & Ahlemann, 2015; Pemsel & Wiewiora, 2013) and healthy work environments (van Manen, 2014). However, according to Stoica and Brouse (2013), 80% of PMs' lack essential communication skills, thus compromising productivity and corporate profitability. Overall project success remains limited due to poor PM communication skills (Caligiuri & Tarique, 2012; Jugdev & Mathur, 2012). Furthermore, research on methods and strategies for achieving successful communication within organizational contexts is limited (vom Brocke & Lippe, 2013). This gap in research is problematic, Stoica and Brouse (2013) found 80% of PMs have limited skills to improve communications within the workforce that would if properly applied, enhance productivity and corporate profitability for businesses. Quality communication is a contributor to successful project outcomes (Kaiser, El Arbi, & Ahlemann, 2015; Pemsel & Wiewiora, 2013). Quality in communication is fundamental to the overall work environment (van Manen, 2014); however, the strategies for improving that quality have received limited attention. The implications of the lack of effective strategies for enhancing communication to businesses are challenges to profitability, and organizational cohesion.

Background of the Problem

Global business leaders recognize that quality team communication is essential to project success, yet they still underestimate and misunderstand the efficacy (Sahin, Cubuk, & Uslu, 2014). Berg (2012), found business-team communication failures contribute to project and business failures globally. The 2008 financial crisis spurred a significant global recession (Leamer, 2015), which demonstrated the consequences of poor project team communication (Michello & Deme, 2012). The United States 2008 recession triggered the burst of the housing bubble, leading to record foreclosure rates, housing over-supply and a downward spiral of home prices (Leamer, 2015). United States federal banking regulatory agencies did not receive critical information concerning the looming housing bubble; the information that they did receive did not convey accurate, timely updates or the magnitude of the problem (Michello & Deme, 2012). According to Michello and Deme (2012), this communication disconnect resulted in a global economic crisis that affected businesses, governments, and entire populations.

Communication disconnects in project teams are ill-defined communication procedures or strategies that result in poor reception by team members to information and possible project and business failure (Klitmøller, Schneider, & Jonsen, 2015). PMs agree that a relationship exists between team communication practices and project success in thousands of companies, particularly those with a global presence (Sahin et al., 2014). Researchers recognize a link between team communication practices and project success, however, few researchers have focused on how communication practices influence project failures (Klitmøller et al., 2015; Sahin et al., 2014). The theory of misinformation by Appan and Brown (2012) depicts disconnects in team communication as the tendency of people to recall oral information from the meeting rather than information given in written documentation. Additionally, information sent is often quite different from the information received, which results in communication disconnect (Appan & Brown, 2012). In many sectors of business, there is a lack of quality processes in team communication; this lack of understanding contributes to financial, project and business failure.

Problem Statement

Communication disconnects among team members increase rates of project failures, according to Sahin et al. (2014). Communication disconnects in business-teams were one of the major contributors to the 2008 financial crisis (Michello & Deme, 2012). Ineffective communication is also a primary contributor to 30 % of project failures and was found by the project management institute (PMI) to influence project success negatively by 50 % (PMI, 2013). One factor that increases rates of project failures is business-team communication disconnects (Sahin et al., 2014). The general business problem for this study is that organizational communication failure causes team conflict, poor performance, reduced employee morale, and significant economic losses for a company (Swallow et al., 2012). The specific business problem is that some PMs' lack strategies to enhance communication between project teams.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies that PMs' use to enhance communication between project teams. The targeted population was senior level PMPs in Colorado. My study population consisted of members of a PMP association in Colorado, who worked in project management at a leading technology company. The results of this study may increase business leaders' understanding of successful communication processes and procedures in business groups. Results may also encourage leaders to implement successful communication processes and procedures in business groups and to increase positive project outcomes. Positive social change may result from higher levels of productivity and profitability, which, in turn, may further strengthen the business-team environment.

Nature of the Study

There are three-research method approaches, quantitative, qualitative, and mixed-method (Yin, 2013). Researchers relying on numeric data using instrument-based questions use quantitative methods (Lămătic, 2011). Qualitative case study researchers strive to learn participants' understanding of the phenomena studied (Bluhm, Harman, Lee, & Mitchell, 2011). A hybrid or mixed-method approach combines both qualitative and quantitative methods in a single study (Lămătic, 2011). In using quantitative methods, a researcher focuses on testing hypotheses crafted from his or her assumptions rather than gathering and studying individuals' unique experiences of the problem (Yin, 2013). Quantitative or mixed method approaches were not suitable, as there were no variables to examine or compare. A qualitative methodology was most appropriate for this study.

The main designs in qualitative designs commonly used in business and management studies include phenomenology, ethnography, and case study (Toloie-Eshlaghy, Chitsaz, Karimian, & Charkhchi, 2011). Researchers using phenomenological designs focus on participants' lived experiences and unstructured research problems where little or no evidence in the literature exists (Lămătic, 2011). I was not researching individual lived experiences; therefore, I did not select phenomenological design.

Researchers utilize ethnography to explore the beliefs, feelings, and meanings of relationships among people as they interact within their culture (Yin, 2013). I was not studying a community or culture; consequently, I did not select an ethnographic study design. The purpose of a case study design is to explore an in-depth case within its real-life context (Hoon, 2013). I believe that qualitative methodology and case study design were appropriate for this study because the purpose of this study was to explore how organizational communication disconnects lead to project failure. Yin (2013) noted descriptive case studies illustrate events and their particular context. I selected a descriptive qualitative case study design to gain an understanding of what strategies PMs' use to enhance communication between project teams.

Research Question

The overarching research question for this study was: What strategies do PMs' use to enhance communication between project teams? (See Interview Questions Appendix C).

Conceptual Framework

My conceptual framework for this study draws from the theories of McQuail, Craig, and Deming. The focus of McQuail and Craig's theories is how to acquire successful communication skills (Deming, 1960; McQuail, 2010). McQuail (2010) stressed the importance of communication processes and that media had powerful effects on audiences. McQuail built his theory on the work of the Lasswell model, Shannon and

Weaver's model, and Gerbner's model of communication (McQuail, 2010). McQuail considered Lasswell's (1948) model of communication as the definition of communication. Lasswell's model (as cited in McQuail, 2010) identifies the following communication process elements, communicator, message, medium, receiver, and effect. The focus of Craig's communication theory is the dynamic nature of human communication (Craig & Rich, 2012). Craig (1999) considered communication theory a field of study with seven traditions of thought, focused on successful communication skills.

Deming's theory of profound knowledge is an expansion of Osgood and Schramm's perspective on the circular nature of communication (Kampf & Daskal, 2014; McQuail, 2010). Osgood and Schramm's circular nature of communication perspective are participants alternate between the roles of source and receiver (McQuail, 2010). Holloway and Brown (2012) stated qualitative methods are appropriate for theoretical communication research because qualitative methods provide researchers insight into communication processes, human social and organizational relationships. There are unpredictable communication challenges that PMs may encounter; the theories of McQuail, Craig, and Deming aligned well because PMs have to integrate many different processes and strategies in successful team communication.

Operational Definitions

The following terms were the foundation for this research study.

Business-team: A group of people with complementary skills committed to a common business purpose, performance goals, and business project plans for which they are mutually accountable (Madlock, 2012).

Communication: The commonly accepted business definition of communication is the exchange of thoughts, messages, or information verbally, in writing, or through behavior among team members (Berg, 2012).

Communication disconnects: Information that team members send that is different from information other team members receive (Appan & Brown, 2012).

Competency: The measure of the individual experience, skills, and knowledge that indicates performance levels (Omorede, Thorgren, & Wincent, 2013).

Emotional intelligence: A business-based concept based upon the identification of two brains or two minds having rational and emotional intellectual experiences (Lazovic, 2012).

Knowledge management (KM): A business management process based on the acquisition, analysis, development, creation, storage, sharing, and use of knowledge to maximize human and intellectual capital with the intent to achieve a competitive advantage (Lazovic, 2012).

Assumptions, Limitations, and Delimitations

Assumptions, limitations, and delimitations affect the validity and data analysis of research projects (Marshall & Rossman, 2014). To demonstrate an understanding of the research and purpose of a study, researchers should identify all assumptions, limitations, and delimitations (Pemberton, 2012). In this section, I discuss my assumptions as well as the limitations and delimitations of this study.

Assumptions

Assumptions are parts of a study that are out of a researcher's control but necessary to keep the study relevant (Marshall & Rossman, 2014). I had four-assumptions in conducting my study. The first assumption was that participants in this study articulated their experience of the researched phenomenon. The second assumption was that participants provided honest and truthful answers in their description of the researched phenomenon. The third assumption was that I am capable of capturing, analyzing, and understanding the responses of the participants. The final assumption was that data in this study are accurate and reliable information when applied to a normalized sample.

Limitations

Limitations are potential weaknesses in a research study that are out of a researcher's control (Pemberton, 2012). This study included two significant limitations. The primary limitation was the sample size of participants. Limiting the research to the perspectives of PMPs may limit the research breadth, which may limit my ability to query and acquire meaningful responses. Respondents varying degrees of PM experience also limited the study. The second limitation stemmed from my use of a case study design. My involvement in data collection and analysis may limit the depth and richness of data.

Delimitations

Delimitations are aspects of a study that are in a researcher's control and are the distinctive points that define and limit the boundaries of a study (Marshall & Rossman, 2014). The first delimitation was the participants of this study only included PMs who are members of a PMP association in Colorado, and were accessible to participate in an interview. The second delimitation was the research population included only 22-participants of the larger pool of PMs. The data collected included the results of a sample of PMs, all of whom handle overseeing business-team projects.

Significance of the Study

The significance of the study was the relevance and contribution to the business practice of the study results (Mignerat & Rivard, 2012). The results of the study could fill a gap in existing literature, contribute to the business knowledge for PMs to enhance communications processes and add to the existing body of knowledge. Understanding strategies that PMs are practicing could provide insight into successful and efficient methods to enhance business-team communication (Frame, 2013). The results of this study may serve as an encouragement to PMs to implement and to enhance their understanding of successful communication processes and procedures in business groups to increase positive project outcomes.

Contribution to Business Practice

Competent communication is vital to the success of business projects (Mignerat & Rivard, 2012). An essential component of the low success rate of projects is a lack of communication competency (Brière, Proulx, Flores, & Laporte, 2015). Exploring factors that contribute to effective communication program development was worthy of inquiry. The literature review includes numerous gaps and opportunities in the area of effective business-team communication. The qualitative case study results may contribute to the body of knowledge by adding to the general awareness and cognition about business-team communication. The findings of the study may lead PMs to a deeper understanding of ways to enhance communication strategies, improve system-based business practices, and contribute to business practice.

Implications for Social Change

Implications for positive social change included the potential to provide new insights for PMs to enhance communication strategies, and improve system-based business practices. The outcome of the study may facilitate the development and use of knowledgeable communication processes to make a positive contribution to business success within learning-based organizations. Managers within a learning organizational system, using the application of the experience action cycle can capture human behavioral patterns (Khayut, Fabri, & Avikhana, 2014). PMs may use these experience-based findings to influence behavior and successful project outcomes (Bartsch, Ebers, & Maurer, 2013).

The results of this study may contribute to positive social change through effective communication strategies in business organizations. The results of increased success of projects may lead to increased sustainability of the business, technological maturity, and a more competitive, stable economic environment (Popescu & Crenicean, 2013). The results of information from a successful organization may positively affect society by more jobs, more capital investments, and increasing the quality of life for the community (Frame, 2013). The results of a more vibrant and stable community base affects and influences economic sustainability, which supports the growth of new business opportunities and the improvement of business practices (Frame, 2013).

A Review of the Professional and Academic Literature

The purpose of this thematic literature review is to add to the existing body of knowledge and theoretically bridge the problem of communication disconnects that cause project failures. I begin by discussing the concept of communication. I also examine Craig's (1999) communication theory, and Deming's (1960) theory of profound knowledge. The review of McQuail's (2010) mass communication theory provides the context for my study.

After providing a theoretical foundation for my study, I review the communication competencies of PMs in business communication. The review includes an overview of multiple theories and practices related to measuring and understanding PMs' communication attributes, with particular attention to the value of business-related communication skills for project success. I also address the topics of communication processes and strategies and how they relate to project success. The intent of my comprehensive approach is to provide insight on business-team communication and its importance to project outcomes.

For this study, I obtained sources primarily from searching business and management databases within the Walden University Online Library. The literature review contains 113 peer-reviewed articles, and 92% of the articles published after 2012. The database I used most frequently to gather peer-reviewed full-text articles for this research study was the Business Source Complete database. The following databases were also utilized ABI/INFORM, BSC/Premier, EBSCOhost, Emerald, Google Scholar, ProQuest, SAGE, and Science Direct.

Keywords included the following: *communication disconnects*, *improving communication*, *project success or failure*, *emotional competency*, *knowledge management*, and *organizational culture and intelligence*.

Table 1

Literature Review Sources

Literature review content	Total no.	No. of resources published between 2012-2016	% of peer-reviewed resources published between 2012-2016
Peer-reviewed journal articles	113	111	98%
Non-peer-reviewed journal articles and books	8	0	0
Dissertations	0	0	0
Total sources in literature review	121	111	92%

Craig Communication Theory as a Field

Communication theory as a field has two primary principles: the constitutive model of communication and the theory of the practice (Craig, 2013). Each communication theory derives from and appeals rhetorically to certain commonplace beliefs about communication while challenging other beliefs. Donsbach (2006), explained, in the field of communication, a theory is distinguished by characteristic ways of defining communication and problems of communication. These similarities and differences Craig (1999) grouped into seven traditions of communication theory and showed how each of these traditions understands communication. Craig (1999; Craig &

Rich, 2012) defined the seven traditions of communication theory as rhetorical, semiotic, phenomenological, communication, sociopsychological, sociocultural, and critical. Communication theories are relevant when applied to a real-world communication research.

Most communication theories are relevant when addressed to practical situations in which communication is already a known concept. Although many theories exist about communication, no globally accepted field of communication theory exists (Craig & Rich, 2012). Unification within the complicated and contrasting field of communication might occur if communication theorists focused on communication theory as a practical discipline (Donsbach, 2006). Communication theorists, Craig (1999) noted, can unify by charting the similarities and differences of communication and demonstrating how those elements relate to the field (Craig & Rich, 2012).

Qualitative researchers using communication theory in studies engage the traditions of theory with practical or real world communication problems. Communication researchers study the flow of information and the technical process of human communication (Craig & Rich, 2012). Many communication theorists share the understanding that communication is a process that occurs within a group context and involves sharing information with others (Metcalf & Benn, 2013). Communication theory, Craig (2013) stated, is not about society, it is an integral part of society. I selected communication theory as a field to ground the conceptual framework of this study to focus on strategies that identify organizational team communication disconnects that lead to project failure.

McQuail Mass Communication Theory

Considered by many communication researchers as the standard for understanding the complexities of human communication within media, mass communication theory provides a tangible roadmap to identify complex communication issues. In developing the mass communication theory (as cited in Kampf & Daskal, 2014), McQuail considered the work of many communication theorists, including Lasswell's model, Shannon and Weaver's model, and Gerbner's model of communication. Originally, mass communication theory dealt with marketing concepts intended to reach broad media groupings. In later publications, McQuail (2010) noted that mass communication theory applies to many forms of communication flow in business and society. From McQuail's original mass communication theory publication, through his recent published works he has remained consistent regarding the main points of the field of communication: stay current on research, continue to expand the field, and continually improve and clarify the field of communication.

Communication researchers have previously applied the framework of mass communication theory in qualitative studies. As Craig (1999) noted, researchers have used mass communication theory to explain mediated as well as interpersonal communication because of McQuail's premise that media have powerful effects on audiences. Primary constructs underlying mass communication theory are individualized consideration, intellectual stimulation, inspirational motivation, and idealized influences (McQuail, 2010). Kampf and Daskal (2014) explained mass communication requires numerous factors working together as a whole to ensure success. Mass communication theory aligned closely in exploring all of the elements that come together for PMs' use to achieve effective communication strategy.

Deming Theory of Profound Knowledge

Deming's theory of profound knowledge transformed the way business leaders view the management of their organizations. The primary concept of Deming's (1960) management theory is that product performance of management will increase, and overall cost of doing business will decrease, when company managers focus on quality in communication. When business leaders focus on cost Deming found, price increases, product performance decreases, and quality declines over time. The theory of profound knowledge serves as the roadmap of the theory that provides business leaders the tools needed to accomplish this full-cycle learning system. Advancing the learning system process, Deming (1960) suggested that managers follow the learning system process constructs. The learning system process constructs are appreciation of the system, knowledge of communication, theory of knowledge, and knowledge of psychology.

Learning the how, what, and why of quality communication using Deming's approach is not a hard-cast model but serves as the framework for company leaders to develop within their own communication processes. Following Deming's approach to improving communication methods may result in businesses increased return on investment and greater employee productivity (Martens, 2014). Applying Deming's theory of profound knowledge with the framework of the learning system process, managers can transform their organization. As applied to this study, using Deming's theory of profound knowledge theory allowed me to explore perceptions and PMs full-cycle learning characteristics as they pertain to strategies PMs use to enhance communication between project teams.

Shannon's Mathematical Theory of Communication

Many communication theorists consider Shannon's mathematical communication theory, which later evolved into a broader theory of information (as cited by Kampf & Daskal, 2014), to be the foundation for modern communication (McQuail, 2010). The essential elements of Shannon's (1948) communication theory are information source, transmitter, receiver, and destination. Shannon (1948) used mathematical equations in his theory to assert that communication is not a singular language function but a combination of coded speech and physical features. In contrast to Shannon, Schramm (1954) indicates unless there are understandable words in communication, the information are of no value. Schramm asserted that communication processes are ongoing and have a continuous flow of information. In support of Schramm, McQuail (2010) and Craig (1999) found Shannon's theory useful in quantifiable studies but not in qualitative studies whose researchers strive to explore participants' perception of the phenomenon studied. Most communication theorists agree with McQuail and Craig that Shannon's theory does not adequately address the business communication needs of qualitative research. While concepts of Shannon's theory are in both McQuail's and Craig's theories, this theory is not suitable for my study as it does not support qualitative studies.

Communication Disconnects

Communication disconnects can result in project failure if the PM does not clearly define the project communication concepts to the project team. For effective project communication, establishing communication methods or policies that are well known or established result in people being receptive to the message (Klitmøller et al., 2015). The information that a person tries to send and the information another person receives are often different (Appan & Brown, 2012; Klitmøller et al., 2015). The development of a communication strategy is critical for PMs, to inform management, project teams, and in minimizing communication disconnects in projects (Espinosa, Nan, & Carmel, 2015). Therefore, communication strategy continues to be a growing concern for many PMs (Appan & Brown, 2012). However, Klitmøller et al., (2015) stated that for PMs to develop a successful communication strategy skills involves both training and natural ability. Communication training alone does not improve PMs' soft skills, and new communication traits develop slowly (Espinosa et al., 2015). In one study on the effectiveness of communication training for PMs communication quality initially increased, peaked after 2 years, and then decreased in year 3 (Espinosa et al., 2015). The development of a successful communication strategy is most often the result of PM soft skills, enhanced with continual training (Deveugele, 2015).

Although Espinosa et al. (2015) suggested training; a different approach might involve building participants trust in the quality of communication. To enhance project success, some PMs have adopted trustworthiness as a communication strategy to enable them to influence and manage stakeholder expectations (Deveugele, 2015). Project teams are more likely to recall oral information from a trusted source than written information in documentation (Olson & Olson, 2012). The difference in recall caused misinformation and disconnects in team communication (Appan & Brown, 2012). Weak strategies, lack of trust, virtual communication, the amount of information, lengthy period of responses, and differences in cultures among employees may result in higher rates of communication gaps (Sahin et al., 2014).

Globally PMs have recognized that a quality communication strategy is essential to project success, yet the issue remains underestimated and misunderstood (Sahin et al., 2014). Project-team communication failures relate to project and business failures globally (Berg, 2012). The 2008 financial crisis led to a significant recession that showed the consequences of poor project communication strategy (Michello & Deme, 2012). Key stakeholders did not receive critical information concerning the looming housing bubble, and the results of the information provided to them did not convey accurate, timely updates or the magnitude of the problem (Leamer, 2015). Poor soft skills by PMs' in defining communication strategies produced a domino effect that contributed to project failure within the global recession that resulted from the financial crash of 2008 (Michello & Deme, 2012). Leadership's level of maturity with soft skills, employee motivation, and cultural stereotypes has a significant role in the lack of quality in communication strategy (Zerfass, Vercic, & Wiesenberg, 2016).

Processes and poor communication strategies by PMs contributed to communication disconnects, in inaccurate information between underwriters and management (Berg, 2012; Michello & Deme, 2012). Poorly defined communication strategy left leaders in downstream marketing firms unaware of the composition of the collateralized debt and many sold stocks without informing potential buyers of this valuable information (Michello & Deme, 2012). Project and business leaders have linked a combination of inadequate soft skills and communication strategies to project failures (Sweeney, Warren, Gardner, Rojek, & Lindquist, 2014). PMs weak program and communications strategy contributed to project failure at the national level when delays occurred regarding sharing accurate information about the impending housing bubble collapse with the main stakeholders (Michello & Deme, 2012). Identifying strategies to improve the quality of the communication processes and soft skills used by company teams is necessary to the overall project success of organizations (Appan & Brown, 2012).

Improving Team Communication Strategies

Business-team communication is the amount, quality, and content of the exchanged information (Madlock, 2012). Effective project communication means that project leaders shared accurate information with the project team as needed during the project (Clayton et al., 2013). Project management personnel using an efficient project communication strategy may contribute to team members increased moral and successful project outcomes (Madlock, 2012). Quality and effectiveness of a project communication strategy might help PMs determine the overall success of the team (Clayton et al., 2013). The frequency and quality of communication in project teams relates to the effectiveness of the team’s performance (Bhalerao, Kale, & Mahire, 2014). Language skills are essential elements of effective communications strategy, and project success (Madlock, 2012). Language is an expression of human activity and is always changing, which makes communication strategy difficult to quantify its quality (Clayton et al., 2013).

The quality of communication strategy affects team members' overall satisfaction with their teams (Todorović et al., 2015). A communication strategy that encourages employees openly communicate their feelings about their jobs can relieve work stress and allow management to tap into employees' potential and motivation (Hornstein, 2015). Support also exists for a positive association between communication strategy and team effectiveness (Elsayed et al., 2013). A connection exists between excellence in communications strategy and development, and managers and leaders should understand how organizational quality, communications strategy, and organizational development interconnect (Benavides-Velasco, Quintana-García, & Marchante-Lara, 2014).

PMs must take steps to ensure quality of the communications strategy for project success (Todorović et al., 2015). Management needs extra precautions, to ensure the organization has definitive communication strategies in place that drive the quality of communication (Elsayed et al., 2013; Todorović et al., 2015). The development of the five-Ws of communication resulted from Lasswell's (1948) communication strategy model. The five-Ws of communication are; who, what, what media channel, to whom, and what effects (Lasswell, 1948).

Subsequent qualitative research by McComb and Schroder (2012) on steps to improve the five Ws of communication strategy began with defining the requirements and procedures for effective interaction (McComb & Schroder, 2012). The result of McComb and Schroder's (2012) study found four-requirements for an effective communication strategy, what, where, when, and why (Clayton et al., 2013; McComb & Schroder, 2012). Individual soft skills, interpersonal communication, and self-expression taught by PMs are predictors of how successful a communication strategy is through electronic means (Holzmann, 2013). Some PMs have excellent communication skills with no formal training, whereas other members who have a formal education may possess substandard communication skills (Deveugele, 2015). In contrast to Deveugele, the qualitative study by Clayton et al. (2013) indicated communication training, especially with medical teams improved communication strategy outcomes. Effective communication strategy by PMs involves engaging people visually (McComb & Schroder, 2012; Terrier & Marfaing, 2015). Team member involvement in developing communication strategies appears to have similar effects, which indicates that visual enhancements and motivation improve communication outcomes (McComb & Schroder, 2012).

Face-to-face interaction for relaying personal information is an important part of an effective communication strategy for project management (Jugdev & Mathur, 2012). PMs found passing on information not deemed confidential is just as effective through e-mail, which promotes the importance of communication strategy and process (Bhalerao et al., 2014). In a qualitative study of the impact of culture on communication, Madlock (2012) expounded on successful team communication strategy. Exemplified by the United States PMs view that a successful communications strategy for Mexican workers includes employees, and leaders soliciting workers input in the decision-making process (Madlock, 2012). The combination of strong, soft skills and team members' confidence in the quality of their communication is likely a contributing component to building a successful communication strategy (Klitmøller et al., 2015). PMs using an efficient communication strategy build improved trust and collaboration in teams (Clark, Kokko, & White, 2012). Durable, soft skills and quality in the strategy are necessary for PMs to support effective communication (Mignerat & Rivard, 2012). Additionally, job satisfaction is a significant role in communications strategy and project success (Berg, 2012).

Traditionally, face-to-face was the dominant form of communication, followed by written and voice communication (Carmeli & Paulus, 2015). However, e-mail and other electronic forms of communication is the preferred method by people as opposed to face-to-face communication as the primary business communication form (Mignerat & Rivard, 2012). Additional challenges to communication performance in team-structured organizations include an estimated 75% of teams work remotely, and 82% of team collaborations depend on e-mail and video conferences for collaborations (Jugdev & Mathur, 2012). The previous facts add complexity for PMs to an already complicated process of improving organizational communication strategy (Jugdev & Mathur, 2012).

In the 21st century, organizational PMs' communication strategy requires understanding, identifying communication practices, and social trends in the changing business landscape (Berg, 2012). In such a fast-paced environment, the traditional ways of business communication strategies are no longer valid (Bhalerao et al., 2014). Although PMs ability to develop and execute effective communication strategies is essential to the success of a project, few options are available to assist in the design of communication strategies (Berg, 2012). To remain competitive, business leaders will require new principles of the effective organizational communication strategy (Mignerat

& Rivard, 2012). Leaders who are viewing managerial decisions through the lens of the theory of profound knowledge, can identify areas of communication strength and weaknesses and identify appropriate solutions (Arnold & Wade, 2015). PMs to meet the new business challenges and potential communications issues, improvement processes will need to include new principles to make significant progress in enhancing communication strategies in the workplace (Bhalerao et al., 2014).

Effective Listening

Effective listening for PMs requires the listener to focus on the speaker and understand the information the speaker is conveying (Pemsel & Wiewiora, 2013). In the business world, successful PMs apply effective listening to communication strategies and encourage their staff to introduce new concepts and the flow of new ideas (Chad, 2012). Most people have a listening efficiency rate of only 25% and retain less than 50% of the information for every 10-minutes of oral communication (Emmerling & Boyatzis, 2012). PMs who promote the values of effective listening in their communication strategy are more informed and aware of critical issues, which results in higher team performance (Chad, 2012). The PMs' use of effective listening as part of their communications strategy supports building healthy team relationships, encourages innovation, and promotes diversity in employees (Klitmøller et al., 2015). PMs learning to listen effectively is essential to improving communication strategy skills (Taherdoost & Keshavarzsaleh, 2016). Including effective listening skills to a communication strategy have resulted in improved team performance, increased morale, and project success (PMI, 2014). The effective listening skills that enhance a communication strategy are;

understand the content, remain calm, keep an open mind, take notes, summarize the speaker's ideas, ask questions, and remain focused (PMI, 2014).

Effective listeners can stay focused on a speaker's ideas and concepts and can retain what the speaker is communicating without letting their thoughts wander (Emmerling & Boyatzis, 2012). Effective listening by PMs enhances their ability to improve business communications strategies, encourages an optimistic attitude, and promotes business-team participation (Pemsel & Wiewiora, 2013). Including effective listening in communication strategies by PMs results in better decision making in an organization, and relates directly to the business-team's performance (Schmiedel, vom Brocke, & Recker, 2013).

Project Success

Project team communication disconnects are not well-defined communication procedures or strategies that result in people being less receptive to the message and lead to project and business failure (Klitmøller et al., 2015). Leaders of business organizations are aware of the positive impact that effective communication strategy has on projects, programs, and portfolios (Yelkikalan & Kose, 2012). The negative effects that ineffective communication strategies by PMs have on project outcomes and subsequent business success indicate approximately 56% of projects are at risk because of ineffective communications (Sweeney et al., 2014). While understanding the impact of ineffective communication strategies on project outcome is necessary, without an accepted standard definition of success no clear understanding exist of success from failure (Emmerling & Boyatzis, 2012). Few PMs understand project governance and, why it exists, project governance supports the measures of project success (Müller & Jugdev, 2012). Leadership direction enhances project governance for the project outcomes and benefits the project value to align with the organization's strategy (Hodgson & Paton, 2016). Different business types and project stakeholders defining success in various ways further complicates PMs adoption of a standard definition of successful communication strategies (Müller & Jugdev, 2012). Project success increases when communication strategies include clear direction, goals, templates, communication planning, and stakeholder identification (Sweeney et al., 2014).

PMs agree a relationship exists between communication strategies and organizational project success in thousands of companies, particularly those with a global presence (Sahin et al., 2014). Although numerous researchers have established a link between communication strategies and project success or failure, only a few have focused on how they result in project failures (Hodgson & Paton, 2016). PMs and project team members' perspective of communication, e-mail, differences in cultures, and a multigenerational workforce may influence project success or failure (Mir & Pinnington, 2013). Appan's theory of misinformation indicated disconnects in team communication, as people tend to recall verbal information from a meeting rather than information given in the written documentation (Appan & Brown, 2012). Additionally, information sent is often different from the information received, which results in communication disconnect (Appan & Brown, 2012). Metcalfe's law of telecommunication shows that the number of connections in a network increases the probability of communication disconnects with each person (Shapiro & Varian, 2013). Errors in translation by team members often contribute to the misinterpretation of written communication between global teams, which leads to project failures (Adderley & Mellor, 2014). Determining how business-teams communication disconnects result in project failure may provide the understanding PMs need to develop communication strategies that reduce project failures (Cserháti & Szabó, 2014).

Despite the business benefits of strategic communication initiatives, many PMs admit they are currently not placing adequate emphasis on providing critical project information to stakeholders (Chad, 2012). Although PMs continue to have differing perspectives on how to measure the success of projects' communications strategies, they agree on the importance of a communication strategy (Mustafa & Lines, 2012). PMs should understand how businesses benefit in alignment with strategic initiatives by enhanced communication strategies that improve project success (Pemsel & Wiewiora, 2013). Executives and PMs globally agree that poor communication strategies contribute to project failure (Müller & Jugdev, 2012; PMI, 2014). Nine out of 10 CEOs believe that communication strategies are critical to the success of their strategic initiatives, strategic planning, and execution process (Mustafa & Lines, 2012). Only one in four-organizations has highly effective communicator strategies (Taherdoost & Keshavarzsaleh, 2016). Additionally, according to Mustafa and Lines (2012) PMs have failed to quantify the full financial impact of ineffective communication strategies on an organization. Business analysts estimate that two out of every five projects do not achieve original goals and business intent, and inefficient communication strategy accounts for 50% of unsuccessful projects (Sweeney et al., 2014; PMI, 2013). PMs in organizations with ineffective communication strategies report fewer successful projects than the average (Nixon, Harrington, & Parker, 2012). Moreover, according to Schmiedel et al. (2013) a higher percentage of projects fail to meet goals of the original plan and budget in organizations with ineffective communication strategies than organizations with effective communications strategies. PMs and project management offices must spearhead initiatives that will improve project communication strategies to prevent future project failures and increase project success (Nixon et al., 2012).

The absence of a universally accepted definition of communication strategy success is directly associated with the inability of establishing a universally accepted method for measuring project success or failure (Sweeney et al., 2014). Continuous research by PMs has led to the development of numerous communication strategy models for measuring project success (Chad, 2012). PMs based each model for measuring project success on differing variations of the definition of project success and on the varying approaches used in studying project success (Schmiedel et al., 2013). The factors of project success or failure do not have a predetermined outcome within a defined set of communication strategy parameters (McLeod, Doolin, & MacDonnell, 2013; Müller & Jugdev, 2012; PMI, 2014). The communication strategy model used by the PM to measure project success might reflect business or analytical, which means behavior and project performance results may include only a singular success factor (Costantino, Di Gravio, & Nonino, 2015). The basis for project success is in the view of the customer, organization, stakeholder, or project sponsor (Schmiedel et al., 2013). Communication strategy competency and performance form the critical factors in determining project success (Nixon et al., 2012). The biggest cause of business project failures is poor communication strategies that result in communication disconnects (Schmiedel et al., 2013).

The communication strategy levels of success criteria include management, project management, project success, and collective project success (Mir & Pinnington, 2013). Multilevel success criteria must include the ability to identify and improve communication strategies (Mignerat & Rivard, 2012; Mir & Pinnington, 2013). Continual or cumulative success can result in shared experience, which could lead to continuous communication strategy and projects development (Costantino et al., 2015). The basis of the communication strategy is continual improvement, but traditional project success is also important in performance metrics (Costantino et al., 2015). Additionally, enhanced communication strategy and project success may include a business orientation where the measurement of achievement is connected to strategic value added to the organization (Nixon et al., 2012). Critical project success factors for communication strategy competency include: effective leadership, situational management, effective listening and EI (Costantino et al., 2015). Project success factors change the communication strategy depending upon the PMs perspective, scope, and nature of a program (K. Mishra, Boynton, & A. Mishra, 2014).

Within any project-oriented organization, the low success rate of projects limits the competitive advantage and sustainability of the business (Mignerat & Rivard, 2012). A successful project outcome includes many factors, including communications strategy, organizational structure, and cultural leadership style and ability (Carmeli & Paulus, 2015). Within an organization, communication strategy approach involves integrating technical and soft-skill-based competencies to plan and implement successful project solutions (Jugdev & Mathur, 2012). A communications strategy is a contributory factor to increase successful project outcomes (Mignerat & Rivard, 2012). Communication strategies by PMs determine project success (Crowne, 2013), although a people-based interactive approach is also useful (K. Mishra et al., 2014). Communication strategy style and strategic focus result in successful project outcomes (Patanakul & Shenhar, 2012; Taherdoost & Keshavarzsaleh, 2016). Although achieving ultimate project success includes PMs using EI and communication strategies that incorporate social factors (Chad, 2012). In the current and future global, knowledge-based environment, increasing project success rates requires improved communication strategy competency (Pemsel & Wiewiora, 2013). Communication strategy skills of future PMs will determine how effectively they manage resources (Bartsch et al., 2013). Communication strategy competent PMs and team leaders may provide the knowledge and guidance to bridge the gap to project success (Chad, 2012).

Project Management Communication Strategies

According to Yammarino (2013), project management researchers have failed to provide a single accepted definition of the communications strategy. The study of project management is broad, with each researcher providing a unique communication strategy definition (Getz & Roy, 2013). This broad definition of communication strategy makes identifying how PMs communication styles affect project success difficult (Michie & Zumitzavan, 2012). The two constant communication strategy components that influence team members' project performance are, encourage employee involvement in project decision-making, and build team members' confidence (Getz & Roy, 2013). The successful application of communication strategy principles reflected upon PMs' ability to apply those principles successfully (Loehlin, 2012). The requirements of good project management are the guidelines of a successful communications strategy, conveying ideas, clear concepts, and defined goals (Yukl, 2012). An excellent PM must accomplish successful communication and have the ability to use communication strategies and techniques in a manner that inspires others to embrace the concepts (Germain, 2012).

Without strong project management to encourage communication strategy, business-teams may fail in most relevant metrics of project success (Eisenbeiss & Knippenberg, 2015). Scholars commonly argue which communication strategy and project management traits motivate teams to perform (Yammarino, 2013). The dispute resulted in the development of multiple communication strategy theories that promote different aspects of what constitutes recognition of project management and communication (Steers, Sanchez-Runde, & Nardon, 2012). Communication strategy establishes; project governance, communication channels, reporting, team roles, frequency of meetings, and communication change control (Müller & Jugdev, 2012). The focus on the importance of communication strategy in project management has substantially increased in the information revolution and the formation of knowledge societies (Eisenbeiss & Knippenberg, 2015). Böhm, Dwertmann, Bruch, and Shamir, (2015) concluded that a link may exist between team member performance, project outcome, and effective PM communication strategy skills. Achieving the correct balance in project communication strategy is necessary to avoid communication overload (Onorato, 2013). Project management communication strategy involves team members' behavior and performance (Rich et al., 2015). The process of successful communication strategy by PMs motivates employees to achieve strategic project and business goals (Getz & Roy, 2013). PMs who inspire others within their communications strategy are a complicated mix of personality traits, knowledge, and vision that has made the topic difficult to define and study (Yammarino, 2013).

Project Team Building

Team building by PMs requires all project information disclosed with the groups and ask for their participation in preparing accurate task information (Mir & Pinnington, 2013). Communication is an important facet of the everyday business, and communication strategy skills are essential in all aspects of team building (Müller & Jugdev, 2012). Project success hinges on teams' ability to work and communicate effectively (Mir & Pinnington, 2013). In the fast-paced field of business, leaders ask team members at all levels to do more with less to accomplish effective communication (Mignerat & Rivard, 2012). Effective team building for PMs requires using the right communicate strategy tools to send the right messages at the right time to prevent a crisis and motivate the team toward success (Mignerat & Rivard, 2012).

Business-teams usually spend 75% of every day on business communication through writing, reading and listening (Yammarino, 2013). An effective team communication strategy is an essential component of organizational and project team building, both internal and external to the organization (Goldkind & Pardasani, 2012).

Listening skills are an important aspect of the team-building communication strategy (Mikolajczak, Balon, Ruosi, & Kotsu, 2012). PMs found communication strategies that use group discussions for teams improves team communication (Müller & Jugdev, 2012). Some PMs use group discussions in their communication strategy to encourage eliciting opinions, and ideas as a part of decision-making, problem-solving or reaching a team consensus (Vidyarthi, Anand, & Linden, 2014).

Effective communication strategy by PMs is the backbone of successful team building (Goldkind & Pardasani, 2012). Defining one universal project communication strategy is unrealistic as depending on the project, team members would process information differently because of the number of cultural, language, and generational differences (Mignerat & Rivard, 2012). Additionally, communication strategies for virtual teams include added challenges with team members difficulty in building trust because of distance and language differences affecting understanding of written communication (Vidyarthi et al., 2014). Project teams succeed because their leaders identify a communications strategy that explicitly clarify, and communicate a shared purpose and goal (Lerner, Li, Valdesolo, & Kassam, 2015). In order to achieve an effective team communication strategy, each team member must understand the project charter and commit to the project goals (Vidyarthi et al., 2014). Discussion of the project goal is vital to the success of any project communication strategy; frequent updates from team members on every job are also necessary (Müller & Jugdev, 2012).

Emotional Intelligence

EI is an individual’s ability to recognize, manage, and use emotional information to perform exceptionally well (Mikolajczak et al., 2012). In the modern business workplace, leaders use EI to influence productivity, efficiency, team collaboration and the important factors for communication strategy success (Sadri, 2012). Recognizing the value of including EI within a communications strategy, PMs expanded the concept driving the development of emotional competence (Vidyarthi et al., 2014**)**. A person's EI competency involves emotional information processing and functional and communications intelligence (Cherry, Fletcher, & O'Sullivan, 2013). Moreover, according to Mikolajczak et al. (2012) PMs with EI are better able to handle employee conflicts and provide quicker resolutions than those who have not developed the skill. PMs with EI can quickly placate any disagreements between employees to develop a more productive workplace (Lerner et al., 2015). An effective communications strategy is a benefit of emotional awareness; PMs with EI can convey directions clearly and know how to inspire and motivate others (Cherry et al., 2013).

The appraisal, monitoring, and use of emotions form the basis of Goleman's (1998) behaviorally based model. Goleman (1998) charted the EI framework based upon five-clusters or dimensions and 25 competencies. Providing further clarity to the model, Sadri, (2012) included individual perception, thought facilitation, communication strategy skill, and understanding within the work environment. The results published by Sadri were consistent with the five-dimensions of Goleman's (1998) model of personal competence (self-awareness, self-regulation, and self-motivation) and social competence (social awareness and communication strategy skills). Goleman's model is the basis to evaluate the ability to acknowledge the emotion and possess the maturity to comprehend and control the feeling (Emmerling & Boyatzis, 2012).

Project management using an applied EI communication strategy increases the performance of communication and has a positive effect on team project outcome (Lerner et al., 2015). Grouping behavioral EI-based competencies assists PMs in the identification and use of performance metrics for communications strategies and provides management information to improve project success rates (Lerner et al., 2015). PMs with EI are self-aware; have a clear understanding of their strengths, weaknesses, and emotions, and are better able to address problems and future communication complications (Vidyarthi et al., 2014).

Additionally, using EI competency to detect and process emotional information results in improved communication strategy and behavior (Joseph, Jin, Newman, & O'Boyle, 2015). EI skill is both independent and interdependent, and use by PMs affects behavior and contributes to communication strategy and project success (Vidyarthi et al., 2014). A different approach to a competency model for a communication strategy with EI could include a combination of soft skills (Rao, 2013). In a knowledge-based, project-oriented culture, the primary basis of communication strategy competency is a behavior, not technical skills (Emmerling & Boyatzis, 2012). Based upon Goleman's (1998) EI model, a knowledgeable PM can improve team performance using behavior, communications strategy, and social skills (Parke, Seo, & Sherf, 2015).

Knowledge Management

The combined criteria of communication, EI, and knowledge management (KM) influence project success based on the perspective and context of the project and audience (Müller & Jugdev, 2012). The definition of project success is contingent upon the situation and audience, and measures are subjective and challenging to quantify (Bredillet, Tywoniak, & Dwivedula, 2015). Within an organization, portfolio management provides an effective communication strategy for collecting, integrating, and disseminating knowledge (Pemsel & Wiewiora, 2013). A link exists between organizational maturities, communications strategy, and the role of the learning agent to project results (Holzmann, 2013). Although Holzmann (2013) found a link between organizational maturity and the role of communication strategy in project outcomes, organizational training can result in increased productivity (Bartsch et al., 2013). The sustained competitiveness of the newer company is contingent on the availability and management of knowledge, especially in communication strategy (Bartsch et al., 2013).

When organization leaders embrace innovative KM, PMs promote the ability to create, implement, communicate and transfer knowledge (Chen, Zhao, & Wang, 2015). As project management's organization's internal communications strategies, procedures, and capacity increase, so does the ability to use knowledge and improve overall performance (Pemsel & Wiewiora, 2013). Knowledge is a valuable commodity, but the overload of information by project management may lead to communication strategy inefficiency, complexity, and the loss of critical knowledge (Gustavsson, 2016). Therefore, project management's ability to manage knowledge and communication strategy makes a positive contribution to any organization. KM provides opportunity, motivation, and ability while protecting communication strategies from suffering information overload (Bartsch et al., 2013).

In addition to the communication strategies advantages, extending the reach of KM to a broader external audience or group may contribute to social change (Aubry, Sicotte, Drouin, Vidot-Delerue, & Besner, 2012). Although PMs in a single organization may not resolve systemic social problems, knowledge-based communication strategy changes are still achievable (Reich, Gemino, & Sauer, 2012). In a knowledge-driven, project-based organization, effective communication strategies for project management with intellectual assets are critical to business and project success (Sharma, 2012). The management of knowledge-based resources requires communication-competent PMs who can integrate human and technical assets into communication strategies to produce tangible, repeatable results (Jugdev & Mathur, 2012). A PMs, KM ability to manage high-quality knowledge effectively could contribute to the creation of enhanced communication strategies and, therefore increasing market value (Reich et al., 2012).

Multigenerational Workforce

Four-generations in the workforce results in communications issues, the four-generations are traditionalists, baby boomers, members of Generation X, and members of Generation Y (Cekada, 2012). In a multigenerational workforce, each generation has attributes to contribute that result in improved collaboration, creativity, and decision-making. The multigenerational workforce has transformed the workplace (Omorede et al., 2013). PMs using divergent communication strategy styles and communication preferences in the multigenerational workforce have widened the workplace generation gap (Hansen & Leuty, 2012). Additionally, PMs using varying levels of technical knowledge can lead to adverse workplace etiquette and communication strategies, which can increase conflict in the workplace (Cekada, 2012). The resulting gap in the individual generations understanding of each others communication styles diminishes the multigenerational workforce from fully benefiting from the sharing of each generation's ideas (Cekada, 2012).

Poor communication strategies and generational conflict between co-workers can lead to a lack of productivity and loss of profitability (Cekada, 2012). Sixty percent of corporate leaders reported a conflict between employees of different generations (Hansen & Leuty, 2012). PMs lack the knowledge about how to improve communication strategies and cooperation with a multigenerational workforce (Omorede et al., 2013). Generational tension is a commonly raised concern when more than one generation of workers exist in the workplace (Cekada, 2012).

Today PMs are witnessing a rapid change in communication strategies and information technologies (Hansen & Leuty, 2012). Although advances in communication strategies and information technologies have resulted in more daily communication, gaps in workplace communication have increased (Reich et al., 2012). The PMs in 80% of organizations focus on building the organizations'multinational culture and developing communication strategies with respect for different generational values (Cekada, 2012). The communication strategies for managing a multigenerational workforce are all equally important in preventing conflict between generations (Hansen & Leuty, 2012).

Beyond the rapidly changing technology, successful project communication strategies need to address the transformation in the demographic of the workforce (Cekada, 2012). The dominant generation currently in the workforce is the baby boomers, but that will soon change to Generations X and Y being the dominant generations (Reich et al., 2012). According to Omorede et al. (2013), previous researchers found generational diversity might result in intergenerational collaboration, but members of different generations require different communication strategy approaches to minimize tensions and maximize collaboration.

Understanding the differences in generational diversity will lead to effective communication strategies in a multigenerational workplace (Cekada, 2012). To integrate the various generations in the workplace successfully, experts stressed the need for organizational leaders to develop communication strategies that promote a learning environment and diversity (Hansen & Leuty, 2012). The PMs communication strategy should include knowledge of how each generation thinks and acts differently (Cekada, 2012). The collective experiences of PMs may build a collective wisdom where communication strategies include diverse ideas and develop new and improved ways to work collaboratively (Nag & Gioia, 2012).

Multidimensional Culture

The number of business-team members who work virtually will increase in the future (Qubaisi, Elanain, Badri, & Ajmal, 2015). Virtual workplaces are the result of practical business reasons, and their advantages are such factors as low costs, ability to hire global resources, and increased hours of operation (Omorede et al., 2013). Some of the drawbacks are cultural differences, diminished trust, and lack of team building (Cekmecelioglu, Gunsel, & Ullutas, 2012). The number of virtual teams is likely to grow significantly over the next decade to accommodate the growing global business model

(Omorede et al., 2013). Communication strategy in virtual teams in a virtual environment requires leaders and PMs to know that virtual team projects require enhanced leadership skills (Qubaisi et al., 2015). Virtual projects add additional risk to overall communication that requires project leaders to review and adjust project communication strategy continually to meet the needs of each project and team (Cekmecelioglu et al., 2012). PMs who understand the importance of leadership skills and communication strategies in culture can see improved virtual team performance and project success (Pollack, 2012).

PMs cultural diversity has many possible knowledge flows and forms of communication strategies within a global knowledge-based economy (Boussebaa, Sturdy, & Morgan, 2014). Organizational PMs’ ability to recognize and manage multidimensional cultural diversity in their communication strategy may influence project success or failure (Qubaisi et al., 2015). PMs in creating effective communication strategies need an awareness of many cultural dimensions, including global, national, regional, organizational, and project perspectives (Cekmecelioglu et al., 2012). PMs leverage cultural diversity to improve communication strategy competency and achieve project success (Omorede et al., 2013). For a communications strategy to work effectively within this environment, PMs should identify predominant corporate cultures and subcultures (Stare, 2012). In an organized business culture, PMs provide a communications strategy that promotes and supports change; alternatively, in a fragmented, disorganized culture, change will be resisted and difficult to implement (Pollack, 2012). Organizational PMs’ ability to achieve successful project outcomes within a clashing, multifaceted unsupportive culture is a critical communication skill

(Cavazotte, Moreno, & Hickmann, 2012).

PM successful communication strategies include social, cultural, and organizational awareness (Lerner et al., 2015). Ultimately, in a supportive corporate culture PMs' communication strategies provide an environment for communication competencies and achieve project success (Sharma, 2012). The use of strategic thinking, investigative questioning, and cross-cultural knowledge can assist the communication strategy process by directing change (Emmerling & Boyatzis, 2012). Additionally, PMs' using an innovative holistic communication strategy approach may identify resistance to strategic change and this approach has a basis within multidimensional behavior (Emmerling & Boyatzis, 2012). The competitiveness of an organization's PMs' communication strategy contributes to the sustainability, improved communication, EI, and cultural intelligence (Brière et al., 2015).

Cultural Intelligence

Cultural intelligence (CI) is an individual's ability to perceive and adapt to ambiguous social and cultural situations and the ability to interpret someone's unfamiliar gestures (Ismail, Reza, & Mahdi, 2012). A subcomponent of CI competency is cultural awareness and the ability to work within the organizational culture (Qubaisi et al., 2015). Using Goleman's (1998) EI competency framework, cultural knowledge is an essential social skill and a critical component of CI competency that contributes to communication strategy success (Brière et al., 2015). CI results from the use and integration of various skills, with a focus on adapting to culturally diverse environments (Ismail et al., 2012; Moon, 2013). The PMs' ability to communicate efficiently and use strategic thinking in conjunction with CI in communication strategy may result in project success (Pollack, 2012).

Businesses also have cultures that are often distinctive and can include disparate department subcultures that consist of different professions and geographical regions each having been own manners, meanings, histories, and values (Qubaisi et al., 2015). Integration between communication strategy and internal organizational culture increased business value (Aubry et al., 2012). Culture is individualistic (a focus on people) or collectivist (a focus on groups), which affects the EI competencies used to achieve desired communication strategy results (Ghaya, 2013). A PM with high EI should understand the individual human factor while a PM with high CI may understand a group's behavior and culture (Shuck & Herd, 2012). CI and EI include a critical communication strategy element, which is the ability to remain free of stereotyping (Ismail et al., 2012). An individual uses a highly developed CI to observe patterns and anticipate how people will react to a given situation (Ismail et al., 2012). PMs using EI and CI together in communication strategy might increase communication competencies and result in higher project success rates (Aubry et al., 2012; Qubaisi et al., 2015).

Transition

Business scholars have identified the need to explore communication competency as a key influential factor in project success (Mir & Pinnington, 2013). Future efforts toward project management using communication competency may produce an effect upon project outcomes (Sahin et al., 2014). Despite the extensive body of literature on communication, according to Mir and Pinnington (2013), few researchers have explored how organizational communication disconnects lead to project failure (Basu, 2014). Additionally, the literature review revealed that communication competency was a significant requirement for successful leadership. The results from my literature analysis showed business-related competency gaps that applied to communication disconnects. This study involved exploring strategies PMs use to enhance communication between project teams. Limited recent research exists on the opportunities regarding communication competency (vom Brocke & Lippe, 2013). Therefore, this research study included a targeted viewpoint of the communication strategies that PMs use to avoid project failure. In Section 1, I have provided the background of the problem, the purpose of this research, the methodology, and a review of the scholarly and professional literature.

In Section 2, I review the purpose of the research; expound on the chosen research methodology, design, and instrument; and describe the recruitment of participants and the sample. Additionally, discussed are the ethical implications of my research exploring what strategies PMs' use to enhance communication between project teams. Finally, the data collection and analysis process was explained, including the ways to ensure reliability and validity.

In Section 3, I include an overview of the purpose and the method of the study results of the research, applications for business use, and implications for social change. Section 3 continues with the results of the data collection and analysis efforts as well as a discussion on the potential for increased social change. Section 3 includes recommendations for appropriate actions and future research, along with a summary of findings.

Section 2: The Project

Section 2 includes discussion of the method and design of my study. I also restate my purpose in conducting the study and my role in the research process. The method chosen for participant selection included ethical considerations, a thorough description of the qualitative case study instrument used for data collection, analysis, and a summary of the core topics. I conclude this section by discussing reliability and validity issues.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies that PMs' use to enhance communication between project teams. The targeted population was senior level PMPs in Colorado. My study population consisted of members of a PMP association in Colorado, who worked in project management at a leading technology company. The results of this study may increase business leaders' understanding of successful communication processes and procedures in business groups. Results may also encourage leaders to implement successful communication processes and procedures in business groups and to increase positive project outcomes. Positive social change may result from higher levels of productivity and profitability, which, in turn, may further strengthen the business-team environment.

Role of the Researcher

In this qualitative case study, I was the data collection instrument. In qualitative research studies, the researcher is often the primary data collection instrument (Merriam, 2009; Yin, 2013). My role as the researcher in this study included identifying the research methodology and design, selecting participants, informing each participant about the research process, and collecting and analyzing the data. The researchers' skills, knowledge, and sensitivity are central to the quality of the erudition when they are the main research instrument (Rubin & Rubin, 2012).

Although I have over 20 years of experience as a project manager, I have never been an employee of any organization the selected participants are from and have never worked directly with any of the study participants. I did not know any of the study participants either personally or professionally. I have lived and worked in Colorado, so this topic was of particular interest to me. I have always had an interest in project team communication, and a passion for project management.

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research Subjects of Research published the Belmont Report (1979) to provide the ethical principles and guidelines for the protection of humans. In my study, I followed the Belmont Report's three-basic ethics of research involving human subjects: protect the autonomy of participants, follow the informed consent process, and treat all participants equally. According to Decker, Kipping, and Wadhwani (2015), to assure a study is ethical and responsible includes safeguarding participants' identities, using an informed consent process, and proper data storage. Per the National Institutes of Health procedures on appropriate research behavior (Belmont Report, 1979) and Walden University guidelines, I must safeguard participants' identities for not less than 5-years. Additionally, to protect participants' confidentiality, responses shown in published research reports will remove all personal identifiers.

Also of concern for research integrity is any personal bias of the researcher. To lessen the possibility for bias in qualitative research, a researcher must set aside emotion, attentively listen to participants, and ask focused questions (Merriam, 2009; Yin, 2013). To mitigate researcher bias for this study, I followed an interview protocol, approached participants' with respect, listened intently, and controlled my reactions. Adderley and Mellor (2014) posited that qualitative researchers should approach individuals with genuine personal interest and respect. Following the interview protocol insured that my views as the researcher did not influence those of the participants. The use of interview protocols in qualitative research adds to the consistency and reliability of research data (Rubin & Rubin, 2012; Treloar, Stone, McMillan, & Flakus, 2015).

The semistructured interview protocol (see Appendix C) for this study included: prepared questions, identified themes, and flexibility to entice participants to bring in new ideas. Bartsch et al. (2013) used a semistructured interview protocol to determine how PMs motivate team members. Similarly, Adderley and Mellor (2014) found that semistructured interviews were a useful approach for learning how to improve processes and strategies. Based on these findings, I interviewed individuals and focus group study participants using a semistructured interview protocol in order to explore the strategies that PMs use to enhance communication between project teams. According to Rubin and Rubin (2012), the best way to address open-ended questions is using the semistructured interview protocol. The 1-hour individual and focus group semistructured interview protocol included 10 open-ended questions (see Appendix C) and time for participants to ask questions or clarify their responses. Interviews and focus groups were complete when all parties agreed they had addressed all interview questions.

Participants

For this study, interview and focus group participants consisted of PMs who are members of a PMP association in Colorado, and who worked in project management at a leading technology company. PMI is a global, not for profit, a professional membership association of PMPs (PMI, 2014). To achieve data saturation, I used a purposive sample of participants who offered a significant understanding of the research problem. According to Sandelowski (2015), data saturation occurs in research when participants' interview information becomes redundant and reveals no new information. Participation criteria for interviewees and focus groups included PMI membership, and 5-years project management experience, currently working in project management at a leading technology company. The population and geographic location selected were suitable for the study to learn more about strategies PMs use to enhance project team communication.

I contacted the PMI Chapter member coordinator to request approval to contact possible candidates. The PMI Chapter member coordinator stated that permission was not required to contact potential candidates via e-mail. Additionally, the PMI Chapter member coordinator approved my contacting potential candidates using their LinkedIn discussion groups. PMI LinkedIn groups offered me the opportunity to identify potential candidates met the study participation requirements by using prospective candidates' publically available LinkedIn profiles. I selected 22-participants from LinkedIn publically available profiles. Next, I sent an e-mail invitation or PMI LinkedIn posting to prospective participants. The invitation e-mail included an introduction of myself, the purpose of the study; included the participant consent form (see Appendix A), and explained the option to participate. To schedule interviews, I contacted the 22-participants via e-mail requesting they respond with a date and time that worked best for their schedule and, for the participant to review the consent form, and electronically sign by replying *I Consent* to the e-mail in their response. Moreover, I advised participants in the e-mail that participation in the study was voluntary, and they could withdraw from the study at any time. The strategy for establishing a working relationship with participants for this study was through trust. The initial e-mail communication, as described by Rubin and Rubin (2012) established trust and informed participants of the intended outcome and purpose of the study. I established a working relationship with the participants through open communication, following ethical procedures, and assuring participant anonymity and confidentiality.

Research Method and Design

In the study of strategies PMs use to enhance communication between project teams, I explored strategies PMs use to enhance communication between project teams in alignment with the qualitative approach. Qualitative research includes an exploration of participants' perceptions and lived experiences under study, and my selecting a qualitative case study supported this policy (Bluhm et al., 2011). The qualitative case study was the selected method because I sought to collect data on the personal perspectives of the participants. The case study design is suited to gather data within set bounds, including a single geographic area within one organization, emphasizing the personal opinions of the participants.

Research Method

The qualitative method of inquiry by researchers provides the flexibility of several disciplines and multiple methods (Denzin & Lincoln, 2011; Yin, 2013). Social scientists use the qualitative approach to explore human behavior and shared experiences and to seek solutions to business problems (Morse, 2015). For this study, using the qualitative method of research included an opportunity to explore the self-perceived PMs' communication competence and project success. The results of a qualitative study of participants' similar experiences may show a connection to the business operations (Chikweche & Fletcher, 2012).

I followed the principals of the qualitative approach as described by Yin, (2013), and used open-ended questions to provide the participants' perspective based on their personal experience as a PMP. As the quantitative method of inquiry includes a distant, statistical approach, it was not suitable for understanding the perspectives of the participants (Denzin & Lincoln, 2011). Mixed-methods approach includes aspects of qualitative and quantitative methods, adding extra time and detail that will not increase the focus of the study, explore strategies PMs use to enhance communication between project teams (Teddlie & Tashakkori, 2012).

Research Design

The qualitative inquiry approach chosen for the study of strategies PMs use to enhance communication between projects teams was single case study because it involved exploring a situation in depth within its real-life context (Yin, 2013). The single case study approach by researchers includes one or two issues that are fundamental to understanding the system (Hoon, 2013). The single case study method is the design that best fits research that addresses descriptive or explanatory questions and to produce an understanding of people and events (Lămătic, 2011). One qualitative design not chosen for this study was ethnography, which involves studying a culture and is not the purpose of this study (Yin, 2013). Also not selected was phenomenology, best suited for unstructured research problems for which little exist or no research or evidence in the literature (Lămătic, 2011). Using the holistic, in-depth investigation of the single case study, I explored the strategies PMs use to enhance communication between project teams.

According to Glaser and Strauss, (1967), data saturation occurs when no new themes or information emerge during data collection, I continued to collect data until reaching a point of data saturation. The use of a constant comparative method ensures proper data saturation (Guercini, 2014; O'Reilly & Parker, 2012). Data organization included data analysis and coding concurrently with data collection to identify emerging trends and determine data saturation. Using a constant comparative method, for the study included proper data saturation and dependability of the findings. The four-stages of the constant comparative method are (a) developing the theory, (b) comparing themes from the data, (c) combining themes and, (d) accurately documenting results (O'Reilly & Parker, 2012). The constant comparative method included systematically comparing new data to already coded data (Posel, Shore, & Fleiszer, 2012). Data collection and analysis occurred concurrently, with data from study participants continually added to the analysis and continuously compared to the previously coded data until saturation occurred.

Additionally, using methodological triangulation to substantiate responses, determine patterns, and prevented researcher bias and the dependability of the data.

Population and Sampling

The purpose of this qualitative single case study was to explore strategies PMs use to enhance communication between project teams. Twenty-two PMs who are members of the PMI Chapter, Colorado, with 5-years experience in strategies that enhance project team communication, and currently working at a leading technology company, comprised the population for this study. According to Morse (2015), researchers can purposefully narrow the participant pool to answer descriptive research questions and to concentrate the study on a single person or group. PMs professional experience, compliance, and ability to illustrate the trend will narrow participant selection. Case studies researchers benefit from the abundant information and include small, targeted selection sets (Suri, 2013). Additionally, qualitative case study researchers determine the purposeful sample size from data saturation (Yin, 2013). An appropriate sample size is one that is adequate to address the research question but not that the amount of data disallows in-depth analyzes (Glaser & Strauss, 1967). In qualitative research, the number of required participants could range from five to over 30 to achieve saturation (Mishler, 1986).

Purposeful sampling served the purpose of the study and included insight into the research questions (Rubin & Rubin, 2012). Purposeful sampling was appropriate for qualitative research such as case studies, which justified a purposeful sample for this study. Purposeful sampling to collect data for this study included open-ended interview questions (see Appendix C) that allowed for follow-up. According to Guercini (2014), researchers use purposeful sampling to accomplish a purpose or gain insight into research questions. Purposeful sampling included selecting participants who provided a focused experience and insight into the phenomenon under study (Morse, 2015). This method of sampling included an opportunity to invite candidates who offer a significant understanding of the research problem (Mishler, 1986). The direct and purposeful sample is for a participant pool that can most effectively answer the research question based on personal experiences (Yin, 2013). In support of the literature, using purposeful sampling to select participants served the purpose of the study with insight into the research question. Purposeful sampling included selecting a targeted participant pool, specifically PMs who are members of the PMI Chapter, Colorado, with 5-years experience in strategies that enhance project team communication, and currently working at a leading technology company.

To advance knowledge on the subject of communication disconnects, I included a combined data source identification of, a 10-question semistructured individual interview protocol, and teleconference focus groups. Data saturation occurs when no new themes or information emerge during data collection, data collection will continue until reaching a point of data saturation (Glaser & Strauss, 1967). The use of a constant comparative method included proper data saturation (Glaser & Strauss, 1967; O'Reilly & Parker, 2012). Data organization included data analysis and coding concurrently with data collection to identify emerging trends and determine data saturation (Guercini, 2014). The constant comparative method included systematically comparing new data to already coded data (Posel et al., 2012). Data collection and analysis occurred concurrently (Glaser & Strauss, 1967). Data from study participants was continually added to the analysis and continuously compared to the previously coded data until no new themes or information emerge during data collection.

The criteria for PMs in this study was members of the PMI Chapter, Colorado, employed by a leading technology company and having at least 5-years of management experience in project team communication. PMs who did not meet all of these parameters were not eligible to participate in the study. Through the signed consent form (see Appendix A), I ensured that all participants met the requirements. Participation in the study was voluntary. The population and geographic location selected were suitable for the study to learn more about strategies PMs use to enhance project team communication. I selected a sample of PMs for this study, due to their success in implementing strategies that enhance project team communication. PMs include the positions of vice president, senior vice president, directors, assistant directors, and senior PM (PMI, 2014).

In support of informed consent following the purposeful sampling technique, I contacted participants with an e-mail to introduce myself and detail the research process, their role, and any risks involved. Additionally, explaining to participants in the e-mail the minimal risk to them, the time required for participation, the at-will nature of participation, options for declining participation without penalty, and the nature of the research. Upon receipt of this introduction e-mail, participants contacted me with any questions or discussed any concerns they may have had prior to making the decision to participate. The informed consent forms, interview protocal and interview questions are in Appendix A, B and Appendix C, respectively. After participants provided informed consent, interviews were scheduled via e-mail. The use of teleconferencing to conduct interviews and teleconference focus groups enabled me to hear the nuances in participant responses and provide real-time interaction that allowed for follow-up questions as appropriate. The use of teleconferencing included a similar interview experience as a face-to-face interview, greater accessibility, and participants completed interviews where they were most comfortable.

Ethical Research

Scholarly research must have ethical standards. To conduct ethical research, social scientists follow guidelines that include informed consent, no deception, privacy, and accuracy (Connelly, 2014). Case study researchers also recognize ethical considerations when exploring participants' perceptions of lived experience (Hardicre, 2014; Kwasnicka, Dombrowski, White, & Sniehotta, 2015). To conduct ethical research, researchers create and adhere to a set of prescriptive standards required for the ethical component of research design (Suri, 2013; Zohrabi, 2013). Completing the National Institutes of Health course Protecting Human Research Participants is a Walden University requirement for participants to receive fair and ethical treatment and to ensure researchers use ethical practices while working with human participants. Additionally, approval number 10-08-15-0401629 from Walden University's Institutional Review Board (IRB) ensured the ethical design of this research study.

According to Yin (2013), researchers must obtain informed consent from participants prior to engaging in study-related activities, including interviews. The informed consent process is the participant right to privacy, right to refuse, and right to discontinue participation at any time without penalty (Suri, 2013). An introductory e-mail was the invite for participants to respond with their interest so that I could provide vital information regarding their role in the study and gain consent from participants. Much of the information also appeared in the informed consent form (see Appendix A, B). The informed consent form included any risks of participation, the purpose of the research, and the steps taken to ensure participant confidentiality (Connelly, 2014). The informed consent form also indicated no rewards exist, or incentives associated with participation in this study and participants can discontinue participation immediately upon notifying me through writing, phone, or e-mail. Prior to beginning the interview, or focus group ensuring each participant fully understood his or her role and the role of the researcher in the study. Additionally, participants had the opportunity to ask questions and address any concerns before the interviews began.

Ensuring participants' confidentiality included not collecting any personally identifying participant information other than their names and converting names to pseudonyms for data collection and analysis. Data will remain on a password-protected external drive in a locked cabinet for 5-years. Physical or written data will remain in the same locked cabinet. All recorded interviews received deletion immediately upon transcription to protect the rights and privacy of participants. Destroying all data is important, after the designated 5-year period, both physical and digital (Rubin & Rubin, 2012).

Data Collection Instruments

The instrument for this qualitative study was the researcher, as I developed the interview and teleconference focus group questions (see Appendix C) and methods to collect, analyze and organize the data. One benefit of using the qualitative approach during data collection is the researcher gains deep insight into the perceptions and lived experiences of participants, and the information is richer (Giorgi, 2012). In qualitative research, words are the data that represent participants lived experience, and the instrument is the researcher (Merriam & Bierema, 2013). Participants' perceptions and lived experiences provide rich, eloquent details of the data while the nature of the problem dictates the character of the research (Morse, 2015). Additionally, the sample size is usually smaller for qualitative research data than for quantitative approaches because data collection methods are time-consuming (Merriam & Bierema, 2013).

Data collection methods for qualitative research historically include at least two data gathering techniques, informal interview, semistructured interviews, phenomenological in-depth interviews, focus groups, and company documents (Denzin & Lincoln, 2011; Yin, 2013). The data collection method for this study included semistructured interviews and focus groups. Semistructured teleconference interviews and teleconference focus groups allow researchers to study participants in a more natural conversation pattern, and participants may build on one another's views (Stewart & Shamdasani, 2014). I conducted 12 semistructured individual interviews and teleconference interviews with two 5-member teleconference focus group, using the previously presented interview questions and semistructured interview protocol (see

Appendix C). Each participant of the teleconference focus group received an identifying number via e-mail to assure privacy prior to the actual teleconference focus group interview. The previously assigned number identified participants during the teleconference focus group interviews. Semistructured teleconference interviews and teleconference focus group interviews were recorded using digital audio recording equipment using Windows Speech Recognition software to transcribe the interviews. Participants spent 1-hour responding to the interview and teleconference focus group questions allowing for any additional questions identified during the interview or teleconference focus group (Giorgi, 2012).

Following an initial analysis of the semistructured and teleconference focus group interviews, I returned the data and the interpretation of the data individually to the participants via e-mail, to member-check the interview data, ensuring opinions reflected the responses about the initial findings and interpretation was accurate. According to Morse (2015), using member-checking ensures the dependability and credibility of the data and assures accurately recording the participants' interview data. Additionally, the codes and data categories included identifying similarities and the most important aspects of participants' responses to remove any researcher bias, personal feelings, or opinions (Giorgi, 2012). Member-checking included scheduling follow-up interviews (see Appendix E) with participants. Individual semistructured interviews with participants and teleconference focus group participants agreed upon the most appropriate time and location to conduct the additional interview. Member-checking maintains reliability, quality, and legitimacy of the data, and researchers to remain neutral (Marshall &

Rossman, 2014).

According to Denzin and Lincoln (2011) researchers' ethics, credibility, reliability, neutrality, and dependability are central to the validity and significance of a qualitative study. Addressing threats to validity included reliability of the instrument and researcher bias. Enhancing, reliability and validity of the data for this study included collecting detailed information from the participants experience and perception of strategies PMs use to enhance communication between project teams. According to Valentine, Nembhard, and Edmondson (2015), researchers often establish interview durations, and verify the quality of interview questions to validate the reliability of the instrument. Instrument reliability in the data collection process exists when the process is consistent and constant (Leedy & Ormrod, 2013). As researcher bias in qualitative studies can diminish the validity of the findings, clearly identifying the researcher's role in interviews and data interpretation mitigates researcher bias (Marshall & Rossman, 2014). Giorgi (2012) asserted that using an interview protocol (see Appendix C) also enhances the reliability of the instrument. According to O'Reilly and Parker (2012), using an interview protocol, open-ended questions to explore the perceptions and ideas of the participants will increase the reliability of the data.

According to Denzin and Lincoln (2011), to maintain accuracy and reliability while investigating human phenomena, social scientists should define the limits of the data and maintain rigor within the contextual boundary by applying an objective lens. Rigor, which includes the use and focus on data collection and analysis procedures remaining unbiased, indicates the strength of qualitative research (Denzin & Lincoln, 2011). The accuracy of qualitative research is dependent on the reliability of the process used to collect the data and the methods used to analyze data (Holmes, 2013). The use of a dependable data storage protocol enhances the support and value of a study (Denzin & Lincoln, 2011). According to Merriam and Bierema (2013), raw data should only be available only upon request and include storing data in a secure location to protect participants' rights and confidentiality.

Detailed in the introduction of the informed consent forms (see Appendix A. B) is the foundation and context for the communication-competency-based questions (see Appendix C). Informed consent from participants occurred prior to scheduling interviews and teleconference focus groups and beginning data collection (Merriam & Bierema, 2013). Participants notified me via e-mail within 5-business days of receiving the recruitment email of their decision to participate in individual semistructured interviews or teleconference focus groups. Additionally, participants provided two separate dates and times jointly selecting one of the times that met our availability. I scheduled the individual semistructured interviews and teleconference focus groups in parallel until reaching data saturation. Data saturation occurred when no new data emerged; no new themes emerged, and enough information existed to replicate the study. According to Francis et al. (2010), a data saturation point is established using a two-step data analysis of an initial sample size of 20 participants, and a stopping point of three-consecutive interviews finding no new data, themes or coding and the ability to replicate the study.

Data Collection Technique

The primary data collection technique in this study included a semistructured interview protocol, audio-recorded teleconference, and teleconference focus group interviews (see Appendix C) with open-ended questions. The data for the qualitative analysis came from teleconference interviews with participants, and teleconference focus groups from the purposively selected sample. According to Zohrabi (2013), researchers in case studies should have the ability to ask the right questions, interpret the responses, and remain unbiased by preconceived notions. Interview data collection involved participants' responses during the semistructured interviews and teleconference focus groups to the open-ended interview questions. Clarification questions followed each question to ensure participants fully understand the question and response (Duggleby & Williams, 2016).

The semistructured interview technique is useful when researchers have limited opportunity to interview participants (Eide & Showalter, 2012; Verner & Abdullah, 2012). The semistructured interview protocol (see Appendix C) encouraged participants to bring in new ideas during the interview, and I had the freedom to adjust questions to the interview situation. Conducting 12 individual teleconference interviews and with the two 5-member teleconference focus group, using a semistructured interview protocol and interview questions (see Appendix C). Teleconference focus groups allow researchers to study participants in a more natural conversation pattern, and participants may build on one another's views (Stewart & Shamdasani, 2014). Detailed in the introduction of the informed consent forms (see Appendix A, B) was the foundation and context for the communication-competency-based questions and semistructured interview protocol (see Appendix C).

According to Yin (2013) in case study design, the focuses of the social - construction interview questions include information about how participants understand or interpret their experiences within the perspective of their environment. Roulston (2013) indicated several ways to approach questioning that typically depend on the research design of the study topic. Questions were developed by applying Rubin and Rubin's (2012) guidelines use the participants' vernacular, utilize participants' experience and skill and use best practices reinforced by the literature. Candidates received invitations via e-mail requests and professional group affiliations. In the introductory e-mail, I introduced myself to prospective participants, explained the purpose of the study, and offered an opportunity to ask any questions. The introductory e-mail (see Appendix D) included a request that participants respond indicating their interest in participating in the individual interview or teleconference focus groups within 5-business days. Participants only participated in either the individual semistructured interviews or the teleconference focus groups, not both. If no response was forthcoming within 5-business days, a second e-mail followed.

Upon receiving a response that indicated an interest in participating, a subsequent message that included information on informed consent followed (see Appendix A, B). With established agreement, I forwarded the consent form asking participants to e-mail the form back stating participant consent to participate. Receiving informed consent from candidates confirming their choice of individual interviews or teleconference focus group participation, scheduling via e-mail occurred. Candidates provided two dates and times when they are available to complete the interview or teleconference focus group, setting an interview time suitable to the participant. The day before the interview, reminding participants of the scheduled interview, the purpose of the study, consenting process, confidentiality process, and the ability to withdraw at any time.

Participant confidentiality included, each participant of the teleconference focus group prior to interviews, received an identifying number via e-mail to assure privacy prior to the actual teleconference focus group interview. According to Stewart and Shamdasani (2014), confidentiality begins with protecting participants' identity. I provided a double code letter and number to each focus group interview participant to protect participants' identity (FP1, FP2, F2P1, and F2P2). Additionally, provided a code letter and number to each interview participant to protect participant identity (P1, P2). Each interview and teleconference focus group following the interview protocol, included an introduction to the purpose, goal, and overarching research questions guiding the research; and the 10 open-ended questions (see Appendix C). According to Hoon (2013), each interview and teleconference focus group should include time for any additional participant questions. According to Willig (2013), semistructured interviews are not complete until all parties agree they have addressed all interview questions. Individual teleconference interviews and teleconference focus group interviews were recorded using digital audio recording equipment using Windows Speech Recognition software to transcribe the interviews. Participants' confidentiality included, deleting audio recordings after transcribing interviews or teleconference focus group responses into a password-protected Microsoft Word document containing no personally identifying information, and electronically storing those on a password-protected external storage drive.

The methodological triangulation strategy for the study included using a semistructured interview protocol, individual teleconference interviews, and teleconference focus groups to explore the strategies PMs use to enhance communication between project teams. According to Stewart and Shamdasani (2014), using semistructured interview protocol, individual teleconference interviews, and teleconference focus supports the dependability of qualitative studies. Advantages to semistructured interviews for data collection are: (a) researcher opportunity to explore topics in-depth; (b) the researcher can clarify questions; (c) increasing the likelihood of useful responses; and (d) allows participants to describe what is important to them (Merriam & Bierema, 2013). The disadvantages of semistructured interviews for data collections are: (a) time-consuming to collect organize and analyze data; (b) the researcher may influence the responses; and (c) researcher clarifications can result in inconsistencies (Rubin & Rubin, 2012).

Member-checking included scheduling follow-up interviews with all participants. Individual interview participants and teleconference focus group participants agreed upon the most appropriate time and location to conduct the additional interview. According to Morse (2015), using member-checking ensures the dependability and credibility of the data and assures accurately recording participants’ interview data. Additionally, the codes and data categories included identifying similarities and the most important aspects of participants’ responses removing any researcher bias, personal feelings, or opinions. Following an initial analysis of the semistructured and focus group interviews, the data and the interpretation of the data was sent to the participants via e-mail, to member-check the data, ensuring the responses and interpretation were accurate. This process according to Marshall and Rossman (2014) facilitated tracking and discovering themes and organizing the data elements by subtopic.

Member-checking ensures the validity of the study findings according to Harvey (2014), social scientists in case studies continuously provide and ask participants to verify the accuracy of themes and patterns emerging from the data. Additionally, participants have the ability to approve selected narratives prior to publishing the study findings (Noble & Smith, 2015). The member-checking process involved each participant reviewing the data collected from the semistructured interview or teleconference focus group and reviewing the data at the follow up member-checking interview. The member-checking process enhances the accuracy of the data interpretation and ensures the meanings are clear (Marshall & Rossman, 2014). In the event the participant disagreed with the transcript, original transcripts noted changes requested by participants in the footnote of the transcript.

Data Organization Technique

Recorded data collected for the study included Microsoft Word documents organized by numeric codes designed to protect the privacy and confidentiality of the participants. Data organization is essential to qualitative research, as data analysis and coding should take place concurrently with data collection to identify emerging trends and determine data saturation (Guercini, 2014). Coding in research involves grouping data into categories or themes (Borgman, 2012). According to DeLyser and Sui (2013), recorded interviews should include all the participant's responses to key topic elements, and reviewed to ensure accuracy. Notes marked with dates and subtopics during the study involved using a coding system to identify themes in participant responses. Moreover, according to Borgman (2012) to provide structure in the filing system transferring coded responses from interviews to a single document for each theme included the participant's numeric code and response.

According to DeLyser and Sui (2013), using a coding system transferring coded responses with the participant's pseudonym and response to a single document for each theme will keep data organized and identify themes in participant responses. This process according to Marshall and Rossman (2014) allowed analyzing the data quickly and identifying the themes and applicable responses. Additionally, to track and discover themes accurately, the document included sections for case study notes to organize the data elements by subtopic. Additionally, the data organization included using the Microsoft Windows filing system to store narrative data. All obtained data, including study drafts; references, related files, and hard copies of interview and teleconference focus group data will remain in a locked cabinet. Transcripts will remain on a password-protected external drive physically stored in a locked cabinet. Finally, to increase case study reliability, according to Yin (2013) maintain a chain of case study evidence including the list of questions, the actual report, references, case study protocol, and related databases. Additionally, all research data will remain secured for no less than 5-years and made available upon request. At the end of this period, I will permanently destroy all digital and printed data.

Data Analysis

The methodological triangulation strategy for this study included a semistructured interview protocol, individual teleconference, and teleconference focus group interviews to explore the strategies PMs use to enhance communication between project teams. Methodological triangulation involves using more than one kind of research method in a single study the use of methodological triangulation in this case study may result in richer and more insightful analyzes (Thomas & Magilvy, 2011). Methodological triangulation for this study was beneficial in providing confirmation of findings, comprehensive data, increased validity and enhanced understanding. Additionally, methodological triangulation included the analysis and the interpretation of the study findings with multiple sources. Methodological triangulation according to Miles, Huberman & Saldaña (2013) to broaden my insight into the different issues underlying the perceptions and strategies PMs use to enhance communication between project teams. Using the methodological triangulation method according to Denzin (2012), to obtain information for this study included data sets that complement one another thus crosschecking one result against another and increasing the reliability of the result. Finally, I used methodological triangulation to (a) substantiate participants' responses, (b) determine patterns, (c) prevent researcher bias, to increase the study's completeness, dependability, validity, and credibility.

Most qualitative analysis techniques involve organizing data into categories or themes (Willig, 2013). Developing the data included, (a) categorizing the key themes, (b) correlating the key themes, (c) combining the various research components to define the topic, and (d) maintaining the participants' intent (Miles et al., 2013). Utilizing Giorgi's (2012) qualitative approach in the semistructured interview and teleconference focus groups with 10 open-ended questions (see Appendix C) during the analysis led to a descriptive data set. Prior to beginning data analysis, I reviewed and transcribed recordings of the interview with Microsoft Speech Recognition software. During the interviews, participants were encouraged to ask questions throughout the interview process to ensure a clear understanding of each question. The first step in the data analysis process was coding, which involved identifying concepts and categories in the data (Borgman, 2012). Examining data for key themes included correlating the key themes during data collection, organization, and data analysis. Through the establishment of an interview protocol, included asking each participant the interview and focus groups questions listed in Appendix C. The purpose of data analysis was to identify themes that answered the central research question. In this case, data analysis provided a framework to understand what strategies PMs use to enhance communication between project teams. After collecting data, analyzing the data began.

Data analysis involved analyzing data to discover meaningful themes, patterns, and descriptions that answer the central research question of the study. According to (Yin, 2013), initial coding facilitates the identification of the data essential to the phenomenon under study. Initially, organizing the collected data in categories, relating to communication strategies, other categories emerged during data analysis. If new information did not fit the initial categories but emerged during subsequent interviews, I established additional categories and reviewed previous interviews for information that belonged to the new category. This approach identified and highlighted what strategies PMs use to enhance communication between project teams. According to Giorgi (2012), organizing the collected data in categories is iterative, and continues until reaching data saturation. Traditional pencil and paper analysis served as a suitable alternative to computer software application. According to Miles et al. (2013), computer analysis produces qualifying statements that are positive and negative, while traditional pencil and paper analysis interprets the meaning of the data. Analyzing data included all primary data from the 10-semistructured interview questions from the individual and secondary data collected from the focus group interviews. Pencil and paper analysis included Microsoft Word and an Excel Spreadsheet to organize code, and analyze raw data. Using pencil and paper analysis included cluster and coding data by recurring patterns to develop themes. Additionally, I provided a code letter and number to each focus group interview participant to protect participants' identity (FP1, FP2, F2P1, and F2P2). Finally, I provided a code letter and number to each interview participant to protect participant identity (P1, P2).

Applying inductive reasoning to draw conclusions from the data, identifying patterns and categories, according to Guercini (2014) group and analyze data for key themes identifying similarities, differences, or erroneous information. I identified themes using word repetition. Noting words used most often to develop meaning to perspectives and experiences by PMs as significant thematic statements. Next, analysis of the text transcripts included using a coding scheme. Coding data collected from participant interviews consisted of reviewing the interview questions and carefully processing the transcripts through several iterations searching for data that supported or contradicted themes in the literature. The coding process included transferring final concepts and categories into a spreadsheet, with main headings, and subheadings consistent with the research questions and purpose of the study to continue comparisons and identify patterns. Using methods discussed by Denzin and Lincoln (2011), analyzing of the interview transcript consisted of keyword word identification, thought-unit classifications, cross tabulations by keyword similarity. Finally, I transferred the coded responses with only the participant's pseudonym and response to a single document for each theme correlating of the key themes with the literature. According to Yin (2013), the results from the data analysis to the literature will determine if the results are similar, different, or similar yet inconsistent with the current literature and new studies published since writing the proposal. This process continued until data saturation was achieved meaning no new themes emerged from the data analysis process.

McQuail's mass communication theory, Craig's communication theory, and Deming's theory of profound knowledge provided the foundation for the study designed to explore what strategies PMs use to enhance communication between project teams. Theoretical coding included relating findings to the conceptual framework. According to Miles et al. (2013), through theoretical coding, all previously identified themes will link into one overarching theme with a conceptual focus, noting that all three are iterative. Comparing the data collected with established theories relevant to the strategies, PMs' use to enhance communication between project teams and verified data using member-checking.

Reliability and Validity

Reliability

The semistructured individual and focus group interview protocol (see Appendix C) included explaining to the interviewees the purpose of the study, audio taping each interview, and assigning a number in chronological order. The interview protocol also included asking the same questions in the same order, recording responses exactly as given, and thanking participants for their participation in the study at the end of each interview. Using four-unique lenses, according to Posel et al. (2012), to interpret data from four-different perspectives encouraged participant openness during interviews. In establishing credibility and dependability in qualitative research, researchers must create the validity and reliability of a study (Yin, 2013). Ensuring validity in qualitative research means ensuring the research question and method accurately measure the intended research (van Manen, 2014). Confirmability in the research findings results, when different researcher's findings are consistent provided they use the same data and steps, establish reliability in a qualitative study (Englander, 2012).

Dependability

Reliability means statistically significant results are repeatable to meet research dependability requirements (Thomas & Magilvy, 2011). According to Yin (2013), researchers establish dependability when future researchers can repeat the study with the same or similar results, and confirmability when findings emerge from the data without bias. Member checking supports the dependability process (Marshall & Rossman, 2014). Member-checking included going back to the participants to confirm the interpretation of their responses to the questions. Additionally, member checking supported building trust between the participants and myself and opened participants up to providing additional information following the interviews. The researcher’s rigorous adherence to the data identification, collection, analysis, and presentation contributes to the dependability of the study (Yin, 2013).

Credibility

According to Thomas and Magilvy (2011), validity by researchers supports and provides credibility to qualitative research. My intent as the researcher was to illustrate, probe and reveal how each contributor perceives the events. Although reliability is necessary, it is not a consummate measure of the validity of the study (Ali & Yusof, 2012). When increasing the usefulness and practical application of the research findings a researcher must form a plan that adopts a refined approach (Englander, 2012). The basis of the validity of a study must include the research results conducted and regulated by the analysis of the data (Thomas & Magilvy, 2011). Leveraging the best practice strategies for establishing credibility and dependability of the study, methodological triangulation and member-checking need inclusion (Yin, 2013). Study credibility and dependability, during data collection, included, (a) using an interview protocol, (b) member-checking, (c) interviews, and (d) teleconference focus groups.

The methodological triangulation process by researchers includes the validation of the data, and credibility and conclusions that are convincing and accurate (Yin, 2013). Methodological triangulation by researchers’ increases qualitative research credibility, as it provides at least three-perspectives of a phenomenon (Denzin & Lincoln, 2011).

Methodological triangulation strategy according to Denzin (2012), involves using more than one method to gather data, including interviews, teleconference focus groups, prior studies on the subject, and historical documents. The role of the researcher is to ensure the resulting data are authentic, credible, and reliable to support validity (Denzin & Lincoln, 2011).

To ensure the credibility of data, the methodological triangulation strategy for this study included a transcript review by e-mailing participants password-protected digital copies of their original interview transcript to review for accuracy. Additionally, member-checking ensured the credibility and dependability of the study findings. The most valuable way to confirm the credibility and dependability of the study is member-checking (Marshall & Rossman, 2014). Methodological triangulation strategy included (a) semistructured interview and focus group protocols, (b) recording interview data, accurately transcribing, (c) member-checking, and (d) documenting data analysis techniques. Participants had the option to receive hard copies, electronic copies, or audio copies of the transcripts, as well as the ability to approve selected narratives published in the study findings. I did not alter original transcripts, with changes requested by participants added to the footnote of the transcript. Denzin (2012) found methodological triangulation, with member-checking allows verification of acquired facts and consequently enhances the level of credibility and dependability of the study.

Transferability

Transferability is the ability to transfer the researcher's findings into a larger theory or different population (Yin, 2013). To enhance transferability in qualitative studies, researchers use research participants to represent the larger population (Denzin, 2012). Transferability is the degree researchers can generalize or transfer the results of qualitative research to other settings, but left up to the reader to decide (Marshall & Rossman, 2014). The transferability of the research findings increase the value of the PMP as applied to project outcomes. Employing defined participant selection criteria and a rich description of phenomena enhances transferability (Denzin & Lincoln, 2011). Additionally, transferability requires the use of constant comparative analysis (Ali & Yusof, 2012). The methodological triangulation strategy for this study included data collection, member-checking and data analysis, and the constant comparative analysis searching for themes and other commonalities

Confirmability

The process of obtaining knowledge through the lens of the researcher is the basis of confirmability in a qualitative study (Giorgi, 2012). As a social scientist, my focus was on maintaining the overall confirmability of the study and applying an unbiased and objective lens to record only the perspectives of the participants. Confirmability in case studies according to Denzin and Lincoln (2011) include describing correlations that span participants' responses and the inclusion of negative or contradictory data if any exists. Additionally, I sought to provide honesty and confirmability for the research by remaining neutral and non-judgmental and strive to report balanced results through a confirmability audit specifying correlations between participatory answers. The confirmability audit trail for this study included the list of questions, the actual report, notes, references, case study protocol, and related databases. Denzin and Lincoln (2011) noted specifying correlations between participatory responses ensures the objectivity of the research findings.

Data Saturation

Data saturation occurs when collected data reveals no new information (Glaser & Strauss, 1967). Using a constant comparative method must include proper data saturation and dependability of the findings (Glaser & Strauss, 1967; O'Reilly & Parker, 2012). The constant comparative method stages are (a) develop the theory, (b) compare data themes, (c) combine themes, and (d) accurately document results (O'Reilly & Parker, 2012). The constant comparative method involves systematically comparing new data to already coded data (Posel et al., 2012). Data collection and analysis occurred concurrently, with data from study participants continually added to the analysis and continuously compared to the previously coded data until saturation occurred. A methodological triangulation must have a reliable way to substantiate responses to determine a pattern, prevent researcher bias, and represent the dependability of the data (Marshall & Rossman, 2014). Finally, I used the conceptual framework of the study to provide reliability, and increase the dependability of the study, resulting in business value.

Transition and Summary

In Section 2, I have described the purpose of this research study, the participants, and population and sampling, as well as the methods and processes, followed to collect and analyze data. The purpose of this qualitative case study was to explore what strategies PMs use to enhance communication between project teams. This research included a qualitative case study approach to explore the topic. Additionally, the method and design of this study, along with strategies to ensure reliability and validity of the data, appear in detail. Finally, describe the data collection, organization, and analysis methods for the study.

Following IRB approval, as outlined in Section 2, I implemented the data collection and analysis procedures to complete the research portion of this study. Section 3 of this study includes an overview of the purpose and the method of the study results of the research, applications for business use, and implications for social change. Section 3 also contains the results of the data collection and analysis efforts as well as a discussion on the potential for increased social change. Additionally, Section 3 includes recommendations for appropriate actions and future research, along with a summary of findings.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative case study was to explore strategies that PMs use to enhance communication between project teams. As noted in Section 1, communication skills are essential to project management when developing profitable, competitive strategies (Mustafa & Lines, 2012). A leader's capability to enhance communication between project teams supports the success of a company (Sweeney et al., 2014). However, the complexity of the issues surrounding strategies to enhance communication between project teams increases risk to business and project success.

I conducted semistructured interviews and focus groups with 22-PMs of the PMI Chapter in Colorado, who were employed by a leading technology company. Semistructured interview and focus group questions provided the participants in my study with an opportunity to express experiences and perceptions (Willig, 2013). Data sources for the methodological triangulating included a semistructured interview protocol, and the comparison of the transcribed individual interviews and focus group interviews (Stewart & Shamdasani, 2014). I used numeric codes to protect the confidentiality of the participants. I continually added data from study participants to the analysis and continuously compared to previously coded data to assist in identifying key themes to answer the overreaching research question until reaching data saturation. Based on the data analysis, I identified the following emergent themes: standardized project communication strategy, project team building, and EI.

Presentation of the Findings

In this study, I addressed the research question: What strategies do PMs' use to enhance communication between project teams? Based on study findings, three-themes emerged related to factors in business communication strategy: standardized project communication strategy, project team building, and EI. In the following paragraphs, I describe the participant sample, the three-themes, how the participants answered the 10-interview questions, how the data assisted in addressing the central research question, aligned with existing research, and supported the theories of Craig, Deming, and McQuail as the conceptual framework for this research.

Themes

By using semistructured individual and focus group interviews, I was able to complete the methodological triangulation of data for this study, and gain a deeper understanding of the strategies that project managers use to enhance communication between project teams. Data saturation occurred when no new themes or information emerged from the interview data collection. Three-themes emerged relating to the study problem, and conceptual framework used for the study, Craig's communication theory, Deming's theory of profound knowledge, and McQuail's mass communication theory.

Theme 1: Standardized project communication strategies. The first theme to emerge was the significance of standardized project communication strategies. I drew from interview questions 1, 3, 4, 7, 9, and 10 (see Table 2) in constructing this theme. All participants emphasized the need for standardized project communication strategies to increase productivity. Standardized project communication strategies increase project success when communication strategies include clear direction, goals, templates, communication planning, and stakeholder identification (Craig & Rich, 2012). Additionally, McQuail (2010) noted to deliver key messages effectively a communication strategy should include a communication action plan. Project teams succeed because their leaders identify a standardized project communication strategy that explicitly clarify, and communicate a shared purpose and goal (Lerner et al., 2015).

To achieve an efficient project communication strategy, each team member must understand the project charter and commit to the project goals (Vidyarthi et al., 2014). Business initiatives that implement a standardized project communication strategy create project success and in-turn generates new business opportunities (Craig & Rich, 2012). Through project managers identifying a standardized project communication strategy that explicitly clarifies, and communicates a shared purpose, project teams succeed (Lerner et al., 2015). Experienced PMs know that a relationship exists between communication strategies and organizational project success, particularly in businesses with a strong global presence (Participant 2 & Participant 11). Based on her experience in project management, Participant 4 said that she has found that project communication strategies provide the critical links and information that are necessary for project success (Participant 4). Participant 5 thought that with a standardized project communication strategy, everyone involved in the project is better prepared to provide communications in the project “language” (Participant 5). The development of a standardized project communication strategy is critical in minimizing communication disconnects in projects

(Espinosa et al., 2015). All of my participants reported that organizations need project communication strategies.

Table 2

Participants' Mentioning of Standardized Project Communication Strategy

Source	No. Reference	Percentage[a]
Participant 1, Interview Questions 1, 3, 4, 7, 9, 10	10	85%
Participant 2, Interview Questions 1, 3, 4, 7, 9	8	80%
Participant 3, Interview Questions 1, 3, 4, 7, 9	7	73%
Participant 4, Interview Questions 1, 3, 4, 7, 9	5	78%
Participant 5, Interview Questions 1, 3, 4, 7, 9, 10	6	73%
Participant 6, Interview Questions 1, 3, 4, 7, 9	7	83%
Participant 7, Interview Questions 1, 3, 4, 7, 9, 10	6	68%
Participant 8, Interview Questions 1, 3, 4, 7, 9, 10	8	73%
Participant 9, Interview Questions 1, 3, 4, 7, 9	7	73%
Participant 10, Interview Questions 1, 3, 4, 7, 9	6	79%
Participant 11, Interview Questions 1, 3, 4, 7, 9	8	73%
Participant 12, Interview Questions 1, 3, 4, 7, 9	10	83%
Focus Group 1, Interview Questions 1, 3, 4, 7, 9, 10	9	88%
Focus Group 2, Interview Questions 1, 3, 4, 7, 9	9	83%

[a]Percentage values were rounded.

Theme 2: Project Team Building. In responding to interview questions 2, 5, 7, 9, and 10 (see Table 3); all of the participants emphasized the importance of teams working effectively together for successful project communication. PMs, who form partnerships with project teams, enhance the team members' attitudes and motivations and result in improved project success rates (Costantino et al., 2015). Similarities existed between the theme and concepts proposed by Deming (1960), whereas PMs may build on ethical decisions to profit while leveraging the full-cycle learning system.

Mir and Pinnington (2013) noted various indicators exist of whether a team is working effectively together. Goldkind and Pardasani (2012) posited successful team characteristics include clear communication, problem-solving, project commitment, and team member positive working relationships. Craig and Rich (2012) found project team building was a decisive factor in developing a successful standardized project communication strategy and increases project success rates. I analyzed data to understand the significant factors of project team building. From the results, I found 100% (22/22) of participants thought project team building was critical for project managers to increase project success rates. Teams that are not working effectively together will not succeed, the more efficiently the team works together, the more likely the project is to end successfully (Participant 4).

Table 3

Participants' Mentioning of Project Team Building

Source	No. Reference	Percentage[a]
Participant 1, Interview Questions 2, 5, 7, 9, 10	5	64%
Participant 2, Interview Questions 2, 5,7, 9	4	54%
Participant 3, Interview Questions 2, 5, 7, 9	4	51%
Participant 4, Interview Questions 2, 5, 7, 9	5	44%
Participant 5, Interview Questions 2, 5, 7, 9, 10	7	71%
Participant 6, Interview Questions 2, 5, 7, 9	6	42%
Participant 7, Interview Questions 2, 5, 7, 9, 10	5	48%
Participant 8, Interview Questions 2, 5, 7, 9, 10	6	68%
Participant 9, Interview Questions 2, 5, 7, 9	4	43%
Participant 10, Interview Questions 2, 5, 7, 9	4	26%
Participant 11, Interview Questions 2, 5, 7, 9	5	43%
Participant 12, Interview Questions 2, 5, 7, 9	6	61%
Focus Group 1, Interview Questions 2, 5, 7, 9	5	46%
Focus Group 2, Interview Questions 2, 5, 7, 9	4	39%

[a]Percentage values were rounded.

Theme 3: Emotional Intelligence. In this theme, participants emphasized the need for project manager emotional intelligence (EI) for successful project communication in interview questions, 2, 5, 8, and 10 (see Table 4). Vidyarthi et al. (2014) found that with the use of EI an individual can resolve conflicts and deepen relationships and will remain calm and poised when it matters most. This theme is consistent with concepts presented by Joseph et al. (2015) PMs' with EI focus on actions that will better circumstances and provide quicker resolutions rather than focus on problems. Similarities existed between the theme and concepts proposed by Deming (1960), whereas PMs who have developed EI may build on the full-cycle learning system. Additionally, Craig and Rich (2012) noted PMs with developed EI enhance their teams understanding of the project deliverables and tasks. Participant 8 noted that by practicing and honing EI in all facets of life, EI communication will become a natural instinct (Participant 8). PMs who apply EI can stay proactive, not reactive even when dealing with difficult team members or clients (Participant 7). Participant 1 shared his teams project quality brings in repeat business, as management knows his team will achieve results through the ability to communicate efficiently and assertively. Emotionally intelligent PMs do not focus on the things they cannot control, but rather on the things, they can control (Participant 7 & Participant 8). From the results, I found 100% (22/22) of participants thought EI in project communication ensures long-term sustainability.

Table 4

Participants' Mentioning of Emotional Intelligence

Source	No. Reference	Percentage[a]
Participant 1, Interview Questions 2, 5, 8, 10	5	43%
Participant 2, Interview Questions 2, 5, 8	4	54%
Participant 3, Interview Questions 2, 5,8	3	31%
Participant 4, Interview Questions 2, 5, 8, 10	4	58%
Participant 5, Interview Questions 2, 5, 8, 10	6	73%
Participant 6, Interview Questions 2, 5,8	3	42%
Participant 7, Interview Questions 2, 5,8	5	68%
Participant 8, Interview Questions 2, 5, 8	4	48%
Participant 9, Interview Questions 2, 5, 8	3	39%
Participant 10, Interview Questions 2, 5, 8	4	54%
Participant 11, Interview Questions 2, 5, 8	5	43%
Participant 12, Interview Questions 2,5,8,10	6	53%
Focus Group 1, Interview Questions 2, 5, 8	5	48%
Focus Group 2, Interview Questions 2, 5, 8, 10	4	53%

[a]Percentage values were rounded

In summary, based on research findings, participants identified strategies project managers can use to enhance communication between project teams three-primary themes emerged from the study leading to a better understanding of project communication strategies. In the PMI Chapter in the Colorado sector of a leading technology company, a positive relationship exists between standardized project communication strategies represented by study participants. However, the strength of the relationship supporting a moderate or high positive relationship is particular, to these research findings. The results correlate with some previous studies where researchers presented findings of an active communication strategy relationship (Goldkind & Pardasani, 2012). In addition, the positive correlation results support the assumption that social practices can positively influence the performance of organizations (Deswal & Raghav, 2014). Building knowledge about successful communication strategies, increasing competencies about team building through the enhancement of organizational efficiency, and improving PMs' EI will improve relationships with both internal and external stakeholders (Berg, 2012).

Craig's (1999) communication theory central two principles: the constitutive model of communication as a metamodel and theory as a metadiscursive practice are relevant when addressed to a practical project communication strategy. Each tradition of communication theory derives from and appeals rhetorically to business beliefs about communication strategy (Crowne, 2013). The complementarities among communication theory traditions potentially inform society and business of the traditions of communication theory distinguished by characteristic ways of defining communication strategies and problems of communication vocabularies and distinct challenges considered across cultures and suggested implications for theoretical work and disciplinary practice in the field (Craig & Rich, 2012).

Deming’s (1960) theory of profound knowledge concept supports managers of organizations engaging in socially responsible activities without violating the rights of any stakeholder groups. An examination of the relationship between project success and standardized communication strategies provides managers and other interested parties with valuable information to assist in evaluating the achievement of organizational project goals as well as goals related to socially responsible activities (Mir & Pinnington, 2013). These study findings accurately provide evidence to support the continued development of standardized communication strategies in business in the meeting or exceeding organizational and success project goals (Goldkind & Pardasani, 2012). Also, since some scholars consider standardized communication strategies as an essential element of the sustainability of organizations (Craig & Rich, 2012).

The findings also provide feedback to support PMs in their efforts to increase project success in a constantly evolving global business environment (Mir & Pinnington, 2013). Deming’s theory of “profound knowledge” defines and addresses both the behavioral and technical dimensions of leadership and suggests leaders solve problems and help employees by knowing how a system functions, and what the system delivers. Deming (1960) found that this knowledge is crucial for transforming an organization and taking actions based on continuous learning. Individuals and agencies should encourage continuous learning to promote positive transformation in individuals, organizations, industries, and societies (Benavides-Velasco et al., 2014).

McQuail’s (2010) mass communication theory concept extends to businesses as well as communities and governments. Even though the concept evolved over the years, the basic premise is still gaining a better understanding of the specific roles, responsibilities, and relationship of individuals to society and the collective well-being of society (Byerly, 2013). PMs of organizations have an ethical responsibility to all stakeholder groups, to review and confirm the success rate of project communication. The confirmation of the level and type of relationship also includes information to assist decision makers in the processes of whether to continue with current communication strategy and innovation, research, and development of communication strategies (Bose, 2012). Additionally, the PM and business should take into consideration the audience of the communication (Goldkind & Pardasani, 2012).

Based on the context of the conceptual framework, Craig's communication theory, Deming's theory of profound knowledge, and McQuail's mass communication theory, are relevant principles. The general assumptions of the concept of project communication imply that an implicit contract exists between business and society (Benedek & Takács-György, 2014), and it is because of this assumption that the success rate of project communication considerations is of interest to all stakeholder groups while relating to the findings of this study. Within the scope of this study, the results specifically align with Craig's communication theory, Deming's theory of profound knowledge, and McQuail's mass communication theory.

Applications to Professional Practice

Competent communication is vital to the success of business projects (Mignerat & Rivard, 2012). Identifying best strategies PMs' use to enhance communication is critical to the success of projects. An essential component of the low success rate of projects is a lack of communication competency (Brière et al., 2015). Most participants indicated project communication strategies to increase project success through standardized project communication strategies should include team building, and EI exposure. I identified common factors that contributed to increased project success through standardized project communication strategies. Participants would receive a summary of findings as a resource for PMs to use to develop communication strategies.

The results of this current study apply to the field of project management in several ways including, promoting standardized project communication strategies, creating team-building skills, and increasing EI awareness. By conducting this research, I contributed to the existing literature and provide rich data to the body of knowledge regarding project communication strategies. A critical emerging theme of the study was the significant role standardized communication strategies play in the success of projects.

A consistent communication strategy includes visibility, product awareness, and social opportunity. Crowne (2013) noted communication strategies determine project success and may affect the prosperity of business and the welfare of the community. The PMs' role in business strategy, communication strategy and economic performance supports the dynamic capabilities of the organization (Mignerat & Rivard, 2012). The results of the research may fill a gap in knowledge regarding project communication strategies to improve project success and profits. The findings of the study may appear helpful to all PMs and project management offices.

Implications for Social Change

The creation of standardized project communication strategies has implications for positive social change and may include increasing project success and business profits. Improved project success in business fosters a healthy economy, producing employment, community goodwill, and profitability. PMs receive pressure from internal and external stakeholders regarding the need for improved project communication strategies (Mignerat & Rivard, 2012). PMs who ignore the needs of internal and external stakeholders can jeopardize the success of a project (Jugdev & Mathur, 2012). The knowledge gained from this study may direct business leaders to collaborate with PMs, and local project management associations to increase project success rates and potential profits.

Strategies shared by participants may assist business leaders considering collaboration with project managers and local project management organizations. Socially, the positive research findings support continued investments in standardized project communication strategies as a means of protecting and improving the welfare of citizens and societies (Yelkikalan & Kose, 2012). Investment in the training and development of employees to enhance communication is also a viable consideration for social and economic sustainability. The strategies to create community collaboration can support businesses to increase productivity, promote projects in underprivileged communities, corporate benefaction and scholarships (Munro, 2013). The outcome of this study may facilitate the development and use of knowledgeable communication processes to make a positive contribution to business success within learning-based organizations

(Bartsch et al., 2013). Understanding strategies that project managers are practicing could provide insight into successful and efficient methods to enhance business-team communication (Qubaisi et al., 2015).

The results of this study may serve as an encouragement to PMs to implement and to enhance their understanding of successful communication processes and procedures in business groups to increase positive project outcomes. The results of increased success of projects may lead to increased sustainability of the business, technological maturity, and a more competitive, stable economic environment (Popescu & Crenicean, 2013). The results of information from a successful organization may positively affect society with more jobs, more capital investments, and increasing the quality of life for the community (Qubaisi et al., 2015). The results of a more vibrant and strong community base affects and influences economic sustainability, which supports the growth of new business opportunities and the improvement of business practices (Qubaisi et al., 2015).

Recommendations for Action

The findings from this study merit additional exploration of strategies project managers use to enhance communication between project teams because companies need communication strategies to maintain profitability, productivity, and sustainability (Loehlin, 2012). The synthesis of themes derived from the case study individual and focus group interviews supported the identification of three-recommended actions that PMs should consider for increasing project success through improved project communication. Lack of project communication strategies may have a significant influence on project success (Berg, 2012). Researchers therefore, should conduct further studies to explore problems not covered in the study and to address limitations and delimitations.

The following three-recommendations for action may assist PMs to promote the adoption of standardized project communication strategies. The first recommendation is PMs conducting business should develop, communicate, and understand that a standardized communication strategy is critical to sustainability. The second recommendation is PMs should recognize the value of project team building as a primary strategy for business sustainability. I recommend PMs develop and encourage team-building strategies to achieve improved project success rates. Mir and Pinnington (2013) found project success hinges on teams' ability to work and communicate effectively. Team building is an essential component of an effective organizational and project communication strategy, both internal and external to the organization (Goldkind & Pardasani, 2012). Finally, PMs should recognize developing EI skills as critical to operating a successful project. I recommend PMs include EI in a project communication strategy improving team performance, and project outcome. Vidyarthi et al. (2014) noted the value of EI within a communications strategy, expanded PMs' development of emotional competence.

The themes identified by the participants' support the recommendations mentioned previously as the participants noted the value of standardized project communication strategies, team building, and EI. Effective communication between PMs and stakeholders would foster mutually supportive relationships as well as providing a shared vision of common initiatives and organizational growth. The audience for this study should include PMs, community leaders, stakeholders, business consultants, academic practitioners, and researchers who may further add to the body of knowledge on project communication strategies for long-term sustainability. I will present the results of this study at the annual PMI conference, host a communication workshop for the PMI Colorado group, and publish an article on the results of the study in the PMI business journal.

Recommendations for Further Research

The primary limitation for this qualitative case study was the small population size. Recommendations for further study include conducting future research with a larger sample of participants from a different geographic location. Opportunities for further studies may include global PMs or non-project managers. Additionally, for this study the qualitative research method and case study design limited the types of insights yielded. The second recommendation for future research is to conduct a quantitative study of PMs. The contributions of a quantitative study approach may add further insight regarding communication strategies to increase profits through improved project success. A quantitative study applying a survey distributed to recipients may include valuable data to inform PMs on issues relating to strategic planning and growth. The results of a quantitative study may contribute to beneficial changes within the industry targeting customer needs. Additionally, a third recommendation would be to conduct a phenomenological study. Van Manen (2014) indicated that researchers who conduct a phenomenological study often attempt to engage participants in a profound and meaningful discussion to understanding the uniqueness of their lived experiences. The results of a phenomenological approach could uncover details about lived experiences adding depth of understanding into a broader context to add to the body of knowledge on communication strategies for long-term sustainability.

Reflections

Before conducting this research study, I performed months of research reviewing business literature for a topic that (a) relates to current scholarly debates and analysis, (b) current with future implication, and (c) of interest to scholars and researchers. Results of the study confirmed perceptions that a qualitative case study approach is an effectual method to explore what strategies PMs may use to enhance communication between project teams. The conducted research study results provide evidence to support the presence of concerns for the social welfare of communities despite the viewpoint of socially responsible activities in organizations in communication. Conducting the research study enhanced my knowledge base concerning research methods, designs, and analysis. In addition, my understanding of the main topics and trends in project communication broadened by reading peer-reviewed journal articles on the topic.

Throughout the research process, my understanding and views of doctoral level research expanded. My preconceptions about collecting data were inaccurate; I did not realize how difficult scheduling participants for the interview after confirming their willingness to participate. Several potential candidates did not respond to any of my e-mail correspondence after consenting even though they were responsive to the initial introductory e-mail. I conducted the interviews following an interview protocol (see Appendix C) to ensure consistency, and all participants responded to each question. I took copious notes to support the digital recordings and compared the notes to digital audio recording for accuracy. I did not plan for the length of time to transcribe interviews correctly. The goal of conducting the qualitative exploratory case study was to build competence as a qualitative researcher with no predetermined outcome.

The interview process was exciting and uplifting as most participants to the best of my knowledge seemed excited to participate in the study, and, responded to the interview questions (see Appendix C) openly and honestly. All of the participants mentioned standardized project communication strategy, project team building, and EI. Participants through the interviews process provided a time of reflection for their years of service to project management and the excitement they have for the continued development of communication in the field of project management. I am grateful to the participants for opening up to me, and sharing their accomplishments and communication strategies. While the study findings support a positive relationship between standardized project communication strategies represented by study participants, the significance of the relationship is stronger than expected.

Conclusion

This research study adds to the literature on strategies project managers use to enhance communication between project teams. Business-teams usually spend 75% of every day on business communication through writing, reading, and listening (Yammarino, 2013). This study included conducting semistructured individual and focus group interviews with PMs. An effective team communication strategy is an essential component of organizational and project team building, both internal and external to the organization (Goldkind & Pardasani, 2012). Without strong project management to encourage communication strategy, business organizations may fail in most relevant metrics of project success (Eisenbeiss & Knippenberg, 2015).

In concurrence with previous studies, the results imply standardized project communication strategy, team building, and EI contribute to enhancing project communication (Taherdoost et al., 2016; Todorović et al., 2015). PMs may desire to work in partnership with business leaders, project teams or local project management associations to improve project success and business profits. The implications for social change from the findings of this study include improving PM leadership skills, more community involvement, optimizing employee skills, and providing job satisfaction to employees. I concluded from the findings standardized project communication strategy, team building, and EI was significant procedures increasing profits through business-team collaboration. PMs need to involve themselves in standardizing project communication strategy to generate business revenue, create social opportunities, and develop team loyalty and the prospect of future improved project success. Promoting standardizing project communication strategy to assist in preserving our communities, societies, and natural environment is an area for future development. Through collective efforts incorporating, these strategies may help project managers understanding some of the critical factors associated, as well as understand the benefits of effective communication strategies may have on future generation's opportunities to experience the results of current ongoing strategies for the sustainability of our businesses and societies.

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Appendix A: Consent Form for Interview

You are invited to take part in a research study of strategies project managers use to enhance communication between project teams The researcher is inviting of project managers who are members of the Project Management Institute (PMI) Chapter in Colorado, 5-years experience in strategies that enhance project team communication and who are currently working in project management at leading technology company to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named [redacted] I am currently a graduate student at Walden University pursuing a doctoral degree in business administration (DBA), and the person conducting this research.

Background Information:

The purpose of this study is to gain an understanding of strategies project managers use to enhance communication between project teams.
Procedures:
If you agree to be in this study, you will be asked to:
Step 1: Interview (approx. 45-60 minutes) participate in an audio recorded interview;
Step 2: Participant Feedback (approx. 30 -45 minutes) review my interpretation of what you said to ensure I accurately capture what you meant to say.
Step 3: Follow up interview (approx. 45-60 minutes) participate in a follow-up audio recorded interview;
Step 4: Final Participant Feedback (approx. 30 -45 minutes) final review my interpretation of what you said to ensure I accurately capture what you meant to say.
The total participant duration of this project should be approximately (3) hours over the course of (2) teleconferences.

Here are some sample questions:
1. What is the most important process you use for successful communication between project teams?
2. How does communication affect project success?
3. What communication process changes most improved project communication?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at PMI Chapter, Colorado will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as the loss of up to 3-hours of your time with no direct benefit to you or the organization, other than the opportunity to be involved in the experience and anxiety when discussing questions that you may deem as difficult to address. Being in this study would not pose risk to your safety or wellbeing.

Potential benefits include the opportunity for you to reflect upon your own perspectives about leadership behaviors and employee job satisfaction and the possibility of improving job satisfaction.

Payment:
Should you choose to participate, you will not be compensated in any manner or at any time during the study

Privacy:
Any information you provide will be kept confidential The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by storing in a locked file cabinet throughout the study. I am the only person with access to this data. Data will be kept for a period of at least 5-years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at [redacted] or by phone at [redact in full]. If you want to talk privately about your rights as a participant, you can call [redacted]. She is the Walden University representative who can discuss this with you. Her phone number is [redacted] Walden University's approval number for this study is XX and it expires on October 7, 2016.
Please print or save this consent form for your records. Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words, "I consent" , I understand that I am agreeing to the terms described above.

Appendix B: Consent Form for Focus Group Interview

You are invited to take part in a research study of strategies project managers use to enhance communication between project teams The researcher is inviting of project managers who are members of the Project Management Institute (PMI) Chapter in Colorado, 5-years experience in strategies that enhance project team communication and who are currently working in project management at leading technology company to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named [redacted] I am currently a graduate student at Walden University pursuing a doctoral degree in business administration (DBA), and the person conducting this research.

Background Information:
The purpose of this study is to gain an understanding of strategies project managers use to enhance communication between project teams.

Procedures:
If you agree to be in this study, you will be asked to:
Step 1: Focus Group Interview (approx. 45-60 minutes) participate in an audio recorded focus group;
Step 2: Focus Group Participant Feedback (approx. 30 -45 minutes) review my interpretation of what you said to ensure I accurately capture what you meant to say Step 3: Follow up focus group interview (approx. 45-60 minutes) participate in a follow-up audio recorded focus group;
Step 4: Final Focus Group Participant Feedback (approx. 30 -45 minutes) final review my interpretation of what you said to ensure I accurately capture what you meant to say.
The total focus group participant duration of this project should be approximately (3) hours over the course of (2) teleconferences.

Here are some sample questions:
1. What is the most important process you use for successful communication between project teams?
2. How does communication affect project success?
3. What communication process changes most improved project communication?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at PMI Chapter, Colorado will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.
Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as the loss of up to 3-hours of your time with no direct benefit to you or the organization, other than the opportunity to be involved in the experience and anxiety when discussing questions that you may deem as difficult to address. Being in this study would not pose risk to your safety or wellbeing.
Potential benefits include the opportunity for you to reflect upon your own perspectives about leadership behaviors and employee job satisfaction and the possibility of improving job satisfaction.

Payment:
Should you choose to participate, you will not be compensated in any manner or at any time during the study.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports or during the focus group interview.. Data will be kept secure by storing in a locked file cabinet throughout the study. I am the only person with access to this data. Data will be kept for a period of at least 5-years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at [redacted] If you want to talk privately about your rights as a participant, you can call [redacted]. She is the Walden University representative who can discuss this with you. Her phone number is [redacted] Walden University's approval number for this study is XX and it expires on October 7, 2016.

Please print or save this consent form for your records. Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words, "I consent" , I understand that I am agreeing to the terms described above

Appendix C: Interview Protocol for Interviews and Focus Groups

Actions	**Script**
Introduce the interview and set the stage	Hello, my name is [redacted], I am currently a graduate student at Walden University pursuing a doctoral degree in business administration (DBA). I wanted to thank you for participating in my research on strategies project managers use to enhance communication between project teams entitled: "Exploring U.S. Business Leaders' Strategies for Enhancing Team Communication". Each interview (or focus group) should take 60 minutes; this interview (or focus group) is recorded to assure your responses are correctly captured. After the interview (or focus group), to begin member-checking I will send you a copy of the transcript prior to our scheduled follow on interview (or focus group) we will review during the follow on interview (or focus group). There is no wrong or right answer so please just answer each question with your own response. Do you have any questions about the informed consent form or is there anything you would like to ask me before we get started? All right then let us get started with the first question.
	Interview and Focus Group Questions
a. Listen for verbal queues b. Paraphrase as needed c. Ask follow-up probing questions to get more indepth	1. What is the most important process you use for successful communication between project teams?
	2. How does communication affect project success?
	3. What communication process changes most improved project communication?
	4. How does the management team facilitate communication among employees?
	5. How do your project teams handle project communication?
	6. What has management done to improve overall project communication performance?
	7. What efficient communication methods do you use to provide information from team meetings?
	8. How has emotional intelligence been relevant to communication and project success?
	9. What is the importance of project communication detail to overall project success?
	10. What additional information would you like to add?
Wrap up interview	Thank you for your time and consideration, do you have any

Actions	**Script**
thanking participant	additional questions or comments?
Schedule follow-up member checking interview	I would like to schedule the follow-up member checking, can you provide two dates and times you are available next week?
Follow–up Member Checking Interview	
Actions	**Script**
Introduce follow-up interview and set the stage	Hello and thank you again for your participation. In this follow on interview, we will review the interview (or focus group) questions with the synthesis of your responses. Typically, this is one paragraph per question response; in some instances, it may be slightly less or more. Before we get started, do you have any questions or concerns? Let us get started.
Share a copy of the succinct synthesis for each individual question Bring in probing questions related to other information that may have been found—information must be related so that probing and adhering to the IRB approval. Walk through each question, read the interpretation and ask: Did I miss anything? Or, What would you like to add?	Please open up your copy of the questions and responses from the first interview. As we move thru the questions and responses, I will ask questions as needed to clarify on responses or as other related information might apply.
	1. What is the most important process you use for successful communication between project teams? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	2. How does communication affect project success? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	3. What communication process changes most improved project communication? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	4. How does the management team facilitate communication among employees? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	5. How do your project teams handle project communication? 1. Succinct synthesis of response

Actions	**Script**
	2. Ask did I miss anything or is there anything you would like to add?
	6. What has management done to improve overall project communication performance? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	7. What efficient communication methods do you use to provide information from team meetings? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	8. How has emotional intelligence been relevant to communication and project success? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	9. What is the importance of project communication detail to overall project success? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	10. What additional information would you like to add? 1. Succinct synthesis of response 2. Ask did I miss anything or is there anything you would like to add?
	Thank you for your time and consideration, do you have any additional questions or comments? I will send you a copy of the transcript from this interview and the study once completed, and may I reach out to you if I need any clarification in the future? Again, thank you for your participation, please contact me if you have any questions.