

CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD



**Does Accountable Leadership Affect Project
Success? Confirmation of Moderated Mediation
Mechanism**

by

Asad Farooq Jan

A thesis submitted in partial fulfillment for the
degree of Master of Science

in the

Faculty of Management & Social Sciences
Department of Management Sciences

2024

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Dedicated to my support system...

"My Family"



CERTIFICATE OF APPROVAL

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Acknowledgement

“In the name of The Omniscient, The Omnipotent, The Omnipresent and The Omnibenevolent for the blessing of choosing me for this endeavor.”

First and foremost, to my creator, my life coach, the most gracious, the most beneficent, ALLAH S.W.T., I owe it all to you, Thank you!

I would like to thank my supervisor Dr. S.M.M Raza Naqvi for his utmost effort and precious time in the completion of my thesis. Under his guidance, I successfully overcame many difficulties throughout my thesis.



Asad Farooq Jan

Abstract

The purpose of this article is to investigate the impact of accountable leadership on project success. The authors suggest that this effect is mediated by job crafting and affective commitment to supervisor moderates the direct relationship (accountable leadership and project success) as well as indirect relationship through job crafting. Data collected from 370 employees in Pakistan Information Technology Sector. The analysis was conducted using a two-stage approach consisting of factor analysis and equation modelling. To examine direct and indirect effects, the authors used model 7 in PROCESS. The results show that accountable leadership has a positive relationship with project success. Additionally, job crafting partially moderates the relationship between accountable leadership and project success. Additionally, effective commitment to supervisor support should reflect direct and indirect connections between accountable leadership and project success (through job crafting). Drawing on economic theory, this study found that accountable leadership was important to the success of the project, thus extends the utility of the concept of accountable leadership for knowledge work.

Keywords: Accountable Leadership, Job Crafting, Affective Commitment To Supervisor, Project Success.

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Abbreviations

AL	Accountable Leadership
AMOS	ANALYSIS of Moment Structures
CI	Confidence Interval
HR	Human Resources
JC	Job Crafting
JDR	Job Demand Resource
LLCI	Lower Limit Confidence interval
RMSEA	Root Mean Square Error of Approximation
SIP	Social Information Processing
SIPT	Social Information Processing Theory

Chapter 1

Introduction

1.1 Background of the Study

The ultimate goal of all project stakeholders is for the project to be a success, which is a central idea in the field of project management (Arnaiz et al., 2022; Bastida and Pagán, 2002; Chan et al., 2018; Volden, 2018). When all project stakeholders are satisfied and the project is finished within the agreed time frame, within budget, and according to performance standards, we say that the project was successful (Atkinson and Arey, 2003; Pollack et al., 2018; Brownlee et al., 2006). The majority of initiatives do not succeed according to the established standards (Cleary-Hardy, 2021; Abd Elhameed, 2018). Thirty percent of projects succeed and seventy percent fail. A national audit investigation found that although half of all UK public sector initiatives fail, the failure rate in Pakistan is even higher at 100%. Researchers are always on the lookout for novel project critical success factors (CSFs) to increase the success rate of these undertakings. Leadership style and attitude is a crucial CSF. A number of well-known management approaches have historically been associated with successful project outcomes. Some examples of these styles of leadership include inclusive, servant, ethical, and transformative (Cleary-Hardy, 2021; Muhammad et al., 2021; Nauman et al., 2022).

In contrast to more conventional methods, new public management scholars argue that public sector organisations require distinctive leadership styles that can navigate the complex interplay of formal, top-down, administrative, emergent, and

adaptive functions” (Murphy et al., 2017). Leaders in public organisations face a unique set of challenges due to the organisations’ intrinsic ”publicness” aspect. In keeping with Van Wart’s suggestions for theorising leadership styles tailored to the public sector Tummers and Knies (2016) have developed a theory of the four pillars of responsible leadership that are based on the traits of successful public sector managers Tummers and Knies (2016) and Vogel et al. (2020) One of the most common claims about public sector leadership is that it requires a certain set of qualities.

Public agency stakeholders are encouraged to openly communicate and interact with accountable leadership (AL). Leadership styles can be categorised into three broad categories: rule-following (RL), political loyalty (LL), and network governance (NL). RL emphasises following established procedures and rules, while LL fosters positive relationships with politicians and advocates for their decisions. NL, on the other hand, motivates individuals to build and maintain networks with all stakeholders in the organisation.

The most effective and impactful method of public sector management, according to most people, is responsible leadership. Here are several academics from this field Vogel et al. (2020). They have also stressed the need of conducting empirical studies to investigate the relationships between responsible leadership and different organisational and employee-level characteristics in public sector entities. Nevertheless, there is a dearth of data linking responsible leadership to successful projects in the current literature.

Stress, motivation, learning, collaboration, and leadership styles are just a few of the leadership-related issues that project managers have dealt with time and time again (Berg et al., 2010). Because of this, the researchers have brought up the importance of various constructive leadership styles (Lemoine et al., 2019). It is the leader’s duty to ensure the team works efficiently and the project is completed successfully. A leader is someone who can read the moods of their team, relate to their feelings, and craft interactions with them that are just right. As a result, a strong indication of team effectiveness is the service-oriented leadership style” (Sawaguchi et al., 2016). One of the many leadership philosophies is servant leadership, which advocates for ”a comprehensive approach to direction that helps

followers develop their skills by addressing their intellectual, relational, emotional, moral, and spiritual need” (Graham, 1991).

Software project management, like any other area of project management, is highly dependent on the managerial skills of the project manager. There have been a plethora of research on leadership styles in general project management, but very few on software engineering and information systems project management (Seto and Yoshida, 2014) particularly within the setting of South Asia.

Software projects, like any other kind of project, need project management techniques to ensure a successful outcome. Project management is very important in software development because of the software development life cycle (Fareed et al., 2021). This necessitates the use of agile software project management, in which teams collaborate efficiently to provide consumers with value. Three of the twelve principles in the Agile Manifesto have appropriately highlighted the significance of leadership and team dynamics in the success of agile projects” (Balasubramaniyan, 2021).

Building projects around motivated personnel is one of these ideas, and the other is that ”(i) Business people and the developers must work together everyday throughout the project. Trust them to get the work done and provide them with the resources they need, and make sure they have frequent opportunities to reflect on how the team can improve its performance (Balasubramaniyan, 2021). For teams to be motivated and productive, leadership behaviour is essential, as shown by these concepts.

A large percentage of software development initiatives end in failure or are cancelled before they ever begin. For the software project to be a success, there have been several advancements in the area of project management. But many initiatives still don’t succeed, even with all this advancement (Pearce et al., 2003).

Managers have several challenges, one of which is a lack of effective leadership (Berg et al., 2013; Schmid et al., 2003). Among the most important factors that contribute to project failures, as stated in the literature, is the inability of executives to implement organisational changes because they lack the necessary leadership abilities (Khan et al., 2022).

Therefore, the biggest problem with software projects is incompetent leadership. Hence, research into the connection between project management and the achievement of software project goals via the efficacy and inspiration of the team is essential. The relationships between leadership conceptions that emphasise tasks or relationships and the results achieved by project teams have been the subject of previous research ([Aga et al., 2016](#)).

Project managers must a vision and set of behaviours centred on their followers if they are to solve the incessant problems that arise inside teams and organisations ([Bakker et al., 2014](#); [Lemoine et al., 2019](#)). The core principle of servant leadership is putting others' needs before one's own ([Vecchio et al., 2010](#)), even going so far as to deduce the organization's objectives from those of its supporters ([Aarum Andersen, 2009](#)). Due to the unique nature of software projects, strong backing for team-based project management approaches and procedures is required ([Gandomani et al., 2020](#)). Therefore, actions taken by members of the team have a significant impact on the final product.

Assuming leadership impacts different outcomes pertaining to people, teams, and organisations is now standard practice in leadership research, with occasional examinations of mediating or moderating factors. It follows that servant leadership is causally related to successful IT project completion ([Harwardt et al., 2020](#)) team motivation and team effectiveness are mediating factors. Agile software development is a relatively new field, and the few studies that have looked at team performance within this framework have used more broad models of team leadership ([Holtzhausen and de Klerk, 2018](#)). The major goal of this study is to address this knowledge vacuum by investigating the relationship between software project success, a key leadership style in software team management, and the mediating roles of team motivation and effectiveness.

In addition, research on servant leadership is on the rise, although there is no evidence that it influences project success or even the motivation and effectiveness of project teams. It is thought that servant leadership may inspire team members to improve their human resource abilities, which is crucial for the project team's success ([Schmid et al., 2003](#)). On top of that, while discussing servant leadership, ([Eva et al., 2019](#)) have also discovered in servant leadership literature. This study

is necessary since there is a lack of evidence on the impact of servant leadership on software project success.

This research will greatly enhance our understanding of project management and leadership by highlighting the importance of studying the connection between servant leadership and project management. The purpose of this study is to identify if a servant leadership style is beneficial in inspiring and guiding teams to achieve their goals and completing projects successfully.

1.1.1 Accountable Leadership

Taking responsibility for one's actions and the outcomes of those actions is what we mean when we talk about accountability. As a leader, taking responsibility for one's actions may improve one's relationships with team members by encouraging honesty. Any leader may benefit from expanding their knowledge of responsible leadership practices, no matter their position. Leadership relies on accountability. It boils down to this: being responsible to other people.

If you want to lead effectively, you need to be able to take responsibility for your own choices and the choices of others who work under you. If individuals aren't willing to accept responsibility for their own acts and the behaviour of those around them, they won't be willing to accept accountability from others or from management either.

It is constructed around expectations. Communicating your expectations and the reasoning behind them to all parties involved is key. When individuals are held responsible for their acts, they own them and are able to rectify their errors more readily. Professor Gary Latham of Australia's Graduate School of Management has conducted research showing that leaders in company who are honest and have good judgement tend to do better than their colleagues. The three main sources from which school leaders derive their understandings of accountability are: first, the formal mechanisms through which teachers are held accountable for their actions; second, the collective norms and values that characterise the organisation in which individuals work; and third, the beliefs and values held by individuals themselves regarding their own abilities and responsibilities.

Different schools have different ways of combining these ideas. For instance, in atomized schools, institutional accountability systems are ineffectual, collective expectations are low, and students' views and ideals take centre stage. Teachers' expectations for their students' abilities, rather than the school's structure or administration, determine whether pupils are held accountable at these institutions. When educational institutions stop functioning as disparate entities and start functioning more like well-oiled machines, school leaders' roles are characterised as the overt reinforcement of organisational ideals, and group expectations have a greater impact on individual instructors' performance.

Alignment describes the transition from a disorganised to a more organised condition. Accountability procedures that support the harmonisation of individual beliefs with group expectations Personal responsibility is a byproduct of the iterative process of improvement, which necessitates new kinds of information and expertise at each level of progress. When schools establish systems of internal accountability, they start to function more like organisations and less like collections of people.

The studies done for CPRE and others ([Bryk and Schneider, 2002](#)) were linked to better performance within the framework of external accountability systems when there was a higher degree of internal responsibility.

Accountability is important in leadership because it helps your teamwork toward a common goal and fulfill commitments. It builds trust and respect between leaders and their teams. This type of accountability also encourages innovation among team members, which can lead to greater success in the long run. A boundary that makes you accountable to others. To be an effective leader, you must be able to take responsibility for your own actions and decisions, as well as those of your subordinates.

If people don't feel accountable, they won't be accountable to themselves and they won't be recognized by others or management for their actions or the actions of others in their group. Built on hope. The important thing is to clearly explain to everyone is involved in what you expect from them and why. When people take responsibility for their actions, they become accountable for their actions and can easily correct the mistakes they make.

1.1.2 Project Success

The main goal of a project is to be completed successfully. This is reasonable, but what exactly constitutes a completed project? The relationship between selection criteria and project success may be better understood by identifying this variable's characteristics. Previous studies on the issue of project success have been uneven, which is understandable given that success is ultimately a subjective concept (Pain & Bennet, 1988).

Nevertheless, a literature review of prior studies on the subject is essential for gaining understanding of potential operationalization of project success. If you want your project to be a success, follow these three steps (Zatush and Skitmore, 2006): The "iron triangle" consisting of time, money, and quality (El-Sheikh and Pryke, 2010).

The accuracy of a construction project's performance may be best captured by combining these three indicators (Phua, 2004; Hatush & Skitmore, 1995). Time, quality, and budget are three quantifiable aspects of a project's success that may be evaluated using statistical methods. The construction business is known for having very explicit project owner objectives.

The structure must look and work as planned, and the project must be completed within the specified time and budget. The assessment criteria will be based on pricing, delivery time, and quality. If even one of these targets is missed, the principal is likely to see the project as a failure. Conversely, shifting to more intricate Customers' demands for more involvement and help make it difficult to utilise the iron triangle characteristics alone to evaluate a construction project's success (El-Sheikh and Pryke, 2010).

Consequently, previous studies have uncovered other, more systemic elements impacting project performance. These aspects are difficult to quantify, but they have a significant impact on how successful a project is seen to be. (Simner et al., 2006) affirm that time, money, and quality are important metrics for success, but add another, more subjective, metric: The degree to which the principle and construction company collaborate: Financial success or early completion are less important than remembering the people involved and the enduring impressions of harmony,

friendliness, and trust—or, conversely, conflicts, distrust, and conflict—when reminiscing on project management” (Simner et al., 2006). Strong ties between the two organisations engaged in a construction project increase the likelihood of success and satisfaction with the project overall. There seems to be a favourable relationship between being happy and finishing a job. Findings from the study by Belassi and Tukel (1996) suggest that happy customers can be a key indicator of success. It was decided that customer satisfaction, rather than one of the iron triangles, should be the primary measure of success. Liu and Walker (1998) found the same thing, hence their claim that the relative performance of the project is the sole metric to use to measure its success holds water.

In the end, it all boils down to whether or not the contractor and owner are satisfied with the results. Wang et al. (2004) support this and state that having happy participants “is more critical to a successful project than achieving any specific goals set out for the project” Wang et al. (2004). Perceived satisfaction is directly related to project performance, but measuring it is challenging. There is a lot of difficulty in figuring out who’s happiness is most important to the project’s success and in defining happiness (Liu & Walker, 1998).

Happiness, on the other hand, is an emotional condition that, since emotions may change, differs from one person to another and even from second to second. According to De Wit (1988), the most reliable measure of success is the completion of the project as planned. The problem is that it’s almost impossible to assess the project’s success without bias due to the abundance of competing objectives. Across from that,

Many people have various ideas about what constitutes a successful endeavour, and the passage of time plays a major role in determining what constitutes success. The sponsoring organisation may see a building project as successful when its principal objectives are met. If, however, construction costs wind up being more than expected, for example, the tractor company could consider the project a failure. De Wit is right that evaluating a project’s performance is challenging since “existing literature on the factors that influence project success is largely normative, deductive, prescriptive and dominated by anecdotal and opinion-based articles” (Phua, 2004, p. 451).

In the end, it's obvious that there isn't a single, foolproof way to tell whether a project was a success. Still, we can all agree on a few things that will almost certainly have an impact on the final product of any given project. There is a lot of evidence that the final success of a project is affected by both broad and specific metrics. Broad metrics include things like satisfaction and the principal-contractor relationship.

Specific metrics, on the other hand, include things like cost, delivery time, and delivered quality. This study will use a combination of these critical success factors to evaluate the perceived success of a project.

1.1.3 Job Crafting

[Wrzesniewski et al. \(2003\)](#) was originally defined as "the physical and cognitive changes individuals make in the task or relational boundaries in their work" while discussing job crafting. Cognitive shifts include things like altering one's outlook on one's job and adjustments to the amount or kind of physical chores. An example of a relational change would be the frequency and nature of the interactions between coworkers during the workday.

The level of employee agency in shaping one's work experience is a hallmark of job making [Pearce et al. \(2003\)](#). This is what sets job crafting apart from other bottom-up design methods and job design in particular. Job crafting allows companies to include workers' diverse backgrounds, motivations, and preferences into job designs, which may be challenging for organisations to achieve optimum results ([Pearce et al., 2003](#)).

[Wrzesniewski et al. \(2003\)](#) Workers will tailor their work to meet three basic human needs: autonomy at work, good self-image development, and meaningful relationships with coworkers. [Petrou et al. \(2012\)](#) promote healthy environments that inspire creativity among their workers. Workplace identity and the character of the work itself may be changed via job crafting, say [Wrzesniewski et al. \(2003\)](#). The Job Demands Resources paradigm was included by [Tims and Bakker \(2010\)](#) into JDR [Bakker et al. \(2007\)](#). When we talk about the mental and physical components of our jobs that need expertise and long periods of concentration,

we're talking about work-related demands. The phrase "job resources" describes the tangible and intangible elements of an employee's work environment that may help the company reach its goals, save costs, and encourage personal growth and development. This idea presupposes that every facet of a company can be classified in this way." [Bakker et al. \(2007\)](#). Two fundamental mental operations are suggested by the JD-R paradigm ([Bakker et al., 2007](#)). Workplace stress from exposure to pressures on the work leads to resource depletion, energy loss, and a rise in health issues; this is all part of the health impairment process.

The function of employment resources in motivating individuals to engage with their work, which in turn stimulates personal development and accomplishment, is known as the motivational process. When looking at [Bakker et al. \(2007\)](#) Job crafting was characterised as "the adjustments that workers can make to conform their work responsibilities, job resources, and individual skills and requirements to one another". [Bakker et al. \(2012\)](#) looked into this explanation by differentiating four aspects of work craft: 1) raising the amount of social job resources; 2) raising the amount of demanding work demands; 3) lowering the amount of accommodating job demands; and 4) raising the amount of structural job resources.

It is the effect of these employment resources that differentiates the two categories. Opportunities for autonomy and growth are examples of structural work resources, while social job resources, such social support and feedback, are examples of social job elements ([Tims et al., 2012](#)). High workloads and time pressures are two examples of demanding job requirements ([Tims et al., 2012](#)). Personal development and the pursuit of ambitious objectives may both be aided by such challenges ([Crawford et al., 2010](#)). Negative work expectations, on the other hand, are stressful demands that impede development, education, and the attainment of objectives.

Some examples of these needs are psychological demands, role ambiguity, and conflict. When workers feel their workload is becoming too heavy, they may ask for less responsibilities ([Tims et al., 2012](#)). The term "job crafting" refers to the process by which workers modify their work's requirements and tools in order to make it more personally relevant, interesting, and rewarding." ([Demerouti and Bakker, 2011](#)). What this term describes are the alterations that workers make to

their own job responsibilities and the boundaries between their relationships with coworkers.

(Wrzesniewski et al., 2003). Employees may be more motivated to grow professionally and personally if they have more say in shaping their work experience and responsibilities to meet their own requirements. On top of that, it's a proactive approach to turning negative and stressful circumstances into good ones (Wang et al., 2017). We argue that the contradictory correlation between organisational limits and employee performance may be better understood if we include the proactive action of job designing. The JD-R hypothesis is considered by us. (Bakker and Demerouti, 2017; Bakker et al., 2023) with the purpose of comprehending the connections between task formulation, organisational restrictions, and job performance.

The JD-R theory states that when employees are emotionally and physically exhausted due to organisational limits or other causes, their motivation, engagement, and commitment levels drop. Rather than employee involvement, organisational commitment serves as the intermediary of interest in our research (Salanova et al., 2010). It is often examined within the frameworks of both job crafting and JD-R theory (e.g., (Slemp and Vella-Brodrick, 2014) due to three factors. To begin, unlike engagement, which may fade with time, organisational commitment—a voluntary psychological link showing devotion to and responsibility for the organisation (Klein et al., 2009) —remains strong. (Klein et al., 2009). Secondly, lower-arousal emotional states like satisfaction characterise commitment, whilst higher-arousal states like energy and passion are typical of engagement. Third, employees' dedication to the company and their desire to go above and beyond for it are both backed by commitment, which is a more compelling conceptual argument (LePine et al., 2008) even when faced with limitations imposed by the organisation. This is due to the fact that, according to research (Albrecht & Dineen, 2016), an employee's level of engagement represents the amount of energy they put into their job, while commitment indicates how attached they are to the organisation. Employees' organisational commitment, we contend, determines whether they engage in proactive activities like job designing. It stands to reason that employees who are more invested would take the initiative (job craft) more often than those who

are less invested (Jex et al., 2003). Using job creating techniques is really more common in in which workers have developed strong ties to the company and are able to make good use of its resources (Qi et al., 2014) or are more responsive to its needs (Wong et al., 2019). Therefore, people alter their job in a way that makes it more significant to them. So, we suppose that organisational commitment mediates the link between organisational constraints and job crafting, and that organisational constraints mediate the relationship between employee performance and organisational constraints. Figure 1 depicts the conceptual model.

There are a number of significant ways in which this study adds to the current literature. To begin with, the research sheds light on the ways in which workers' dedication and initiative factor into the way they respond in response to perceived job-related stresses. Explanation of these processes sheds light on the current, conflicting literature about the connection between organisational limitations and performance. (Pindek & Spector, 2016a).

1.1.4 Affective Commitment to Supervisor

Workers who have a deep emotional investment in the company's success are more invested in its goals and ideals and are prepared to go above and beyond to achieve them (Bentein et al., 2005; Meyer and Allen, 1984). When workers buy into the organization's mission and vision, they're more likely to put in the time and effort required to see it through Meyer and Allen (1984) outlined the process by which dedication results in intrinsic drive, which in turn inspires workers to establish objectives and raise their output.

Participation in this process increases the likelihood that employees will take the initiative. Employees who feel deeply connected to their work are more inclined to take the effort to tailor their jobs to their liking. First put out as an idea by sociologist Bourdieu (1985), emotional commitment to supervisor is the sum of the resources, both real and prospective, that are associated with having a stable system of formalised connections based on mutual recognition or acquaintanceship. The concept has developed further from an individual level since then. Bourdieu (1985), (Burt, 1992) on a nationwide scale. An important component at the

organisational level is the employee's internal emotional commitment to their boss. It is believed by scholars to have ties to the development of intellectual capital, trust within organisations, and the success of businesses. (Cohen & Prusak, 2001).

Tims et al. (2012) posited that workers' views of their jobs' demands and resources may be altered via job crafting behaviour. The philosophy of resource conservation (Hobfoll, 1989), When workers are equipped with the necessary resources, they are better able to handle the demands of their jobs.

Salanova et al. (2010) believed that those with less means would have more difficulty. Employees' social contacts and interactions with their colleagues contribute to their affective commitment to their boss (Burt, 1992). Therefore, employees who care deeply about their boss will find it simpler to get the resources they need to do their jobs well (Lin, 2001).

If one has a strong emotional investment in the project, they may make their supervisor happy regardless of their level of affective commitment or the project's success. When problems emerge on the work, however, employees who don't feel personally invested in their employer may struggle to find solutions. Only when workers feel deeply connected to the organisation will they make adjustments to their job to achieve peak performance.

Many researchers are interested in motivation because it is known to predict attitudes toward organizations. Some variables predicted by affective commitment include disclosure, citizenship behavior, general productivity, and entrepreneurial intentions (Mathieu and Zajac, 1990). The impact of commitment on churchgoers' motivation to participate in activities. They view participation in church activities as a result of church members' identification with and participation in the church.

It is believed that people who have positive feelings towards the organization want to personally contribute to the success of the organization outside of their roles (Meyer and Allen, 1997). It makes sense that commitment would be a predictor of participation, as it is perhaps the most important aspect of participation in an organization. Attitudes are decisions that go beyond the demands of the job, including helping others, working overtime, and performing at a higher level (Smith, Organ, & Near, 1983).

1.2 Gap Analysis

Individuals shape their attitudes and actions by analysing environmental signals, according to the Social Information Processing (SIP) hypothesis (Salancik and Pfeffer 1978). According to this theory, when a leader is at the top of an organisation, all of the subordinate employees feel pressured to mimic their every move in the hopes of earning praise and avoiding criticism. (Khan et al., 2022). Within the public sector, accountable leadership is acknowledged as a distinct and relevant kind of accountable leadership. (Tummers and Knies, 2016). According to SIP theory, responsible leadership traits have the potential to shape the attitudes and actions of project teams in a way that increases the likelihood of a successful outcome.

Take, as an example, Employees are better equipped to do their tasks when there is clear communication about their roles and duties, project goals and objectives, and opportunities to share knowledge within the team. This is all possible via responsible leadership. Such backing from upper management eliminates roadblocks to effective project completion, and open lines of contact with external stakeholders may entice their participation and, ultimately, their happiness with the project. The rule-following component of responsible leadership has the potential to motivate the team to adhere to plans of action, which in turn increases the likelihood that the project objectives will be effectively achieved. Accountable leadership's emphasis on political allegiance has the potential to rally the troops to see the project through to completion. (Nauman et al., 2022). The network governance component of responsible leadership gives workers the authority to work together with their coworkers and outside parties involved in a project. They are able to get the information and help they need to do the assignment effectively because of their collaboration.

Karoso (2022) asserted that effective commitment work as information environment, in perspective of SIPT theory which share the information resources in form of job roles, responsibilities, goal setting, project requirements. Such information's align the accountable leadership and helps the employees to craft their jobs towards accomplishment of projects. Effective commitment to a supervisor plays

a significant role in moderating the relationship between public leaders and job crafting.

When public leaders demonstrate strong commitment and support, employees are more likely to engage in proactive job crafting behaviors, leading to enhanced job satisfaction and performance. High levels of effective commitment to a supervisor can encourage public leaders to empower their employees, fostering a culture of autonomy and creativity that promotes job crafting behaviors among the workforces.

Current research focuses on general studies on accountable leadership, project success, and job crafting (Davis, 2017). There is currently not enough research that demonstrates the direct role of accountable leadership in achieving the final results of the project, so this study represents accountable leadership as a foundation that can be achieved for the project success if you use organizations well in your project.

1.3 Problem Statement

Project management is just one of the many areas where the work that underpins group research benefits. The ability of accountable leaders to build effective teams is essential to leader performance, but research on this topic is currently lacking.

One of the most important aspects of working in the workplace is team leadership. When team leaders encourage employees to work together effectively, they create an environment where everyone can thrive. There are no studies examining the relationship between leadership and project success in current literature.

Previous studies have shown that leadership perceptions influence work in two ways: directly and through job crafting. Use psychological theories such as SIP theory to help understand the impact of accountable leadership on project success (Scott et al., 2018), Nauman et al. (2022) note the ways transformational leadership can improve team performance, such as job crafting.

What we call "responsible leadership" is a type of leadership change specific to government institutions. According to SIP theory, the leadership role can influence the organizational structure of the job (goal, clarity, relational personal qualities,

and problem solving) by demonstrating greater openness and honesty in groups. Communication and collaboration. Caros et al. (2022) stated that, according to SIPT theory, a suitable and stable work environment encourages the sharing of information such as job descriptions, responsibilities, job requirements and plan types.

Effective supervision leads to a harmonious relationship between leadership and performance. Show that responsible managers have the support to encourage employees to take action, increasing morale and productivity. Public servants who are loyal to their superiors will be able to support their colleagues and create a positive environment for work, freedom and creativity.

We don't know enough about the best way for managers to foster innovation in their organisations. This lack of understanding prevents companies from realizing the full potential of their leadership strategies and makes it difficult for them to succeed in today's business environment. We need solid research to solve this problem.

1.4 Research Question

Answers to the following questions are the destination of this research and the ambition of this study is to discover them:

Question 1:

What is the relationship between Accountable Leadership and Project Success?

Question 2:

What is the relationship between Accountable Leadership and Job Crafting?

Question 3:

What is the connection between Job Crafting and Project Success?

Question 4:

Does Job Crafting mediate the relationship between Accountable Leadership and project success?

Question 5:

Does Affective Commitment to Supervisor moderates the relationship between Accountable Leadership and Job Crafting?

1.5 Research Objectives

This study targets the following chief objectives:

1. To examine the connection between Accountable leadership and Project Success.
2. To inquire about the mediatory role of Job crafting between Accountable leadership and Project Success.
3. To inquire about the Job crafting role between the relationship of Accountable leadership and Project Success.
4. To inquire about accountable leadership effect on project success.
5. To probe moderating effect of Affective Commitment to Supervisor on the relationship between Accountable leadership and Job crafting.
6. To find out the indirect effect of Accountable leadership on Project Success through Job Crafting with more and less supportive Affective Commitment to Supervisor.

1.6 Significance of the Study

First and foremost, this examination examines how corporate social responsibility affects project success. Accountable leadership has great worth in the sector of business and many research have been taken out on this aspect (Hoque, Rahman, Molla, Noman & Bhuiyan, 2018). The fulfillment of social responsibility is an important obligation also for project management (Eweje, 2006), thus the experimentation of its impact on the project success would be remarkable inclusion. Secondly, this study determines the mediating function of job crafting

in the middle of accountable and project success. This is also an outstanding and significant move to examine the mechanism of achieving project success from accountable leadership via job crafting.

Ultimately, this research would analyze the moderating influence of affective commitment to supervisor on the link between accountable leadership and job crafting. Most of the researches revealed the need for accountable leadership in affective commitment to supervisor and vice versa but the above stated moderating role of Affective commitment to supervisor is a highly valued addition. This study is an enormous source of the welfare of society.

It is so because accountable leadership, which has been investigated in current research, is purely a concept of ethically behaving tradition of an organization with society and research shows that by being socially responsible an organization can perform its moral obligations to society. The present study aims to grasp success in a project, so it is a very advantageous investigation for projects or we can say that for the project-based organizations. In the future, this study would open a window for the researchers to look for a way to achieve objectives by concentrating on the social and cultural values of project-based organizations.

1.7 Supporting Theory

1.7.1 Social Information Processing Theory

Social Information Processing Theory describes how people use computer-based communication to create personal emotions and communicate in real time online. The theory focuses on how communication can be adapted to the absence of nonverbal cues when using a medium generally limited to text.

The theory states that processing information in this coded system requires more time than face-to-face communication to achieve a similar level of interpersonal communication. This thesis examines the principles of this theory, its empirical support, theoretical modifications, challenges from other theoretical perspectives, and the inherent implications of new forms of computer communication. The good thing about Social Information processing Theory (SIPT) is that it is an important

part of future online interaction research. One of its weaknesses is that it does not adequately examine the rise of online anonymity and how this can be attributed to a lack of accountability.

Chapter 2

Literature Review

2.1 Accountable Leadership

To learn how responsible leadership affects followers [Van Wart \(2016\)](#) proposed the creation of all-encompassing models that integrate different schools of thought on leadership.

After that, [Fernandez et al. \(2010\)](#), developed and evaluated a five-factor model of integrated leadership focused on task-, relations-, change-, diversity-, and integrity-oriented leadership; and discovered a strong correlation between integrated leadership and the performance of federal programmers.

Integrated leadership model components, on the other hand, were grounded on studies conducted in the private sector, [Tummers and Knies \(2016\)](#) highlighted four duties of accountable leadership that are particularly critical for companies operating in the public sector. By definition, a leader's "accountability" means they have someone or something to answer to. There is more than one method to quantify this. One is the company's success.

The stated aims, objectives, values, and purpose of the organisation, as well as the executives' duty to the workers, make up the culture of the business. To be accountable, a leader must have a genuine interest in the success of the business and its workers.

They must gain their team members' trust and respect as leaders of people. Accountable leaders let their teams know what they want to achieve so that everyone

is on the same page and can focus. Responsibility is taken when things go wrong, and those who deserve it are rewarded. Accountable leaders also shoulder the responsibilities of their subordinates. Managing executives and their teams to appropriate priorities is an important responsibility of human resources.

For instance, in the 2010s, under intense pressure to meet lofty sales targets, some Wells Fargo workers resorted to establishing false accounts as a means of evading the company's rigorous sales culture. When "accountability" places too much emphasis on getting outcomes at the expense of principles or ethics, this kind of conduct may lead to the destruction of value and the creation of liabilities.

By clarifying the relationship between the company's fundamental ideals and quantifiable performance objectives, human resource managers may educate their managers and executives about accountability. Groups whose members can evaluate the needs of the organisation and find strategies to make a positive difference are formed when leaders promote team responsibility. As a crucial component of accountability, taking ownership of one's mistakes is the first step towards learning from them and moving forward.

For example, workers may have trouble learning new duties if management doesn't provide them with detailed instructions. That if upper management admits they were mistaken for not offering more guidance, they may improve future instructions.

Though few really put it into action, responsible leadership is something that many are discussing. This is so even though everyone from stakeholders to employees to executives wants it. So, what exactly does responsible leadership entail? According to Merriam-Webster, "above the necessity of reporting, explaining, or justifying; answerable, responsible, or liable to an act" is the definition of an accountable person.

Accountable leadership may also be defined as the willingness or obligation to own up to one's mistakes and explain one's reasoning behind them.

It is the fundamental idea that governs how employees accept responsibility for their job, how they admit when they're wrong and how they hold each other accountable. "A social connection in which an actor feels a need to explain and

defend his or her actions to some important individual” is a basic definition of responsibility.

Accountable leadership may be defined in several ways depending on a variety of institutional, cultural, social, and political considerations. To explain and justify their actions, public bodies often make their actions public knowledge.

Because of this, ”transparency” of information is often used to describe authoritative leadership. The concept of responsibility and the links between it have been the subject of many theoretical frameworks.

Managers encounter challenges because of accountable leadership, according to most respondents. Moving the emphasis from fixing the fundamental conflict to meeting public expectations could help provide a more ”realistic picture” of contemporary companies and the environments in which they operate.

Responsible conduct reflecting this conclusion may be better understood and assessed with the aid of Romzek and Dubnick’s 1987 model. According to the experts who came up with the phrase, this is the most comprehensive explanation of responsible leadership. The five tenets of accountable leadership are based on an idea from [Romzek and Dubnick \(2018\)](#) about controlling expectations and the surrounding environment.

Each other’s responsibility rests on the foundation of transparency and culpability, the first two pillars of responsible leadership. The three key concepts of accountability—responsibility, responsiveness, and controllability—are increasingly incompatible with one another. The concept of accountable l, put out by Koppell (2005), is equally beneficial.

The five tenets of Koppell’s paradigm of responsible leadership are openness, responsibility, controllability, accountability, and responsiveness. With the help of responsible leadership, businesses may stay focused even when faced with stress or uncertainty. As far as the organisation is concerned, this means getting everyone on staff excited about the strategy.

Bad for business is the company’s culture, which affects staff motivation and morale via a lack of accountability. If team members see that bosses do not adhere to the company’s ideals, the chance of unethical activity rises significantly.

When managers are primarily seen as symbols, employees are more likely to feel disconnected from their work and colleagues.

Subordinates may dislike their superiors' increased pay if their leaders fail to demonstrate proper behaviour. On the other hand, responsible employment is a boon to companies with strong cultures. To illustrate the point, a healthy business is one with responsible leadership, according to McKinsey's State of Organisations 2023 research.

The research found that leadership responsibility was one of eight essential components that influence positive workplace performance. It takes both individual and group effort to build strong teams and a great workplace.

When workers have a shared understanding of the company's principles and objectives, leaders have an easier job getting their buy-in and providing targeted, helpful feedback.

2.2 Linking Accountable Leadership and Project Success

With the professional resolution of workplace issues and the execution of project plans of action. Employees may be able to fix processes for more effective plan implementation if they share their skills. [Feeney and Sult \(2011\)](#) while also enhancing stakeholder engagement and contentment ([Pont-Tuset et al., 2017](#)).

Public agencies are seen to be doing better when citizens believe their leaders are holding them responsible, according to the literature. Team members may be prompted to adhere to the project's designated activities and processes to attain its desired results by the rule-following nature of responsible leadership. Projects in the public sector are meticulously planned, and if everything goes according to plan, they should be able to finish on time. ([Bayiley and Teklu, 2016](#)).

Facilitating the adoption of process management reforms—which may lead to greater effectiveness—can be greatly aided by the workers' adherence to rules and regulations ([Trkman, 2010](#)). By being rule-abiding, they may better coordinate their activities with the project's objectives, which will lead to more

efficient and standard-compliant work (Borry and Henderson, 2020). Accountable leadership's emphasis on loyalty may encourage team members to remain devoted to upholding the decisions made by political leaders—decisions that can only be justified after projects are completed. One of the most significant factors in encouraging employees to use their voices is their devotion to the company (Khan et al., 2021), satisfaction (Turkyilmaz et al., 2011), Regarding the efficiency of government organisations (Rahimpour et al., 2020). Accountable leadership's network governance feature has the potential to inspire and enable subordinates to build professional relationships inside and beyond the company. (Kocak and Bozkurt Bostanci, 2020). With this kind of leadership, stakeholders may be more likely to become involved, which could aid in distributing the resources needed to finish tasks.

(Osei-Kyei and Chan, 2018) Subordinate workers' attitudes towards reaching project results are supposedly altered by the attributes of responsible leadership, according to SIP theory. Several studies have shown that responsible leadership has various beneficial effects on the workplace, such as improved job performance, innovation within teams, creativity among followers, and the use of workers' voices (Lin et al., 2019; Liu et al., 2019; Wang et al., 2017).

When leaders take responsibility, their team members can give their all, both individually and collectively. (Argandona, 2015). Leaders that are accountable take the time to learn about their team members on a personal level and respond to their issues.

(The Work of (Kesebir, 2014). By doing so, not only may any team member's task be made easier, but team members will also feel more supported in their efforts and know that their leader is always willing to provide a hand. (Liu et al., 2019). Accountable leadership has a critical role to play at the group level in creating a cooperative atmosphere where team members can work together, exchange information, and solve issues that arise while executing the project (Owens and Hekman, 2016).

According to Burke et al. (2006), a collaborative setting like this helps team members work better and keeps the project on track. In addition, when a leader takes an active role in the project, delegating responsibilities, and showing appreciation

for each team member, the followers develop an innate attachment to the leader (Chiu et al., 2016).

Team members are motivated to give their all because they see themselves as important factors in the project's success (Lin et al., 2019). To add to this, Walsh (2014) argues that leaders are resources that help their organisations build and maintain their resource pools by cultivating their followers. The concept of resource conservation, which refers to the act of building and maintaining an organization's assets (Hobfoll, 1989), has grown in importance within the realm of organisational psychology in recent years.

Research has shown that accountable leadership can lead to many positive outcomes in the workplace, including productivity, team innovation, creativity, and followership (Lin et al., 2019; Liu and Malik, 2022; Wang et al., 2017). Accountable leaders are essential to helping members reach their potential both individually and as a team (Argandona, 2015). Accountable leaders identify the needs of the group and address their concerns (Kesebir, 2014). This not only eliminates the problems that all members of the team face in their work, but also encourages members to support their work and build trust that their leaders will help (Liu et al., 2019).

The main task is to provide unity for team members to collaborate, share knowledge, and propose solutions to problems that arise during the completion of the project (Owens and Hekman, 2016). It can be used effectively without disrupting its normal flow (Burke et al., 2006).

Additionally, since the leader is effective for the job, team members will submit themselves to the leader who is accountable, gives freedom and independence to participants, and benefits all members (Chiu et al., 2016). Inspired by the degree of autonomy, team members see themselves as the main drivers of project success (Lin et al., 2019) and can use their abilities to complete the project.

According to the principle of resource conservation, leaders who have a solid supply of resources are better equipped to take responsibility, complete projects successfully, and avoid wasting those resources (Hobfoll, 2001). Our firm belief is that a leader's humility, when used to inspire trust among followers and facilitate an

environment of teamwork and collaboration, is one of the most important assets in ensuring a project's success (i.e., resource gain).

All things considered, the debate thus far has led one to believe that a team leader's humility, as shown via good interpersonal qualities, has the potential to improve team performance, which in turn increases the likelihood of a project's successful completion. To analysis, the following hypothesis is formulated.

H1: Accountable Leadership has a positive and significant impact on Project Success

2.3 Accountable Leadership and Job Crafting

Hetland et al. (2018); Demerouti and Bakker (2011); Wang et al. (2017) are among the research that have shown a link between job designing and effective leadership styles, particularly transformational leadership. The main idea behind this research is that leaders that demonstrate transformational leadership and create a positive vision for the future are more likely to have employees who participate in job crafting (Hetland et al., 2018).

Even more so, employees may feel more at ease reaching out to transformational leaders for advice and constructive criticism (also known as resource-seeking) so that they can live up to their lofty performance standards (Wang et al., 2017).

Empowering leadership, in which the leader takes activities to empower subordinates, may have a more direct effect on job crafting by providing subordinates more agency in this area. This is in contrast to transformational leadership, which may lead to proactive conduct on the side of workers. The ability to divide out tasks and responsibilities is a hallmark of "empowering leadership" (Vecchio et al., 2010).

The focus on power, responsibility, and autonomy delegated from on high helps employees acclimatise to their workplaces. There have been only two recent publications (Kim and Beehr, 2023) that address the relationship between empowered leadership and employee job design. Work crafting, which is enabled by enabling leadership, impacts well-being and subjective career success, according to both

Hetland et al. (2018). Additionally, empowering leadership interacts with employee optimism to enhance job crafting. "The autonomy granted by empowered leaders "may promote subordinates" work crafting behaviours, according to research mainly by Kim and Beehr (2023); Bakker and Demerouti (2017).

Delegation of authority and decision-making duties increases the likelihood that employees will work on themselves and take initiative (Bakker and Demerouti, 2017). Employees participate in job crafting when they choose their preferred method of completing work-related activities. Job creators are catering to a basic human need—the desire for independence—by doing so. It is for this reason why job crafting is so important. ("Not all employees are motivated to fulfil needs for control"; Wrzesniewski et al. (2003). Being a proactive behaviour, job crafting has an inherent risk (Bauman et al., 2011).

This emphasises how important it is to have a comfortable and secure workplace. By modelling the importance of taking charge of one's own work and managing one's own time effectively, leaders who practise empowerment inspire their employees to do the same (Pearce et al., 2003).

A leader that empowers their employees is more likely to promote job crafting since it provides workers with more control over their work, more freedom in scheduling, and less bureaucratic red tape (LePine et al., 2008). When employees have an agency at work, they are free to use their knowledge and skills to improve their working conditions. People may then think about job crafting (Tims et al., 2012; Wrzesniewski et al., 2003)

Employees may customise their job in a way that resonates with them. According to research conducted by Berg et al. (2010), workers' job crafting incentives have been severely impacted by power constraints and an absence of crafting chances.

Conversely, Audenaert et al. (2019a) found that workers were more likely to take the initiative when they had more freedom to make decisions and less micromanaging supervisors. Wajcman and Rose (2011) state that direct supervisors spend a considerable amount of time interacting with their staff.

Job crafting, according to this article, may be directly influenced by an enabling leader for the following reasons: (a) leaders choose the level of autonomy and

purpose their workers have, which influences their capacity, preparedness, and desire to create their own jobs.

H2: Accountable Leadership has positive and significant impact on Job Crafting.

2.4 Job Crafting and Project Success

[Atkinson and Arey \(2003\)](#) state that efficiency metrics including time, money, and quality were first used to determine project management success. From this vantage point, the project is managed from the top down, and at each step of its lifetime, a predetermined set of outputs or artefacts is known ([Zwikael and Globerson, 2004](#)). As a result, task crafting is likely to boost efficiency by allowing users to priorities jobs within a project and allocate less time and effort to them. Taking up new challenges is a good aspect of task making. On the other hand, task crafting may not always provide desirable results.

[Berg et al. \(2010\)](#); [Tims and Bakker \(2010\)](#); [Bruning and Campion \(2018\)](#) Using the same methods, one might avoid, minimise, or remove tasks that they view as being too difficult. In the post-WWII era, a more inclusive definition of project success began to take shape. This acknowledged the significance of efficacy, acquiring customer approval ([Pinto & Slevin, 1987](#)), and pleasing stakeholders ([Rusare and Jay, 2015](#); [Pinto & Prescott, 1988](#)).

Managing project relationships entails proactively identifying, attracting, and retaining important project partners. [McNiven et al. \(2011\)](#); ?. According to [Donaldson and Preston \(1995\)](#), [Freeman \(2010\)](#), and [Friedman and Miles \(2002\)](#), project managers have the responsibility of managing stakeholder expectations and resolving conflicts between their claims. It is possible that so-called "hard" (technical) abilities are supplemented by relational craftsmanship, which entails altering patterns of social interaction. Social interactions, like task crafting, may be used to influence many objectives.

The importance of relational craftsmanship to get a better work-life balance is emphasised by [Sturges \(2012\)](#). As part of this process, people had to step up

their relationship intensity with their immediate supervisors while cutting down on "unnecessary" social connections. Cognitive crafting is most effective at the beginning of the project lifecycle, when stakeholders are still forming their ideas (Smith & Winter, 2010).

To make an understanding of what a new project is, here is one example. According to the suggested model, which is based on the idea that project managers should be free to "job craft" their own duties and responsibilities, projects are nothing more than a synthesis of human perception and expectation. Even though conventional wisdom holds that project managers should adhere to rigid protocols and standards, there is a mountain of research showing that this is not the case.

To find out whether job crafting impacts project success and instrumental job and career related outcomes, the research is going to look at the link between PPM and job crafting. Eleven hypotheses are put out in the study for empirical testing. The primary goal of this article is to investigate potential connections between job crafting and the views and results of project management.

Job crafting is significant because it influences both the meaning of work (how people see their own role in the organisation) and the allocation of resources (Whitty, year 2005. One way to conceptualise projects is via the use of a "mental model" (Winter & Szczepanek, 2008). Our group has come up with the following theories:

H3: Job Crafting has a positive and significant impact on Project Success.

2.5 Mediating Role of Job Crafting

Individually meaningful work changes, shifts in social and structural job assets, and a higher level of purpose within the task are all components of job crafting. Some practical aspects of task construction have been suggested, investigated experimentally, or reviewed in recent studies.

(Bruning and Campion, 2018; Lichtenthaler and Fischbach, 2019; Zhang and Parker, 2019). The two do not really think about each other anymore, but there is some overlap in their categories that seems like a technique-avoidance dimension, where

the approach dimensions are more associated with wonderful art effects and the avoidance dimensions are more associated with awful art effects. Relying on the concept of process needs-sources (Bakker et al., 2007), The current research delves into strategy formulation as it pertains to workers enhancing their assets or meeting the demanding demands of their work.

(Lichtenthaler and Fischbach, 2019). Better individual-process fitness should be the end outcome of successful crafting. (Rudolph et al., 2017), that enables workers to thrive and execute their job (and life) responsibilities with certainty in the current examination specialises in method crafting, a work style in which employees are encouraged to shape their jobs to fulfil their own needs (e.g., a strong sense of self-image, meaningful connections with coworkers, and autonomy at work) and those of the company as a whole (Wrzesniewski et al., 2003). Job crafting was defined by (Tims et al., 2012) in terms of the process resources and activity demands that workers bring to their work.

Using the JD-R theory framework, they conceptualised task crafting as having four aspects. Bakker et al. (2007): (a) expanding community assets consulting with managers for input, (b) bolstering institutional resources becoming familiar with fresh objects, (c) increasing difficult demands seeking for more responsibilities, and (d) decreasing limiting demanding tasks that are emotionally taxing. Based on the JD-R idea, activity crafting aims to address employee well-being and behavioural consequences by looking for assets and challenges. (Bakker et al., 2007).

The current study chose to look at empowered leadership as an environmental resource and midway self-assessment as an individual resource as possible antecedents of activity creation. This study adds to the body of knowledge on process crafting by examining the relationship between process crafting and both health and anti-social behaviour, as well as workers' abilities to competently construct their professions.

We start by taking a look at tasks and private assets that are chosen specifically for their potential to enhance that skill, based on the JD-R idea. The workers' supervisor should strictly prohibit activity creating with regard to task assets, closely monitoring their work to ensure they adhere to the previously stated tasks.

Because of this, workers would be unable to create. Managers can instead model empowering leadership by letting their subordinates figure out how to do their jobs, both in terms of the specific tasks they need to complete and the degree to which they are responsible for completing them (Rapp et al., 2010; Zhang and Bartol, 2010). This is why it's important for leaders to provide their employees agency so they may develop their craft skills. Workers who score high on the centre self-critique are more likely to have self-ideals and management ideals, which give them the skills and confidence to create their own work lives according to their own standards (Judge et al., 2005). Those are essential components for successfully embracing any endeavour, including task making. According to the study's findings, previous research on activity crafting has concentrated on employees' positive work behaviours and work-related well-being (e.g., a meta-evaluation by Rudolph et al. (2017)). However, the current practice broadens the scope of capability effects to include negative deviant work behaviours and more modern well-being life consequences.

In order to bring about organisational change, change agents—typically managers—make an attempt to persuade workers to adopt new behaviours that would ultimately benefit the company (Van Wart, 2016). When companies want to make changes, one of the most important things they do is make sure people know about them.

According to Bedeian (1999). Getting the word out is key to rallying the troops and convincing them to welcome change. Organisational change happens as a result of workers' actions, hence their collaboration is crucial throughout the change process (Porras & Robertson, 1992). People in managerial positions nowadays are expected to not only adjust to new policies and procedures, but also to come up with new ideas on their own.

(Griffin et al., 2007). Managers have a crucial role in effectively conveying organisational change, but workers play an equally important part in successfully adapting to the change. Little is known about what workers may do independently to aid in their adaptation to organisational change, despite the fact that effective communication on organisational change improves employee adjustment (Bordia et al., 2004).

Managers will be better equipped to steer staff through uncertain times and find out how to weather organisational change if they have this information. As a response to organisational change communication, job crafting is discussed, following job redesign methodologies and perspectives on flexible forms of work performance (Wrzesniewski et al., 2003).

We argue that job crafters may better adapt to organisational changes by engaging in self-initiated voluntary behaviours such as seeking resources, seeking challenges, and decreasing expectations. Thus, we are dealing with two types of change here: changes conveyed by the organisation and changes initiated by employees via job crafting.

H4: Job crafting mediates the relationship between Accountable Leadership and Project Success

2.6 Moderating Role of Affective Commitment to Supervisor

Juan et al. (2011) said that organisational commitment is the emotional manifestation of workers' allegiance to their organisation. Either a boss or a coworker might be approached to help carry out the organization's promise. In particular, one definition of organisational commitment is when workers buy into the mission and values of their employer Widmeyer and Ducharme (1997) shown that there are three possible aspects of organisational commitment:

They are seen as signs of how workers feel about their role in the company. There are three parts to organisational commitment: emotional, normative, and continuation. Affective commitment, in the first place, is best understood as the degree to which employees really believe in and work to realise the organization's values and objectives. Second, there's normative commitment, which is the inclination to stay in the organisation because one feels obligated to. In addition, the employee who chooses to go from the company will feel bad about making such a commitment. Finally, a continuity pledge is a promise that workers would weigh the benefits of staying with the company against the costs they would incur if

they were to quit. This dedication is borne out of concern for the organization's financial future; after all, competing groups may not provide the same level of service (Juan et al., 2011). One may argue that the main reason why workers are so devoted and loyal is because of their affective commitment.

Employees with a higher affective commitment are characterised by a strong sense of belonging and obligation to the organisation, active participation in organisational activities, enthusiasm for achieving organisational goals, and a strong desire to stay with the company (Rhoades, Eisenberger, & Armeli, 2001).

H5: Affective commitment moderates the mediation of job crafting between Accountable leadership and Project Success.

2.7 Theoretical Framework

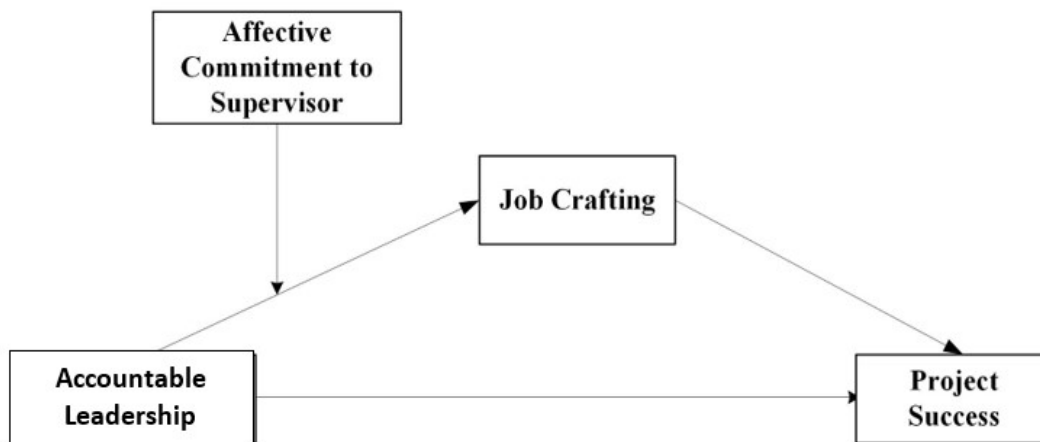


FIGURE 2.1: Theoretical framework

2.8 Summary of Hypothesis

H1: Accountable Leadership has a positive and significant impact on Project Success.

H2: Accountable Leadership has positive and significant impact on Job Crafting.

H3: Job Crafting has a positive and significant impact on Project Success.

H4: Job crafting mediates the relationship between Accountable Leadership and Project Success.

H5: Affective commitment moderates the mediation of job crafting between Accountable leadership and Project Success.

Chapter 3

Methodology

3.1 Procedures

Can you tell me whether you have finished a project for the government in the recent two years? The online Google form inquiry now has its first conditional choice. Clicking "Yes" allowed the respondent to go to the next stage. Two options are provided in the section that follows. Our first option is "project leadership (topmost head)," and our second is "subordinate to the project leadership (head)".

Choosing the first choice yielded the following results: project success, job crafting, demographics, project details, and the manager's name. Selecting "subordinate to project leadership (head)" moved government personnel farther down the responsible leadership form, which included the name of the project head, basic project data, and responder demographics.

3.2 Research Design

3.2.1 Type of the Study

This research delves into the sources of its variable and examines how the interacting factors impact one another. A causal study best describes this kind of research.

3.2.2 Research Approach

Different methods and techniques are used in research. In general, new age research uses three types of research. These are qualitative, quantitative and mixed processes (Altoryman, 2014). It is used based on research and contains scientific data. Each method has its own important features.

- Qualitative research is used to improve scientific research.
- Quantitative research is used to determine statistics and specific facts for purposes and purposes.
- A mixed methodology is used when a researcher wants to develop and test the theory regarding the studied phenomenon.

In this research, quantitative research methodology is adopted and used for the analysis and results.

3.2.3 Extent of Researcher Interference

This study employs a minimal level of researcher influence. The researcher has never had any trouble making a socially responsible decision, engaging with workers, or developing a deep emotional connection to a supervisor in any organisation. Thus, it follows that the researcher did not influence any of the factors.

3.2.4 Study Setting

There are following two types of study setting.

- Contrived setting
- Non contrived setting

Contrived setting research is conducted when artificial environment is available and non-contrived setting research is conducted in natural environment.

In this study, the non-contrived scenario is employed as the focal study. Experimentation is not a part of this research since its primary goal is field analysis. Doing field research is how scrutiny is practiced.

3.2.5 Unit of Analysis

Our unit of study is the individual, namely the employee in a project-based company. The data is collected from the participants in a manner that allows for a single individual to provide their answer.

3.2.6 Time Horizon

The data for this research was collected using a cross-sectional approach. The data is collected from respondents just once, and no variables are measured more than once.

3.3 Population and Sample

3.3.1 Population

In project-based organisations, data is gathered from the workers. Employees of the company who work on various projects, no matter how big or little, make up the study's population.

3.3.2 Sampling Technique

Our study uses a straightforward sampling strategy, which is the simplest way to get the data, to gather samples from individuals who are affiliated with various projects or whose employment is relevant to project management.

3.3.3 Data Collection Method

There are two main ways to collect information that offer insight into research and recognize the course of action; primary or secondary sources. In primary data, we collect data from the resources directly whereas in secondary we use already collected data (from different resources such as articles, books and research papers) to analyze the data in order to provide solutions.

3.3.3.1 Primary Data

Primary data refers to the collection of new, fresh, previously non-existing information that has been gathered for the study by the researcher. Some may say primary research is the most important method used to collect data. Altorymon (2014) believes that primary data is very important as it can collect first hand data therefore provides information that has never been used before becomes available. Gherbal (2015) state that primary data is data gathered purely for the research and is specific to the research question. There are many ways primary data can be collected, such as; questionnaires, interviews, observations and focus group interviews. This study only uses two methods to collect primary data; questionnaires and interviews.

3.3.3.2 Data Analysis Techniques

Data analysis in this study was performed as follows:

- Collect data from emailed measurements in Excel worksheet
- Import data from Excel worksheet to analyze differences SPSS

The following analysis was performed with IBM SPSS v (21.0) enabled.

- Descriptive analysis
- Frequency analysis
- One-way Anova
- Correlation analysis
- Regression analysis

3.3.3.3 Data Analysis Tool

The statistical package for Social Science SPSS v (21.0) developed by IBM was the tool used by the researcher for the analysis of the data. This analysis involves descriptive statistics, frequency tables, correlation and regression analysis to understand the phenomena. Microsoft Excel 2013 was only used for Gathering and screening of data.

3.3.4 Research Ethics

At the beginning of the questionnaire, there is a line that explains that the responder is filling it out anonymously, that they are participating in the survey willingly, and that any data or responses they provide will be kept secret.

3.3.5 Sample Size

Five hundred people were sent the survey. A total of 370 out of 500 people have participated by providing feedback. Unfortunately, we can only use 370 of the replies. The formula for determining the sample size is as follows: increase the total number of requested replies (370) by 100, then divide the number of usable responses (370) by 500 . A total of 74% will make up the sample.

3.4 Sample Characteristics

This study also looks at the demographics of the respondents to find out what the sample is like. Gender, age, marital status, and years of experience in the present organisation are some of the demographic characteristics investigated to guarantee data dependability.

3.4.1 Gender

Males make up the bulk of the population, according to the results. There are more men than women among the responders (60.3% vs. 39.7%). You can see the breakdown of responders by gender in Table 3.1.

3.4.2 Age

Various age ranges are provided to gather information about the responders. This makes it easy for people to provide information about this demographic characteristic when asked. This is since providing age ranges conceals the true age of the responder, which might happen when respondents are uncomfortable disclosing

TABLE 3.1: Frequency by Gender

Gender	Frequency	Percentage
Male	223	60.3
Female	147	39.7.4
Total	370	100

their precise age. Among those who took the survey, 18.9 percent are between the ages of 18 and 25. People between the ages of 26 and 40 make up 42.2% of the total responders. Moreover, 26 responders fall between the age bracket of 41–60 years, with just 12.9% of the sample population being 60 and more.

TABLE 3.2: Frequency by Age

Age(years)	Frequency	Percent
18-25	70	18.2%
26-40	156	42.9%
41-60	96	26%
Over 60	48	12.6%
Total	370	100%

3.4.3 Marital Status

One key demographic element that influences how people act and react is their marital status. In terms of marital status, the results show that 67.5% of respondents are married and 32.5% are single. The number of married persons is higher than that of unmarried people.

After doing some research, we learned that many individuals would rather get married than stay single after landing a good job. Since most of our respondents are in the workforce, they are likely married.

TABLE 3.3: Frequency by Marital Status

Marital Status	Frequency	Percent
Single	120	32.5%
Married	250	67.5%
Total	370	100%

3.5 Measures

The variables will be assessed using a 5-point Likert scale, where 5 indicates strong agreement and 1 indicates severe disagreement. To make it easier for responders, the test is being administered in English.

3.5.1 Accountable Leadership

Wood Jr and Winston (2005) created a seven-item scale called the Accountable Leadership Scale. The "responsible" aspect of leadership and developing quantitative standards to assess four unique forms of accountable leadership. We have had success with both our exploratory and confirmatory investigations into the factor structure. The responses are evaluated using a 5-point Likert scale, where 5 indicates strong agreement and 1 indicates extreme disagreement. "My firm encourages subordinates who acquire additional education." is one of the statements that appear on the scale."

3.5.2 Project Success

Aga et al. (2016) created a 10-item questionnaire that will be used in Project Success. Part of a successful project is developing quantitative metrics to evaluate the four contributors to that accomplishment.

These duties are directly tied to how much public sector CEOs should help their employees deal with issues like efficiency, effectiveness, satisfaction, time, and money. Job experience, gender, age, and educational level should all be included

as control variables since they have been demonstrated to impact project success (AQ: 7). Using a 5-point Likert scale, with 5 representing "strongly agree" and 1 representing "strongly disagree," the responses are documented. The statement "usually, customers of our projects are satisfied with the end result" is one metric."

3.5.3 Job Crafting

The Job Crafting survey, developed and maintained by [Slemp and Vella-Brodrick \(2013\)](#), consists of fifteen items. Job crafting measurement: creating measurements for fifteen essential things that address cognitive, relational, and task crafting. We used already published, peer-reviewed research to develop our measurement scales. One-point equals "strongly disagree" and five points equals "strongly agree" on a 5-point Likert scale. An item on the scale reads, "My company has implemented a thorough code of ethics."

3.5.4 Affective Commitment to Supervisor

[Meyer et al. \(2002\)](#) created these measures using six essential criteria. The Affective Commitment to Supervisor Scale as it pertains to Workers. It includes the employee's sentiments and emotions towards their superior. On a scale from 1 (strongly disagree) to 5 (strongly agree), respondents indicated their stance on six propositions".

TABLE 3.4: Scales of Variables

Variables	Scales	Items
Accountable Leadership	Wood Jr and Winston (2005)	7
Project Success	Aga et al. (2016)	10
Job Crafting	Slemp and Vella-Brodrick (2014)	15
Affective Commitment To Supervisor	Meyer et al. (2002)	6

3.6 Statistical Tools

We use SPSS version 26 for assessing relationships between variables; this allows us to do regression and correlation analyses. In order to conduct the analysis, the data is imported from Google Form into an Excel sheet and then each respondent's data is entered into the Statistical Package for the Social Sciences (SPSS). This data is analyzed for various descriptive statistics using SPSS, which stands for Statistical Package for the Social Sciences.

Another tool that may determine Cronbach's alpha is SPSS, which stands for Statistical Package for the Social Sciences. To calculate the mean of each variable, to provide the findings for the control variables, to detail the sample characteristics, and to execute a plethora of other crucial computations required for survey analysis. When analyzing regression findings, Process Hayes's is also used. This study also makes use of AMOS 23, a tool for confirmatory factor analysis.

3.7 Reliability Analysis of Scales Used

Reliability is a feature of a scale that indicates how stable or consistent the computed values are. For research to be valid, the scale employed must be trustworthy. Considering dependability is an essential and necessary test when dealing with abstract elements, but it is not an area of relevance when dealing with actual issues. In order to determine the relationship between the items on the scales, the reliability analysis was carried out.

In this research, the dependability is guaranteed by examining the values shown by Cronbach's alpha. In Cronbach's alpha, a number close to 1 indicates the greatest level of dependability; the scale runs from 0 to 1. Table 3.6 shows that all the variables have Cronbach's alpha values greater than 0.70.

Accountable leadership responsibility has a Cronbach's alpha score of 0.89, which is greater than 0.70. Job crafting, emotional commitment to supervisor, and project success all had values of 0.94, 0.95, and 0.87, correspondingly. Reliability values over 0.70 are also seen for the mediator, dependent, and moderator scales. What this means is that the dependability of the scales used in this research is higher

than what is necessary. This means that every item on every scale is considered when calculating the mean.

TABLE 3.5: Reliability of Scales

Variable	Cronbach's alpha
Accountable Leadership	0.89
Project Success	0.94
Job Crafting	0.95
Affective Commitment To Supervisor	0.87

Chapter 4

Results

4.1 Descriptive Statistics

In the section of the study dedicated to descriptive statistics, the statistical procedures that were used to get the mean descriptive values are detailed. Using SPSS, we conducted research on supervisors' emotional commitment, projects' successes, job crafting, and responsible leadership. Whereas a low mean value indicates that respondents are more likely to disagree with the proposed factors, a high mean value indicates that respondents are more likely to agree with them.

TABLE 4.1: Descriptive Statistics

Variable	Sample	Min.	Max.	Mean	S.D
Accountable Leadership	370	1	5	3.31	0.60
Project Success	370	1	5	3.93	0.50
Job Crafting	370	1	5	4.14	0.52
Affective Commitment To Supervisor	370	1	5	4.16	0.66

Job crafting and accountable leadership both have average values of 4.14 and 3.31, respectively, according to the statistical investigation (Table 4.1). Also, for emotional commitment to supervision it came out at 4.16 and for project success

it was 38 3.93. According to the numbers that were supplied. Based on the data, it seems that respondents are leaning toward agreeing for all variables, Since all values are bigger than the least acceptable values.

4.2 Control Variables

Control variables are examined using a one-way ANOVA test. This study used a one- way ANOVA test to find out whether demographic variables affect the association between job crafting and project success.

Since demographic information could become a source of variation, it is vital to control them in regression analysisif one- way ANOVA reveals that the demographics need to be controlled.

See Table 4.2 for information on how the job crafting (mediating variable) was impacted by respondents' gender ($F = .03, p = 0.86$), age ($F = 4.95, p = .00$), and married status ($F = 11.8, p = .00$). There were no statistically significant differences in this regard. That is, we have shown that all the demographic factors are significant.

The project success regression analysis will also take into consideration the fact that the findings of the one-way ANOVA for this dependent variable show that there is no significant difference in the degree of project success among respondents based on gender ($F = .00, p = .96$) or age ($F = 13.5, p = .00$). Moreover, marital status was associated with ($F = 2.85, p = .03$).

This study will take into consideration all demographic characteristics considering the results in Table 4.4 and the preceding information. As already discussed, demographic information could become a source of variation, it is vital to control them in regression analysisif one- way ANOVA reveals that the demographics need to be controlled.

The project success regression analysis will also take into consideration the fact that the findings of the one-way ANOVA for this dependent variable show that there is no significant difference in the degree of project success among respondents based on gender ($F = .55, p = .45$) or age ($F = .45, p = .22$).

Moreover, marital status was associated with ($F = .63, p = .18$). This study will take into consideration all demographic characteristics in light of the results in Table 4.4 and the preceding information.

TABLE 4.2: One-way ANOVA

	Job Crafting		Project Success	
	F	P	F	P
Gender	0.03	0.86	0.00	0.96
Marital Status	11.8	0.00	13.5	0.00
Age	4.95	0.00	2.85	0.03

The project success regression analysis will also take into consideration the fact that the findings of the one-way ANOVA for this dependent variable show that there is no significant difference in the degree of project success among respondents based on gender ($F = .55, p = .45$) or age ($F = .45, p = .22$).

Moreover, marital status was associated with ($F = .63, p = .18$). This study will take into consideration all demographic characteristics in light of the results in Table 4.4 and the preceding information.

4.3 Correlation Analysis

Using the Pearson correlation analysis, one may determine whether there are any correlations between the variables or not. Using correlation analysis, you can determine whether this association is beneficial or detrimental.

If the correlation coefficient is positive or negative, then the variables are positively connected. Signals of positive correlation coefficients suggest a positive linkage between variables, whereas signals of negative correlation indicate a negative association. There is a weak or substantial association between the factors, according to this study's findings. High correlation is believed to be indicated by

coefficient values between 0.3 and 0.5, whilst a weak correlation is suggested by values between 0.1 and 0.2. A value greater than 0.3 suggests a strong correlation between the variables.

TABLE 4.3: Correlation Analysis

Variables	AL	JC	AC	PS
Accountable Leadership	1			
Job Crafting	.239**	1		
Affective Commitment	.177**	.358**	1	
Project Success	.78**	.277**	.374**	1

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

4.4 Regression Analysis

Accountable leadership, job crafting, project success, and emotional commitment to supervisor are all strongly correlated, according to correlation study. Regression reveals the relationships between variables and correlation analysis informs us about the strength of the associations between them.

Therefore, to prove that these variables are causally related, regression analysis is used. The regression analysis in this research is carried out using a process macro developed by Andrew F. Hayes. The primary hypothesis of this research is that responsible leadership has a direct impact on project performance. To test this hypothesis, regression analysis is used.

In this research, two more expected direct impact correlations are associated with the mediating variable. Accountable leadership has a direct impact on job craft, and the second is the impact that craft has on the final product of a project. Regression analysis looks at both connections as well. Since this research employs a single mediating variable, it is also testing the single mediating connection. To determine its validity, we will examine the mediating function of job crafting in the relationship between responsible leadership and successful project completion.

Also examined is the role that emotional commitment to supervisor plays in mediating the connection between responsible leadership and job designing.

In the end, we look at how emotional attachment to supervisor moderates the indirect influence of responsible leadership on project performance. Below this, in Table 4.3, you can find the hypothesis-specific statistical information. To further aid in determining the validity of each hypothesis, we have included the necessary rationale for each one.

Hypothesis 1: Accountable Leadership has a positive and significant impact on Project Success.

Project Success as a Result of Accountable Leadership Varies by 95%, as Shown in Table 4.4. Additionally, the β sign is positive, and the *p* value is less than .05, indicating that accountable leadership has a positive and significant impact on Project Success. ($SE = .07, p = .06$). Accordingly, H1 is false.

TABLE 4.4: Linear Regression Analysis

Direct Path	coefficient	SE	t	p	LLCI	ULCI
H1: AL \rightarrow PS	0.0716	0.0391	1.83	0.06	-0.0053	0.1485
H2: AL \rightarrow JC	0.527	0.1916	2.7501	0.0063	0.1502	0.9039
H3: JC \rightarrow PS	0.6	0.0464	12.9472	0	0.5092	0.6916

TABLE 4.5: Mediation Analysis

Mediation Path	coefficient	SE	t	LLCI	ULCI
H4: AL \rightarrow JC \rightarrow PS	.1743	0.1743	0.0323	0.1148	0.239

TABLE 4.6: Moderation

Moderated Mediated Index	Index	SE	t	LLCI	ULCI
H5: ALxAC \rightarrow JC \rightarrow PS	-0.0341	0.0422	0.0323	-0.1182	0.0488

Hypothesis 2: Accountable Leadership has positive and significant impact on Job Crafting.

The correlation between responsible leadership and work customization is shown via regression analysis. Accountable leadership significantly impacts job crafting, according to the p-value analysis.

Also, the fact that the regression coefficient is positive indicates a positive significant relationship ($\beta = .52, p = .00$).

Hypothesis 3: There is a positive relationship between job crafting and project success.

According to regression research, there is a strong link between job crafting and project success, as shown by the p-value. As the signals with the regression coefficient are also positive, job crafting has a good influence on project success.

Hence, it is shown that Job Crafting greatly impacts Project Success ($\beta = .6, p = .00$).

Hypothesis 4: Job crafting mediates the relationship among project success and accountable leadership.

Project Success and Accountable Leadership are mediated by Job Crafting ($\beta = .1743, LLCI = .1148, ULCI = .2390$). Since ULCI and LLCI do not include zero, and the sign associated with β is positive.

Thus, we may conclude that responsible leadership has a substantial indirect influence on project success via job crafting, lending credence to mediation hypothesis H4c.

Hypothesis 5: According to the previously stated hypothesis, the connection between responsible leadership and work designing was anticipated to be moderated by affective commitment to supervisor.

To find out whether this hypothesis is true or not, we may look at the results of the regression analysis using the interaction term.

The p-value of the interaction term indicates that supervisorial emotional commitment mediates the relationship between accountable leadership and job crafting ($\beta = -0.0341, LLCI = -.1182, ULCI = .0488$) as described below.

This association between responsible leadership and job crafting is moderated by emotional commitment to supervisor (see figure 4.2).

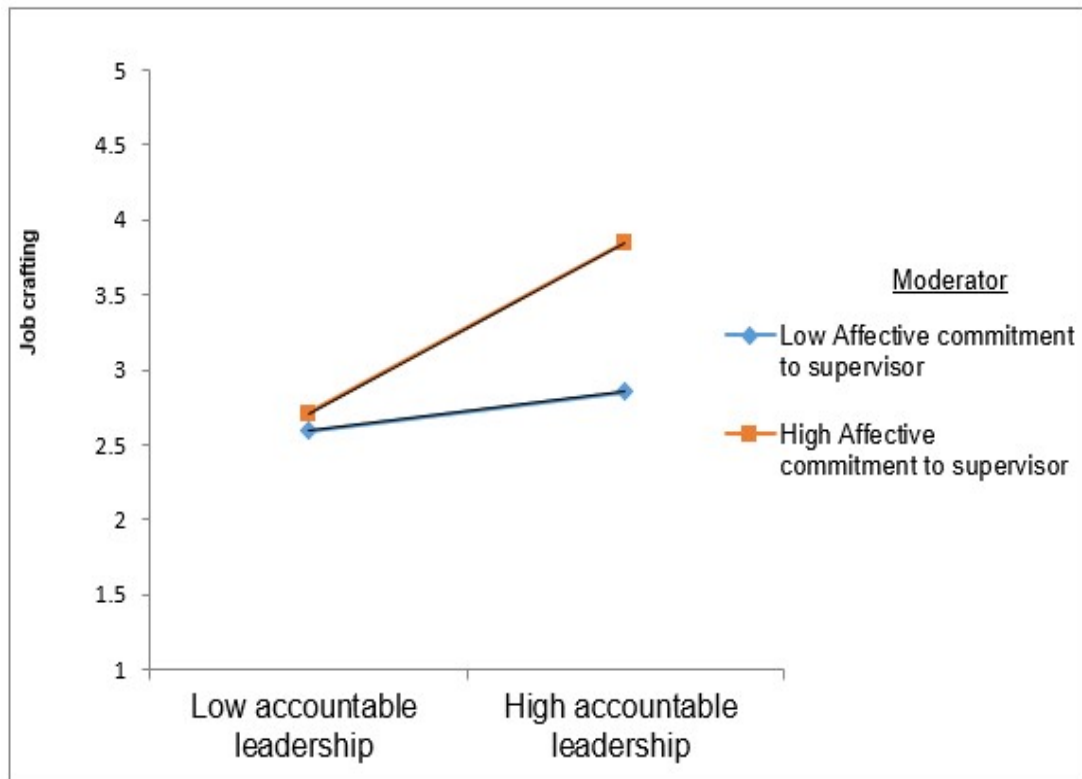


FIGURE 4.1: Moderation

4.4.1 Moderated Mediation

Hypothesis 5: Affective commitment moderates the mediation of job crafting between Accountable leadership and Project Success.

By considering a mediating variable at the same time as two other variables, the moderator in the moderated mediation model influences the degree to which the two other variables interact with one another.

The moderator here serves as a substitute for a supervisor. In this method, job crafting is taken into consideration as a mediating variable between two factors that are affected by it: accountable leadership and project success.

After adjusting for bias, the percentile bootstrap results demonstrated that there was no statistically significant relationship between responsible leadership and project success through job crafting at 1 standard deviation below the mean for TMS ($estimate = 0.04, SE = 0.01, 95\%CI = [0.15, 0.15.]$), but a significant relationship was observed at $+1SD$ ($estimate = 0.007, SE = 0.01, 95\%CI = [0.10, 0.34]$).

All three hypotheses (H3a, H3b, and H4) were accepted since the backing of upper management mitigated the direct and indirect pathways

4.5 Summary of Supported/Not-Supported Hypothesis

In the following Table 4.7 a summary is provided about the acceptance or rejection of the proposed hypothesis.

TABLE 4.7: Summary of Hypothesis

Hypothesis	Statements	Results
H1	Accountable Leadership has a positive and significant impact on Project Success.	Not Supported
H2	Accountable Leadership has positive and significant impact on Job Crafting	Supported
H3	Job Crafting has a positive and significant impact on Project Success	Supported
H4	Job crafting mediates the relationship between Accountable Leadership and Project Success	Supported
H5	Affective commitment moderates the mediation of job crafting between Accountable leadership and Project Success.	Not Supported

Chapter 5

Discussion and Conclusion

5.1 Discussion

This study investigates how accountable leadership and job crafting affect project performance. This study also examined how accountable leadership through job crafting relates to project success. Research shows that accountable leadership plays a role in improving project success. Project success increases with leadership. Research has shown a positive relationship between accountable leadership and project success.

Through his humility, the project manager can motivate and encourage team members to ensure that the work is done in good faith, which is characteristic of production, performance and stakeholder satisfaction. The results of this study indicate that accountability among project managers should be a priority to achieve Project success.

Previous studies have shown that change and organizational responsibility influence project success in Pakistan (Fareed et al., 2021; Ali et al., 2020). Culture and tradition can also affect foreign employment (Wang et al., 2022; Cleary-Hardy, 2021).

Tummers and Knies (2016), who best define transformational leadership, stated that "accountable leadership, especially public transformational leadership" can also intervene in the execution of public services. Research shows that this practice improves Project success.

Zada et al. (2023), the performance of public schools and the professionalism of their teachers (Kocak and Bozkurt Bostanci, 2020) and the motivation and service of public officials performance (Schwarz et al., 2020). 55 studies show that leadership has a positive role in job crafting.

This is a feature of culture that affects how people view new business creation. This decision is necessary because previous research has examined the impact of behavior on job crafting (Kastrup, 2019), specifically at work.

Previous studies on the topic of management culture and job crafting have been conducted in many countries, including Pakistan (Grynchenko et al., 2018; Nauman et al., 2022; Sterne et al., 2001). According to previous research, people's civic behaviors and actions such as dedication, cooperation, work, citizenship behavior and change are positively affected by leadership (Tummers and Knies, 2016).

The research results also revealed that there is a relationship between packaging and performance. Our research shows that four factors in performance—project goals, role clarity, interpersonal relationships, and problem solving—can create a highly committed and motivated team.

Based on our findings and previous results on accountable leadership, we theorize that responsible leadership can promote job crafting. Another important finding of this study is that the creation of the order plan has a significant impact on project success.

Perceptions of success are influenced by team members' views on job crafting. This decision is based on previous research (Ali et al., 2021; Nauman et al., 2022). This finding from the Pakistan experiment proves our theory about the relationship between these factors because it continues previous findings. Job crafting also influences the link between managers' responsibilities and job completion, the authors said.

Previous studies have shown that the behavior of traditional leaders has a direct impact on the success of their services by creating new projects (Ali et al., 2021; Nauman et al., 2022). According to previous research, accountable leadership can increase the performance of government institutions by improving the professional skills of employees (Kocak and Bozkurt Bostanci, 2020) and improve

service delivery through motivation (Schwarz et al., 2020). Previous research has found a strong connection between leadership, job satisfaction (measured as job innovation), and other positive outcomes.

This study also confirmed the impact of affective commitment to supervisor on the relationship between accountable leadership and project success. This finding supports previous research that top management has an impact on the relationship between project managers and project performance.

These results also show that responsible managers attach the highest importance to the success of their managers' motivation. The project manager must have access to upper management to complete the project. Seeking affective commitment to supervisor leads to a harmonious relationship between accountable leadership and project success.

In addition, the study followed previous research by investigating the mediating role of affective commitment to supervisor between the project managers and job crafting.

5.2 Research Implications

5.2.1 Theoretical Implications

By introducing new and useful theoretical ideas, this research adds to the current body of knowledge. To start, there is a dearth of research on the correlation between conventional wisdom about effective management and the completion of government-funded projects (Fareed et al., 2021; Santos et al., 2020).

Second, there is a lack of empirical research on the effects of responsible leadership on organizational and employee outcomes since the idea is still in its infancy (Tummers and Knies, 2016; Vogel et al., 2020).

Establishing a descriptive relationship between responsible leadership and project success is the first key consequence of this scholarship. Responsible leadership is therefore extended to public sector project management via this scholarship as

Chin (2015) draws attention to the dearth of published works devoted to research involving public management teams.

The correlation between responsible leadership and other methods of public sector leadership and the expansion of public sector jobs has been the subject of little research.

Secondly, there are theoretical ramifications to this study that help us understand how responsible leadership relates to team growth. By including team-based research in public administration, this finding expands the purview of responsible leadership.

Preliminary study also suggests that successful enterprises are linked to the development of employment (Nauman et al., 2022). Empirical results on job creation, however, do not match up with organizational objectives, according to a recent systematic study (Kastrup, 2019).

Consistent with previous empirical findings, this research established substantial implications between team formation and project success.

The importance of employment creation as a critical success factor (CSF) for public sector undertakings is further supported by this finding. In addition, this research contributes to the current literature by demonstrating that responsible leadership influences project performance both directly and indirectly via the creation of jobs. Give it to me.

Considering the researchers' desire to determine the results of responsibility, our results are significant.

5.2.2 Practical Implications

These findings may have many applications. First, our results demonstrate the importance of managers as responsible for project success. Responsibility is a hobby that can be learned and developed. Project managers should be trained in learning-to-do leadership styles, which can be a way to improve organizational performance. Accountability is an interpersonal and social relationship that creates a bond between employees through both formal and informal means. In the second

part of our study, it was revealed that work experience moderates the relationship between accountable leadership and project success.

The manager's supervisory role establishes a team of employees who will manage their tasks, responsibilities, resources, and activities that are important to the success and achievement of the project's goals.

An intervention demonstrates the effectiveness of traditional work strategies, including the integration of leadership and informality to improve the relationship between accountable leadership and project success and correct and clear responsibility in solving tasks and personal problems that affect the work of the team. This means that the project will be successful if the job crafting is used correctly.

Existing research suggests that organizations' practices can foster an environment that leads to positive outcomes.

Third, our findings show that the support affective commitment to supervisor providing resources, structure, communication, skills, and authority is the positive attitude that leads to success in work and business. The results will help professionals do their jobs more happily and help senior managers take their responsibilities seriously to ensure managers are given appropriate support. Senior leaders foster relationships and problemsolving through a learning environment.

Especially when the project is short, the project manager and design team can devote time spent managing this work. Data shows that Affective commitment to supervisor motivates the manager and the team to do their best maintain high performance, and ultimately achieve goals.

5.3 Limitations and Future Directions

To gather information for the research, we used a typical method for descriptive surveys that relies on self-reporting. This method has its benefits and drawbacks. Our method's strongest point is the data it collects from 436 public project managers and those under them.

By administering self-report questionnaires, we were able to ascertain public officials' views on job crafting and project success, as well as their subordinates'

views on responsible leadership traits. Utilizing self-reported tools for leadership, job crafting, and project success assessments is problematic due to social desirability bias.

Nevertheless, by emphasizing the study's anonymity and instructional purpose many times, we were able to lessen the likelihood of bias. Also, common method bias (CMB) might occur when using self-reporting measures, according to research by Jakobsen and Jensen (2015).

Two sources of information were gathered to lower the project's CMB risk. Subordinates were asked to assess the responsible leadership skills of the project managers, while supervisors were asked to rate the job's crafting and the project's success.

In addition, according to Harman's single-factor statistics, the data does not include the CMB. Consistent administration of the same self-reporting measures at several time points is necessary for future studies to establish the validity and reliability of the associations detected.

While the model's variables are the source of the current findings, it's plausible that responsible leadership traits like AL, RL, LL, and NL affect project success (including stakeholder satisfaction and performance) and job crafting (including goal setting, role clarification, interpersonal relationships, and problem solving) in different ways. Potential future research directions for this phenomenon include dissecting it down to its component variables.

To further solidify the findings and validate the study model, a mixed-methods technique might be considered as an alternative.

5.4 Conclusion

The current study was conducted to testify the associations among the construct like Accountable Leadership has a positive and significant impact on Project Success Likewise, Accountable Leadership has positive and significant impact on Job Crafting.

Further, Job Crafting has a positive and significant impact on Project Success. More, mediation of job crafting was also part of the current study and tested in hypothesis 4 i.e. Job crafting mediates the relationship between Accountable Leadership and Project Success.

The study extended the research model by incorporating the affective commitment as a moderator which may effect the mediating association of job crafting as described i.e. Affective commitment moderates the mediation of job crafting between Accountable leadership and Project Success.

The theoretical framework was tested under the theoretical support of Social Information Processing Theory which describes how people use computer-based communication to create personal emotions and communicate in real time online. The theory focuses on how communication can be adapted to the absence of nonverbal cues when using a medium generally limited to text.

The theory states that processing information in this coded system requires more time than face-to-face communication to achieve a similar level of interpersonal communication.

A better understanding of the factors that lead to project success is crucial for project-based organizations. We have proven that accountable leadership in the context of IT projects has both direct and indirect effects on project success. We also show that job crafting, an important factor in project success, moderates the relationship between accountable leadership and project success and leaves followers with the impression of passion.

Therefore, project-focused organizations should support the leadership of project managers, for example, by selecting and developing leadership according to previous research. In this case, a work environment will be created that encourages job crafting practices such as project goals, job descriptions, personality relationships and problem-solving skills. The results of the study reveal that accountable leadership has significant positive impact on project success.

This indicates that to achieve success in a project, a project-based organization can become socially responsible. This fulfillment of social responsibility allows a firm to become successful in its projects. The results have also shown that there is

a significant positive impact of accountable leadership on job crafting which means that a firm can achieve engagement in job by showing an ethical attitude towards the employees. Results have disclosed that job crafting mediates the relationship of accountable leadership and project success.

Hence, while initiating accountable leadership with the perspective of gaining project success, job crafting can be considered as an arbitrating factor. The results have also unveiled that affective commitment to supervisor has a moderating role in the relationship of accountable leadership and job crafting. This thing elaborates that strong affective commitment to supervisor has a key role in the implementation of accountable leadership.

The results have exhibited that affective commitment to supervisor can serve as a crucial facet and as a fundamental factor when a firm wants to gain success by accomplishing its social duties. The solution to the problem that the project-based organizations situated in the country pay very less attention to make the path to success easier by being socially responsible and projectbased organizations also rarely focus affective commitment to supervisor in job crafting process for attaining success, is also found at the end of this research.

Finding a solution to this problem is also one of the basic objectives of the research. We hope that our research will support future research on team design and project implementation.

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Appendix A

**CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY
ISLAMABAD**

Dear respondent,

I am Asad Farooq Jan, a student of MS Project Management and I am doing research on the topic of Does Public Leadership Affect Success? Confirmation of Moderated Mediation Mechanism. You are one of my potential respondents and I need your 10 precious minutes to fill this questionnaire fairly. Your name will not be mentioned, and data shall be kept confidential.

Regards,

Asad Farooq Jan

Department of Management Sciences

Demographic Questions

1. Gender:
 - A. Male
 - B. Female
2. Marital Status:
 - A. Single
 - B. married
3. Age:
 - A. 18-25
 - B. 26-40
 - C. 41-60
 - D. Over 60
4. Years of job experience with current organization:
 - A. 0-5
 - B. 6-10
 - C. 11-20
 - D. Over 20

Scale: Choose one of the five options given below for each item. Answer to each item is measured on a five-point scale with anchors labeled: (1) strongly disagree, (2) disagree, (3) neither disagree nor agree, (4) agree, (5) strongly agree.

1**Accountable Leadership (AL)**

Please keep in mind your current organization while filling this questionnaire.

1	My Supervisor encourages me and my colleagues to explain our actions to various stakeholders.	1	2	3	4	5
2	My Supervisor encourages us to inform stakeholders of our way of working.	1	2	3	4	5
3	My Supervisor provides us with the opportunity to explain our behavior to stakeholders.	1	2	3	4	5
4	My Supervisor emphasizes that it is important that we answer questions from clients.	1	2	3	4	5
5	My Supervisor strives to ensure that we openly and honestly share the actions of our organization unit with others.	1	2	3	4	5
6	My Supervisor encourages us to explain to stakeholders why certain decisions were taken.	1	2	3	4	5
7	My Supervisor makes sure that we keep stakeholders regularly informed of the actions of our organization units.	1	2	3	4	5

2

Job Crafting

Task Crafting

Please keep in mind your current organization while filling this questionnaire.

1	Introduce new approaches to improve your work.	1	2	3	4	5
2	Change the scope or types of tasks that you complete at work.	1	2	3	4	5
3	Introduce new work tasks that you think better suit your skills or interests.	1	2	3	4	5
4	Choose to take an additional tasks at work.	1	2	3	4	5
5	Give preference to work tasks that suit your skills or interests.	1	2	3	4	5

Relational Crafting

Please keep in mind your current organization while filling this questionnaire.

1	Make an effort to get to know people at work.	1	2	3	4	5
2	Organise or attend work related social functions.	1	2	3	4	5
3	Organise special events in the workplace (e.g., celebrating a co-worker's birthday).	1	2	3	4	5
4	Choose to mentor new employees (officially or unofficially)	1	2	3	4	5
5	Make friends with people at work who have similar skills or interests.	1	2	3	4	5

Cognitive Crafting

Please keep in mind your current organization while filling this questionnaire.

1	Think about how your job gives your life purpose.	1	2	3	4	5
2	Remind yourself about the significance your work has for the success of the organistaion.	1	2	3	4	5
3	Remind yourself of the importance of your work for the broader community.	1	2	3	4	5
4	Think about the ways in which your work positively impacts your life.	1	2	3	4	5
5	Reflect on the role your job has for your overall well-being.	1	2	3	4	5

3

Project Success

Please keep in mind your current organization while filling this questionnaire.

1	The project was completed on time.	1	2	3	4	5
2	The project was completed according to the budget allocated.	1	2	3	4	5
3	The outcomes of the project are used by its intended end users.	1	2	3	4	5
4	The outcomes of the project are likely to be sustained.	1	2	3	4	5
5	The outcomes of the project have directly benefited the intended end users, either through increasing efficiency or effectiveness.	1	2	3	4	5
6	Given the problem for which it was developed, the project seems to do the best job of solving that problem.	1	2	3	4	5
7	I was satisfied with the project by which the project was implemented.	1	2	3	4	5
8	Project team members were satisfied with the process by which the project was implemented.	1	2	3	4	5
9	The project had no or minimal start-up problems because it was readily accepted by its end users.	1	2	3	4	5
10	The project had directly led to improved performance for the end users/target beneficiaries.	1	2	3	4	5
11	The project has made a visible positive impact on the target beneficiaries.	1	2	3	4	5
12	Project specifications were met by the time of handover to the target beneficiaries.	1	2	3	4	5
13	The target beneficiaries were satisfied with the outcomes of the project.	1	2	3	4	5
14	Our principal donors were satisfied with the outcomes of the project implementation.	1	2	3	4	5

4

Affective Commitment to supervisor

Please keep in mind your current organization while filling this questionnaire.

1	I am not really attached to my supervisor (R).	1	2	3	4	5
2	I feel proud to work with my supervisor.	1	2	3	4	5
3	I feel a sense of respect for my supervisor.	1	2	3	4	5

4	My supervisor means a lot to me ² .	1	2	3	4	5
5	I appreciate my supervisor ² .	1	2	3	4	5
6	I feel little admiration for my supervisor (R) ² .	1	2	3	4	5