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**The Impact of Empowering
Leadership on Project Success
with the mediating role of Team
Learning and Organizational
Culture**

by

Muhammad Adnan Mukhtar

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

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I want to dedicate this achievement my parents, teachers and friends who always encourage and support me in every crucial time



CERTIFICATE OF APPROVAL

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by

Muhammad Adnan Mukhtar

MPM-213003

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Khurram Shehzad	RIU, Islamabad
(b)	Internal Examiner	Dr. Ishfaq Khan	CUST, Islamabad
(c)	Supervisor	Dr. Mudassar Ali	CUST, Islamabad



Dr. Mudassar Ali

Thesis Supervisor

November, 2023



Dr. Lakhi Muhammad

Head

Dept. of Management Sciences

November, 2023



Dr. Arshad Hassan

Dean

Faculty of Management & Social Sciences

November, 2023

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For the sake of Allah, The Most Charitable, The Most Kind. Acclaim be to God, the Cherisher and Sustainer of the universes. All on account of All-powerful Allah, The Ruler of all that exist, who presented me with His most noteworthy gift for example information and Insight to effectively achieve my assignment.

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(Muhammad Adnan Mukhtar)

Abstract

Empowering leadership (EL) and its impact on project success (PS). The focus in this research was all about the interceding job of Team Learning (TL) and a positive outcome from Organizational Culture (OC). After reviewing other research which suggested that the contrast on different factors involved to strengthen leadership and adapting empowering approach. In view of quantitative exploration plan and review research strategies, information was gathered from a helpfully chosen test of 376 specialists. By using convenience testing strategy, data was aggregated. The sample size considered for this study was from research papers. The information was dissected by utilizing SPSS. In light of the examination, the outcomes showed that Empowered leadership had a critical relationship with project success. Whereas, the Team learning (TL) was basically between Empowered leadership and project success. Organizational Culture was about as a mediator, that has a critical relationship with EL and PS. Toward the finish of study practical and hypothetical ramifications were talked about exhaustively, which can be useful for project directors working in project-based organizations in Pakistan. Demographic variables contributed to mean differences in study variables. Literature told us about the impact of Empowered leadership on project success is experimentally supported, less is had some significant awareness of the systems that make sense of this impact. To resolve this issue, we proposed team-learning as a potential clarification as a connection between empowered leadership and project success. In light of a research survey of various papers on project based organizations in Pakistan, the consequences of our review showed that empowered leadership to some degree mediates the effect of team-learning towards project success in the see of Organizational Culture. In the light of study findings future implications were also discussed at the end.

Keywords: Empowering Leadership (EL), Project Success (PS), Team Learning (TL) and Organizational Culture (OC)

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Abbreviations

EL Empowering Leadership

PS Project Success

TL Team Learning

OC Organizational Culture

Chapter 1

Introduction

1.1 Background of the Study

Various schools of thoughts have recorded their viewpoints on leadership and the effects in the hierarchical settings. For example among a wide range of the human ways of behaving, the most often examined is the idea of initiative which will only be done by giving the authority or power. In other words by empowering the top tier of any of the organization. Among the studied team leader's behaviors, empowering leadership engaging administration is very significant and eye catching. Empowering leadership has reflected the shift in trend by significantly climbing the independence in moving. Albeit, few fundamental exemplary idea of empowerment that tracks down its follows in the past examinations, team learning on enabling leadership puts stress on engaging activities by empowered leaders. Several findings from studies show that external forces such as Empowering the leader can enhance innovative behavior and team learning (Pramono et al., 2020).

For example, ad libbing motivation behind work, shared navigation, showing interest and trust in exhibitions of representatives, a spot of independency (Zhang and Bartol, 2010), and driving workers by showing good examples (Kirkman et al., 2004). In spite of the fact that authority has been contemplated of much examination in project the executives writing, however the impact of administration in project achievement or disappointment is still need to talk about. This paper consequently looks to investigate initiative conduct with regards to project the

board results, where administration is decidedly connected with the achievement or disappointment of a task. This hypothesis is seen as thinking about drive lead speculation, observational examinations of drive execution, and a fundamental assessment of the instruments through which execution of drive consequences for project results.

Some of the studies have inspected intermediary mechanisms and techniques to link empowering leadership behaviors with project success, mostly in information technology projects. The role of empowering leadership and the ways/ processes through which it affects the project success rate is quite unclear. Some other Empowering leadership related studies encompass the significance of role played by the employee's and their responses to Empowering leadership, their respective studies focus on investigating the significance of techniques and processes involved in empowerment that may be impact the team's performance handling information technology projects.

Project success varies greatly such as it either can be partly achieved or in some portion of the total planned success. This portion is measured by the variety of success degree. However, successful and to be failed totally like white or black happens quite often in entrepreneurship and leadership. However, explicit hypothesis in clear words that projects may not always be considered, treated either as fully successful or a sheer distortion. The crucial question that is frequently asked is about the definite ways that are fully capable to ensure the success of any project.

More than years and years, project achievement has been the principal focal point of venture the board writing (Ika et al., 2009). Among the element of the examination that has expanded how we might interpret the variables fundamentally impacting project achievement is administration style.

Regardless, a couple of parts of the power styles influencing project accomplishment by and by just can't be explored, as researchers prescribe that scientists should focus the occupation of all pieces of organization with project accomplishment, as opposed to just focusing a couple (Tyssen et al., 2014; Yu et al., 2018). Among the power styles, drawing in organization has been described concerning three principal

credits: (1) prepared to see oneself unequivocally, (2) an excitement for others' characteristics and (3) responsiveness to novel considerations and info. In spite of the way that analysts have highlighted that drawing in is obligatory significance for project bosses, yet up, all things considered, no investigation is driven past ELY to observationally take a gander at the beneficial outcome of Engaging drive on project accomplishment. Though, past assessment gives some verification about the gig of connecting with organization in project accomplishment. For instance, Engaging drive develops the adaptable characteristics inside the gathering they lead, which in the long run further develops project bunch execution toward the productive completing of the endeavor.

Consequently, this exploration means to look at that engaging initiative decidedly affects project achievement. In building a model connecting engaging administration and undertaking a good outcome, we propose group advancing as an intervening component that possibly makes sense of the connection between pioneer Empowering and project achievement. Group learning has been characterized as a bunch of four comprehensions moved by the singular Workers of a group, which incorporate objective setting, job explanations, relational relations and critical thinking (Klein et al., 2009). Aga et al. (2016) focused on the requirement for exact examination to feature the job of group learning rehearses in an undertaking climate. Plus, it has likewise brought up that the way group learning assists representatives with performing actually stand out enough to be noticed in the group learning writing (Shuffler et al., 2011). Ou et al. (2014) recognize engaging initiative as a competent order point for upgrading group processes, including group learning. Circling back to these calls, this study expects that ways of behaving of engaging pioneers empower group learning mediations that are reflected in project achievement. Also, we propose the Hierarchical Culture support as the limit conditions across which the impact of empowering administration on project achievement fluctuates.

An undertaking director with engaging, similar to initiative quality, can't accomplish the effective achievement of a task until the Hierarchical Culture of the association upholds him/her. Existing hypotheses and examination show that both the influential position of undertaking supervisor and the help of upper

administration are concurrent and vital for the superior presentation of a venture (Kanwal et al., 2017) and group learning (Whitman, Halbesleben and Holmes IV, 2014). Albeit past examinations have depicted that Hierarchical Culture support is fundamental in various periods of undertakings (Ong and Bahar, 2019), yet researchers have seldom thought to be the concurrent job of task administrator and senior administration support in project achievement (Chirumbolo, 2015) and group learning (Ahmed et al., 2016). Organizational Culture is liable for procedure improvement, who should have unequivocal information and aptitude about the common circumstances of the association. Senior administration is liable for creating hierarchical systems and has the expected information and ability about the ongoing states of the association.

Given the above discussion, the continuous survey presents and precisely tests a speculative model proposing the association between Enabling drive and errand achievement with bunch progressing as mediating framework while the assistance of Various leveled Culture coordinating this impact. Hypothetically, our model is established in the preservation of assets hypothesis (Hobfoll, 2009). The focal principle of this hypothesis is that individuals endeavor to make, safeguard, keep up with and hold assets. Assets are those items, conditions, attributes or energies that are esteemed by individuals (Hobfoll, 2001), and what is more hindering to an individual is the deficiency of such assets (Hobfoll, 2009).

The protection of assets hypothesis recommends that pioneers act as a fundamental asset that further makes and preserve assets for his/her association by effectively using authoritative assets (representatives). Applying the presumptions of this hypothesis to the calculated model of this review, we expect that hierarchical pioneers, through their Empowering characteristic, guarantee the proficient usage of assets as a compelling group growing experience to acquire further assets by effectively achieving an undertaking. Drawing further on the suspicions of "trains paths" in the preservation of assets hypothesis (Hobfoll, 2011a), we recommend that Empowering pioneer IJMPB can't proficiently use and assemble the hierarchical asset until he/she is given such a climate expected to utilizing his/her abilities.

Hierarchical Culture support goes about as an asset procession path (for example a component that assists with directing, channel and supply assets) that establishes

a good hierarchical climate that works with engaging pioneers to accomplish and dynamic group growing experience and venture achievement.

Administration has been known as basic and extraordinary space in authoritative conduct writing (Kocolowski, 2010). A pioneer is one who can investigate and assess the truth of different specialists at working environment. Hastily, it is more enthusiastically for one single individual in this dubious period to become master in significant abilities and capacities which are mandatory to lead associations and group Representatives today capably. Recognized, “Often, associations get familiar with the most difficult way possible that nobody individual can save an organization from fair execution and nobody individual, regardless of how gifted a pioneer; can be “right” constantly”.

Empowering initiative as an institutional attribute paying little heed to individual characteristic. Individuals have changed now the pattern of hierarchal administration towards colleague initiative (Sally, 2002). Compliment associations are currently changing their representatives as independent, empowering them to find pioneers among them as opposed to being driven by the top administration or by some other pioneer recruited on them. This is additionally to improve the responsibility and influence the craving to energetically accomplish the objectives.

Group trust is logically being seen as critical for Group execution, yet little is as of now seen about how it makes and creates all through a group’s time spending in the association (R Grossman, J Feitosa 2018). Leaders make their employees to think creative that enhance their team learning and project success (Heo & Cheon, 2009). Seibert, Crant and Maria Kraimer (2009) showed that empowering leader motivates the employees having proactive personality which tend to propose different methods of meeting targets and coming up with innovative efficiency changes.

Empowering leadership has been recognized as a critical factor in achieving project success. Empowering leaders provide their team members with the autonomy to make decisions, take ownership of their work, and exercise creativity. In turn, team members reciprocate the trust and autonomy given to them by producing high-quality work, which reinforces the leader’s empowering behavior. The social

theory says that explain actions and behavior of society as a whole, explains that empowering leadership and team learning create a reciprocal relationship, where team members reciprocate the trust and authority given to them by producing high-quality work & project success. Whereas, the success of a project not only depends on the leader's behavior but also on the team's learning and the organizational culture that shapes the values, norms, and behaviors of team members.

Hence, this paper investigates the effect of engaging authority on project accomplishment with the interceding job of team learning and the guiding job of authoritative culture, and supporting hypothesis, the correspondence hypothesis.

1.2 Gap Analysis

This study tends to the hypothetical and relevant gaps in the empowered authority with group learning, worker commitment and Organizational Culture. Barely any examinations as of now exist where the effect of engaging top tiers has been concentrated on various factors yet there is a least spotlight on linkage of empowering leadership and its expected effects on the whole organization in a way that effects the team learning + the ration of the project success and ultimately the organizational culture which will support the empowered leaders in Pakistan.

Present review is a reaction of the Empowering job of pioneer in towards achievement and team work for task completion in project based organizational culture. The review will be tending to this hole. There has additionally been little work done on the connection between engaging administration and Task outcome in wording in projects with the intervening impact of group learning, so the idea of this paper achieve control component of the authoritative culture. This assumes a significant part.

Zhang and Zhou (2014) investigated the connection between Empowering administration and group learning, with the interceding job of self-adequacy. They likewise prescribed further examinations to perceive unexpected outcomes of the presence of engaging forerunners in associations in addition to proposed specific factors that intervene or direct the group learning and venture achievement relationship.

Besides, interceding job of representative commitment to various associations is utilized. However, worker commitment in Undertaking based association is absent in the writing.

This study looks at the effect of engaged administration on project progress in Undertaking focused associations with intervening job of group learning and venture outcome in logical setting of Pakistan.

Wang and Rode (2014) recommends that support for imaginative and engaged thoughts by the pioneer is firmly attached to group learning and undertaking outcome of representative. Fostering a cordial connection among representative and pioneer is extremely basic in cultivating commitment among workers which at last prompts group learning. Serious level of representative commitment works on the probability of Enabled achievement since worker commitment carries the capacity to step up to the plate; troublesome errands climb the consistency to go for complex assignment (Organ Dennis W., 2007). Likewise, beforehand having respect to the way that representative commitment intercedes between work execution, self-adequacy and monetary execution, the interceding position of representative commitment stays neglected to portray the impact of Empowering administration in group learning in project based associations and nobody has assessed the interceding job of worker commitment between engaging authority and group learning.

Additionally, simultaneous relationship this paper is featuring between these factors i.e. empowered leadership, term learning, project success and the organizational culture which is least engaged in the past researches.

Employee's commitment toward Engaged performance since when leader offers help and inspiration to employees' then they really accept and have ability to perform up to that level (Vancouver et al., 2001). The scientists and experts have contributed a great deal to feature the group learning, however the directing effect of proactive character isn't laid out yet. Few explores have zeroed in what proactive character means for group learning. Lee and Yang (2015) likewise recommended concentrating on the job of proactive character in group learning and undertaking outcome of representatives. Earlier examinations on proactive character have connected it to mental Empowerment. This study is underlined on what engaged

leaders in project-based association in Pakistan means for team learning and undertaking a positive outcome with the new and unexpected factors in comparison to past explores. The significance of what enabled pioneer and its mean for on project outcome in Pakistan is least engaged angle. The objective of this study is to extend this exploration line by proposing how engaged pioneer, as a center intervening component and Hierarchical culture as a mediator between the effect of Empowering initiative and venture outcome in projects.

While Pakistani society need experimental examinations in team learning. In this way, there is need for empowered leaders in resulting the outcome of team learning in Pakistani setting, so it would contribute fundamentally towards the empowerment as well as towards the exploration concentrate on in Pakistan for project-based associations. This examination means to broaden the exploration line in regards to team learning by proposing leadership commitment, as a center interceding component and hierarchical culture as a mediator between the effect of Empowering initiative and group commitment in the venture based associations.

1.3 Problem Statement

Empowerment in any of the sector is very important and plays a key role in this quickly developing and quickly evolving environment nowadays. For this reason, association needs their representatives to be engaged with authority. Be that as it may, minimal number of studies has investigated the Empowerment and its impact on the Leader and the team as a whole. Leaders assist their representatives with achieving aggregate goals regardless of what industry they lead. It is the obligation of leaders of each and every association to explain how their association adds to team and achieve the project success. Each and every association need to empower their top tiers (Oldham and Cummings, 2006).

In writing these factors are focused on independently anyway as far as a theoretical structure, these factors are not displayed together previously. This study is directed to display these factors on how the effect of empowered leaders on project accomplishment with the intervening job of team/group learning and the guiding job of organizational culture.

This idea has not been tried before while keeping all the variables/factors keep in mind of task based organization. The primary highlighting of this study is how much head of each and every organization is given the permit for his team/group to work fearless and further such support builds the team/group learning and taking the authoritative culture having an outcome on the project success.

This is the best way to develop the empowered practice in the organization.

1.4 Research Questions

This research answers the following questions based on the problem statement:

Research Question 1

Does Empowered leadership have a relationship with Project Success?

Research Question 2

Is there any mediating role of Team Learning its relationship on Empowered leadership and Project Success?

Research Question 3

Is there any moderating effect of Organizational Culture its relationship on Empowered Leadership and Team Learning?

1.5 Research Objectives

The study aims at establishing and evaluating the model and exploring the relationship between empowered leadership, Team learning, organizational culture and project success as an outcomes.

Overall objectives of current study are to assess an integrative model to explore the association of Empowered Leadership and project success through mediation of team learning. It will also find that how Organizational Culture affects relationship of Empowered Leadership and project success and the moderating variable is Organizational Culture.

Research Objective 1

To investigate the relationship among Empowered Leadership and project success.

Research Objective 2

To explore the relationship of Team learning as mediator among Empowered Leadership and project success.

Research Objective 3

To reveal the moderating effect of Organizational Culture on relationship of Empowered Leadership and project success.

1.6 Significance of the Study

The current age is the time of progression and gathering learning and errand accomplishment that licenses project gatherings to unite bunch learning and undertaking a decent result inside them. This study hopes to enable undertaking bosses to get to know the advantage of Engaging organization and gathering learning in projects. Nowadays, we could ensure that connecting with organization impacts the endeavor a decent result. In Pakistani setting, and especially in project-based affiliations, empowering administration is fairly viewed as a motivating thought.

This study inspects the connection between Empowering administration and group learning with an investigation of authority strengthening. This study will fill the current hypothetical hole in past writing on the grounds that the concentrate in empowering administration impact in group learning through worker commitment had never been talked about toward the finish of task the executives.

A pioneer's strengthening prompts an expansion in their employees' inspiration level as more noteworthy representative commitment. As this study has not done in last past ages, so it will add greater energy in an imaginative way towards the people accomplishment by the contribution of engaging pioneer through group learning, so valuable and clever thoughts can be started by workers in the association. Representatives are constantly coordinated by their compelling chiefs for useful outcome.

Empowering pioneers engage their group by inventive strategies that incorporate issue surviving, settling specific difficulties and applying the most recent. This examination will uncover the beneficial outcome towards group learning through engaging pioneer. It is fundamental for the association to plan and execute such administration that permit workers the opportunity of decision, to consider fresh and give them solid climate in which representatives can feel more loose and appreciated and thusly more motivated to find new routes out of difficulties and imaginative ways for representatives to accomplish objectives.

This study would be a huge move toward energize the hierarchical culture for pioneers and furthermore motivate group to do their most extreme by making connections of certainty between group learning and strengthening in pioneers. This particular review would likewise permit chiefs to more readily fabricate a protected climate for group with the end goal that they can practice different imaginative thoughts by using this concentrate in their projects, comparably this study can empower them decrease the distance among workers and directors as an outcome of a dependable connection between the two players.

Through perceiving workforce requests and the worth of group learning and venture achievement required, pioneers can guarantee hierarchical upper hand.

This examination likewise assesses what engaged initiative is meaning for execution and group learning for the association. This exposition adds to the writing in various ways. To begin with, it offers another hypothetical system to figure out the impacts of enabled authority on project achievement. Research on project achievement is crucial in light of the fact that numerous organizations currently further develop their business portfolio.

Today, numerous associations comprehend the peculiarity of "don't place all eggs into one container" in this face pace worldwide market. Thus, they put into various undertakings and make business portfolio such that disappointments of one venture won't fall the entire business. Besides, to deal with and project achievement likewise has been vital angle for the specialists and professionals (Turner and Mller, 2012). This study is financing engaged authority means quite a bit to project achievement.

As past investigations explained that administration is a basic component for project achievement (Kocolowski, 2010). Drawing upon social trade hypothesis, current review communicates new information by proposing that Enabled Authority is additionally one determinant of venture achievement. also, interaction of group Learning executes because of enabled administration. Furthermore, by laying out the intercession of group advancing between enabled initiative and undertaking a good outcome this study is giving about how engaged administration will prompts the task achievement. Through clever instrument of group learning results will show the effect of enabled initiative is a positive sort of administration which leads projects towards progress. At long last, by looking at the directing impact of Authoritative Culture on the engaged administration and venture achievement, this study shows its effect on the Enabled Initiative and undertaking a good outcome. Numerous findings from the studies show that external forces such as Empowering the leader can improve the term learning behavior and ultimately that will impact the positively on the project success. (Pramono et al., 2020).

It is completely new directing impact on the enabled administration and task achievement which predicts that when venture become muddled and intricacy involves the presence of "countless parts that cooperate in a non-straightforward manner" (Simon, 2006) which drives the undertaking to disappointment. Thus, when there is elevated degree of Authoritative Culture exists, the connection between Engaged Initiative and undertaking a positive outcome becomes more grounded. Also, in the event of low Hierarchical Culture the connection between Enabled Administration and venture achievement would be more fragile.

1.7 Supporting Theory

In many organizations we pay back what we received from others and this is what the Social Exchange theory is all about and it was introduced by Falk and (Farashahi, Hafsi, & Molz, 2005). Social exchange theory explains the social relationship between Empowering leadership and Team learning. Like when the leader is empowered he or she will transfer that onwards. team members in socio

theory trust and autonomy given to them by producing high-quality work, which reinforces the leader's empowering behavior. In a socio learning environment, team members share knowledge, collaborate effectively, and develop a culture of continuous improvement, which reinforces the leader's empowering behavior. Empowering leadership and team learning create a virtuous cycle that leads to project success. Organizational culture plays a moderating role in the relationship between empowering leadership, team learning, and project success. Organizational culture shapes the values, norms, and behaviors of team members, which impact how they perceive and respond to empowering leadership and team learning. A supportive organizational culture reinforces the leader's empowering behavior and encourages team members to share knowledge and collaborate effectively, leading to project success. However, an unsupportive organizational culture can hinder the impact of empowering leadership and team learning on project success (H Nam Nguyen, S Mohamed 2011).

For example, suppose an organization promotes empowering leadership and team learning but does not have a culture that values collaboration and continuous improvement. In that case, team members may not reciprocate the leader's empowering behavior, leading to lower project success (EF Cabrera, A Cabrera 2005). In contrast, if an organization has a supportive organizational culture that reinforces empowering leadership and team learning, team members are more likely to reciprocate the leader's behavior, leading to higher project success.

In assumption, the impact of empowering leadership on project success is significant, but it is moderated by organizational culture. Empowering leadership promotes team members' autonomy, which leads to increased motivation, commitment, and creativity. Team learning and organizational culture play a mediating and moderating role in the relationship between empowering leadership and project success. Team learning promotes collaboration, knowledge sharing, and continuous improvement, while organizational culture shapes the values. The correspondence guideline standard ought to likewise be utilized to look at whether the connection between the pioneer and the workers inside an association will be created, and the way that this connection will offer more to the development of an association and to the supportability of the representatives. Pioneers can move and console

workers, and in this way normally develop the group learning and task progress of representatives (CP Maertz Jr, RW Griffeth 2007).

Chapter 2

Literature review

This examination model depicts the effect of engaging administration in group learning with the interceding job of undertaking a good outcome and the directing job of organizational culture supported by correspondence hypothesis. This examination paper will assist with making sense of the immediate impact, intervening impact and directing impact of the previously mentioned factors, writing will be given in regards to the connection between factors.

2.1 Empowering Initiative/Leadership

There are various points of view about how association is portrayed from different in-executions, as it depends upon individuals who have depicted the word in setting of their study. We may certainly conclude that the meaning of drive spotlights on three rules that are a pioneer, a partner and a particular objective they need to achieve. Drive and followership is a looked at idiosyncrasy. Pioneers and darlings are interrelated; thusly not a solitary one of them can exit alone. The unwavering quality of the lovers towards pioneers keeps an eye on the impression of good association.

Engaging initiative has been characterized as a relational nature of a pioneer reflected in three principal qualities, to be specific, readiness to see oneself precisely, an enthusiasm for others' qualities and receptiveness to novel thoughts and criticism. Considered as a relational quality, engaging initiative is a trait of a pioneer that

devotees distinguish during social connections. Prior examinations have laid out various Engaging leaders' conduct characters. For example, engaging initiative shows an eagerness to survey oneself without negative or positive misrepresentation, demonstrating that the pioneer has an exact, no protective and judicious self-view. Engaging pioneers regard the worth and endeavors of supporters and award others' qualities with an open heart (Jeung and Yoon, 2016). Engaging pioneers are available to groundbreaking thoughts, counsel and data from their subordinates, showing his/her to be open to other people, which establish a climate described by participation, certainty, group learning and undertaking a positive outcome and achievement (Rego et al., 2019). Engaging pioneers give the most deferential methodology in managing their devotees by showing a well-disposed mentality toward supporters and searching for direction and empowering supporters to eliminate power distance (Jeung and Yoon, 2018). Engaging pioneers work with an agreeable zone for representatives who could transparently examine their concerns (Liu et al., 2017). Empowering leadership is all about the management of sharing knowledge, power and rewards with workers by the leaders so they will take initiatives and build selections to resolve issues and improve services and performance. Empowering leadership is predicated on a thought to convey skills, resources, authority, chance and motivation to the staff to carry them accountable and responsible, so the outcomes of their actions can contribute to their competences and satisfactions.

Through enabling initiative, a result is functional achievement rising up out of expanded capacity and adequacy of the adherents. As indicated by Bryman et al. (2006) initiative is an extremely hostile subject and most experts recommend that a change in troublesome circumstances will make a distinction for pioneers. One methodology that would truly do best to turn conditions and improves things is engaging authority among other administration styles.

Regardless of the way that the subject of drive has been under academic survey for a seriously significant time-frame, there is an absence of precise work in project the load up settings (Söderlund, 2011; Turner and Müller, 2012; Tyssen et al., 2013). Full-range organization speculation is one of the most by and large saw hypotheses of power, and it incorporates drawing in, esteem based, and free venture styles (Sohmen, 2013). For our inspiration, we base on drawing in power since studies

have shown its high significance for project-organized affiliations (Gundersen et al., 2012).

There appears, apparently, to be general plan in the composition on four of the viewpoints that make up connecting with power: celebrated influence, academic inclination, accommodating motivation, and individualized thought. Romanticized influence is direct that blends strong follower sentiments and recognizing verification with the trailblazer. Supportive motivation is shown when a trailblazer conveys a fantasy that is connecting with and moving for subordinates and gives those attempting errands and extended presumptions. Insightful inclination is lead that extends disciples' awareness of issues and effects them to make creative as well as imaginative ways of managing tending to them. Individualized thought integrates offering assistance, encouragement, and teaching to lovers (Avolio et al., 2004; Lindgren and Packendorff, 2009).

2.2 Project Success

There is no general meaning of task achievement. A few tasks ought to fulfill bound partners or keep away from bound unfortunate results. Different undertakings ought to end before a specific date. Still others ought to keep among a specific financial plan and a couple of need those, and that's only the tip of the iceberg. Since an errand or task is framed as an undertaking of momentary that delivers a help, result or item (Venture The board Group of information, Fifth Version) the timetable and spending plan are almost consistently central point (Bernie and Roseke, 2016).

Generally, project the executives has been related with the fields of development and designing, where the task achievement standards are level headed, very much acknowledged, and quantifiable, as a rule by the regular triangle measures of time, financial plan, and consistence with the client's terms of reference, or "quality". Project the executives and the authoritative culture, in any case, have become pervasive these days in the help area, as well as in regions like limit working of the group and social work projects (Diallo and Thuillier, 2005). The Task The

executives Organization (PMI) characterizes project accomplishment as adjusting the contending requests for project quality, extension, time, and cost, as well as meeting the changing worries and assumptions for the venture partners (PMI, 2008, p. 9).

Though there is no consensus on project success criteria in the project management literature, the works by Ika et al. (2009) and Khang and Moe (2008) are comprehensive and relevant for development projects.

Project the board is fundamentally connected with the designing and development areas. The standards for project achievement are level headed, very much acknowledged and feasible. Regularly, succeeding the conventional triangle thoughts of extension, cost and time (Ahmed et al., 2016). It is presently characterized that project achievement is tied in with accomplishing the undertaking inside the characterized scope, time, cost, maintenance of client fulfillment, and acknowledgment by partner, showcasing and future task valuable open doors (Ika et al., 2009). Research establishes many elements and marks of venture achievement. Müller and Rodney Turner (2012) recognized that a more serious level of client endorsement or characterized financial plan ventures and partner fulfillment are vital for project achievement. Past investigations have con Authoritative the worth of venture conveyance inside the expense, time, quality and cordial relations partner relationship (Chirumbolo, 2015). Yu et al. (2018) stress project execution's importance inside the different degree, time, cost and assumption for partner and consumer loyalty. PMI (2013) looks at two venture achievement aspects: project achievement inside scope, cost, time, and quality and partner fulfillment. Aga et al. (2016) make sense of the achievement components as the task's significance offers client and partner fulfillment, showcasing advantages to an association. In view of the above mentioned, we can characterize that project accomplishment as influencing: project accomplishment inside the extension, time, cost and quality; client and partner fulfillment; and achievement of task goals.

It's been a fundamental region in the eld of exploration to investigate the precision that group learning and venture achievement and development are two unmistakable contrasts (Hlsheger, Anderson, and Salgado, 2009). Advancement and group learning and task achievement end up being continuously significant intention of or

generational accomplishment and achievement. Clearly the thought creation and execution become the underpinning of individual upper hand (Anderson, Potonik, and Zhou, 2014). Associations expected to bring together with pioneers who can propose effective fixes. This will cultivate advancement and group learning and task achievement (Fairbank and Williams, 2001).

Scientists demonstrated that group learning and undertaking progress of representative could be affected in the two cases for example expressly and verifiably. Expressly, the pioneer gives their allies or devotees internal consolation and quick arising wants which brings crew learning and undertaking a positive outcome. Verifiably, the pioneer furnishes them with a solid and reliable environment that ensures, workers look to assess different arrangements without being embarrassed to deny results. That sort of climate further develops worker group learning and undertaking a positive outcome (Jung, Chow, and Wu, 2003). Initiative is a capability which enables representatives with the legitimate criticism to encourage group learning and task achievement and development (Muceldili et al., 2013). Troughs energize group learning and task accomplishment among representatives through an initiative style. Literature indicates that empowering leadership will further positively impact employee team learning and project success so those cores rewards mediate the relationship between empowering leadership and team learning and project success of employees (Egan, 2005). Current data reinforce the idea that employee team learning and project success is encouraged by promoting non-controlling feedback behavior, constructive mentoring and employee remarks that team learning and project success is valued. Innovative demonstrations are attached to group learning and undertaking outcome of workers (Basadur, 2004). One concentrate likewise uncovers that the venture chiefs who care for their staff or workers are more effective and have improved results (Hirak, Peng, Carmeli, and Schaubroeck, 2012).

Group learning and undertaking a positive outcome isn't the perfect impetus for the group learning and task progress of venture representative; the result of the social impact results from employees' imaginative demonstrations (Li and Lin, 2019). Initiative style centers around the inward work to upgrade representative group learning and undertaking a positive outcome. Enabling pioneer focuses on

the turn of events, plan and change of execution, advantages and techniques (Makri and Scandura, 2010). Enabling pioneer upholds kindness and appreciated sharing of ideas.

2.3 Team-learning

In assessments on practices of HR the leaders (HRM) in project-based affiliations, bunch learning is seen as a middle piece of HRM (Huemann et al., 2007; Turner et al., 2012). We embrace the gathering learning definition given by Klein et al. (2009, p. 3) as “the formal and easygoing gathering level intercessions that accentuation on dealing with amicable relations and making sense of occupations as well as handling task and social issues that impact bunch functioning”. In the composition, there is an arrangement that there are four specific philosophies, which can similarly be united. These procedures are objective setting, making social relations, making sense of occupations, and using decisive reasoning techniques (Klein et al., 2009; Salas et al., 2010). All of the gathering learning practices is quickly presented under.

Objective setting: This approach incorporates making sense of for the partners the general goals and express focuses of the endeavor, now and again by portraying subtasks and spreading out plans. Partners introduced to a goal setting should become drawn in with movement aiming to recognize approaches to achieving those targets. Focuses on show that goal setting intercession got together with execution assessment and reactions have as a rule successfully applied in affiliations (Salas et al., 2010).

Job explanation/definition: This intervention includes making sense of individual work suppositions, bundle guidelines, and shared liabilities of partners (Klein et al., 2009). It highlights extended correspondence among associates concerning their different positions inside the gathering. Associates introduced to work clarification practices should achieve better cognizance of their and others’ singular positions and commitments inside the gathering (Salas et al., 2010).

Relational cycles: This intervention develops genuine discussion of associations and conflicts among partners, habitually planned towards clearing up any mystery

plans and settling conflicts (Klein et al., 2009). It remembers an extension for participation capacities, similar to normal strength, correspondence, and sharing of feelings. This approach acknowledges that gatherings work best with shared trust, open correspondence, and sureness; it attempts to create bundle connection (Mathieu and Schulze, 2006; Salas et al., 2010).

Problem Solving: The fourth gathering learning practice highlights the conspicuous verification of difficult issues in the gathering's tasks to further develop task-related capacities. It is an intercession wherein associates perceive difficult issues, make relevant information, participate in decisive reasoning and action orchestrating, and execute and survey action plans (Beebe and Masterson, 2015).

Group learning is an administration procedure utilized for working on the proficiency and execution of a workgroup and which fundamentally comprises of four cycles, including objective setting, creating relational relations, explaining jobs and utilizing critical thinking methods (Klein et al., 2009; Salas et al., 2010).

Objective setting includes characterizing and putting forth the objectives and targets of the undertaking by characterizing the errands and giving a time period (Salas et al., 2004). Job explanation involves explaining individual job assumptions, bunch standards and shared liabilities of group Workers (Klein et al., 2009).

The relational interaction includes keeping positive connections and settling clashes among group Representatives (Senecal et al., 2008). Critical thinking underscores the ID of huge issues in a group's errands and in this way upgrading the undertaking related abilities of the group Representatives to determine that issue (Misra and Srivastava, 2018). All past examinations give contentions to help the job of an undertaking chief's engaging in the group educational experience in its four components.

2.4 Organizational Culture

The directing job of hierarchical culture Gemunden€ et al. (2018) at Hierarchical that authoritative culture is a component of a task's prosperity. By tending to the requirement for objectives, direction, authoritative navigation, positive social air,

collaboration and specialized assets (Rofcanin et al., 2017), hierarchical culture might increment project managers' solace inside the association (Zheng et al., 2019).

Hierarchical culture likewise influences projects by fostering a humane culture, distributing assets, key preparation and being individuals situated, among others (Choi and Cost, 2005). It empowers project administrators and group Workers to resolve issues and arrangements (Zheng, Wu, and Xie, 2017) which are fuel for learning and further develops project execution. Moreover, hierarchical culture assumes a huge part in group learning (Cheung et al., 2011). Exercises, for example, sharing the organizations' vision, imparting strategies and group preparing include project chiefs and group Workers (Zheng et al., 2019). Thusly, engaging initiative may not do the trick to accomplish project targets or successfully execute a task except if association culture is fitting. e (Sderlund, 2011; Turner and Mller, 2012; Tyssen et al., 2013)

Associations award ability to project chiefs and think about their contribution to the working environment (Sankaran et al., 2019). Such cooperative air works on the presentation of enabling pioneers and adherent. This suggests that the engaging pioneer can dole out capacity to other people assuming he association delegates adequate capacity to the pioneer. Research shows that the imperatives lifted by hierarchical culture permit chiefs to be more productive and assist project execution (Shahzad et al., 2017). The impression of solid hierarchical culture empowers the task director, as enabling pioneer, to allow subordinates to have a good sense of reassurance in imparting their insights and showing creative thoughts through an experimentation approach (Mallen et al., 2019; Yang et al., 2019).

This inspiration further develops group learning efficiency with the imaginative capacity to recognize adaptability and give Engaged solutions for working environment issues (Renkema et al., 2020). In view of our cases, authoritative culture has been laid out as influencing project administrators and staff. Reliable with COR, and especially the idea of "asset troop ways" (Hobfoll et al., 2018), the capacity of people to construct and keep up with their "pool" of assets is generally subject to conditions beyond their reach (Hobfoll and De Jong, 2014).

HalbeELeben et al. (2014) uncovered that authoritative culture is an ecological variable and can be seen as "asset ways" that can give values, accomplish targets, improve group learning, group independent direction, resolve clashes and backing useful hierarchical assets. Engage pioneers and group Representatives feel that authoritative culture is mindful of assets and furnishes them with more working environment assets. Given these contentions, we recommend that authoritative culture not just conservatives the connection between enable administration and group advancing yet in addition directs the immediate and aberrant connections between engaging authority and undertaking a positive outcome.

2.5 Empowering Leadership and Project Success

Research has tracked down a few positive working environment results of Enabling initiative, including position execution, group development, supporter group learning and venture achievement and employees' voice conduct (Lin et al., 2019; Liu et al., 2017; Rego et al., 2017; Wang et al., 2012a). Enabling pioneers are basic in engaging the group Workers to perform to their maximum capacity both at the individual and the gathering level. Engaging pioneers recognize the requirements of the group Workers at a singular level and address their interests.

This may not just eliminate obstacles each individual from a group is looking in his/her work yet additionally support the group Representatives with respect to their work and make certainty that their chief is there to help (Liu et al., 2017). At the gathering level, an indispensable occupation of Engaging initiative is to give a helpful climate to the group Workers where they can team up, share information and concoct answers for issues that they are looking during the venture execution. Such a cooperative climate cultivates the exhibition of the group Workers and guarantees the powerful execution of the venture without upsetting its not unexpected stream (Burke et al., 2006). Moreover, the group Workers normally appended to Engaging pioneers on the grounds that of the leader's dynamic commitment to the undertaking, conceding opportunity and independence to the group Workers and giving significance to each colleague (Chiu et al., 2016). Roused by the level of opportunity, the group Representatives view themselves

as key drivers of venture achievement (Lin et al., 2019), who might work to their maximum capacity to achieve a task. Furthermore, as indicated by Walsh et al. (2014), the influential position can be portrayed as an asset that upholds the association to make and monitor the asset pool through fostering the devotees. The peculiarity of making and saving authoritative assets is known as the preservation of assets (Hobfoll, 2018), which has as of late become crucial in the field of hierarchical brain science. Preservation of assets recommends that those with a solid asset pool are the most "asset got" and equipped for Enabling initiative and venture achievement fostering their assets repository (Hobfoll, 2001).

We accept that engaging is a vital individual asset of a pioneer who puts it in improving followers' confidence and assisting them with making an air of collaboration and coordination that eventually brings about project achievement (for example asset gain). Generally speaking, this entire conversation recommends that the enabling of a group chief through his/her sure relational quality might support the presentation of a functioning group, which eventually prompts the effective achievement of a task.

Number of scientists investigated that first time a strengthening was conceptualized like a thing by the perspective on information sharing and levelheaded (Burke, 2009; Burpitt and Bigoness, 2008). There are various roots and enabling initiative depends on this informative view, alongside the state the board examination of Ohio (Fleishman, 2005) on —attention|| (for example to show what is going on of subordinates, wishes); artworks on the authority in light of the help (Groves and Beach, 2006); concentrates on participative administration and the preparation, designating ways of behaving and members enveloped in the hypothesis of situational administration (Hersey and Blanchard, 2016). Guaranteed that strengthening seeing as —sharing strength|| is incomplete and that entire idea should moreover incorporate the strengthening inspirational effect on workers. Building in these speculations, Thomas and Velthouse (2010) proposed an extra muddled model focused on the inspiration of inside task. (Kirkman et al., 2004) idea of engaging initiative stretched out to the degree of groups. They condemn that the experience of engaged bunches independence in playing out their errands and exorbitant power; In addition, they figure out their commitments more prominent effective

and significant, leads toward the better natural inspiration. As total increased, those perspectives supplement an extra.

Hence, we frame the authority of strengthening as ways of behaving by which to help the inborn inspiration level and to impart the solidarity to the workers. To clear the thought what's more, there are a few models about the way of behaving of engaging pioneer: To lead through example, training, showing challenge, data and participative independent direction. Research in the past has claimed that leadership of empowerment is probable beneficial for the performance of team due to the probability of the contributors of the team taking the initiative in problem solving, the growth in the velocity of response of the crew participants, and improvement in the life of labor of project team member (e.g. Cohen et al., 2007; Manz & Sims, 2008). On these studies, effective management is considered as an essential element for sharing knowledge of human beings. Haos Dasler introduced the supporting chief as the person that offers main guidelines for followers behave with them fairly and knows value of their records.

Consequently, contributors of a team acquire support with the aid of powerful leadership for dispensing ideas and facts and this motivation is made that share their specific understanding with each other (Hoan et al., 2009). Residence & Dessler (2017) developed the empowering leadership like an individual who gives directions to managers, recognizes their inputs as precious and treat them well. As a consequence, the members of team are likely to obtain truthful reputation by using their empowering leader in order to contribution their knowledge and ideas that gives them motivation to proportion their unique know-how together.

Further, participative selection-making and empowering leader's educational behaviors may also inspire understanding in teams sharing. Whilst a pacesetter models and to engage in employees selection making, there are numbers of possibilities for the participants of teams to proportion their ideas (Locke, Alavi, & Wagner, 2017).

For instance, a leader may also provide team member a risk to voice their evaluations and inspire them to specific guidelines. Beneath like these occasions, the higher percentages that the team members input will affect the decision making in reality, and members of team may therefore discover their expertise almost relevant sharing.

To give autonomy and knowledge inspire an investigation for answers each outside and inside a team and an extra collaborative try and to help one another via sharing of knowledge. In step with Arnold & Coauthors (2000), an empowering leader has learned behavior consists to encourage the group individuals to remedy troubles cooperatively, thereby to supply them along with the opportunities of knowledge sharing. Therefore, for all of the above motives, its miles pretty in all likelihood that an empowering leader will promote knowledge sharing (Muller, 2005).

H₁: Empowering leader positively impact project success.

2.6 Mediating Role of Team-learning

Empowered organization makes formal constant frameworks that advance two-way correspondence and the exchanging of information inside the endeavor bunch (Piccolo and Colquitt, 2006). This could plainly influence project accomplishment. In addition, Yang et al. (2010) underline that Empowered authority can gain project headway by extending the upsides of gathering learning practices. Portions of gathering learning, for instance, objective setting, position clarification, social relations, and decisive reasoning practices are executed to further develop project bunch execution and effect project accomplishment (Klein et al., 2009). As shown by Eisenbeiss et al. (2008), result of an errand comes when partners choose project goals and ways of managing objective achievement, and they spread out and adhere to magnificent rules through the components of gathering learning. Basically, Braun et al. (2013) point out that effective undertaking execution requires trustful collaboration and correspondence between colleagues.

To begin with, pioneer enabling mirrors a common mental model of the people who have the mastery and abilities of establishing an aggregate objective situated climate for the group (Li et al., 2019), which permits group Laborers to overall portray and achieve the gathering goals. Second, captivating pioneer will in general upgrade the weightiness of work by aiding a representative comprehends the significance of their commitment to hierarchical (Rego et al., 2017), which gives the sense to

subordinates of grasping the job explanation and affects authoritative results (Jeung and Yoon, 2016). Third, enabling pioneer in light of asking criticism from group Workers eliminates administrative imperatives and upgrades followers' certainty and ability (Wang et al., 2012a), which is firmly connected with the relational course of group learning. Fourth, engaging pioneers recognize the commitment of subordinates and give the feeling of independence to group Representatives through power assignment (Naseer et al., 2019), which empowers colleagues to go with their own choices to take care of the issues and play out the undertakings (Chen et al., 2018).

Likewise, compelling undertaking initiative is expected to upgrade group responsibility by developing an uplifting outlook and environment that prompts project achievement (Kerzner, 2017; PMI, 2013), which could be given by engaging pioneer. Additionally, the positive relational nature of enabling pioneer motivates group Representatives to accomplish aggregate objectives with noticeable energy and by making group collaboration (Burke et al., 2006; Sohmen, 2013). Past examination has likewise featured the critical effect of the productive group educational experience on project achievement. As per Shuffler et al. (2018), the objective setting part of group learning acquaints group Workers with an objective setting structure that requires activity wanting to track down ways of accomplishing these objectives further develop critical thinking abilities and rouse the group toward accomplishing the targets.

Group Representatives with predefined jobs are supposed to acquire a superior comprehension of their and others, respective jobs and obligations inside the gathering (Salas et al., 1999), which fundamentally affects project achievement (Sohmen, 2013). The relational cycle includes improvement in group members' relational abilities, including common steadiness, correspondence and data sharing (LePine et al., 2008). Thusly, the relationship among the group Representatives become more grounded concerning having similar IJMPB vision and targets (Cunha et al., 2018; Potnuru et al., 2019; Shah Syed et al., 2019), which prepares a joint exertion toward accomplishing the undertaking objectives. The critical thinking part of the group educational experience includes the distinguishing proof of huge issues in the group's endeavors expected to upgrade task-related abilities

(Lacerenza et al., 2018). Furthermore, considering as a general idea, group learning is the mediating system wherein group Workers distinguish the huge issues, create pertinent arrangement, participate in critical thinking and activity arranging (carry out and assess), making the gathering Agents alright toward the troublesome endeavors, and compose the first plans (Beebe and Masterson, 2014; Chiang et al., 2014; Locke and Latham, 2002). Consequently, these are critical for various leveled accomplishment (Hughes et al., 2018; Scott and Bruce, 2004). Project bunch Delegates much of the time work independently and outside the progressive degrees of authority. This proposes that autonomous, full-time and powerful gathering advancing to the extent that goal setting relational cycles, job explanation and critical thinking can prompt venture accomplishment through fostering the important mentalities, values, critical thinking strategies and relational and bunch techniques expected for the fruitful finishing of the task (Aga et al., 2016). The above discussion suggests that empowering leader leads the followers to accomplish a project by stimulating an efficient team-learning process. Accordingly, group learning goes about as a fundamental instrument making sense of the impact of engaging administration on project achievement. Our contention for the interceding impact of group learning is likewise established in the asset protection hypothesis (Hobfoll, 2011b), which recommends that individual or occupation related assets encourage the creation and maintenance of additional assets. Consequently, making a positive asset acquires approach toward the thought of an engaging pioneer, we contend that pioneers, through their enabling, guarantee the proficient use of hierarchical assets (workers) by going them through a compelling group growing experience, which, thus, rouses them to develop extra assets as venture achievement. Bedarkar and Pandita (2014) concentrated on representative commitment drivers impacting worker execution and they reason that an association's most important asset is its workers, they must be given great room and time to make an ideal blend of work and fun at their work environment, this is the best way to make a feeling of worker commitment. Group learning responds about individual self-conviction to figure out the issues in an imaginative and different manner as it is a component of development. Worker commitment very supports the internal inspiration of a person's mental practice (Baghaei Daemei and Safari, 2018). Worker commitment

fills in as a driving power for imaginative individual. Pioneers should energize employees' innovativeness unequivocally and encourage their support towards their work and exertion. Pioneers make their representatives to think innovative that improve their inventiveness (Heo and Cheon, 2009). Imagination requests people to be fearless and content while chipping away at their targets except if they are dealing with issues (Shalley et al., 2004). Along these lines, in the event that representatives are areas of strength for having conviction on their imaginative limits and exercises, this will make them to take care of business all the more effectively (Bryman, Stephens, and Campo, 1996). Worker commitment and inspiration is necessary expected for employees' imaginative exhibitions from their energy to recognize open doors for inventiveness and to create thoughts and execute them in the association (Amabile and Pillemer, 2012).

H_{2a}: Empowering leader positively impact team learning.

H_{2b}: Team learning positively impact project success.

H_{2c}: Team learning mediates the relationship among empowering leader and project success

2.7 Moderating Role of Organizational Culture between Empowered Leadership and Project Success

At the point when various Representatives inside group with assorted requirements and mastery team up with one another to change the work units into the arrangement of reachable objectives and targets. Individual benefactors additionally consolidate and the board upholds the goals of the venture (Bubshait, and Farooq, 2019). In projects, specific errands of a multidisciplinary nature are united which are performed or achieved by a brief based group or gathering (Cohen and Bailey, 2017).

The short life thought of undertaking consistence conflicting perspectives and loyalties of gathering Delegates towards projects (Ammeter, and Dukerich, 2002).

Project managers or trailblazers endeavor to impart the meaning of helpful endeavor gathering and fit in the gig of Gathering Trailblazer practices in working with project execution (Wildcat, and Farooq, 2019). The continuous survey is planned to inspect the occupation of gathering progressing as a center individual, which has fundamental impact between Connected Drive and adventure accomplishment. The survey adds to the composition by proposing Connected with Drive bunch updates Gathering Trailblazer mediations to reflect project accomplishment.

It is vital for handle the relationship, and this relationship fills in as a significance responsibility in speculative establishment. Also, seeing what the mean for comes about can give pragmatic direction to loosen up based affiliations that need to procure the impacts of Connected Power to the farthest reaches. Bunch Trailblazer is a fundamental module in human resource practices with in project based affiliation (Huemann et al., 2007; Turner et al., 2012).

Group Pioneer has been characterized as "the formal and casual group level intercessions that attention on working on friendly relations and explaining jobs as well as taking care of errand and relational issues that influence group working" (Klein et al., 2009, p. 3). Four Group Pioneer rehearses elaborate the presence of Group Pioneer component in project, are objective definition, making relational relations, characterizing jobs, and utilizing related issues (Klein et al., 2009; Salas et al., 2010). Initiative ought to be divided between individuals; subsequently Workers get opportunity to investigate, examine, and dynamic independence to determine the issues and errands. A successful and fundamental shared job of administration expected inside group to flow data inside the group in the undertaking, so sensible choices can be made (McDonough, 2000).

Enabled Initiative includes various pioneers and they satisfy various jobs and assignments of the venture. In this way, such group would be engaged and spurred to accomplish helpful objectives with excitement, energy and agreement as opposed to focusing on single pioneer commitments (Burke et al., 2006; Sohmen, 2013). The group learning has not been plainly depicted and made sense of in writing (LePine et al., 2008). According to the study "Part of the problem lies in the ambiguity of what precisely is team learning and what studies should be included in an effort to integrate the effect of team-learning on performance" (Salas et al., 2002, p.

313). Team-learning has been found to have significant impact project success (Bubshait and Farooq, 2019; Salas et al., 2020). The four components of Team Leader goal-setting, interpersonal processes, role clarification, and problem-solving have ability to change the behavior, attitude and values of employee which leads the employee performance towards success (LePine et al., 2008). A study by Hoegl and Parboteeah (2003) demonstrates that by having the specific, clear, and accepted goals, correlation with project success becomes higher (Hoegl and Parboteeah, 2003). Our expectation is that team-learning practices do impact PS also support by previous research (Aga, Noorderhaven, & Vallejo, 2016). Katz and Kahn (2007) has articulated that Employees within team in Empowered Leadership bring more resources to the task, share more information, and experience higher project commitment. Hence, overall team Employees transpire to achieve project success.

Moreover, two-level influencing i.e. one individual can also influence other team Employees as well as can be influenced by someone arise higher team bonding and respect and trust which leads the project towards success (Aga, Noorderhaven, & Vallejo, 2016; Day, Gronn, & Salas, 2004; Marks, Mathieu, & Zaccaro, 2001). Furthermore, Yang et al. (2010) enunciated that leadership brings result of project success by mechanized through the team-learning practices. Team Leader is necessarily to lead project towards success and it is happening when the goals are mutual for team Employee sand approaches to goal achievements Eisenbeiss et al. (2008). Moreover, team Employees adhere high quality standards for project success through the dimensions of team-learning.

Additionally, Braun et al. (2013) enunciated that success of project is based on the trustful interaction and communication between team members. Leadership is also a great module which helps the Employees to get project success because workplace environment project success team Employees to perceive their environment supportive which ultimately determines their level of motivation, energy, and efforts in the course of project implementation Kissi et al. (2013). Team Leader plays a role of intervention between leadership and project success (Aga, Noorderhaven, & Vallejo, 2016). Empowered Leadership helps to emerge strong bonding within team Employees as per literature to

given others also the power of leadership among teams help in better execution of team functioning and thereby higher performance; Pearce & Sims, 2002). Team Employees would then appreciate the project environment and feel committed and motivated towards the accomplishment of the project goal. On the basis of the arguments discussed above, we propose that Empowered Leadership helps to enhance team learning practices, which in turn would positively influence project success.

H_{3a}: Organization culture moderates the relationship among empowering leader and team learning.

H_{3b}: Organizational culture moderates the relationship indirectly on project success through empowering leader and team learning.

2.8 Theoretical Framework

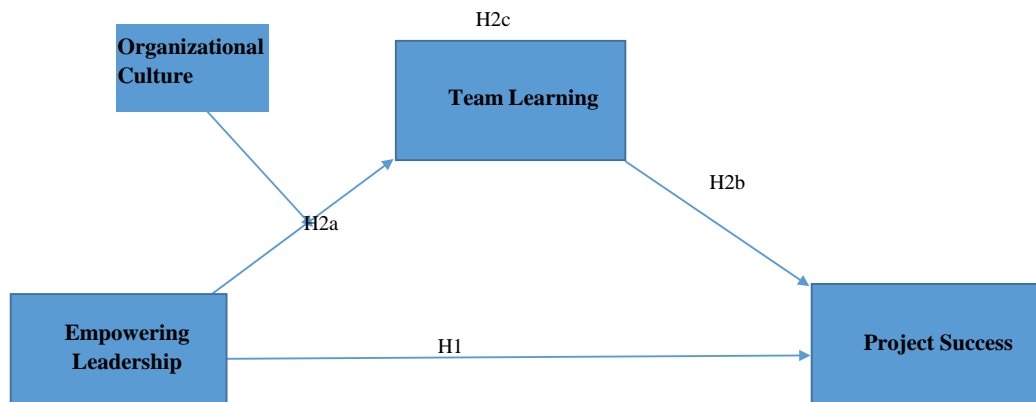


FIGURE 2.1: Theoretical Framework

2.9 Aim and Objectives of the Study

Based upon the above-mentioned discussion and the problem highlighted, the intent of the present investigation is to discover the extent to which the success of projects is affected by the empowering leadership when Organizational Culture acts as mediators.

2.10 Hypothesis

H₁: Empowered Leadership positively linked/associated with project success

H_{2a}: Empowered Leadership positively related with Team learning

H_{2b}: Team learning positively associated with project success

H_{2c}: Team learning mediate relationship between Empowered Leadership & project success

2.11 Moderator

H_{3a}: Organizational Culture positively moderates the relationship between project success & Empowered Leadership.

H_{3b}: The indirect effect Empowered Leadership through / via Team learning on project success is assumed to be significant for those with high OLC.

Chapter 3

Research Methodology

3.1 Research Design

3.1.1 Type of the Study

This study deals with analyzing the causes of its variable and it shall peruse the effects of the involving variables on each other. So the type of this study will be a causal study. Moreover, this study focuses on the quantitative analysis technique, and its positivist. Like we will be collecting

Through polls, and reviews. Quantitative examination centers around social occasion mathematical information and summing it up across gatherings or to make sense of a specific peculiarity.

3.1.2 Research Strategy

In this investigation, the survey research strategy has been used. It is a renowned (Butts, 1983) approach that is used to collect data from the respondents by conducting a survey.

3.1.3 Extent of Researcher Interference

Researcher interference can be seen in this study.

3.1.4 Study Setting

The focused study setting is the non-contrived one. The scrutiny has been practiced by doing a field study.

3.1.5 Unit of Analysis

Individual has been taken as a unit of analysis. The responses have been gathered from the respondents in such a way that response is given by a single person.

3.1.6 Time Horizon

The collection of data for this research is cross-sectional in nature with no repeated response.

3.2 Population and Sample

3.2.1 Population

Data has been collected from the employees working in the project-based organizations.

So the staff serving in J-7 Group Pvt Ltd, Zaraj Builders Pvt Ltd & Kohistan Construction that deals with different Construction project acts as a population for this research.

3.2.2 Sampling Technique

Sample has been collected from people associated with different projects or whose jobs are related to project management so the sampling technique used in our research is convenient sampling technique, which is the easiest way to fetch the data. Convenience sampling is a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access.

3.2.3 Data Collection Method

Questionnaires have been used to collect data. The online questionnaire prepared on Google forms and the link i.e. <https://forms.gle/ZfrqwUTDoQ9bGQwK9> has been shared with the respondents through Gmail and Whatsapp. The official visits have also been done to collect the information through the questionnaires regarding the constructed projects.

3.2.4 Research Ethics

A paragraph has also been written at the start of the questionnaire whose purpose is to take their consent that explain that the respondent is filling the questionnaire anonymously, he/she is participating in this process of filling the questionnaire voluntarily and data or response will be kept confidential.

3.2.5 Sample Size

Total 450 questionnaires were distributed out of which 419 were retrieved. 43 questionnaires were dropped due to incomplete responses. 376 responses were used for analysis regression.

3.2.6 Sample Characteristics

To find out the sample characteristics the demographics aspects of the respondents are also examined in this research. To ensure the reliability of data the demographic variables of gender, age and job experience of respondent in current organization are explored.

3.2.7 Gender

Results indicate that majority of the total population is male. As it is observed that male respondents are 70.5% and 29.5% are female. Following Table shows the information of male and female respondents.

TABLE 3.1: Frequency by Gender

Gender	Frequency	Percentage
Male	265	70.5
Female	111	29.5
Total	376	100

3.2.8 Age

To collect the information regarding age of the respondents, different ranges are given. This thing allows respondents to facilely give details about this demographic variable. It is so because sometimes respondents do not feel comfortable to share their exact age and provision of ranges hides the accurate age of the respondent. The result exhibits that 18.6% respondents belong to the age group of 26-40 years. 64.4% respondents belong to the age group of 41-60 years and only 17% respondents belong to the selected population are over 60 years.

TABLE 3.2: Frequency by Age

Age (years)	Frequency	Percentage
26-40	70	18.6
41-60	242	64.4
Over 60	64	17
Total	376	100

3.2.9 Experience

Respondents with the experience of 1-3 years have the percentage of 3%. Respondents that have shared their experience as 4-5 years are 11.7%. The respondents with an experience of 6-10 years are 33.0%. A large portion of the selected population has experience over 10 years that is 55.1%. The detailed result with frequencies and total percentage is listed in the table here under.

TABLE 3.3: Frequency by Experience

Experience (years)	Frequency	Percentage
01-03	01	02
04-05	44	11.7
05-10	124	33.0
10 years above	207	55.1
Total	376	100

3.2.10 Organization

Respondents with the residential construction Zaraj Builders have the percentage of 9.6%. Respondents that have commercial construction J-7 Group are 37.5%. The respondents with an infrastructure construction J-7 Group & Kohistan are 22.3%. Another portion of the selected population have industrial construction Kohistan Constructions that is 30.6%. The detailed result with frequencies and total percentage is listed in the table here under.

TABLE 3.4: Frequency by Organization

Organization	Frequency	Percentage
Residential construction	36	9.6
Commercial construction	141	37.5
Infrastructure construction	84	22.3
Industrial construction	115	30.6
Total	376	100

3.2.11 Measures

All variables are measured on a 5 Likert scale where 5 is high and 1 is low. The medium of examination is English so respondents can respond with ease.

3.2.12 Empowering Leadership

A 12-item questionnaire adopted for Empowering Leadership constructed (Ahearne, Mathieu, & Rapp, 2005). The responses are taken on 5-point Likert Scale where 05 represents the “strongly agree” and 01 represents the “strongly disagree”.

3.2.13 Team Learning (TL)

A 7-item questionnaire adopted for Team Learning (TL) which was maintained by (Edmondson, 1999). The responses are taken on 5-point Likert Scale where 05 represents the “strongly agree” and 01 represents the “strongly disagree”.

3.2.14 Project Success (PS)

A 10-item questionnaire has been decided to be chosen for Project Success constructed (Turner & Müller, 2005). The responses are taken on 5-point Likert Scale where 05 represents the “strongly agree” and 01 represents the “strongly disagree”.

3.2.15 Organizational Culture (OC)

A 09-item questionnaire has been picked up for organizational culture which is designed by (Zheng, Wu, Xie, & Li, 2019). The responses are taken on 5-point Likert Scale where 05 represents the “strongly agree” and 01 represents the “strongly disagree”. Construction related.

TABLE 3.5: Instruments

Variables	Scale	Items
Empowered Leadership	Ahearne, Mathieu, & Rapp, 2005	12
Team Learning (TL)	Edmondson, 1999	7
Project Success	Turner & Muller, 2005	10
Organizational Culture	Zheng, Wu, Xie & Li (2019)	9

3.3 Statistical Tools

For the assessment of relationship between variables, Statistical Package for Social Sciences (SPSS) version 26 is utilized and by using it correlation and regression are performed. The data is imported from Google Form in the form of excel sheet and then the data of every respondent is added in Statistical Package for Social Sciences (SPSS) to do the analysis. Statistical Package for Social Sciences (SPSS) analyze this provided data for different descriptive statistics. Statistical Package for Social Sciences (SPSS) is also able to calculate Cronbach's alpha for every variable, to take mean of every variable, to give the results for control variables, to provide the sample characteristics and to perform many other important calculations needed to analyze the result of survey. Process Hayes's is also utilized to take the results of regression.

3.4 Reliability Analysis of Scales Used

The attribute of a scale that shows the stability or constancy of calculated values is known as reliability. The scale that is being used in any study is necessary to be reliable. When dealing with concrete aspects, reliability is not an area of importance but when the analysis is taken out by considering abstract facets the reliability analysis is a vital and required test. The reliability analysis of scales that are used in this study is conducted to see the connection between scale items.

In this study the reliability is ensured by looking at the values demonstrated by Cronbach's alpha. The range of Cronbach's alpha scale is from 0 to 1 and the nearest value to 1 means the highest reliability. The Cronbach's alpha values for each variable is noted and it is observed that this value is above 0.70 (see below Table). The values of Cronbach's alpha for empowering leadership is 0.87 which is above 0.70. The values of team learning, project success and organizational culture are 0.84, 0.91 and 0.88 respectively.

It is noted that values of reliability of the mediator, dependent and moderator scales are also above 0.70. This show that all the scales used in this study are

reliable and their reliability is above the required level. So while taking mean all items of every scale are included.

TABLE 3.6: Scale Reliabilities

Variable	Cronbach's alpha
Empowered leadership	0.87
Team learning	0.85
Project Success	0.91
Organizational Culture	0.88

Chapter 4

Results

4.1 Descriptive Statistics

The descriptive statistics portion shows the mean descriptive values taken by using statistical tools. For all variables that are corporate social responsibility, job engagement, project success and organizational culture descriptive were calculated by using SPSS. If the mean values are higher, it shows that the respondents look like to be agreed with the considered items and if the values are lower it signifies the answerers seems to disagree with the suggested variables.

TABLE 4.1: Descriptive Statistics

Variable	Sample	Min.	Max.	Mean	S.D
Empowered leadership	376	1	5	3.9	0.91
Team learning	376	1	5	3.15	.81
Project Success	376	1	5	3.15	.84
Organizational Culture	376	1	5	3.03	.82

4.2 Control Variables

One-way ANOVA test is conducted for control variables. The purpose of one-way ANOVA test is to decide that whether demographic variables affect empowering leadership, team learning, project success and organizational culture variable in this study. Demographic information can become a source of variation so if one-way

ANOVA indicates that the demographics need to be controlled, and then they have to be controlled in regression analysis.

According to the results of one-way ANOVA (see Table), there is significant difference in empowering leadership level of respondents on the basis of their gender ($F=0.65$, $p=0.27$), age ($F=0.80$, $p=0.61$), organization ($F=0.19$, $p=0.75$) and experience ($F=0.61$, $p=0.66$) so they will be controlled.

Similarly, according to the results of one-way ANOVA for team learning, there is significant difference in team learning level of respondents on the basis of their gender ($F=0.51$, $p=0.19$), organization ($F=0.28$, $p=0.53$) and experience ($F=0.54$, $p=0.59$) so they will be controlled. Moreover there is no significant difference in team learning level on the basis of age ($F=0.35$, $p=0.88$). Moreover, there is also significant difference in Project success level of respondents on the basis of their organization ($F=.19$, $p=.75$) and experience ($F=.57$, $p=.59$). So age and gender will also not be significant.

Similarly, according to the results of one way ANOVA for organization culture, there is significant difference in organization level of respondents on the basis of their organization ($F=5.27$, $p=.000$) and experience ($F=7.53$, $p=.001$). So age and gender will be not significant. From the above arguments and from the results of Table, it is clear that the demographic variable will be controlled in this study.

TABLE 4.2: One-way ANOVA

	Empowered Leadership		Team Learning	
	F	P	F	P
Gender	0.65	0.27	0.37	0.63
Age	0.80	0.61	0.35	0.88
Organization	0.19	0.75	0.24	0.71
Experience	0.61	0.66	0.47	0.77

4.3 Correlation Analysis

The Pearson correlation analysis helps to determine that is there any association among variables or not. Additionally, correlation analysis also tells that whether

TABLE 4.3: One-way ANOVA

	Project Success		Organization Culture	
	F	P	F	P
Gender	0.51	0.19	0.28	0.53
Age	0.75	0.53	0.47	0.79
Organization	0.19	0.75	0.24	0.62
Experience	0.54	0.59	0.38	0.68

this association is positive or negative. The sign of correlation coefficient decides that whether there is positive correlation or negative correlation among variables. If sign of the correlation coefficient is positive it means that respective variables have positive correlation and if sign is negative, it indicates negative association among the variables. Moreover, this analysis also discloses that association among variable is weak or strong. If the value of coefficient is in between 0.1 and 0.2 it is considered as weak correlation while value from .3 to .5 is considered as good correlation. If this value is above 0.3, it announces higher correlation among variables.

From Table we can see that empowering leadership have significant positive relationship with team learning ($r=.56$, $p=.000$). Similarly, project success has significant positive relationship with empowering leadership ($r=.51$, $p=.00$) and team learning ($r=.57$, $p=.00$). Furthermore, organization culture has significant positive relationship with empowering leadership ($r=.59$, $p=.00$), team learning ($r=.54$, $p=.00$) and project success ($r=.50$, $p=.00$).

TABLE 4.4: Correlation Analysis

Variables	1	2	3	4
1.Empowered Leadership	1			
2.Team learning	.56**	1		
3.Project Success	.51**	.57**	1	
4.Organizational Culture	.59**	.54**	.50**	1

$N=376$

4.4 Regression Analysis

Correlation analysis has highlighted the extent of relationship among empowering leadership, team learning, and project success and organization culture. Basically, correlation analysis informed about the degree of association among these variables and regression shows cause of effect among variables. So, regression analysis is applied here to demonstrate the causal relationship between these variables. In this study, process macro by Andrew F Hayes Model 7 has been used to conduct regression analysis.

In regression analysis, the direct effect of empowered leadership on project success is scrutinized which is the first hypothesis of this study. There are two more direct effect relationships related to the mediating variable that are hypothesized in this study. One is the direct effect of empowered leadership on team learning and other is the direct effect of team learning on project success. Both of these relationships are also examined in regression analysis.

There is only one mediating variable in this study so the only mediating relation relationship is also tested here. So, the mediating role of team learning between empowered leadership and project success is scrutinized to inspect that whether it is supported or not. Moderating effect of organizational culture on the relationship of project success and empowered leadership is also analyzed. At last, the indirect effect of empowered leadership on project success is checked that whether this relationship is moderated by organizational culture or not. The statistical details for each hypothesis are given below in below table. Furthermore, the required reasoning for each hypothesis is also provided which helps in deciding that whether the hypothesis is supported or not. Hypothesis 1: empowered leadership will have a significant positive impact on Project Success.

From below table we can see that there is significant variation in Project Success due to empowered leadership that is 41%. Moreover, sign with β is positive and p value is also less than .05 so there is significant positive impact of empowered leadership on Project Success ($\beta=.23$, $p=.00$). Hence H1 has been supported.

Hypothesis 2a: empowered leadership positively affects team learning.

TABLE 4.5: Regression Analysis

Hypothesis	β	R^2	p	LLCI	ULCI
Direct effect					
H1.EML→PS	0.23	0.42	0.00	0.19	0.38
H2a.EML→TL	0.57	0.38	0.00	0.48	0.65
H3b.TL→PS	0.38	0.42	0.00	0.22	0.38
Indirect effect					
H2c.TL→EML→PS	0.29	0.38		0.23	0.34
Moderating effect					
H3a.OC*PS→EML	0.13	0.48	0.00	0.04	0.22

N=380, EML=empowered leadership, PS=Project Success, TL=team learning, OC=Organizational Culture LLCI=Lower Limit Confidence Interval, ULCI= Upper Limit Confidence Interval.

Regression analysis demonstrates the relationship of empowered leadership and team learning. By analyzing the p value, it can be seen that empowered leadership has significant effect on team learning. Moreover, positive sign with regression coefficient tells that this significant relation is positive ($\beta=.57, p=.00$).

Hypothesis 2b: team learning positively affects Project Success.

By looking at the value of p for the relationship of team learning and project success it is observed that according to regression analysis this relationship of is significant. Also, sign with regression coefficient is positive, which means that there is positive impact of team learning on project. So, it is determined that team learning has significant positive impact on Project Success ($\beta=.23, p=.00$). These results verifies that H2b is supported.

Hypothesis 2c: team learning will mediate the relationship between empowered leadership and Project Success.

Team learning mediates the relationship between empowered leadership and Project Success ($\beta=.29, LLCI=0.23, ULCI=0.34$). In this result of regression analysis p value is not given so significance will now be decided by analyzing the values of LLCI and ULCI. As it can be seen that there is no zero between LLCI and ULCI and sign with β is positive. So there is a significant indirect effect of empowered leadership on project Success through team learning so mediation hypothesis H2c is also supported.

Hypothesis 3a: Organizational Culture will moderate the relationship between project success and empowered leadership in such a way that this relationship will be stronger if Organizational Culture is strong.

In the above hypothesis it was hypothesized that there is moderating effect of organizational culture between the empowered leadership and project success. To decide that this hypothesis is supported or not, the regression analysis results for interaction term will be analyzed. The p value of interaction term reveals that there is moderating role of Organizational culture in relationship between empowered leadership and project success ($\beta=0.13$, $p=.00$).

Moreover, by looking it can be seen that second part of our moderation hypothesis is also supported. The figure is generated by the Jeremy Dawson two-way linear interaction excel sheet which is an extremely handy mean for plotting interactions. In this figure the project success is plotted against empowered leadership for high and low organizational culture, respectively.

The graph depicts that the positive relationship between empowered leadership and project success is stronger when Organizational Culture is high or strong. Thus, the above mention p-value is greater shows significance and moderating effect of organizational culture confirmed by the graph is also in accordance with the previously assumed moderation hypothesis. Accordingly, H3a is also valid for acceptance.

Moderating Role of Organizational Culture (OC) between Empowered leader ship and project success

4.5 Moderated Mediation

Hypothesis 3b: The indirect effect of empowered leadership through team learning on Project Success is assumed to be significant for those high OLC & insignificant for those low OLC.

The model of moderated mediation deals with the involvement of a moderator, by which the extent of interplay between two other variables is affected, simultaneously considering a mediating variable. In this case, the moderator is organizational

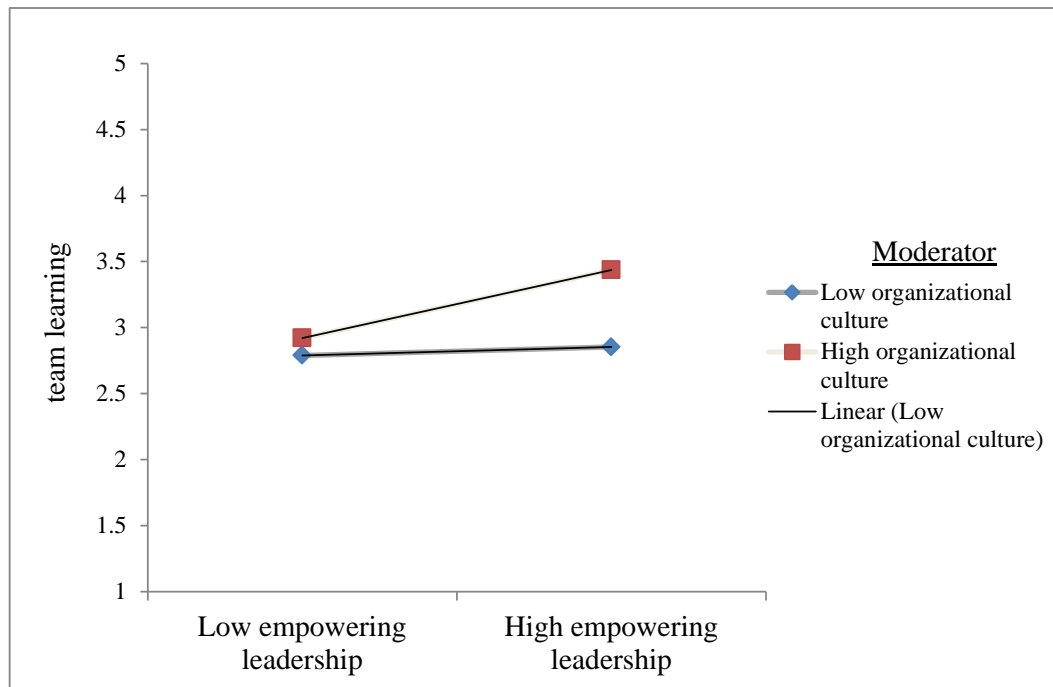


FIGURE 4.1

culture. The two variables that are influenced by it are empowered leadership and project success and the mediating variable which is considered in this process is team learning.

Statistics for the indirect effect of empowered leadership on project success through team learning, moderated by organizational culture. This indirect effect is 0.15 at low organizational culture and at average organizational culture this indirect effect is 0.22. When the indirect effect is viewed at high organizational culture it has exhibited the value of 0.25. The values of indirect effect at high level of organizational culture and at low level of organizational culture are also reported in the Table.

At the three levels of organizational culture that are low (LLCI=0.08, ULCI=0.17), average and high (LLCI=.014, ULCI=.37), both LLCI and ULCI contains positives signs. This shows that there is no zero between LLCI and ULCI so the effect is significant at all the three levels.

It can also be noted that at low organizational culture the indirect effect of empowered leadership on project success through team learning is weaker as compared to the direct effect of empowered leadership on project success through

team learning at high level of organizational culture. Hence, on the basis of these arguments it can be said that this effect increases with the increase in organizational culture.

The index of moderated mediation is required to investigate that the indirect effect is significantly changes with the change in moderator or not. As there is also no zero between LLCI and ULCI (index=.04, LLCI=.001, ULCI=.07) of index of moderated mediation, it shows that moderated mediation exists and the indirect effect of empowered leadership on project success through team learning is being moderated by organizational culture. Therefore, H3c is also supported.

TABLE 4.6: Moderated Mediation

Hypothesis	Effect	Boot SE	LLCI	ULCI
Probing Moderated Indirect Relationships				
Low level of OC	0.15	0.03	0.08	0.17
High level of OC	0.25	0.04	0.14	0.37
Index of moderated mediation	0.07	0.01	0.03	0.07

OC=Organizational Culture, Boot SE= Bootstrap Standard errors, LLCI=Lower Limit Confidence Interval, ULCI= Upper Limit Confidence Interval.

4.6 Summary of Supported/Not-Supported Hypothesis

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

Hypothesis	Statements	Results
H ₁	Empowered leadership will have a significant positive impact on Project Success.	Supported
H _{2a}	Empowered leadership positively associated with team learning.	Supported
H _{2b}	Team learning positively affects Project Success.	Supported

H _{2c}	Team learning will mediate the relationship between empowered leadership and Project Success.	Supported
H _{3a}	Organizational Culture will moderate the relationship between empowered leadership and project success.	Supported
H _{3b}	The indirect effect of empowered leadership through team learning on project success is assumed to be significant for those with high organization culture & insignificant for those low organization cultures.	Supported

Chapter 5

Discussion and Conclusion

5.1 Discussion

In this section of study, a recap is provided. The contributions of the research are discussed. The results of this study are of great importance as all the including variables are very vital. So, in this section the importance of those results is narrated that are generated in this study. All the hypothesis or you can say the research questions that were reported earlier are also discussed on the basis of their results in this section. It can be said that in this chapter the study the study is encapsulated on the basis of its results.

This study is an addition to project management researches in which the project success is taken as a dependent variable. As success in a project is one of the primary areas focused by project management so this study has a vital role in the field of project management. Empowered leadership which is taken as the independent variable also has a part in managing of the projects. It is so because the mostly the projects are handled by some sort of the organizations that are project-based organizations. So, in a project the empowered leadership of such firms is also one of the basic factors that can affect the project and its success. In this study the effect of empowered leadership on success of team learning is analyzed and results are taken to examine their relationship.

So, it can be said that results taken for this relationship are very useful for the organizations that are dealing with projects. In such organizations the working

staff has a fundamental role and the employees working in such organizations are responsible for the success or failure in a project. Organizations that are working on any project are familiar with the need of engagement of their employees in their respective jobs. The results are also taken in this study about the effect of empowered leadership on the project success and it is analyzed that how much a team learning in organization can engage its employees.

The study also examined that how the team learning and project success are related. In project management for the achievement of success it is very important to examine the team learning of the employees in their jobs. So, the effect of team learning in job is also examined. Organizational culture is serving as a moderating variable in this study. In management of a project, the culture of organizations is pivotal because in project management the mechanism of the organization working on the project is also a factor. Results are also taken over this role of organizational culture. Overall, this study is a contribution to the project management.

The current study strives to find the impact of empowered leadership on project success with mediating role of team learning and moderating role organizational culture. The results showed that all the assumptions regarding the relationships of variables were true. It is found that empowered leadership is not a negligible thing in the context of project success. The results have depicted that the empowered leadership is a way to get success in a project which can be followed by the project-based organizations to engage their employees in job.

Moreover, success in project is also impacted by the employees. The Level of team leaning in their jobs is a focusing aspect in achieving project success. According to the results of the current study the organizational culture is also not a negligible component and it also affects the proposed direct and indirect relationships. This section contains all answers of the questions that were asked in the start of the study.

5.1.1 Question1: What is the Relationship between empowered leadership and Project Success?

Hypothesis No 1: Empowered leadership will have a significant positive impact on Project Success

In this study the impact of Empowered leadership on Project Success is studied and it is examined that if empowered leadership is fulfilled in a project-based organization, can it become a source of project success or not. To analyze this relation a hypothesis was proposed in which it was assumed that empowered leadership significantly affects project success. Moreover, it was also assumed that the effect of empowered leadership on project success is positive. The assumption was made that by increasing the fulfillment of empowered leadership by a firm working on any project, the possibility of gaining success in a project can also be increased. This was the first hypothesis of the study.

According to the results this hypothesis was accepted. The results of this for this hypothesis have shown that empowered leadership has significant impact on project success. It shows that if we look at the project success from the lens of empowered leadership, we shall find a path of success. The result has also exhibited that there is a positive relation between empowered leadership and project success which indicates that empowered leadership firm gathers greater success as compared to the not.

Previous research also found some results that are similar this result of the current study. The result for hypothesis 1 shown by this study are in line with the study of past has claimed that leadership of empowerment is probable beneficial for the performance of team due to the probability of the contributors of the team taking the initiative in problem solving, the growth in the velocity of response of the crew participants, and improvement in the life of labor of project team member (e.g. Cohen et al., 2007; Manz & Sims, 2008). It is interpreted from the results that being empowered leadership a project pass on many difficulties which helps it to capture its goals.

The empowered leadership allows a firm to deal with the individuals and groups that are related to the project in an ethical way. The image of an organization in front of the community becomes positive when it shows an ethical behavior. By practicing leadership, a firm increases its interactions with the stakeholders of a project and with the society and shows a positive attitude. These impacts of empowered leadership remove many hurdles from the path of project which in turn results in obtaining success.

5.1.2 Question2: What is the Relationship between empowered leadership and team learning?

Hypothesis No 2a: Empowered leadership positively affects team learning.

In this investigation it has also been checked is there any effect of empowered leadership on team learning and whether or not the empowered leadership helps an organization which is dealing with projects, to engage the staff working at that specific project. To inspect this relationship a hypothesis was suggested in which the significant impact of empowered leadership on team learning is focused. This significant impact is also assumed to be positive. It was hypothesized that if an organization have empowered leadership than it will also become successful in team learning its employees to do different tasks efficiently with another's. The employees of such organizations involve themselves in their respective duties.

Different analyses were done for this hypothesis and result was taken. According to this result the hypothesis was accepted. The result of this hypothesis has also shown that there is significant impact of empowered leadership on team learning which illustrates that for an organization to attain team learning can serve as a helping tool for employees to do different their different duties in a group . The positive relation between empowered leadership and team learning was also reported by the result.

The results of above described speculation are like a few examinations that were con-ducted beforehand. Our results are like the investigation of Yang et al. (2010) underline that Engaged authority can make project progress by enlarging the advantages of group learning rehearses. Parts of group learning, for example, objective setting, job explanation, relational relations, and critical thinking rehearses are carried out to upgrade project group execution and impact project achievement (Klein et al., 2009). From the outcomes it tends to be deciphered that individuals working for an association spend their energies to play out the assigned undertakings. On the off chance that a firm considers normal practices to manage them, it assumes a part of supporter for them. This thing pushes them to play out their separate tasks with interest. Besides, cooperation in association gives a quiet message to bargain in a legitimate manner with the subordinates. This thing gives

a feeling that everything is good and occupation fulfillment to the subordinates working under any individual or gathering permitting them to play out their piece of work without being depleted.

5.1.3 Question3: What is the Connection team learning and Project Success?

Hypothesis No 2b: team learning positively affects Project Success.

One of the focused areas of this research is the examination of the effect of team learning on project success. Effort is done to uncover that is there any influence of team learning on the success of the project or not. Can a person who is engaged in team work contribute in the success of the project or there is no role of his team work in the project success. For this a hypothesis was derived in which it was imagined that there is an effect of team learning on project success and favorable outcome depends upon the team work of the individual working on Project. Likewise, this impact is considered to be positive, assuming that if level of team work goes up the chances of being successful in a project also become high.

The scores that appeared by conducting different analysis have displayed that this hypothesis is supported. The results say that there is a change in the outcome of a project if there is factor of team work involved. As the impact of team learning on project success is significant it shows that targeting success in a project with the arrow of team learning is not a useless exercise and this effort must bring some fruits. Additionally, the results have also decided that this exercise is fruitful in a way that the rise in team learning is a source of incrementing the probability of project success.

The results of the above communicated hypothesis are facilitated with the delayed consequences of the examinations that have taken out in advance. From the past composing fascinating examinations have definite such outcomes that can be communicated like our decision. There is a survey Adventure bunch Delegates much of the time work uninhibitedly and outside the progressive degrees of initiative. This proposes that free, full-time and productive gathering advancing to the

extent that goal setting relational cycles, job explanation and critical thinking can prompt venture accomplishment through fostering the important mentalities, values, critical thinking strategies and relational and bunch techniques expected for the fruitful culmination of the task (Aga et al., 2016) that has found the outcomes like our speculation and have found that group learning significantly affects project achievement. The intriguing thing that like our review, this study has taken group advancing as arbiter and the outcome have additionally implied that project achievement is affected by group learning.

The justification and explanation of the above hypothesis is an important aspect. The team work of the employees in their jobs is good as compared to the workers that do not show team work. No doubt the success or failure depends upon the efficiency of performers. It is very focusing thing for the project-based organizations that their employees do not get bored of their respective tasks because such organizations sometime have to deal with the time taking projects. So, the positive attitude of employees towards the involvement in job makes these time taking processes less complex. This reduction in complexity is due to the team work makes the path of success clear and an engaged employee is a mean to tackle effectively with hurdles that appears in this path. Thus, based on these arguments it can be said that team work directly affects success and a project can focus on it attain required level of excellence.

5.1.4 Question4: Does team learning Mediates between empowered leadership and Project Success?

Hypothesis No 2c: team learning will mediate the relationship between empowered leadership and Project Success.

The role of team learning this study is of mediator between empowered leadership and project success. An assumption was made at start of the research to check out the contribution of team learning in between empowered leadership and project success. Moreover, that assumption was a key to do the verification of the nature and role of mediator between independent and dependent variable. In every study, results are the most important facet because they make decision about the

previously done presumptions. For the mediation hypothesis results have also displayed such stats on basis of which it can be said that hypothesis is supported. The results have shown that the role of team learning as a mediator is significant. It means that between the relationship of empowered leadership and project success the role of team learning is not ineffectual. For the project-based organizations to work outstandingly on the projects, team learning plays an influential role. Simply, it can be stated that in the organizations having employees team work in their jobs, good social behavior affects project success in a better way as compared to those organizations that shows good moral conducts with less team work. According to results the team learning is a successful intermediary here.

The scrutiny of literature has been done to find the results that are similar to our study. Empowering leader leads the followers to accomplish a project by stimulating an efficient team-learning process. Therefore, team learning acts as an underlying mechanism explaining the effect of empowering leadership on project success. Our argument for the mediating effect of team learning is also rooted in the resource conservation theory (Hobfoll, 2011b), which suggests that personal or job-related resources foster the creation and retention of more resources. Thus, making a positive resource gains approach toward the notion of an empowering leader, we argue that leaders, through their empowering, ensure the efficient utilization of organizational resources (employees) by passing them through an effective team-learning process, which, in turn, motivates them to build up additional resources in the form of project success. From this it has becomes clear that very less studies have carried out such research so the results showing trend identical with current inspection are rare. Like our study, this study has also taken project success as dependent variable to analyze the mediating role of team learning. Otherwise, the mediator and dependent variable associated with independent variable are exactly same as our study. If we look at the results, in both studies the mediating role of team learning has been proved and it has served as a mediator with project success as dependent mediator in both cases.

No doubt, the numerical evidences have revealed the mediating role of team learning between the relationship of empowered leadership and project success but still logical reasoning is a required part here. Any project-based organization that

adopts decent norms is mainly focused on project on which it is working and this decent behavior is a part of the success gaining process. The employees working in that specific organization are the major players in this process. When they perform their jobs in team work, consequently socially responsible behavior of a corporation brings more fruits. Moreover, corporate social responsibility focuses the individuals or groups that affects or being affected by the project and by targeting them it plays its role to gather success. So, the employees working on the project also become its target. When the empowered leadership is practiced, due to the presence of project employees in its circle, it has also an effect on the employees. When empowered leadership finds the employees team learning in their jobs, then this team work acts an agent that make the process of attaining project success comparatively easier.

5.1.5 Question 5: Does Organizational Culture Moderates the Relationship between empowered leadership and team learning?

Hypothesis No 3a: Organizational Culture will moderate the relationship between empowered leadership and team learning in such a way that this relationship will be stronger if Organizational Culture is strong.

The role of moderator is performed by organizational culture. In this study there are total two hypotheses that are related to the moderating variable. One of them is stated here in which it was imagined that the moderating role of organizational culture is on the relationship of empowered leadership and team learning. The above hypothesis was also suggested to decide that whether or not the relationship of empowered leadership and team learning becomes strong when organizational culture is supportive. The results for this hypothesis were also taken by doing different tests.

The numerical results for the hypothesis have shown that this it was supported. The results have emphasized that the role of organizational culture over the relationship of empowered leadership is significant. This thing announces that there is some

influence of the existence of the organizational culture as moderating variable. The second part of hypothesis was proved by analyzing results of a graphical analysis. The results of that graphical analysis have also revealed that when organizational culture is strong it strengthens the relation of our independent variable and mediating variable.

The past literature had also been explored to discover the studies that have resemblance with the result of this hypothesis. A study was pointed out in which the end results are found to be similar to some extent (Waheed et al., 2021). In that study the empowered leadership and team work are the two variables whose relationship has been viewed by taking organizational culture as a moderating variable. In the results section both studies have been discussed in detail.

The result of the current study can be explained in such a way that the supportive organizational culture provides an environment to the organization in which it can perform different activities to complete its operations. In a supportive culture an organization have team working more easily. Also, in a strong or supportive organizational culture these actions can effectively permute the team work in the organization. It is so because an organization with strong culture exhibits a proper functionality along with decent norms for the behavior within the organization. This thing allows both organization and employees to deal in an ethical way. So, in strong culture the process of increasing team learning by practicing a good leader runs smoothly.

5.1.6 Question6: What is the Indirect Effect of empowered leadership on Project Success through team learning for More Supportive Organizational Culture and for the Less Supportive Organizational Culture

Hypothesis 3b: The indirect effect of empowered leadership on Project Success through team learning is expected to be higher for a more supportive Organizational Culture and lower for a less supportive Organizational Culture.

The second hypothesis related to organizational culture is stated here. As in hypothesis 3a the organizational culture is taken as a moderator over the relationship of empowered leadership and project success. This hypothesis was hypothesized to decide that organizational culture plays or does not play a role of moderator on the indirect effect of empowered leadership. The results have shown that this hypothesis was also supported. The indirect effect changes significantly as there is a change in organizational culture and also when there is the indirect effect increases when organizational culture is strong. Strong organizational culture allows the employees to work in a better environment. The good environment of the organization provides mental and physical satisfaction to the employees which in turn bring team work. In a strong organizational culture, it becomes easy to implement leadership practices. Thus, the projects of the project-based organizations with strong organizational cultures become successful. In the research the moderating role of organizational culture over the relationship of empowered leadership and team work is analyzed. The result was taken by considering four types of organizational culture as moderator which shows that all types have significant impact as moderators. Additionally, except one type of organizational culture, all other types have moderated empowered leadership and team learning in such a way that the relationship of empowered leadership and team learning become strong and the effect of empowered leadership on team learning increases with increase in moderating variables.

5.2 Research Implications

5.2.1 Theoretical Implications

As far as theoretical implications of this research are concerned the study have several theoretical implications the field of project management. The study contributes in such a way that the concepts discovered in this study regarding empowered leadership and project success in the sector of project-based organizations, are barely explored in past literature. Thus, to understand the process of empowered leadership effect on project success in an improved way through team learning by

taking organizational culture as a moderator, the present study is handy and this is the main theoretical implication of our research. The findings of this research ponder the need to develop different conceptual models that addresses that the relationship of empowered leadership and project success is not direct and plain. Conversely, it is mediated by another variable that links the both variables in an indirect way.

Conservation of resource theory is used to explain the effect of empowered leadership on the other variables. The caravan passageways role of organizational culture has also been proved and the findings have shown that under the umbrella of organizational culture the attainment of project success by empowered leadership through team learning becomes an easy exercise.

5.2.2 Practical Implications

Many important managerial implications can be drawn from the results of our study that can help project managers and project-based organizations to make better decisions, when they want to deal with empowered leadership to gain

Project success. Leadership as a tool for the effective execution of the projects. Ethical commitments are helpful to the managers in order to improve the performance of their organizations and projects. Good social behavior in a project is an efficient way along with the basic elements like time, cost and quality. Project-based organization should focus on the norms that are being practiced within the organization. A good leader creates a positive picture in front of the society by being responsible which becomes a source of the success for a project. On the basis of our results, we suggest that the project-based organizations should adopt empowered leadership to attain success.

Project managers and project-based organizations should also take team work of employees into the account when they are trying to achieve success using empowered leadership. Due to the reason that findings of the present study have spotlighted that team is an important aspect in the management and it does affect the path of leadership to project success. Team work of employees is the capital of a project-based organization because they do their jobs by taking interest in them. So, the

firms should move towards the adequate and optimal utilization and development of this capital. A efficient leader's behavior from the organization generates very positive vibes for the employees. If companies want to see that up to which level their firms working, they should measure the degree of team learning in their organizations. Project-based organizations should deal with their employees in a civilized way to attain their required level of satisfaction and this practice allows the employees to perform their respective jobs by taking interest.

To communicate, to work efficiently and to attain the destination in a project or project-based organization, organizational culture must be taken into account by managers. Organizational culture is a tool to ensure the involvement of employees in respective jobs.

Cultural norms inside an organization are not negligible because they help a project-based organization to continue its functionality in a proper way. Managers should ensure that in their organizations and projects the functioning is going in a fine manner and the dealings in the organizations are supportive. Encouraging norms and trends within an organization or project can

Help a project-based organization to execute those different processes in a smooth way that is essential for an efficient project implementation. Organizational culture definitely affects employees and their working style along with the extent up to which they involve themselves in their job. Strong or supportive organizational culture allows the project employees to feel that they are not performing their task forcefully but they are enjoying the process of task performance.

Moreover, strong organizational culture convinces the employees of the project based organizations to think that their organization is not just focusing on the project but also emphasizing on its behavior to deal with them in a moral way. So, it is also recommended that project managers and project-based organizations that are dealing with empowered leadership and using empowered leadership to engage their employees should pay attention to organizational culture.

This recommendation is given on the basis of the findings fetched from this study that portray organizational culture as an influencing factor and as an agent which strengthens the relationship of empowered leadership and team learning.

5.3 Limitations and Future Directions

No doubt this study has found very vital results due to which it has much strength and the generated results provide green signal to the leaders to target success through different angles. Along with these strengths this investigation has also some limitations and additions can be done to extend the area of this research. These deficiencies open the gate to work in the field of project management and to increase the width of path to success. When an author reports limitations of his own research, these limitations are very beneficial for the researchers in the coming time. It is a very helping practice to narrate the limitations of own research because author knows that what are the deficiencies that can be addressed in further researches. Therefore, limitations of this study are reported and these limitations can help researchers to do researches in future.

Firstly, the technique used in this study to draw samples is convenience sampling. Convenience sampling is a type of non-probability sampling. In convenience sampling the data is collected from the respondents that can easily be approached or it can be said that data is collected from the most easily accessible respondents. Convenience sampling is considered to be the weakest form of sampling used to draw samples. It is so because all the types of probability sampling strive to take responses by applying different practices that allow researchers to take more reliable samples as compared to the responses taken by using non probability methods.

Secondly data is taken from one source only. The questionnaire for the twelve items of empowered leadership, seven items of team learning ten items of project success and nine items of organizational culture is filled in such a way that all the study variables are asked from one individual. Moreover, as stated in methodology, the time horizon is cross-sectional in this study. The cross-sectional data gathering is like a snapshot and data responses are taken for only one time. Furthermore, the small sample size adopted in the research is also one of the limitations. 376 responses are taken which determines that the present study is not too much broad. On the basis of demographics this study also contains some differences and the participation of females is one of the main concerns. 376 respondents were male

and the ratio of female respondents is very much less as compared to that of the males. So, comparatively the perspective of females is taken much less than males. There is minimal interference of researcher in this research. Researcher has not strived to handle the environment of the respondents. The variables of this study that are empowered leadership, team learning, project success and organizational culture are not manipulated. The lack of manipulation or control by the researcher is also a limitation found in this study. The research is carried out at national level that is the project-based organization of only Pakistan is targeted. So, it can be said that research is done within a country which is one of the limitations of the study.

The future researches should take these limitations in mind to ensure the fruitful innovations. There are also some advices for the researchers to carry out advantageous investigations in the future. Unlike non-probability sampling, in probability sampling there is a known chance of every element in population and this is the reason that probability sampling is considered to be stronger research design as compared to the non-probability sampling. So, in future, any type of probability sampling can be utilized to make the research stronger. Future researchers are advised to use random sampling, systematic random sampling, stratified sampling cluster sampling or double sampling.

In longitudinal study measurements are done again and again. These repeated measurements of the same variable makes the longitudinal study better than the cross-sectional one. Future researches are also suggested to carry out longitudinal studies so that they can take authentic samples in their studies. Sample size should be increased to make the future researches vast and diversity should be ensured in future to lessen the demographic differences of respondents. Researchers can also increase their extent of interference to do scrutiny in a better way. The researcher can interfere in such a way that they can request a manager to make the culture of project-based organization strong. Researcher can interfere in any other suitable way also. The research can be conducted at international level in which the project-based organization situated outside Pakistan can also be targeted. Future researches can be performed with the mediator and moderator other than team learning and organizational culture respectively. Employee satisfac-

tion can be taken as mediator between empowered leadership and project success because leadership is surely a struggle of bringing satisfaction. Organizational communication can be taken as moderator in the relationship of empowered leadership and team learning.

5.4 Conclusion

This research is carried out to investigate the independent role of empowered leadership and the dependent role project success by taking team learning as mediator and organizational culture as a moderator. It is the objective of this study to decide that with increase in empowered leadership cans a project- based organization gain effective project execution or project success. This study is carried out to see that by being leadership can become successful to achieve team learning and can an increase in team working become guarantor of project success. The study also aims to investigate the mediating role of team learning between empowered leadership and project success. In addition, the intension of this study is also to check the impact of strong or supportive organizational culture on the relationship of empowered leadership and team learning. The checking of the moderating role of organizational culture on the indirect effect of empowered leadership on project success through team learning is also one of the purposes of this study.

The results of the study reveal that empowered leadership has significant positive impact on project success. This indicates that to achieve success in a project, with the guidance of good leader we can gain success. This fulfillment of leadership allows a firm to become successful in its projects. The results have also shown that there is a significant positive impact of empowered leadership on team learning which means that a firm can achieve team work in job by showing an ethical attitude towards the employees. Results have disclosed that team learning mediates the relationship of empowered leadership and project success. So while initiating empowered leadership with the perspective of gaining project success, team learning can be considered as arbitrating factor. The results have also unveiled that organizational culture has a moderating role in the relationship of empowered leadership and

team learning. This thing elaborates that strong organizational culture has a key role in the implementation of empowered leadership. The results have exhibited that organizational culture 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 a good leader and project-based organizations also rarely focus organizational culture in team work process for attaining success is also found at the end of this research. Finding solution to this problem is also one of the basic objectives of the research. The project-based organizations are wasting their vital resource of empowered leadership which can assist them in many ways. There is not any valid reason marked in this study that stops the project-based organizations to fulfill their work while travelling on the path to success. The project-based organizations situated in the country are leaving the element of empowered leadership in neglect. These organizations are working in a typical way and targeting the basic facets that are popular in the success achievement process. Overall, it can be said that this outstanding study is a highly valued addition to the literature and to the field of project management. It is so because empowered leadership is rarely been discussed with the perspective of project success and this investigation has introduced empowered leadership as a factor that can be focused to achieve the project goals.

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Appendix



CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

ISLAMABAD

Department of Management Sciences

Questionnaire

Dear Respondent,

I am Muhammad Adnan Mukhtar, a student of Master of Science in Project Management (MPM) and I am doing research on the topic of The Impact of Empowering Leadership on Project Success with the mediating role of Team Learning and Organizational Culture. 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.

Sincerely,

Muhammad Adnan Mukhtar,

MS Research Scholar,

Faculty of Management and Social Sciences,

Capital University of Science and Technology, Islamabad

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 five-point scale with anchors labeled: (1) strongly disagree, (2) disagree, (3) neither disagree nor agree, (4) agree, (5) strongly agree.

Empowering Leadership(EL)

The Impact of Empowering Leadership on Project Success with the mediating role of Team Learning and Organizational Culture

Email:----- Organization:-----

Position:-----

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

1	My manager helps me understand how my objectives and goals relate to that of the company.	1	2	3	4	5
2	My manager helps me understand the importance of my work to the overall effectiveness of the company.	1	2	3	4	5
3	My manager helps me understand how my job fits into the bigger picture.	1	2	3	4	5
4	My manager makes many decisions together with me.	1	2	3	4	5
5	My manager often consults me on strategic decisions.	1	2	3	4	5
6	My manager solicits my opinion on decisions that may affect me.	1	2	3	4	5
7	My manager believes that I can handle demanding tasks.	1	2	3	4	5
8	My manager believes in my ability to improve even when I make mistakes.	1	2	3	4	5
9	My manager expresses confidence in my ability to perform at a high level.	1	2	3	4	5
10	My manager allows me to do my job my way.	1	2	3	4	5
11	My manager makes it more efficient for me to do my job by keeping the rules and regulations simple.	1	2	3	4	5
12	My manager allows me to make important decisions quickly to satisfy customer needs.	1	2	3	4	5

Team Learning (TL)

The Impact of Empowering Leadership on Project Success with the mediating role of Team Learning and Organizational Culture

Email:..... Organization:.....

Position:.....

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

1	We regularly take time to figure out ways to improve our team's work processes.	1	2	3	4	5
2	This team tends to handle differences of opinion privately or off-line, rather than addressing them directly as a group.	1	2	3	4	5
3	Team members go out and get all the information they possibly can from others-such as customers, or other parts of the organization.	1	2	3	4	5
4	This team frequently seeks new information that leads us to make important changes.	1	2	3	4	5
5	In this team, someone always makes sure that we stop to reflect on the team's work process.	1	2	3	4	5
6	People into his team often speak up to test assumptions about issues under discussion.	1	2	3	4	5
7	We invite people from outside the team to present information or have discussions with us.	1	2	3	4	5

Project Success (PS)

The Impact of Empowering Leadership on Project Success with the mediating role of Team Learning and Organizational Culture

Email:..... Organization:.....

Position:.....

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

1	Clients are satisfied with project results.	1	2	3	4	5
2	Reoccurring business with the clients are routine.	1	2	3	4	5
3	End-user satisfaction with project products/services is achieved.	1	2	3	4	5
4	Suppliers' satisfaction is achieved.	1	2	3	4	5
5	Project team's satisfaction is achieved.	1	2	3	4	5
6	Other stakeholders' satisfaction with the project is achieved.	1	2	3	4	5
7	Altogether, the project performed well in terms of functionality, budget and timings.	1	2	3	4	5
8	The project met the users' requirements.	1	2	3	4	5
9	The project achieved its purpose.	1	2	3	4	5
10	The project met my own defined success factor.	1	2	3	4	5

Organizational Culture (OC)

The Impact of Empowering Leadership on Project Success with the mediating role of Team Learning and Organizational Culture


Email:..... Organization:.....

Position:.....

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

1	My organization emphasizes team building.	1	2	3	4	5
2	My organization supports cooperative spirit.	1	2	3	4	5
3	My organization promotes feelings or sharing among employees.	1	2	3	4	5
4	My organization emphasizes economics as well as social profits.	1	2	3	4	5
5	My organization shows the social responsibility of the construction projects.	1	2	3	4	5
6	My organization encourages the development of construction projects for society.	1	2	3	4	5
7	My organization encourages innovation and accepts change.	1	2	3	4	5
8	My organization develops or adopts new technology bravely.	1	2	3	4	5
9	My organization emphasizes the development of new technology.	1	2	3	4	5

Turnitin Originality Report

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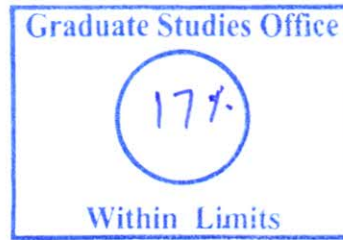
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