CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY, ISLAMABAD

The Impact of Shared Leadership on Project Success: Mediating Role of Team Building and Moderating Role of Perceived Organizational Support

by

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

in the

Faculty of Management & Social Sciences

Department of Management Sciences

2023

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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I, **Shahzada Hassan Bin Zahid** hereby state that my MS thesis titled "**The Impact of Shared Leadership on Project Success: Mediating Role of Team Building and Moderating Role of Perceived Organizational Support**" is my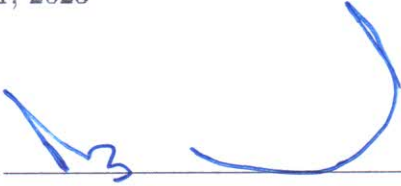 own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/abroad.

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Acknowledgement

In the Name of Allah, The Most Gracious, The Most Merciful. Praise be to God, the Cherisher and Sustainer of the worlds. All appreciations to Almighty Allah, The Lord of all that exist, who bestowed me with His greatest blessing, such as knowledge and Wisdom to accomplish my research successfully.

Thousands of salutations and benedictions to the Holy prophet **Hazrat Muhammad (PBUH)** the chosen-through by whom grace the sacred Quran was descended from the Most High. I am very thankful to **Dr. Mudassar Ali**, a great teacher, mentor and supervisor who made a difference in all aspect of my life. I am indebted to **Dr. Mudassar Ali** for his valuable guidance, encouragement and dedicated support that enabled me to complete my MS Degree Program.

I want to express my heartiest regards to my parents who always support me morally, spiritually & prayed for my success.

(Shahzada Hassan Bin Zahid)

Abstract

The software business, especially in Islamabad, has distinct obstacles for project managers. The conventional limitations of performance, cost, and time are frequently insufficient to guarantee success. This study fills important gaps in the literature by exploring the topic of shared leadership and how it affects project results. This investigation centers on the importance of shared leadership in the context of software houses, considering their dynamic project teams, heterogeneous responsibilities, and interconnectedness. Specifically, in the ever-changing software development environment where client needs are always changing, it is critical to recognize successful leadership styles in order to manage complexity.

Using a quantitative cross-sectional approach, the study examines the connections between project success, shared leadership, team development, and perceived organizational support. Self-administered questionnaires are used to collect data in actual software houses, guaranteeing that the findings are applicable to real-world scenarios.

By filling in these research gaps, this work highlights the significance of individual contributions in successful project delivery and provides software houses in Islamabad with useful insights on how to use shared leadership effectively for better project outcomes.

With 385 participants, our study is the first to examine the relationship between shared leadership and project performance in IT organizations, with a focus on team development as a critical moderator. Encouraging project managers to adopt a shared leadership style can foster a work climate that is favorable to team-building exercises, which will enhance project performance.

Keywords: Project Success, Shared Leadership, Team Building and Perceived Organization Support

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Chapter 1

Introduction

1.1 Background

Traditionally, project governance and administration drift has focused on three constraints that are critical to determining project success, such as performance, cost and schedule Koops et al. (2016). Research has been conducted on procedural facets, including time, portfolio management and risk, but high project failure rates have been reported in previous years (Neumeier et al., 2018). The rate is said to be even higher in developed countries and reduced in developing states (Gazder and Khan, 2018). Avoiding the human task of project management is one of the factors that leads to project failure. In a similar vein, project outcomes depend on effective leadership (Yang et al., 2012). Different project scopes, situations, types and sizes require a unique leadership style to handle the many stressful and complex circumstances and decision-making situations that originate. This is due to the fact that leadership is directly related to project success rates (Anantatmula, 2010)(Geoghegan, 2008; Jiang, 2014).

Within the organizational psychology discipline, leadership research has reached a certain level of maturity. However, leadership styles in projects may not yield the same advantages as in organizations. Project teams have special characteristics compared to traditional work team s within an organization; Its time-based attributes (Hobbs, 2015), its miscellany degree (Horwitz, 2015), the output of particular products/services instead of customary practices, and the requirement to

conform to different shareholders (Byrne & Barling , 2015)). Task management is time sensitive (Byrne & Barling, 2015) and the actuality that the function of a frontrunner gets more important when all projects are vigorous and objectives unclear (Collyer & Warren, 2009). Project teams (such as software houses project teams) perform duties in a vigorous environment with some degree of interdependence (changing customer conditions, demand for creative results, pressure to provide results quickly) Therefore, the adoption of suitable leadership behaviors is necessary in order to accomplish project goals (Maaroufi & Asad, 2017).

Organizationalists have identified mutual leadership (at place where management functions are shared among team's of personalities) as an efficacious leadership style in circumstances where there is high inter-reliance among membit isers, originality is a crucial demand, and job intricacy is extraordinary (Huang, 2013). Researchers from various disciplines (such as organizational research, healthcare, education etc.) leverage shared leadership to upgrade workflows. Peculiarly, there are limited studies on mutual leadership in the assigned project administration field (Scott-Young et al., 2019). Nevertheless, since projects demand a collaborative method between members with different responsibilities, it is essential to consider leadership behaviors shared in the context of the project. The procedure of shared leadership within a team can produce positive aspects. By supporting essential components like sensory perception, meaning formation, problem requirement and identification, strategic planning, metacognitive stimulation, team member development, and motivation, a shared leadership approach can be beneficial for project teams working in dynamic environments (Imam, 2021).

Project teams in software houses in Islamabad, specifically those whose members are integrated in the development of webs, applications and software, face continuous alterations in customer requirements and particularly lack efficient and effective project outcomes use Scrum-like methodologies (e.g., incremental and iterative) to achieve (Schwaber) & Beadle, 2002). These team s are minor but inter-reliant and share job responsibilities. Extensive team-building skills are also required, as one individual may not have the entire expertise essential to accomplish the required task. Similarly, unity and organizational support—how close

team members in an institution are to each other and to what extent they acknowledge the worth of their relationships with each other (Cook et al., 2013)—are important factors in the effective execution of projects. It is the basis for most of the required web/application/software development tasks needs more creativity in terms of draft and functionality, which can be accomplished by establishing common management (Pearce, 2002). Responding to a recent call for study on project leadership (Scott Young et al., 2019), present research suggests that shared leadership can be associated with team characteristics (i.e., organizational support perceived as team building) in software houses projects. I'm trying to understand how much I'm contributing to the success of the project.

In addition, to widen theoretical understanding, this research assists researchers by restating the significance of individuals (such as the responsibilities of leaders) in multifaceted projects functioning in vigorous surroundings (Nguyen et al., 2018). The Software houses in Islamabad field was selected due to the fact that such projects have potential to differ in size, complexity, context and nature with tasks in different disciplines (Nguyen et al., 2018). Similarly, regarding developing nations, in which the failure of a project is reasonably high (Gazdar & Khan, 2018), the research, with the information of various Software houses in Islamabad projects from Pakistan, highlights main driver shared leadership of team building and organization's unified support as being important success factor to projects. Moreover, the literature related to project management is currently impacted by policy and technical debates; however the human factor is relatively less documented. The wide purpose of this study is to decrease this irregularity and to draw consideration to the relationship of individuals in successful projects provision to assist researchers' achievements greater control over projects.

1.2   Research Gap

Research suggests that team building may function as an intermediary mechanism that links shared leadership to project success, as well as other behavioral variables i.e., teamwork Cooperation, Collaboration and Well-being. Therefore, it is crucial

to investigate the impact of team building on team-level results (Pavez et al., 2021).

There are very limited studies on the influence on project success by the shared leadership as shared leadership has acquired increased consideration in previous years; still there is little understanding of to what extent if impacts project success. This research work will contribution to eradicate this gap by investigating the relationship between project success and shared leadership.

There have been few studies on the interfering role of team building; however, some have looked into the impact of shared leadership in team building, and some have investigated into the role of team building in mediating the relationship between shared leadership and project success (Polyakova-Norwood, Creed, Patterson, & Heiney, 2023). This study aims to close this gap by investigating the association between project success and shared leadership through team building facilities.

Very few studies on the interceding function of perceived organizational support: whereas preceding research have investigated the influence on worker's performance and motivation from perceived organizational support, there is restricted understanding of in what way it impacts the connection between project success and shared leadership. This work can eliminate this information gap by exploring the interceding function of perceived organizational support in the connection among project success and shared leadership.

Requirement for more studies in project management on shared leadership: while shared leadership has been investigated in numerous organizational frameworks, there are limited studies on its application in the field of project administration. This research can contribute to satisfying this study gap by exploring the influence of shared leadership on project success in the context of project supervision.

Regardless of the rising concerns in shared leadership and its impending influence on project success, noteworthy research gaps still exist in this space. Although several researches have examined the effects of shared leadership on individual participation and team building in creative work (Pearce and Sims Jr, 2002; Carmeli and Schaubroeck, 2007; Carson et al., 2007), some have investigated its association to project success (Chan and Chan, 2004). Furthermore, while preceding

research has explored the influence of perceived organizational support on worker performance and motivation (Chiocchio et al., 2015), how does it relate to shared leadership and project success? There is still inadequate understanding to make relationship among them. This is a perilous study gap that requires to be filled, particularly providing the growing significance of shared leadership in currently established organizations. Moreover, a modern meta-analysis reported mixed results regarding the association between team effectiveness and shared leadership, emphasizing the requirement for studies in this discipline (Wang et al., 2014). Therefore, by examining the impact of shared leadership on project success and emphasising the balancing role of team building and the coordinating role of organisational support, this study seeks to close these research gaps.

Several researched investigated members' perceptions of recently completed projects to achieve team cohesion and knowledge sharing. Our goal is a diverse research using team-level information in software houses in Islamabad, which can also provide better insights to researchers and practitioners. We employ team building as a facilitator who can participate to the success of our projects (Imam, 2021).Recent research is less clear about what communication processes (informal and formal) are used by project team co-leaders. Informal communication is significant to comprehend as it can lead to conflicting processes and relationships within the team, ultimately reducing the likelihood of project success (Wu et al., 2017). In this study, we reproduce the hypothetical framework to allow better understanding and generalization. Shared leadership can foster team-building creativity, involve team associates in the creative procedure (Imam et al., 2020; Zwikael and Unger-Aviram, 2010), and gain improved organizational support overall.

1.3   Problem Statement

Despite the increasing interest in shared leadership and its potential influence on project success (Imam, 2021), there is a noteworthy investigation gap in considering the mediating and moderating aspects that affect this relationship in the context of software houses in Islamabad. Specifically, there is inadequate study on the function of team building as a moderator and perceived organizational

support as a facilitator of the connection between shared leadership and success of a project in this particular industry and geographic location (Imam, 2021). Furthermore, while leadership is crucial in software houses, there are inadequate studies that compare the effectiveness of shared leadership and traditional leadership approaches. Thus, the problem that this study attempts to solve is to investigate how shared leadership affects the success of projects in Islamabad's software companies, taking consideration of the moderating role of perceived organisational support and the intervening role of team building. Additionally, this research aims to compare the efficiency of shared leadership and traditional leadership approaches in software houses, with a focus on how shared leadership can lead to better project outcomes (Scott-Young and Samson, 2008). By addressing these research gaps, this study can provide valuable insights for software houses in Islamabad on how to effectively implement shared leadership practices to achieve project success.

1.4 Research Questions

Answers to the given questions are the purpose of this study and the goal of this research is to investigate them:

- Research Question 01:

  What is the relationship between "Shared Leadership" and "Project Success?"

- Research Question 02:

  What is the influence of "Shared leadership" on "Team Building?"

- Research Question 03:

  Does Team building mediate the association between Shared leadership and Project Success?

- Research Question 04:

  Does Perceived organizational support moderate the association between Shared leadership and Team Building?

1.5 Research Objectives

The research targets the following main objectives;

1. To investigate the influence of Shared Leadership on Project Success.

2. To investigate influence of Shared leadership on Team building.

3. To investigate the mediating function of Team building in the association between Shared Leadership and Project Success.

4. To investigate the moderating role of Perceived Organizational Support in relationship between Shared leadership and Team Building.

1.6 Supporting Theory

Many specialists have reported on a number of theoretical perspectives that are being employed internationally for study on shared relationships and project success. Therefore, research indicates that the present study's entirety may be covered by the conservation of resources theory (CRT).

1.6.1 Conservation of Resources

Hobfoll developed the COR theory that individuals endeavor to secure, defend and construct resources such as objects, states, personal traits, and energies. Hobfoll argued that while threats of or genuine resources loss can result in negative and stress outcomes, acquisition of resources can results in positive consequences. The paper outlines the key principles and components of the COR theory, including resource loss spirals, resource gain spirals, and the importance of resource investment. The paper also provides examples of how the COR theory has been applied in various research areas, including stress, trauma, and social support. Overall, this paper provides a strong foundation for using the COR theory as a supporting theory in this study on shared leadership in software houses.

Resource Conservation Theory (COR) provides a functional framework for understanding the association between project success and shared leadership in software houses. According to COR theory, organizations and individuals pursue to acquire and retain valuable resources including time, energy and expertise in order to acquire targets and conserve well-being (Hobfoll, 1989). In the context of software houses, shared leadership can be observed as an approach to distribute leadership responsibilities and resources across team members, rather than relying solely on the project manager or a select few individuals. This approach can help to conserve resources by reducing the burden on individual leaders and ensuring that all team members have the opportunity to contribute their skills and expertise to the project (Halbesleben and Buckley, 2004).

Research illustrates that resources belongs to labor such as social support and autonomy are crucial for job design and welfare (Tims et al., 2013; Bakker and Demeuroti, 2008). More broadly, shared leadership can be observe as a way to share these resources more fairly among team members, thereby facilitating work design and decreasing stress and burnout (Hakanen et al., 2006). In addition, the interceding job of team building in the association between shared leadership and success of a projects can be understood in terms of the COR theory, where team building can be seen as a way to create a supportive environment that helps to conserve and replenish individual and collective resources (Halbesleben and Buckley, 2004).

In conclusion, the coordinating function of perceived organizational support in relation to team building and shared relationship can be known in terms of COR theory. In COR theory, sensed company support can be observed as a significant resource to help mitigate the effects of personal health and stressed conditions and protect collective resources (Tims et al., 2013).

These references provide evidence for the importance of COR theory in understanding the effect of joint management on team building, project success, and perceived organizational support in software houses. By utilizing COR theory in this study, it is possible to get a more inclusive comprehension of the complex associations between these variables and to develop strategies for promoting effective

leadership and resource conservation in software houses

Framework of Explanation In line with preceding competency-based studies, we suggest to use COR theory to investigate team building in projects (Hartmann et al., 2020; Stoverink et al., 2020). COR theory states that human conduct is aimed at preserving and acquiring valuable resources, and consists of things and personal traits/expertise, deeming them necessary, and treating them better. are used to acquire resources by using them (Hobfoll, 1989). This theory is based on his two elements. First, it indicates that "resource losses are disproportionately greater than assets gains" (Hobfoll, 1989). Second, "Individuals must inculcate assets in order to secure and acquire broader resources" (Hobfoll, 1989). Hence, obtaining, preserving and financing assets while avoiding losses can increase resilience (Chen and Popovich, 2003; Hobfoll, 2011).

On the basis of COR theory, a well-structured team has sufficient resources to access and deploy in the event of a disaster (Hobfoll, 2011)(Hobfoll, 2011). Project teams are therefore described by (1) containing more team resources and (2) being more probable to deploy and access those resources in the face of failure, adversely and forfeiture (Stoverink et al., 2020). From a vigorous viewpoint, COR theory proposes that team s with vigorous resources are more operational. Positive gain approach empowers leader to take a resource gain approach through their efficient utilization of team building resources, which is efficient for project success Hobfoll, (2011).

Conferring to COR, predominantly the perception of 'resource procession passages' (Hobfoll et al., 2018), an individual's competence to maintain and perceive his or her resource pool depends principally on circumstances beyond his or her control (Hobfoll et al., 2018; De Jong and Den Hartog, 2010). Halvesleben et al. (2014) stated that perceived organizational support is considered as an environmental variable, a "resource that can deliver value, achieve goals, improve team decision-making, address conflicts, and facilitate concrete organizational resources". Overall, team members and leaders observe that organizational support is resource-friendly and delivers more resources in the workplace. Given these discussions, we suggest that perceived organizational support directly and indirectly

regulates the association between team building and shared relationship.

Furthermore, conferring to Walsh et al. (2014), management can be defined as resources that help organizations generate and maintain resource pools through the development of supporters. The phenomenon of maintaining and developing company assets is recognized as resource conservation (Hobfoll, 1989) and has recently received attention in company psychology. Resource preservation proposes that those with dependable resource pools are the utmost 'asset safe' and able to develop their resource pools (Hobfoll, 2001). We consider that shared leadership is an important peculiar resource for leaders and use it to build trust in followers and develop an atmosphere of collaboration and synchronization that eventually leads to project success (i.e. resource acquisition). I believe it will help you invest. Inclusively, this entire discussion recommends that the shared of a team leader over his/her positive relational eminence may improve the working team enactment, which eventually results in the fruitful achievement of a project.

The resource conservation hypothesis (Hobfoll, 2011) posits that job-related or personal assets foster the production and preservation of additional assets, which is consistent with the researcher's assertion regarding the facilitating impact of team building. Consequently, the researcher argued that influential people, through their shared behaviour, validate the effective exploitation of company resources (workforces) by passing them with the aid of an operational team-building procedure, which in turn encourages them to accumulate additional assets in the form of project success. This creates a positive supply gains method towards the perception of a shared leader. Regarding preservation of resources theory and predominantly the perception of "resource caravan passageways" (Hobfoll et al., 2018), the aptitude of individuals to maintain and build their "pool" of assets (or equally to mislay their resources) is typically reliant on conditions beyond their control (Hobfoll et al., 2014). Caravan hallways are the ecological conditions that facilitate, nurture, improve and shield the assets of segments or sections of labors, individuals and institutions as a whole or reinforce team 's or individual's assets reservoirs (Hobfoll, 2011).

In fact, organizational support, observed regarding work coordination, can be observed as a "resource channel" that can deliver team decision-making, conflict resolution, human resources and operational organizational resources. Humble leaders and team associates observe that organizational support is paying attention to resource issues, and that their workplaces have more resources (project success and team building). Given these discussions, we recommend that perceived organizational support positively impacts relationships with humble leadership and team building, and ultimately with project success.

Chapter 2

Literature Review

2.1 Shared Leadership

Shared leadership, defined as a collaborative approach to leadership in which duties and decision-making are spread jointly among team members, has emerged as a successful leadership style in project contexts (Scott-Young and Samson, 2008; **?**)(Georgy, & Grisinger, 2019). We argue that shared leadership plays a significant role in project success in the context of software houses in Islamabad. Project teams that practise shared leadership are said to foster shared accountability and decision-making, which enhances project performance. 2020's Zamboni. This hypothesis is consistent with the view that a more decentralized leadership structure (Darvishmotevali, 2019) allows team members to take responsibility of their jobs, which leads to better project outcomes.

2.2 Project Success

The ultimate measure of a project's performance, project success, includes numerous essential variables such as accomplishing project objectives, maintaining within budget restrictions, and following to the project deadline (Zwikael and Unger-Aviram, 2010). The study looks at how shared leadership affects this complex measure of success in the context of software houses in Islamabad.

2.3 Team Building

The goal of team building exercises is to strengthen bonds, facilitate communication, and foster cooperation among team members (Müller and Jugdev, 2012). In the relationship between shared leadership and project success, it is hypothesised that team development plays a significant mediating function.

As per the notion put out by Giudici and Viachaslau Filimonau (2019), team development serves as a mediator between shared leadership and project success. By participating in activities that increase trust, communication, and coordination, team building strengthens the positive impact of shared leadership on project objectives.

2.4 Perceived Organizational Support

The degree to which workers believe that their needs and well-being are a priority for the business is known as perceived organizational support (Annum Tariq Maan, Abid, Tahira Hassan Butt, Ashfaq, & Ahmed, 2020). We suggest that the link between shared leadership and team development is moderated by perceived organizational support, which in turn affects the relationship's strength.

Hypothesis Development

2.5 Impact of Shared leadership on Project Success

Pearce (2004) discussed shared leadership as "a simultaneous and continuous process of mutual impact within a team, considered by the 'continuous emergence' of formal and informal leaders" (p. 48). In essence, shared leadership is an intuitive and dynamic leadership procedure in which the initial team leader evidently shares responsibilities and goals with all team associates and team members are authorized to "lead themselves and each other" (Fausing et al., 2015). Consequently,

team associates act with a clear idea and inspiration (Badaracco Jr, 2001). Researches have drawn vibrant dissimilarities between joint governance and further conservative procedures of leadership (Carson et al., 2007; Crevani et al., 2007; Ishikawa, 2012; Pearce, 2001). Nevertheless, the fundamental dissimilarity between traditional and shared leadership (i.e. vertical management refers to a leadership integrating projection of one person's influence on supporters – usually descending employees) is that shared leadership give emphasis to team leadership, in which associates observe like frontrunners themselves, instead of controlled by a single hand (individual to team), and setting joint project objectives (Kozlowski and Chao, 2018).

In the situation of the team , a shared leadership responsibility functions like a social procedure or a multidirectional, vigorous and shared action that delivers sense-making (a psychosomatic aspect wherein persons can provide significance to their cooperative understandings), which is inserted into the task (Fletcher and Kaufer, 2003). Projects are distributed into minor (deliverable-concerned) constituents, and teams are assumed particular aims and range to encounter the customer's necessities. Pearce (2004) has proposed that the chance to contribute and participate in management by delivering feedback and supervision is critical in achieving project objectives and take advantage of participants' capability for accomplishing those objectives. For example, in an IT project, customers often come to the improvement team with an impression and confer it consistent with their occupational needs, which can alter many times depending on the marketplace and occupational needs. In these situations, team associates discuss how best to get the job done and, given the opportunity, choose what, how, and when to do it, rather than one individual making judgments for the whole team. In this situation, everyone can make better use of their abilities. Consequently, we postulate that:

H1: Shared Leadership will be positively associated with Project Success.

2.6 Mediating job of Team Building in relationship between Project Success & Shared Leadership

Team building and collaborative leadership are two key aspects that contribute meaningfully to project achievement in an organization. Shared leadership is a management strategy in which team associates distribute leadership accountabilities and function together on the way to a mutual goal. Team building, on the other hand, is the procedure of improving relationships, communication and coordination between team members. The link between project success and shared relationship is well established, but the function of team building in this connection has not been fully discovered. The aim of this article is to investigate the interceding function of team building in relation to project success and shared leadership. Recent researches have revealed that team structure plays an important interceding function in the connection between project success shared leadership. For instance, a research by Wang, Li, and Liang (2021) concluded that team building facilitates the link between innovation performance and shared leadership. The research emphasized that team structure promotes trust and communication among team members and that mutual leadership facilitates innovative ideas more effectively, which is significantly resulting in greater project success.

Correspondingly, a research by Han and Lee (2020) observed that team building intercede the connection between team performance and shared leadership. This study presented that team building strengthens the social bond of team members, which leads to improved coordination and communication, ultimately resulting in advanced project success. In addition, team building can also soften the connection between project success and shared leadership. A research work by Song and Gao (2020) observed that team structure regulates the relation between shared understanding and join leadership. The investigation emphasized that team building improves trust and communication among team members and that shared leadership facilitates knowledge sharing more effectively, eventually resulting in greater project success.

Additionally, a research by Wang, Yu, and Zhang (2020) established that team building moderated the connection between team coordination and shared leadership. The research presented that team building improves team member communication and relationship, improves coordination, and ultimately leads to greater success of a project. Research displays that team construction plays an interceding function in the association between project success and shared leadership. For example, a research by Wang, Waldman, and Zhang (2014) observed that team building intercede the connection between team creativity and joint relationship, suggesting that shared leadership improves team building, which in turn leads to better resourceful and improved thinking. It suggests that project outcomes can be accelerated. Another research by Qureshi et al. (2013) observed that team building plays an important interceding part in the connection between team performance and shared leadership, and emphasized the significance of team building as an instrument by which shared leadership influences project success.

Additionally, team building can also improve the association between project success and shared leadership by increasing the efficiency of joint governance practices. For instance, a research by Wang, Liao, and Chen (2011) observed that team structure moderated the association between team management and shared leadership, suggesting that team structure improved management and eventually shared ownership in project success. It suggests that leadership effectiveness can be enhanced.

Team building is an administrative method for upgrading the performance and efficiency of workteams, and it comprised of four main processes: Setting goals, building relationships, clarifying functions and employment Problem-addressing methods (Salas et al., 1999; Klein et al., 2009). Goal management is the definition and management of project aims by describing responsibilities and setting durations (Day et al., 2004). Job interpretation includes clarifying distinct role outlooks, team customs, and mutual accountabilities among team associates (Klein et al., 2009). Relational processes involve maintaining positive associations and addressing disputes between team fellows (Senécal et al., 2008). Addressing difficulties is the recognition of critical difficulties in team responsibilities and the

development of team members' task-related abilities to solve the problems (Misra and Srivastava, 2018).

Preceding research provides arguments supporting the part of co-project managers in all four of her elements in the team-building process. First, mutual leadership is the sharing of people with capability and abilities to create a collective, goal-oriented atmosphere for teams that enables team associates to achieve and define team aims together. It reflects an established mental model (Li et al., 2019). Second, shared leaders tend to increase job importance by facilitating employees understand the significance of their involvement to the organization (Rego et al., 2017) and provide subordinates with role clarity. It gives them a intellect of understanding and influences organizational performance (Jeung and Yuon, 2016). Third, mutual leaders are removed due to feedback requests from team members.

Reduce bureaucratic limitations and increase follower competence and confidence (Wang et al., 2018a). This goes hand in hand with the relational procedure of team building. Fourth, co-leaders recognize the contributions of juniors, give self-sufficiency to team associates through designation (Naseer et al., 2019), and allow subordinates to develop independent decisions about problem solving and task completion (Chen et al., 2018). Furthermore, operational mutual leadership of projects is obligatory to increase team engagement by fostering positive attitudes and climates conducive to project success (PMI, 2013; Kerzner, 2017), which can be achieved by mutual leaders. Furthermore, positive interactive qualities of shared leaders encourage team associates to accomplish shared goals through the creation of team synergy and visible enthusiasm (Sohmen, 2013; Burke et al., 2006).

Aforementioned studies have also shown that an effectual team-building procedure has an important influence on project success. Conferring to Shuffler et al. (2018), the target-setting constituent of team building introduces a goal-setting context to team members. This framework necessitates action plans to discover ways to reach goals, develop problem-solving skills, and encourage teams to reach goals. Team associates with pre-defined accountabilities are projected to have an improved understanding of their particular responsibilities and functions within a team and

those of other members (Salas et al., 1999), as it has an important influence on project success (Sohmen, 2013). Interpersonal processes involve developing team affiliates' interpersonal skills such as mutual support, communication, and knowledge distribution (LePine et al., 2008). As a result, relationships among team associates are strengthened in terms of shared visualization and goals (Cunha et al., 2018; Shah Syed et al., 2019; Potnuru et al., 2019) and collaborative efforts to achieve goals are strengthened. The problem-adressing constituent of the team building procedure includes identifying key issues in team efforts that are necessary to improve task-related expertise (Lacerenza et al., 2018).

Moreover, considered as a holistic concept, team building involves team members identifying critical problems, generating relevant solutions, engaging in problem solving and action scheduling (implementation and evaluation), and an intermediate process that allows you to accept tasks and stand up through the development of new solutions (Locke and Latham, 2002; Chiang et al., 2014; Beebe and Masterson, 2014). All of these are critical to organizational successs (Scott and Bruce, 1994; Hughes et al., 2018). Project team memberrs frequently carry out their responsibilities independently of the formal line of command. Based on the construction of the necessary problem-solving techniques, interpersonal skills, attitudes, and values, as well as team approaches required for the project's effective success, this suggests that self-governing, full-time, and effective team building concerning interpersonal processes, establishing objectives, problem-solving, and job clarification can lead to project success (Aga et al., 2016). According to the presented reasoning, a mutual frontrunner should lead the team in completing a project by promoting an efficient team-building technique. As a result, team building serves as a key mechanism that clarifies how mutual leadership affects project performance.

The constructed argument for the interceding impact of team construction is entrenched in the assets maintenance theory Hobfoll (2011), which proposes that job-related or personal assets nurture the retention and development of additional assets. Consequently, developing an optimistic reserve gains method toward the perception of a modest frontrunner, we claim that frontrunners, through their mutual conduct, confirm the effectual consumption of company assets (workers) by

fleeting them with the help of an operational team-formation procedure, which, consecutively, encourages them to accumulate added assets as project success. Conclusively, team building plays an important coordinating and mediating job in the relationship between project success and shared leadership. By strengthening team connections, facilitating communication, and upgrading synchronization, team building empowers mutual leadership and enables team members to more effectively engage, make decisions, and solves problems and ultimately leads to great project success. On the basis of above arguments, we recommend the subsequent hypotheses:

H2a: Shared leadership has a positive association with team building.

H2b: Team-building is positively associated with project success.

H2c: Team-building acts as a mediator between shared leadership and project success.

2.7 Moderating Function of Perceived Organizational Support between Shared Leadership & Team Building

Perceived organizational support (POS) has been shown to have a noteworthy influence on worker's attitudes and behavior in the workplace (Eisenberger et al., 1986). It is demarcated as "the extent to which workers have faith that their company values them, contributing to and caring for their welfare" (Eisenberger et al., 1986). Investigations have concluded that greater POS scores are related with higher organizational commitment, lower turnover and job satisfaction (Eisenberger et al., 1986; Rhoades & Eyesenberger, 2002).

Regarding team building and mutual leadership, POS can play a coordinating role. In particular, workers who feel a support of extraordinary level from their institutes are highly expected to participate in team-building activities and embrace a mutual leadership method. Conversely, workers who observe a low level of support are less expected to participate in team building and may be reluctant to

share management. Several researches have explored the function of coordinating her POS in the connection between employee performance and leadership. For instance, Rhoades and Eisenberger (2002) observed that POS moderates the association between organizational engagement and transformational management. Unambiguously, the association between transformative leadership and organizational engagement was sturdier among workers who felt a higher level of support. Correspondingly, Shin and Zhou (2003) observed that POS moderated the connection concerning job satisfaction and leadership performance. The association among job satisfaction and governance performance was stronger among workers who felt a higher level of support.

Research also shows that POS can have a significant impact regarding team building and mutual leadership. For instance, Oostlander et al. (2018) observed that POS moderates the association between squad building and squad performance. Notably, the association between team performance and team building was stronger for squads that perceived organizational support of high level. In another research, Chang et al. (2018) observed that POS alienated the link between team creativity and shared leadership. Notably, the association between team creativity and shared leadership was sturdier for squads that perceived organizational support of higher level.

Research proposes that perceived organizational support (POS) may play an important function in determining the efficiency of governance activities within an organization (Eisenberger et al. 2020). Regarding shared leadership, POS acts as a main facilitator between team building and shared leadership. POS states the extent to which personnel observe that their organization values their offerings and provides facilities for their welfare (Eisenberger et al., 2020). When personnel feel they receive a higher level of support from their working place, they may become more confident in their frontrunners and more willing to participate in collaboration and teamwork.

POS refers to workers opinions concerning the degree to which their owner (vice president, Business Unit Heads, chief operating officer, Chief Financial officer, and chief executive officer) "value their involvement and overhauls about their

welfare" (Kor, 2003). Upper administration of some institutes is the precarious participant of a project owing to its starring function in planning the project and giving facilities to a project administrator to confirm its effective application (Niehoff et al., 1990; Garavan, 2007). Young and Poon (2013) proclaimed that upper administration support is the success aspect for all projects. Representation on the beliefs of the maintenance of reserves theory (Hobfoll et al., 2018), POS may be characterized as reserve caravan hallways in frontrunners' operational atmosphere that enables the frontrunners to build up and utilize the company assets proficiently. By accomplishing the requirements for deciding budgets, objectives, providing human, esteem, technical and material resources (Islam et al., 2009; Ahmed et al., 2016), upper administration support may upsurge frontrunners' wellbeing inside the institute Santos-Vijande et al. (2018). Upper administration influences projects in many ways, comprising hiring project executives, building a collaborative culture, assigning project assets, strategic scheduling, and applying project workflows (Zwikael and Unger-Aviram, 2010). The organization's top running interrelates with project leaders and team associates to argue a variety of project-related issues (Chen and Popovich, 2003).

In addition, organizational support is recognized as playing an important role in team building (Leetal., 2018). High organizational administration activities, including sharing organizational vision, collaborating strategies, and forming teams are deliberated to be meticulously linked to project managers (Boonstra, 2013). Consequently, it is recommended that a common leader alone is not sufficient to form a team or meritoriously implement a project unless maintained by upper administration of the organization. The institutes delegate power to project managers, give worth to their feedback, and create synergies in the work atmosphere (Slevin and Pinto, 1986). These cooperative practices upgrade the enactment of collaborative project managers and team members (Owens and Hekman, 2016). This is a vital obligation for project execution. From this, it can be concluded that mutual leaders utilize the authority to delegate authority to others (a core characteristic of humble governance) only if they have been sufficiently delegated authority by the upper administration of the company. Similarly, collecting performance-linked response from juniors is another important core function of

mutual management that is critical to team building and project success. Shared leaders can achieve this excellence only if the culture across the working place is welcoming, non-bureaucratic, as well as collaborative. This is principally the upper administration of the company, which mainly forms the workplace culture. This is in accordance with preceding research showing that removing roadblocks from upper administration led to more effective project administration and faster project conveyance (Baiden et al., 2006). Organizations have a responsibility to help in developing encouraging and informative environments for rapid learning (Guns, 1996).

The opinion of a secure company support refers to project executive, a mutual leader who approves the mistake and limitations and displays teaching capability towards ambiguity (Owen and Hekman, 2012), permits juniors sense psychologically secure to vocal attitudes and display new perceptions on a trial and error method (Yang et al., 2019; Mallen et al., 2019). These kinds of motivation was concentrated on advancing the effectiveness of the team fellows with advanced expertise and exploring chances for development and giving an innovative resolution to trials encountering the organization by permitting the company to accomplish in the competitive business atmosphere (West and Farr, 1990; Scott and Bruce, 1994; De Jong and Hartog, 2010) Concerning with this argument, upper administration facility has been observed positively to have an impact on the team and team leader any hindrance linked with the development procedure will be more accurately address, as any postponements owing to internal reasons will be quickly resolved and take project in the direction of effective success.

Conferring to the COR theory and especially the "resource caravan passageway concept (Hobfoll et al., 2018), the competence of person to develop and manage the resources pool (in contradiction the loss of assets) is majorly reliant on situations beyond their capability to control (Hobfool and De Jong, 2014). Procession hallways are the environmental circumstance that facilitate, enrich, protect and foster the assets of humans, parts or sections of employees and company as a complete or empower people or teams' assets pools (Hobfoll, 2011a).

In fact, organizational support, perceived regarding work coordination, can be

observed as a "resource channel" that can deliver human assets, team decision-making, conflict resolution, and operational company resources. Co-leaders and squad members observe that organizational support is paying attention to resource issues and perceive that there are more resources in the workplace (project success and team forming). In light of these discussions, we conclude that perceived organizational support positively affects the affiliation between project success and mutual leadership, and that humble governance and team building also indirectly contribute to project success.

Suggest. These results recommend that POS may play an important coordinating function in the connection between mutual management and team building. Especially when workers notice organizational support of higher level, shared leadership can be more efficient in endorsing team-building behaviors. Therefore, it is significant for organizations to raise a supportive work environs that values employee contribution and well-being to increase the efficiency of mutual leadership practices.

H3a: Perceived Organizational Support moderates the relationship between shared leadership and team-building such that upper management support strengthens the association.

H3b: The indirect influence of shared leadership through team-building on project success is anticipated to be significant for those with high Perceived Organizational Support and nonsignificant for ones with low Perceived Organizational Support.

2.8   Research Model

2.9   Summary of Proposed Hypothesis

H1: Shared leadership will be positively linked with success of project

H2a: Shared Leadership will be positively linked with Team Building.

H2b: Team Building will be positively linked with Project Success.
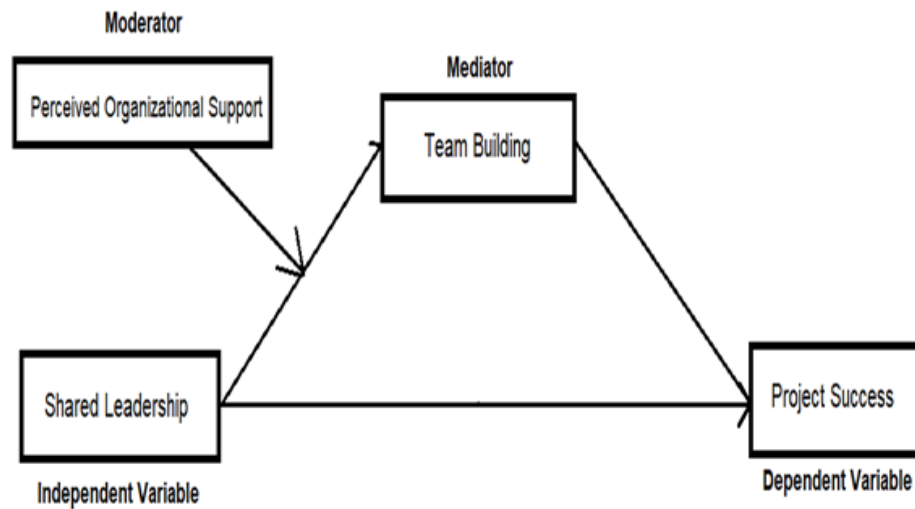
FIGURE 2.1: Shared leadership on Success of project: Role of Team building and Perceived Organizational Support

H2c: Team Building mediates the connection between Project Success and shared leadership.

H3a: Perceived organizational support (POS) regulates link between team-building and shared leadership such that higher Perceived organizational supports relationship.

H3b: The indirect influence of shared leadership through team building on project success is estimated to be important for those with extraordinary Perceived organizational support and non significant for those with low Perceived organizational.

Chapter 3

Methodology

A research methodology is the particular procedure or technique used to recognize, choose, process or analyze data about a subject. Research methodology is the only technique that research problems can be systematically solved (Kothari, 2004). Therefore, it is significant for researchers to plan their studies and draw conclusions about their theoretical framework.

This chapter focuses on a methodology to study the effectiveness of shared leadership with an organizational support coordinating role perceived as a mediating function in team building. Descriptions in this chapter relate to study population, design and sampling methods, and means for each variable.

This research uses a quantitative research method to discover the effect of shared leadership on team building, project success and organizational support in a software house in Islamabad. The utilization of quantitative study designs is suitable as it permits for gathering and analysis of statistical information to examine hypotheses, develop causal relationships, and find patterns. Data was collected through questionnaires distributed to personnel of various software houses in Islamabad. The survey questionnaire uses Likert scale items to measure variables of interest, such as team building, shared leadership, perceived organizational facility, and project success. Questionnaires are pilot tested before data collection to confirm their reliability and validity.

Data analysis uses statistical analysis techniques, including regression analysis, mediation analysis and correlation analysis to regulate the direction and strength

of associations between variables. In addition, the mitigating influence of perceived organizational support was examined using interaction analysis. The results of this research work provide valuable insight into the effect of joint governance on team building, project success and perceived organizational support, as well as the mitigating consequences of perceived organizational support on the link between team building and shared leadership.

The purpose of study design is the analysis of research work. This comprises of study type, study setting, unit analysis, and duration as described below.

3.0.1 Type of Study

This investigation uses a cross-sectional study design to explore the effect of shared leadership on project success, team building, and organizational support in software houses in Islamabad. We are using the foot step of previous studies and use cross-sectional data collection design which recommends in shared leadership styles and team methods. as it allows data collection at a specific period of time for the analysis of data and accuracy in results of research hypotheses.

Data was collected through questionnaires distributed to workers of six software houses in Islamabad. Research questionnaires are planned to measure variables of interest, such as team building, shared leadership, perceived organizational support, and project success. As this work is a cross-sectional research, participant data will be collected only once.

Cross-sectional studies are perfect for examining associations between variables and are less time-consuming and expensive than other longitudinal researches. This design permits data to be collected quickly from a miscellaneous team of participants, making it appropriate for researches with limited assets and time constraints. However, cross-sectional studies are limited in that they can only take snapshots of variables at specific time points and cannot justify variations in variables over time. Despite this constraint, the cross-cutting design allows the research work of the effect of shared leadership on squad building, project success, and perceived organizational support, providing valuable insight into the

dynamics of these relationships within organizations such as Software Industry in Islamabad. It is suitable for this study because it provides insight.

The initial goal was to send out 500 surveys; nevertheless, 420 were returned. After a thorough statistical power analysis developed by Krejcie and Morgan (1970). Statistical power analysis enables the researcher to estimate appropriate sample size that results into making inferences from statistics of sample regarding statistics of population. Since the exact population size is unknown, a sample size of 385 is sufficient to represent the population to ensure an acceptable margin of error. The research questionnaire consists of questions that measure variables of interest, such as shared leadership, team building, perceived organizational support, and project success. The questionnaire is based on previous studies and literature-validated measures. Surveys are distributed to respondents both online and offline and data is collected anonymously to ensure respondents' privacy.

Overall, the use of a cross-sectional research design and a quantitative method with a sample size of 385 is suitable for this study which enabled the collection of sufficient data to test the study hypotheses and comprehensively understand the implications of the shared results i.e. how shared leadership will lead to project success, team building and perceived organizational support in Islamabad Software House.

3.0.2   Study Settings

There are two types of study settings. One is "engineered" also called "controlled" and the other is "non-artificial" also called "uncontrolled" (Arooj, 2020). The research framework for this study will be a non-artificial or non-controlled framework. This means that research takes place in the natural environment of Islamabad's software house without manipulation or control by researchers. The respondent is an employee of House of Software working on the project. Data are collected through self-administered questionnaires. This type of research environment is well suited for this investigation because it allows the information to be gathered in a real-world environment and the results better reflect the actual situation in the software house.

The use of an uncontrolled environment in this study makes the study more portable to other software houses, as the results are not restricted to specific controlled conditions. Additionally, this research environment allows us to collect data from different software houses, thus gaining broader perspective and insight into the effect of shared leadership on project success, team building, and perceived organizational support roles.

To ensure the privacy and confidentiality of respondents, this study follows ethical guidelines for data collection and obtains informed consent from participants. Data collected from respondents will be treated confidentially and used only for scientific purposes. Overall, the use of an uncontrolled research environment in this study is a good approach to collect data from various software houses to better understand the effect of shared leadership on project success, team building, and perceived organizational support.

3.0.3 Time Horizon

Period refers to the time period over which data for a research study is collected. This work employs a cross-sectional research design for data gathering. This means that information is collected at a particular time. This method is convenient because it helps researchers to complete short studies within a limited period of time, such as two months.

A longitudinal approach would have been more suitable for this study if there was no time limit for data collection. Longitudinal techniques allow data to be collected over a very long time period to observe and analyze changes over time. Though, owing to time limitations in this study, a cross-sectional design is chosen.

In summary, the duration of this study is approximately 2 months and a cross-sectional study design is chosen for data collection. This method is suitable for short-term studies or when the relevant variables are expected to be stable over a short period of time.

3.0.4   Unit of Analysis

An analysis unit refers to the entity or level under study (Babbie, 2016). In this study, the analysis unit is at the individual level, specifically among employees working at Software houses in Islamabad, Pakistan. The purpose of this investigation was to investigate the effect of joint management on project success and team building and the perceived coordinating role of organizational support. For this purpose, individual employee data is collected via questionnaires. Responses are analyzed to draw conclusions about relationships between variables of interest at the individual level. In this case, the research focuses on the perceptions and experiences of employees working in software houses, so an analysis at the individual level makes sense. These employees are those affected by implementing shared leadership and providing organizational support. By analyzing their individual responses, this investigation delivers understanding into how these variables affect them at the individual level. Furthermore, analysis at the specific level permits for a more detailed and differentiated understanding of the relationships between variables.

In summary, the analysis unit for this work is at the specific level, specifically the level of the employees working at his House of Software in Islamabad, Pakistan. The research focuses on the perceptions and experiences of individual employees, providing a detailed understanding of how shared leadership and perceived organizational support impact employees on an individual level. For that purpose, the use of individual-level analytics is useful in this case.

3.1   Population and Sample

3.1.1   Population

The term population describes the whole set of people, objects, or units that are included in a research study. It stands in for the larger group of topics that the researchers hope to explore or determine. For the purposes of your study, the population consists of all employees who work for software firms in Islamabad,

Pakistan, that satisfy the requirements of having at least 50 workers and being in business for a minimum of two years. This demographic is particularly interesting since it includes the vast majority of Islamabad's software industry, a sector that is vital to the local economy.

The survey sample consisted of employees working in a software house in Islamabad, Pakistan. Software houses were selected based on the criteria of having at least 50 employees. The reason for choosing this population is to ensure that the study covers most of Islamabad's software industry, which is known to play a significant function in the nation's economy. The total number of software houses in Islamabad is around 200 and the estimated number of employees employed by these software houses is around 15,000 (Pakistan Bureau of Statistics, 2021). Therefore, we estimate that the number of employees covered by this study is approximately 15,000. Samples for this study are designated by means of a random sampling technique that gives all workers in the populace an equal chance of being chosen for the study. The sample size for this study is estimated at 385. It is calculated using the sample size equation with a 95% confidence level and a 5% error margin. Samples are selected based on inclusion criteria, in which the investigators use largest population to examine the results of their hypotheses. Samples are also collected from permanent employment and at least 6 months of professional experience in the software industry.

3.1.2 Sample and Sampling Technique

Sampling is the process by which researchers select study participants from a population (Leary, 2004). There are two kinds of sampling. One is probabilistic sampling and the other is non-probabilistic sampling. Probabilistic sampling ensures that each participant or observer has an equal probability of being selected, while non-probabilistic sampling is a sample in which the observer or population is predetermined.

The sample selection process in this study used a convenient sampling approach. This method was chosen because it is easily accessible to participants and because research resources are limited. The research was conducted with a focus

on software firms located in Islamabad, Pakistan, that have been in operation for at least two years and employ at least fifty people. The 500 questionnaires were floated for data collection purpose with different software houses. 385 questionnaires were returned. Out of the questionnaires that were received, a total of 52 were excluded because they contained either incomplete information or hasty responses. The sample size for this survey is his 385 respondents selected by random sampling from an employee list delivered by the software house. Inclusion criteria for selecting respondents included those who had worked in a software house for at least six months and had experience working in a project team. Respondents who do not meet these standards will be disqualified from the study. Data are collected via self-administered questionnaires. Respondents will be informed of the purpose and significance of the study and informed consent will be obtained prior to participating in the study.

The use of simple sampling techniques is limited because the sample may not be illustrative of the population and the results may not be generalizable. Nevertheless, researchers try to relax this limitation by choosing large sample sizes and ensuring that inclusion criteria are met.

3.2 Instrumentation

3.2.1 Measures

The measurement plan for this research work consists of five sections. The 1st section contains questions about the demographic data of the respondent, such as skill level, gender, age and experience. Section 2 contains questions about independent variables of shared leadership. Section 3 contains questions about the dependent variable of project success. Section 4 contains questions about team-building parameters, and Section 5 contains questions about perceived organizational support moderators.

Survey respondents will be frontline workers exposed to harsh environments and threats in their daily lives (Hu shi, 2021). Questionnaire questions he responded on

a 5-point Likert scale, with 1 meaning 'strongly disagree' and 5 meaning 'strongly agree'. A 5-point scale was chosen because it is less confusing, improves response rates, and provides valid data (Revilla et al., 2014).

3.2.2 Shared Leadership

This section measures independent variables shared leadership. A 26-point scale embraced from Hoch, Dulebohn, and Pearce (2010) is used. This scale combines transformative, directive, actionable, transactional, and aversive management conducts. These items are intended to explore diverse features of shared leadership conduct, including reprimands, threats, Teamwork, Self-Rewards, Personal Development, Voluntary actions, Participatory Goal setting, Personal Rewards, Material Rewards, Expectations of Achievement, Intellectual Stimulation, Inspirational Communication, Idealism and Vision. Respondents rate their contract with this declaration on her 5-point Likert scale, fluctuating from 'strongly disagree' to 'strongly agree'.

Insight: Collaborative leadership has proven to be a key factor in project success, especially in complex and dynamic environments. This section helps you assess the degree of shared leadership in your project team.

3.2.3 Project Success

In this section, the dependent variable, project success, is measured using a 14-point scale developed by (Mir and Pinnington, 2014) and used by (Aga et al., 2016). This scale includes points related to delivering the project on budget and on time. The respondent rates her contract with this declaration on her 5-point Likert scale, fluctuating from "strongly disagree" to "strongly agree".

Insight: Project success is the eventual aim of any project. Besides, it is significant to measure it to conclude the effectiveness of shared leadership and team building efforts.

3.2.4 Team Building

In this section, parametric team building is measured. Aga et al. (2016) established a 17-item scale. This scale is employed to measure various aspects of team building. The respondent rates her agreement with this statement on her 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Insight: Effective team building improves communication, collaboration, team cohesion, and improves project outcomes. This section is intended to help assess the effectiveness of team building measures.

3.2.5 Perceived Organizational Support

In this section, we measure the moderator variable, Perceived Organizational Support (POS). Eisenberger et al. developed a scale i.e. an 8-item scale which is used to measure employee perceptions of support for an organization. The respondent rates their concern with this declaration on her 5-point Likert scale, fluctuating from "strongly disagree" to "strongly agree."

Insight: Perceived support from an organization can affect worker behaviors and attitudes, such as motivation and commitment to the organization. This section helps assess the perceived job of organizational support in the association between shared leadership, team building, and project success.

TABLE 3.1: Instruments

S.No	Variable	Source	Items
1	Shared Leadership	Hoch, Dulebohn and Pearce (2010)	26
2	Project Success	Aga, (2016)	14
3	Team building	Aga et. al. (2016).	17
4	Perceived Organizational Support	Eisenberger et al. (1986)	8

Chapter 4

Results

4.1 Demographic Data

The collected data has been segregated based on gender to ensure the integrity of the data. Gender is recognized as a crucial demographic factor that cannot be overlooked in any company behavior study. Studies have shown that individuals' conduct and attitudes differ based on gender. In this study, the data was collected from 385 participants. Demographic physiognomies of respondents are summarized in 4.1.

TABLE 4.1: Demographic physiognomies of respondents (N = 385)

Category		N	%
Gender	Male	290	75.3%
	Female	95	24.7%
Age	21-30 years	241	62%
	31-40 years	90	23%
	41-50 years	54	14%
Qualification	Bachelors	185	48.1%
	Masters	174	45.2%
	PhD	26	6.8%
Experience	0-5 years	168	43.6%

Category		N	%
Experience	5-15 years	164	42.6%
	25+ years	53	13.8%

In this study, efforts have been made to ensure equality; however, it is noted that the proportion of male participants is higher than that of females. The table indicates that 76% of the respondents identified as male, while 24% identified as female as illustrated.

Age is considered a significant demographic factor. To mitigate any potential hesitation among employees, particularly from females who may be reluctant to openly disclose their age, we have categorized the data into age ranges to ensure anonymity and encourage open participation. The study participants were alienated into three age team s. Team 1 belongs to $21 - 30$ years, team 2 belonged to $31 - 40$ years and team 3 included participant that have the age of $41 - 50$ years. According to the data, 62% (n = 238) of participants were of age $21 - 30$ years, 23% (n= 88) participants were of age $31 - 40$ years, and 14% (n = 53) participants were of $41 - 50$ years. A significantly higher proportion of participants belonged to $21 - 30$ years (p = 0.0019).

In this study, we have carefully controlled for the level of education. Education is a crucial factor that holds importance not only at the national level but regarding international effectiveness. It is an important component to ruminate in study. Regulating for education was of greatest significance in this research work because people often hold extensive information and expertise related to their educational background. By aligning employees' qualifications with the project requirements, they are better equipped to utilize their skills, knowledge, and abilities effectively. According to the data acquired, 48.4% (n=185) had an education of bachelors, 45.2% (n = 174) had a Masters, and 6.8% (n = 26) had PhD level of education. A significantly higher proportion of participants had an education of bachelor level (p = 0.044).

To gather information about the respondents' experience or tenure, we presented various time periods in yearly intervals. This approach allowed each respondent to

conveniently specify the specific period of their experience in the pertinent field of projects. The information about the experience of the participants was taken and it was observed that 43% (n = 168) had experience of 0 – 5 years, 426% (n = 164) had an experience of 5 – 15 years, and 138% (n = 53) had an experience of p=over 25 years. A significantly higher proportion of participants had an experience of 0 – 5 years (p < 0.0001).

4.2 Reliability Analysis of Scales Used

Reliability pertains to the consistency and repeatability of results when a scale or item is tested multiple times. It characterizes the aptitude of the scale instrument to generate consistent outcomes upon repeated testing. In the current study, the reliability of our scale items was measured by choosing the Cronbach's alpha value. This value indicates the internal reliability of the variables utilized in the current study. Cronbach's alpha determines the degree of association between variables and assesses the coherence of a solitary construct. The Cronbach's alpha value ranges from 0 to 1, with advanced values indicating greater dependability of the scale in assessing the construct. A value of alpha above 0.7 is generally considered standardized and reliable. Conversely, a value below 0.7 indicates less reliability in determining the selected set of constructs. The values of Cronbach alpha for the present data are shown in Table 4.2.

TABLE 4.2: Cronbach alpha's value

Variables	Cronbachs Alpha	Items
Shared Leadership	0.812	26
Project Success	0.887	17
Team Building	0.927	14
Percieved Organization support	0.814	8

4.3   Data Analysis Techniques

After data collection, the data was entered in Excel sheet and imported to SPSS version 20 for analysis. The following steps were undertaken during the analysis; In the first step, questionnaires that were completely filled out and relevant in terms of responses were selected for further analysis. After choosing the significant questionnaires, variables and their associated information were implied in SPS S for analysis. Frequency tables were generated to provide a clear understanding of the sample characteristics. Descriptive statistics were calculated to obtain numerical values for the operationalized variables. A reliability test was conducted by means of Cronbach's alpha to assess the steadiness of the measures. Correlation analysis was performed to identify any significant and correlated relationships among the variables. Linear regression investigation was carried out to scrutinize the proposed relationship between the variables SL and PS. For the present study, Preacher and Hayes' (2013) approach was employed to conduct moderation and mediation analyses. Model 1 and Model 4 were utilized separately for these analyses. The methods proposed by Preacher and Hayes were employed to assess whether the hypotheses were supported or rejected in the study.

4.4   Descriptive Statistics

In order to comprehend key aspects of the gathered data, descriptive statistics are crucial. There are 385 respondents in the sample size of our dataset, and there are 65 items in the questionnaire overall. Descriptive statistics include details on a number of factors, including the mean and standard deviation of the participant replies as well as the greatest and lowest values. The standard deviation quantifies how much the replies deviate from the mean, whereas the mean indicates the average value of the responses. A 5-point Likert scale was used to assess the study's variables; 1 meant "strongly disagree", 5 meant "strongly agree", and 3 meant "neutral".

The descriptive statistics for the current data are presented in Table 4.3. The table provides information on the significance values and various characteristics of

the variables. It consists of multiple columns containing details such as variable names, data size, minimum and maximum values, as well as the mean and standard deviation.

TABLE 4.3: Descriptive Statistics

Variables	N	Min	Max	Mean	Standard Deviation
Shared Leadership	385	1	6	3.77	0.56
Project Success	385	1	6	3.14	0.41
Team Building	385	1	6	3.52	0.58
Perceived Organization support	385	1	6	3.64	0.6

Additionally, the mean value of the independent variable, SL, is 3.77, with a standard deviation (SD) of 0.56. The moderator variable, project success, has a mean of 3.14, with an SD of 0.41. The mediator variable, team building, has a mean of 3.52 and SD of 0.58. Lastly, the dependent variable, POS, has a mean of 3.64 and an SD of 0.60. The mean represents the central value of the replies, while the minimum value for all variables is 1 and the maximum value is 5.

4.5 Factor Analysis

This study encompasses two types of factor analysis: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

4.5.1 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a statistical method used to measure the extent to which the investigated variables precisely epitomize the fundamental constructs. It enables researchers to specify the number of factors expected in the data and determine the relationship between measured variables and latent variables. CFA serves as a tool to validate or refute the measurement theory. Both CFA and exploratory factor analysis (EFA) are similar techniques, but CFA offers

more control by allowing researchers to explicitly define the relationships between variables and factors. The initial values, as shown in Table 4.4, appropriate, eliminating the requirement of seeking modified values. As a result of satisfactory initial values, the analysis becomes less complex, simplifying the remaining steps.

TABLE 4.4: Confirmatory factor analysis Measurement Model

Model	CMIN/DF	RMSEA	CFI	TLI	IF
Initial model	1.85	0.04	0.93	0.91	0.93

4.6 Correlational Analysis

Correlation analysis aims to identify and categorize the proposed relationships and associations between variables. The primary objective is to examine whether there is an associate * 9 on between SL and POS. Additionally, the analysis also investigates the relationships considering the interceding part of team building and the regulating function of project success.

Correlation analysis delivers statistics about the weakness and strengths of the connections among the variables under study. The understanding of the correlation findings is as demonstrated as: a value of correlation "0" signifies no connection between the investigated variables, while the correlation value other than 0 signifies the existence of negative or positive association. This signifies that the association can either be negative or positive. The negative or positive symbol of the correlation value specifies the relationship's nature. A positive value proposed a direct connection, where any rise in one variable result in the rise of the other variable. On the other hand, a negative correlation value signifies an indirect connection, where rise in one variable result in the decline of other variable.

Table 4.5 presents the analysis results for all the variables included in the study. The findings indicate significant relationships between the variables. The results show a positive association between SL and PS, with a correlation coefficient of 0.708** and p-value less than 0.01. Similarly, SL and team building also exhibit a significant relationship, with a correlation coefficient of 0.119** and p-value less

than 0.01. Moreover, SL shows a high and significant correlation with POS, with a correlation coefficient of 0.213** and p-value less than 0.01.

Team building displayed significantly a high correlation with project success, with a correlation coefficient of 0.227** and p-value less than 0.01. Furthermore, SL and PAS 6are significantly correlated with a correlation coefficient of 0.201**. Additionally, there is a significant correlation between PS and project complexity, with a correlation coefficient of 0.288** and p-value less than 0.01.

TABLE 4.5: Correlational Analysis

Variables	1	2	3	4
Shared Leadership	1			
Project Success	0.119**	1		
Team Building	0.213**	0.227**	1	
Perceived-+ Organization support	0.019	0.201**	0.288**	1

4.7   Regression Analysis

The associations between variables have been examined by correlation analysis, however this method is not adequate to assess the validity of the findings. In order to determine whether the predicted hypotheses are accepted or rejected, correlation analysis cannot offer definitive proof. Regression analysis has therefore been carried out to evaluate the reliance of one variable on another. A more thorough understanding of the link between variables is possible through regression analysis, which shows how changes in one variable affect changes in another.

4.7.1   Linear Regression Analysis

H1: Shared leadership will be positively associated with Project Success.

The findings related to our first hypothesis are shown in Table 4.6. According to H1, there is a direct optimistic association between SL and PS. The outcomes of

the regression analysis support this hypothesis, indicating a positive and a significant relationship among the two variables. The Beta coefficient is 0.219 indicating the direction and strength of the association, and the p-value is 0.000, indicating the high significance of the relationship. The positive Beta value signifies a positive influence on the dependent variable of the independent variable in this investigation. The R2 value of 0.323 suggests that SL accounts for a positive change of 0.323 units in PS. Therefore, our first hypothesis is supported through the application of linear regression.

TABLE 4.6: Regression analysis for H1

Predictor	Project Success		
	β	R^2	Sig
Shared Leadership	0.219***	0.323	0.000

H2a: Shared Leadership will be positively associated with Team Building.

The findings related to our second hypothesis are shown in Table 4.7. Conferring to H2a, Team building and Shared leadership has a direct positive association. The outcomes of the regression analysis support this hypothesis, representing a significant and positive association between the two variables. The R2 value, which measures the percentage of variance explained by the independent variable in the dependent variable, is 0.823. The Beta coefficient is 0.182, indicating the direction and strength of the relationship, and the p-value is 0.000, indicating the high significance of the relationship. The positive Beta value signifies a positive impact of the independent variable on the dependent variable in this study. The Beta coefficient suggests that Shared Leadership accounts for a positive change of 0.177 units in Team building. Therefore, our second hypothesis is supported through linear regression.

TABLE 4.7: Regression analysis for H2a

Predictor	Project Success		
	β	R^2	Sig
Team Building	0.182***	0.177	0.000

H2b. Team Building will be positively associated with Project Success.

The findings related to our second hypothesis are shown in Table 4.8. According to H2b, Team building has a direct optimistic relationship with PS. The outcomes of the regression analysis support this hypothesis, indicating a positive and significant association between the two described variables. The Beta coefficient, which measures the percentage of variance explained by the independent variable in the dependent variable, is 0.194, indicating the direction and strength of the relationship, and the p-value is 0.000, indicating the high significance of the relationship. The positive Beta value signifies a positive influence on the dependent variable by the dependent variable in this investigation. The Beta coefficient suggests that team building accounts for a positive change of 0.721 units in project success. Therefore, this hypothesis is also confirmed through linear regression.

TABLE 4.8: Regression analysis for H2b

Predictor	Project Success		
	β	$\mathbf{R}^2$	**Sig**
Team Building	0.194***	0.721	0.000

H2c: Team building intercedes the association between shared leadership and Project Success.

The regression analysis of arbitration is carried out by means of an approached anticipated by Preacher and Hayes (2013). This analysis aims to examine the mediating effect in the current dissertation, with team building serving as the interceding variable between Shared Leadership (SL) and Project Success (PS). Model 4 of Preacher and Hayes (2013) is employed for this mediation analysis. Table ? presents the results of the regression analysis, confirming the significance of team building. Regarding H1, the association between SL and PS is found to be significant ($\beta = 0.171$, t = 2.85, p = 0.000). The t-value exceeding 2 indicates the high significance of the association. The beta value suggests that SL accounts for a 74% change in achieving PS. This finding suggests that a bossy or power distance culture does not contribute to accomplishing PS. Instead, by granting autonomy to team members, they can collectively work towards achieving PS, aligning with

Pakistani culture. Correspondingly, H2 is supported by the findings, presenting a significant association between team building and SL ($\beta = 0.240$, t = 18.82, p = 0.000). Furthermore, H3, which posits a significant association between team building and PS ($\beta = 0.192$, t = 16.35, p = 0.000), is also accepted based on the significant outcomes obtained.

TABLE 4.9: Facilitation relationship between Project Success and shared relationship

	β	se	t	p
Shared Leadership – Project Success	0.171	0.054	2.85	0.000
Shared Leadership – Team building	0.240	0.041	9.12	0.000
Team Building – Project Success	0.192	0.057	11.02	0.000

H3a: Perceived organizational support moderates relationship between shared leadership and team-building such that higher perceived organizational strengthens relationship.

The moderation effect of perceived organizational support on the association between SL and team building is shown in table 4.10. Moderation analysis figure also depicted the significance of relationship. The unstandardized regression analysis, considering the upper and lower limits, reveals significant results ($\beta = 0.23$ and t = 3.41). The positive sign indicates that with a one-unit increase in perceived organizational support, the relationship between SL and team building increases by 23%. Therefore, the hypothesis stating that project complexity moderates the relationship between SL and team building, strengthens the relationship, is accepted.

TABLE 4.10: Moderation relationship between shared leadership and team-building

	Effect of SL on team building		Effect of POS on PS		Effect of SL on PS		Bootstrap results for indirect effects	
	β	t	β	t	β	t	LL 95% CI	Up 95% CI
MD	0.78***	12.7	0.05	1.45	0.23	3,41	0.362	0.982

Table 4.11: Lower Class Limits and Upper Class Limits

Effect	se	t	p	LLCI	ULCI
.5160	.0696	7.4111	.0000	.3790	.6529

The lower-class limit is .3790 and upper-class limit is .6529

Table 4.12: Lower Class Limits and Upper Class Limits

Effect	se	t	p	LLCI	ULCI
.6215	.0776	8.0110	.0000	.4689	.7741

The lower-class limit is .4689 and upper-class limit is .7741

Table 4.13: Moderation relationship between shared leadership and team-building

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	-.1055	.1033	-.3675	.0393
TB1	.0244	.0197	-.0021	.0740
TB2	-.0976	.0323	-.1638	-.0369
TB3	-.0864	.0247	-.1362	-.0383
TB4	-.1603	.0973	-.4030	-.0251
TB5	.0961	.0463	-.0072	.1762
TB6	-.1136	.0619	-.2303	.0159
TB7	.1589	.0467	.0704	.2520
TB8	.2735	.0624	.1681	.4119
TB9	-.1486	.0386	-.2397	-.0896
TB10	-.0519	.0323	-.1217	.0036.

4.8 Summary of Accepted/Rejected Hypothesis

TABLE 4.14: Summary of Accepted/Rejected Hypothesis

Hypothesis	Statement	Status
H1	Project Success and Shared leadership are positively linked.	Accepted
H2a	Team building and Shared leadership will be positively linked.	Accepted
H2b	Team building and Project Success will be positively linked.	Accepted
H2c	Team building facilitates the connection between Project success and shared leadership.	Accepted
H3a	Perceived organizational support regulates relationship between shared leadership and team-building such that higher Perceived organizational support relationship.	Accepted

Chapter 5

Discussion and Conclusion

This section presents a recapitulation of the study, discussing the contributions it makes and emphasizing the significance of the results obtained. The variables considered in this study are all crucial, and therefore, their importance is elaborated upon. The section also addresses the research questions and hypotheses, aligning them with the corresponding results.

This study serves as a valuable addition to the field of project management research, specifically focusing on the dependent variable of project success. Given that project success is a primary area of concern in project management, this study holds significant relevance. Additionally, the independent variables i.e shared leadership, team building, and perceived organization support plays a significant part in project management, particularly related to project-based organizations. The social responsibility of such firms can impact projects and their success. Hence, this investigation studies the association between a shared leadership and project success, analyzing the effects and drawing conclusions based on the results.

As per Chapter 4, there is a noteworthy correlation found between collaborative leadership and project accomplishment, collaborative leadership and team development, and collaborative leadership and perceived organisational support. In light of previous research, we will now discuss about our findings.

5.1 Relationship of Project Success with Shared Leadership

The main objective of the current study is to examine the relationship between project squads, PS, and SL (SL) by focusing on team organisation procedures and project complexity. The results suggest a great deal of unresolved questions, as I have presented my inquiry within the context of Pakistan. The information was gathered from Pakistan's several subdivisions. My research's findings reveal a few noteworthy additions to the body of literature.

Initially, in line with other studies (Carson et al., 2007; Wassenaar and Pearce, 2012; D'Innocenzo et al., 2016), the study adds evidence to the body of knowledge indicating a confirming relationship between SL and PS. Moreover, the results clearly show that our assumptions are accepted. The first hypothesis posits that there is a significant and positive correlation between SL and PS, which is supported by the understudiey results. The source of project and organisational success has been shown to be SL.

Secondly, we found that there is a positive and significant correlation between the process of team growth and Second Life. As per Neck et al. (2006), self-leadership is the best approach for evaluating a team member's personal strengths and limitations on their own. As a result, each team member will have a better awareness of the team's collective and individual strengths and limitations when the leadership of the team is selected at the individual level inside the team. Through improved interpersonal communication, this technique also helps strengthen the bonds that bind the members of the team together. As a result, every member will put forth the same amount of work to obtain PS. Therefore, both of our hypotheses were shown to be correct, and the results propose that a positive link between SL and PS may be explained by the good role that team building plays as a mediator.

Effective project management plays a crucial role in achieving project success. Traditionally, project leadership has been attributed to a single individual, typically the project manager. However, with the increasing complexity and dynamic nature of projects, organizations are recognizing the limitations of a centralized leadership

approach. Shared leadership, an emerging leadership model, emphasizes collaboration, shared decision-making, and the distribution of leadership responsibilities among team members. This literature review aims to examine the association between shared leadership and project success by synthesizing relevant theoretical and empirical studies. Shared leadership promotes open communication channels, trust, and active collaboration among team members. This enables effective knowledge sharing, reduces conflicts, and enhances coordination, ultimately contributing to project success (Eisenberger and Stinglhamber, 2011; Pearce, 2004). Shared leadership encourages diverse perspectives and stimulates innovative thinking within the team. The distribution of leadership roles enables individuals to contribute their unique insights, fostering originality and novelty (Carmeli and Schaubroeck, 2007; Hartmann et al., 2020).

Shared leadership enhances team members' sense of ownership, responsibility, and motivation, leading to higher levels of performance. The collective efforts of team members contribute to improved problem-solving, task execution, and overall project success (Pearce et al., 2008). Defining clear roles and responsibilities is essential for effective shared leadership. Clarity ensures that team members understand their leadership responsibilities, reducing ambiguity and potential conflicts (Pearce et al., 2008; Zhang and Wang, 2019). An organizational culture that values collaboration, openness, and empowerment supports the implementation of shared leadership. Leaders should create an environment that encourages shared decision-making and recognizes the contributions of all team members (Edmondson and Lei, 2014; Pearce and Conger, 2002).

5.2 Relationship of Project Success with Team Building

Team building fosters positive team dynamics, enhances communication and collaboration, and promotes a cohesive and motivated project team. Effective team building facilitates goal alignment, reduces conflicts, and increases team members' commitment to project success (Katzenbach and Smith, 1993; Hackman, 2002).

Establishing clear project goals and defining roles and responsibilities helps team members understand their individual contributions to the project and promotes a sense of purpose and accountability (Marks et al., 2001). Effective team building emphasizes open and transparent communication channels, promotes active listening, and encourages collaboration among team members (Hackman and Wageman, 2005). Efficient team building involves developing strategies for constructive conflict resolution, enabling teams to address conflicts promptly and find mutually beneficial solutions (De Dreu and Weingart, 2003). Effective team building enhances communication flow, reduces misunderstandings, and improves information sharing within the team, leading to better coordination and decision-making (Katzenbach and Smith, 1993). Team building promotes a collaborative environment, enabling team members to work together, share knowledge, and leverage their collective expertise to solve problems and overcome challenges (Hackman and Wageman, 2005). Positive team dynamics and a supportive team environment foster higher levels of motivation, engagement, and commitment among team members, which positively influence their performance and project outcomes (Huang, 2010). Team building enhances problem-solving capabilities by encouraging diverse perspectives, creativity, and collective intelligence within the team (West, 2002). Effective team building contributes to higher team satisfaction, which, in turn, boosts team morale, reduces turnover, and promotes overall project success (Salas et al., 2008).

5.3 Relationship of Project Success with Perceived Organizational Support

Employee attitudes, behaviors, and the success of a project as a whole are significantly influenced by perceived organizational support, or POS. By combining pertinent studies from the field, this literature review seeks to investigate the relationship between perceived organizational support and project success. Employee perceptions of how much their employer appreciates their contributions, worries

about their well-being, and fosters their professional growth are referred to as perceived organizational support (Eisenberger et al., 1986). POS frequently appears in a variety of organizational behaviors, including recognition, career development opportunities, fair salary, and supportive supervision.

Fairness in decision-making processes and the implementation of transparent procedures contribute to employees' perceptions of organizational support (Cropanzano et al., 2007).

Supportive behaviors exhibited by supervisors, such as providing feedback, guidance, and emotional support, positively influence employees' perceived organizational support (Eisenberger et al., 2002). Factors such as autonomy, skill variety, task significance, and feedback contribute to employees' perceptions of support from the organization (Rhoades and Eisenberger, 2002).

A positive and supportive company culture that emphasizes worker security and growth fosters higher levels of perceived organizational support (Eisenberger et al., 2010).

Perceived organizational support of higher level are associated with increased job satisfaction, which in turn positively influences employee performance and commitment to project success (Eisenberger et al., 2001). Positive perceptions of organizational support encourage workers to engage in discretionary conducts that benefit the organization, such as helping colleagues, sharing knowledge, and going beyond formal job requirements (Eisenberger et al., 1986).

Perceived organizational support enhances employees' psychological engagement and commitment to their work, resulting in higher productivity and better project outcomes (Eisenberger and Stinglhamber, 2011).

Perceived organizational support of extraordinary level motivate workers to invest greater effort, exhibit higher levels of job performance, and contribute to project success Eisenberger et al. (2001). Positive perceptions of organizational support foster a supportive and collaborative team environment, promoting effective communication, knowledge sharing, and coordination among team members (Eisenberger et al., 2002). Perceived organizational support contributes to employees'

resilience in the face of challenges and setbacks, enabling them to persevere and maintain high levels of performance (Rhoades and Eisenberger, 2002).

5.4 Study Implications

5.4.1 Theoretical Implications

This study as several theoretical implications as discussed below:

1. Integration of Leadership Theories: The effect of shared leadership on project success mediated by team building and perceived organizational support, highlights the importance of integrating various leadership theories. By recognizing the role of distributed leadership, transformational leadership, and social identity theory, this research provides a comprehensive understanding of how leadership processes influence project outcomes.

2. Multi-Level Perspective: The relationship between shared leadership, team building, and perceived organizational support underscores the significance of considering multiple levels of analysis. This research emphasizes that project success is influenced not only by individual leaders but also by team-level dynamics and organizational support. Thus, future studies should adopt a multi-level perspective to better comprehend the complex interplay of factors affecting project success.

3. Team Dynamics and Project Achievement: The mediating function of team building proposes that fostering positive team dynamics is crucial for achieving project success. Team building activities, such as clarifying goals, promoting communication, and building trust, enhance collaboration, problem-solving, and innovation within the team. This research highlights the importance of investing in team development and creating a supportive team environment for project success.

4. Employee Well-being and Project Success: The mediating function of perceived organizational support emphasizes the significance of employee well-being in project success. When employees perceive that the organization values their assistances, cares about their security, and facilitates their professional growth, they are more likely to be engaged, committed, and satisfied. This research highlights the need for organizations to prioritize employee support to enhance project success.

5. Contextual Factors and Project Success: Theoretical implications arise concerning the influence of contextual factors on the relationships between shared leadership, team building, perceived organizational support, and project success. Dynamics such as project type, organizational culture, and team composition can moderate these relationships. Future research should delve into understanding how contextual factors shape the dynamics between these variables to provide a more nuanced understanding of project success.

5.4.2 Practical Application

The theoretical implications of this research have practical relevance for project management. Recognizing the impact of shared leadership, team building, and perceived organizational support on project success, organizations can implement strategies to foster shared leadership, facilitate team building activities, and enhance employee support. These findings provide guidance for practitioners to create conducive environments for successful project outcomes.

Overall, the theoretical implications of the influence of joint management on project achievement, mediated by team building and perceived organizational support, shed light on the complex dynamics involved in project administration. Understanding these relationships contributes to the advancement of leadership theories, underscores the importance of team dynamics and employee well-being, and guides practical applications for project success in various organizational contexts.

Various practical implications can be extracted and inferred from the results that shared leadership of a project manager improves project success with the help of

team building. Among all implications, one implication focusses on the significance of conventional team-building intermediations that encompass informal and formal team-level interferences concentrated on advancing clarifying roles and social relations, solving tasks and interpersonal issues that will influence functioning of a team. This implies that when the elements of team building are used effectively, there is a very high chance that projects will be completed successfully. Another practical conclusion is that the greatest approach for project-reliant organisations to progress their enactment might be to train project managers in shared leadership, especially by using action learning. It is also suggested that in addition to conventional leadership training programmes, project leaders should focus on learning how to apply team building strategies and reap their benefits.

The research findings have significant implications for managers concerning the development of teams and the perception of organisational support, both of which are critical to the success of any project. Employee motivation to perform successfully and efficiently may be greatly enhanced by an organization's ability to inspire trust. The study's assumptions being accepted suggests that shared leadership influences team development and project performance more than other factors. These elements are connected. Thus, enhancing these elements inside an organisation is highly beneficial for achieving objectives and fostering the growth of the organisation.

5.5   Moderation Analysis

The reported results are from a moderation analysis performed with SPSS Version 4.2. Moderation analysis is a statistical approach used to determine if the existence of a third variable, known as the moderator (W), influences the degree or direction of the association between an independent variable (X) and a dependent variable (Y). PSO1 appears to be the moderator in this study, whereas SL1 appears to be the focal predictor.

The following is an explanation of the primary findings of this moderation analysis:

The data and scatterplot given are used to visualize the conditional influence of the focal predictor (SL1) on the outcome variable (PS1) at various moderator (PSO1) values. The scatterplot shows how the connection between SL1 and PS1 varies when PSO1 levels fluctuate.

- Shows how the link between SL1 and PS1 varies for each group with a different degree of PSO1. See if there are any trends, such as whether the slope of the link between SL1 and PS1 varies among PSO1 levels.

- If the connection between SL1 and PS1 differs among PSO1 levels, it would give visual proof of the moderating effect. This influence could be seen in the slopes of the regression lines for SL1 and PS1 for each PSO1 group.
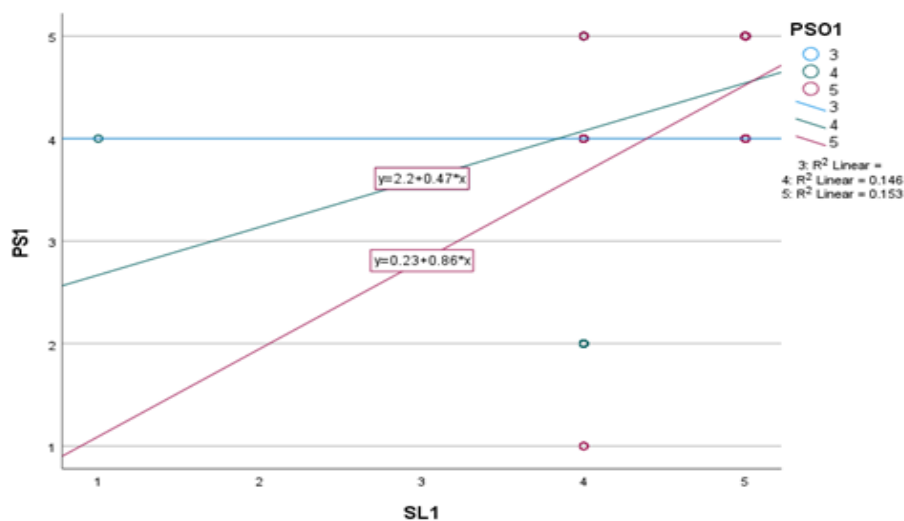
FIGURE 5.1: Moderation Graph

The data presented are from a moderation analysis that was carried out using SPSS Version 4.2. This study aims to investigate the ways in which the variable POS2 alters the relationship between the independent variable SL2 and the dependent variable PS2.

The reported results are from a moderation analysis performed with SPSS Version 4.2. The purpose of this study is to look at how the variable POS3 influences the link between the independent variable SL3 and the dependent variable PS3.

FIGURE 5.2: Moderation Graph

FIGURE 5.3: Moderation Graph

The reported results are from a moderation analysis performed with SPSS Version 4.2. The purpose of this study is to look at how the variable POS4 influences the connection between the independent variable SL4 and the dependent variable PS4.

5.6 Conclusion
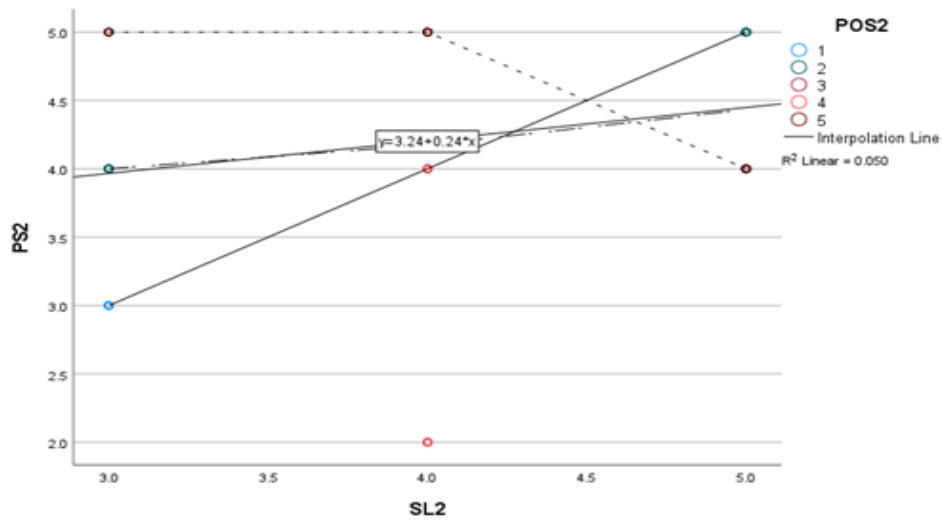
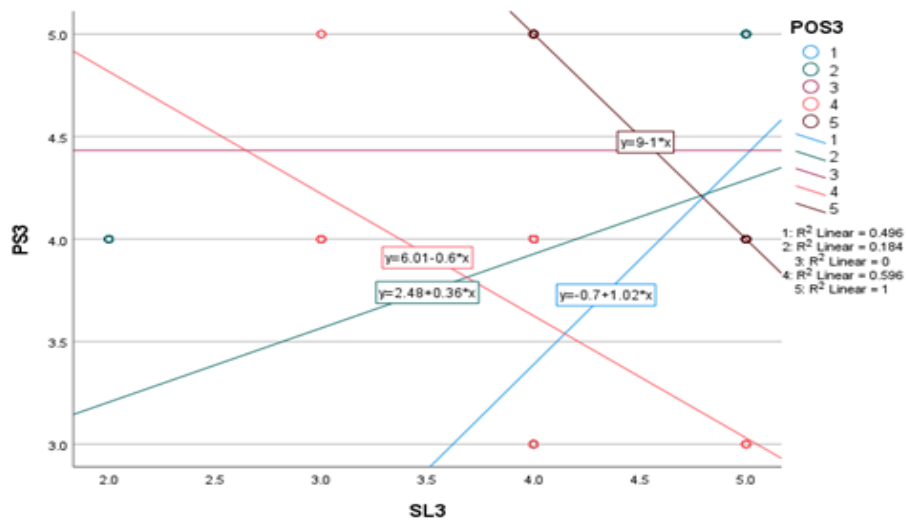The present study is the first to acknowledge team building practices and project performance through mutual leadership in the IT companies. The study is done to explore the influence of Joint Management on Project Achievement: Role of Team
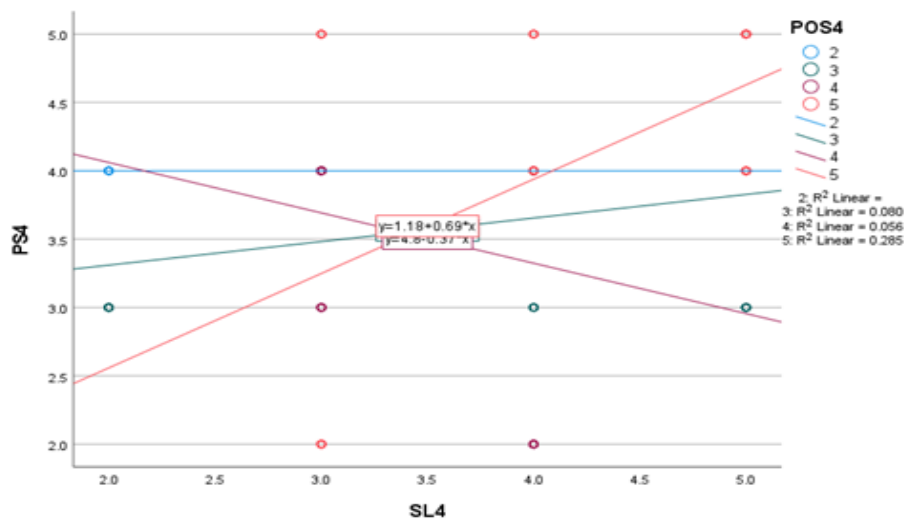
FIGURE 5.4: Moderation Graph

building and Perceived Organizational Support. The purpose of the study is to determine the influence of shared leadership impactss team development and project success. The primary goal of this study was to investigate the mediating role of team building in the relationship between project success and shared relationships. Another goal was to look into the regulating role of perceived organisational support in the relationship between shared leadership and team building.

The data was collected from 385 responses and analyzed. The usefulness of team building techniques for organisations in improving project performance has been demonstrated by earlier studies. Our findings confirm the suggested assumptions, which include the importance of team building activities having a favourable impact on project performance. It was also suggested, and validated by the data, that team-building exercises improve the resilience of the project team. Additionally, the success and performance of a project are strongly correlated with the resilience of its team. This theory was proven. These hypotheses are significant when project team resilience is included as the mediating component. Conversely, when it came to the moderating variable of interpersonal trust, the effect was negligible. The Pakistani framework is used in this study to first acknowledge all of the hypotheses, which are then bolstered by previous research and theoretical insights.

Advance information about the influences impacting project success is of significant prominence to Project-based organization. In this study, it is highlighted that project development and project success is indirectly and directly reliant on shared leadership. Furthermore, this study concluded that team building is a crucial aspect of project success which plays a interceding function in the connection between project success and shared leadership. Therefore, the project-oriented institutes are required to endorse a shared leadershipstyle among project administrators, such as through leadership development and leaders selection programs. In turns, this step will develop operational project climate encouraging to team building exercises, such as problem addressing techniques, interpersonal relations, clarification of roles and responsibilities, setting of project goals and objective. Therefore, there is a requirement to understand the importance of job satisfaction and trust, especially in public domain projects, in clarifying why shared leadership can make their employees illustrate work harder for their organizations, superior behavior and engross in productive behaviors of project and organizational success. Through this study, it can be assumed that this piece of information will encourage future research on project success, team building and shared leadership.

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Appendix A

Dear Respondent,

My name is Shahzada Hassan Bin Zahid, as a MS research student at Capital University of Sciences and Technology, Islamabad; I am collecting data for my research paper titled as "Impact of Shared Leadership on Project Success with a mediating role of team building and moderating role of Perceived organizational support". It will take your 10-15 minutes to answer the questions and to providing the valuable information. I assure you that data will be kept confidential and will only be used for academic purposes.

Sincerely,

Shahzada Hassan Bin Zahid

Section 1: Demographics

Gender	1. Male	2. Female	
Age	1. 21-30 years	2. 30-40 years	3. 40-50 years
Qualification	1. Matric	2. Diploma	3. Bachelors
Experience	1. 0-5 years	2. 5-15 years	3. 15-25 years

Section 2: Shared Leadership

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

	Shared Leadership	**1**	**2**	**3**	**4**	**5**
1	My team members provided a clear vision of who and what our team was.	1	2	3	4	5
2	My team members were driven by higher purposes or ideas.	1	2	3	4	5
3	My team members showed enthusiasm for my efforts.	1	2	3	4	5
4	My team members encouraged me to rethink ideas that have never been questioned before	1	2	3	4	5
5	My team members seek a broad range of perspectives when solving problems	1	2	3	4	5
6	My team members encouraged me to go above and beyond what was normally expected of one	1	2	3	4	5
7	My team members and me had clear agreements and stick to those when we worked together	1	2	3	4	5
8	My team members recommended more compensation	1	2	3	4	5
9	My team members gave me positive feedback when i performed well	1	2	3	4	5
10	My team members gave me special recognition when my work performance was especially good	1	2	3	4	5
11	My team members decided my performance goals with me	1	2	3	4	5
12	My team members and i worked together to decide what my performance goals should be	1	2	3	4	5
13	My team members and i sat down together and reach agreement on my performance goals	1	2	3	4	5
14	My team members worked with me to develop my performance goals	1	2	3	4	5
15	My team members encouraged me to search for solutions to my problems without supervision	1	2	3	4	5
16	My team members urged me to assume responsibilities on my own	1	2	3	4	5
17	My team members encouraged me to learn new things.	1	2	3	4	5
18	My team members encouraged me to give myself a pat on the back when i met a new challenge	1	2	3	4	5
19	My team members encouraged me to give myself a pat on the back when I met a new challenge	1	2	3	4	5
20	My team members advise me to coordinate my efforts with other individuals who are part of the team	1	2	3	4	5
21	My team members urged me to work as a team with other individuals who were part of the team	1	2	3	4	5

Shared Leadership	1	2	3	4	5
22 My team members expected that the collaboration with the other members of the team works well.	1	2	3	4	5
23 My team members tried to influence me through threats and intimidation	1	2	3	4	5
24 I felt intimidated by my team members' behavior	1	2	3	4	5
25 My team members can be quite intimidating	1	2	3	4	5
26 When my work was not up to par, my team members pointed it out to me	1	2	3	4	5

Section 3: Project Success:

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Project Success	1	2	3	4	5
1 Your last project was completed on time	1	2	3	4	5
2 The project was completed according to the budget allocated	1	2	3	4	5
3 Its intended end users use the outcomes of your last project	1	2	3	4	5
4 The outcomes of the last completed project were likely to be sustained	1	2	3	4	5
5 The outcomes of the last project have directly benefited the intended end users, either through increased efficiency or effectiveness	1	2	3	4	5
6 Given the problem for which it was developed, the last project seems to do the best job of solving that problem	1	2	3	4	5
7 I was satisfied with the process by which the last project was implemented	1	2	3	4	5
8 Project team members were satisfied with the process by which the last project was implemented	1	2	3	4	5
9 The last project had no or minimal startup problems because its end users readily accepted it	1	2	3	4	5
10 The last project has directly led to improved performance for the end users/target beneficiaries	1	2	3	4	5
11 The Last project has made a visible positive impact on the target beneficiaries	1	2	3	4	5
12 Last project specifications were met by the time of handover to the target beneficiaries	1	2	3	4	5

Project Success		1	2	3	4	5
13	The target beneficiaries were satisfied with the outcomes of the last project	1	2	3	4	5
14	Our principal donors were satisfied with the outcomes of the last project implementation	1	2	3	4	5

Section 4: Team Building

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Team Building		1	2	3	4	5
1	Setting project goals on a participatory basis by the team	1	2	3	4	5
2	Involving project team members in action planning to identify ways to achieve project goals	1	2	3	4	5
3	Making the basic goals of the project clear to the project team	1	2	3	4	5
4	Letting the project team receive timely feedback on performance concerning goals of the project	1	2	3	4	5
5	Encouraging team members to meet with each other during the project	1	2	3	4	5
6	Discussing relationships among project members frankly	1	2	3	4	5
7	Discussing conflicts among project team members frankly	1	2	3	4	5
8	Conducting training programs on communication skills for the project team	1	2	3	4	5
9	Creating opportunities for sharing of feelings among the project team	1	2	3	4	5
10	Clarifying role expectations of each team member	1	2	3	4	5
11	Giving information about the shared responsibilities of team members	1	2	3	4	5
12	Making project norms familiar to each team member	1	2	3	4	5
13	Involving the project team(s) in identifying task-related problems	1	2	3	4	5
14	Involving the project team(s) in generating ideas concerning the causes of task-related problems	1	2	3	4	5
15	Participation of the project team(s) in designing action plans to solve task-related problems of the project	1	2	3	4	5
16	Engaging the project team(s) in the implementation of action plans to solve task-related problems	1	2	3	4	5

Team Building		1	2	3	4	5
17	Engaging the project team(s) in the evaluation of action plans to solve task-related problems	1	2	3	4	5

Section 5: Perceived Organizational Support:

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Perceived Organizational Support		1	2	3	4	5
1	My contributions are important to the success of the organization.	1	2	3	4	5
2	No matter how hard I try, no one in this organization seems to notice or care.	1	2	3	4	5
3	It would be disregarded if I filed a complaint with this organization.	1	2	3	4	5
4	The company is genuinely concerned about me.	1	2	3	4	5
5	It doesn't matter how hard I work, no one at the company will ever notice.	1	2	3	4	5
6	This company truly values my happiness at work.	1	2	3	4	5
7	They don't seem to care about me at all in this organization.	1	2	3	4	5
8	This company is proud of the work I've done.	1	2	3	4	5