CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY, ISLAMABAD

Empowered Leadership Impact on Project Success Through Perceived Self- Efficacy Moderation of Team Cohesiveness

by

Sohaib Nasim

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

in the

Faculty of Management & Social Sciences
Department of Management Sciences

2021

Copyright © 2021 by Sohaib Nasim

Dedicated to my Beloved Parents

CERTIFICATE OF APPROVAL

Empowered Leadership Impact on Project Success Through Perceived Self- Efficacy Moderation of Team Cohesiveness

by

Sohaib Nasim

Registration No: (MPM191002)

THESIS EXAMINING COMMITTEE

S. No.	Examiner	Name	Organization
(a)	External Examiner	Dr. Khurram Shahzad	RIU, Islamabad
(b)	Internal Examiner	Dr. S. M. M. Raza Naqvi	CUST, Islamabad
(c)	Supervisor	Dr. Muhammad Mazhar Iqbal	CUST, Islamabad

Dr. Muhammad Mazhar Iqbal

Thesis Supervisor

December, 2021

Dr. Lakhi Muhammad

Head

Dept. of Management Sciences

December, 2021

Dr. Arshad Hassan

Dean

Faculty of Management & Social Sciences

December, 2021

Author's Declaration

I, **Sohaib Nasim,** hereby state that my MS thesis titled "**Empowered Leadership Impact on Project Success Through Perceived Self- Efficacy Moderation of Team Cohesiveness**" 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.

At any time if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my MS Degree.

(Sohaib Nasim)

Registration No: (MPM191002)

Plagiarism Undertaking

I solemnly declare that research work presented in this thesis titled "**Empowered Leadership Impact on Project Success Through Perceived Self- Efficacy Moderation of Team Cohesiveness**" is exclusively my research work with no remarkable contribution from any other individual. Small contribution/help wherever taken has been dully acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the Higher Education Commission and CUST towards plagiarism. Therefore, I as an author of the above titled thesis declare that no part of my thesis has been plagiarized and any material used as reference is properly cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of MS Degree, the University reserves the right to withdraw/revoke my MS degree and that HEC and the University have the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized work.

(Sohaib Nasim)

Registration No: (MPM191002)

Acknowledgement

Starting with the name of ALLAH Almighty the most beneficent and most merciful. First of all, I am extremely grateful to my creator the **ALLAH Almighty**, who gave me the strength and courage which makes me able to complete this difficult research work. I am very grateful to my thesis supervisor **Dr. M. Mazhar Iqbal** who guided me to complete my research thesis. He is the one who elevated my interest in research work. I am thankful to my respectable teachers who guided me and made me capable to accomplish this research work. I am grateful to my beloved parents, who continuously encourage and support me in all matters, and their prayers which help me to bring effective results and accomplish this research work.

I am also grateful to all my brothers, friends, and peers specially **Attiq-ur Rehman** who supported and helped me out by any means to complete this research study.

Sohaib Nasim

Abstract

This research investigates the link between empowering leadership impacts on project success. Empowering leadership established as an antecedent of project success. To complement this mechanism, we propose Perceived self-Efficacy on LMX theory which expresses leader and follower's characteristics or their behaviors that occur during the LMX process. Our proposed framework delineates Empowering leadership is a leadership phenomenon in project teams that delegates authorities to subordinates, endorse them to take self-directed and autonomous decisions, provide them coaching and share information among team members and asking for input from them. Hence by, quality and effective relationships among leader and followers produce favorable results. In support of this view, results from time lagged study of 273 employees working under teams reveal that empowering leadership is positively associated to Perceived self-Efficacy and project success. We focus on the leader's behavior and power delegating peculiarity develops self-efficacy perceptions among team members. Thus, team members keep high belief upon their skills and capabilities that mobilize their motivation and cognitive resources to attain project success. The study found that Perceived self-efficacy influences positively and significantly the relationship between empowering leadership and project success. We also examined the moderating role of team cohesiveness which evidenced significance relationship. The relationship of Perceived self-Efficacy and project success becomes stronger in presence of team cohesiveness and becomes weaker in absence of team cohesiveness. Results indicated that all hypotheses are accepted and supported by literature. The implications, limitations and future directions are discussed.

Keywords: Empowering Leadership, Perceived Self-Efficacy, Project Success, Team Cohesiveness.

Contents

List of Figures

List of Tables

Chapter 1

Introduction

1.1 Background of the Study

Rapid changes in economical shifts, technological developments, organizational strategies, structure and to compete globally with the dynamic working environment; organizations can only get a sustainable competitive advantage in the market through employee empowerment (Kim, Beehr, & Prewett, 2018). Employee empowerment can give favorable organizational outcomes because an empowered employee has self-motivation to achieve the goal and to influence their environment (Martin, Liao, & Campbell, 2013; Spreitzer, 2008). The empowerment construct signifies job characteristics i.e., autonomy and feedback which is also an element of positive psychological states including felt responsibility by the employee. The term 'empowerment' can also elaborate as "an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources" (CorneU Empowerment Group, 1989).

At the organizational level, empowerment comprises a process that enhances employee participation and improves goal achievement of a given task or project accomplishment (Perkins & Zimmerman, 1995). Literature is replete with the notion of employee empowerment for many years (Choi, Goh, Adam, & Tan, 2016).

Employee empowerment practices signify a certain level of autonomy and power given to the employees. It is undoubtedly leading to the counterproductive to an organization (Chen, Sharma, Edinger, Shapiro, & Farh, 2011; Srivastava, Bartol, & Locke, 2006; Vecchio, Justin, & Pearce, 2010; Yun, Cox, & Sims, 2006; Zhang & Bartol, 2010). Scholars and practitioners always found the positive outcome of employee empowerment in their jobs (Pearson, & Moomaw, 2005; Zhang, & Bartol, 2010). Empowerment encourages employees to work and accomplish tasks flexibly (Pearson & Moomaw, 2005). Hence, a positive attitude, motivation induced in employees such as decision-making ability, self-confidence, and attachment to the job because employees perceive the authority is given to them by the organization is an indication that his work is appreciable (Zhang & Bartol, 2010). Moreover, previous studies also revealed positive effects of empowerment on some subordinates' job outcomes (Maynard, Gilson, & Mathieu, 2012; Maynard, Luciano, D'Innocenzo, Mathieu, & Dean, 2014; Seibert, Wang, & Courtright, 2011) but in some cases, the employee can be overconfident and misuse the power owing to misjudgment in their work. To address and direct such issues, a leader should empower their subordinates to maintain the level of workload with the satisfactory level of the employee by autonomous them.

Within the leadership literature, multiple studies found ways and explore leadership approaches that are the best match of current hi-tech and fast pace business environment and enable organizations and projects to better cope with rapid uncertainties and dynamic working environment (Srivastava, Bartol, & Locke, 2006). Hence, empowering leadership is particularly suits with a flattering organizational structure where the focus is on promoting self-management and removing constraints of powerlessness (Conger, 1989; Manz & Sims, 1987). Nowadays, Business trends have been changed and most project-based organizations are emerging which have evolving technologies, tools, and the latest artificial intelligence to cope in the project management sector. Projects have allowed the organizations and businesses to keep effect beyond automating simple tasks and it is also quite helpful in acquiring performance insights. And in project management literature, the leadership role has a significant impact upon project success or failure. In the current dissertation, in the context of project management outcomes, we want to

explore empowering leadership performance is hypothetically crucial to the success or failure of a project. Empowering leadership is defined as the process of raising employee's intrinsic motivation and allocating autonomy and responsibilities to followers whereby power is shared within team members to achieve work success (Srivastava et al., 2006; Ahearne, Mathieu, & Rapp, 2005; Amundsen & Martinsen, 2014a; Arnold, Arad, Rhoades, & Drasgow, 2000; Sharma & Kirkman, 2015; Sims, Faraj, & Yun, 2009; Strauss, 1964). Amundsen and Martinsen (2014) projected three core aspects of empowering leadership such as 'sharing power, motivational support, and development support'. The empowering leadership concept is aligned with participative leadership (Locke & Schweiger, 1979), super leadership (Manz & Sims, 1990), and individualized leadership specifying the support of self-worth of followers (Dansereau et al., 1995). Employee empowerment as "sharing power" still has a lack of studies (Conger & Kanungo, 1988), the element of motivation and its effect on employees should study (Conger & Kanungo, 1988; Thomas & Velthouse, 1990).

Empowering leadership to heighten the psychological empowerment of employees that is essential to achieve desired work outcomes i.e. project success (Maynard, Gilson, & Mathieu, 2012; Seibert, Wang, & Courtright, 2011; Zhang & Bartol, 2010). Conger and Kanungo (1988) proclaimed that high psychological empowerment indicates enriched feelings of self-efficacy. Hence, the employee believes that he owns the abilities that are necessary to execute assigned tasks. In the current study, we are extending the literature by examining the impact of empowering leadership on project success. We mediate the relationship with perceived self-efficacy. Psychological empowerment enhances feelings of self-efficacy (Conger & Kanungo, 1988). Employees with a high degree of psychological empowerment are more likely to believe that they possess the abilities necessary to perform assigned tasks well. Empowering leadership is related to the job design perspective because leaders have the potential to influence their own subordinates' job design. For example, allowing individuals more discretion or varied assignments can create feelings of self-efficacy among them. They will feel worthy in the decision-making process and an important part of a successful project. Empowering leaders using high involvement management approaches by giving authority and responsibility

to subordinates (Leach, Wall, & Jackson, 2003). Hence, employees are empowered by greater autonomy and control resulting in empowerment makes them responsible as well. The individual difference of self-efficacy working under empowering leadership may also affect. Self-efficacy is an individual's belief or confidence that he or she can perform tasks successfully (Bandura, 1997). Self-efficacy is a foundation of motivation and performance achievement, making employees believe that their performance depends on their efforts and actions, and thus intrinsically motivating them to work hard to produce desired results of project success (Bandura, 1997). Conclusively, in the present research, the most important but still uninvestigated empowering leadership style is selected to check its impact on project success that is often supported by the literature. Indeed, empowering leadership is a necessary part of project success as well as it creates self-efficacy among the employees. Current research exemplifies team cohesiveness as a contextual variable between self-efficacy and work project success.

1.2 Gap Analysis

Empowering leadership has multiple empirical studies but still, it would be beneficial to understand the phenomenon for the researchers and practitioners that are needed to explore (Lee, Willis, & amp; Tian, 2018; Cheong, Yammarino, Dionne, Spain, & amp; Tsai, 2019; van Assen, 2020). The literature examined the positive influence of empowering leadership on employee psychological capital, well-being, and job engagement (Park, Kim, Yoon, & Joo, 2017). Culbertson, Fullagar, and Mills (2010) stated that employees form positive and constructive attitudes when they are empowered and autonomous by the leader. They perceive that leader is concerned about their feelings. Empowering leadership creates resources for the employee as they enhance employee psychological capital which is related to their overall life satisfaction above and beyond work (Park, Kim, Yoon, & Joo, 2017). Through self-efficacy empowering leadership can links to expected positive and beneficiary results in business which should be studied (Kim & Beehr, 2017d; Zhang & Bartol, 2010) such as project success. Lee, Willis, and Tian (2018) explained that empowering leadership is a new leadership construct that is

demanding more empirical studies for understanding its concomitant with rapidly changing business environment and culture. In the current research, we are trying to explore the mediating effect of perceived self-efficacy among empowering leadership and project success. Kim and Beehr (2017) narrate that how perceived self-efficacy through empowering leadership should have been studied at the team level. Empowering leadership enhances trust between subordinate and leader relationships, so knowledge can transfer easily among leaders and subordinates (Hao, He, & Long, 2018; Park, Kim, Yoon, & Joo, 2017).

With self-efficacy subordinates develop better intellectual decisions that lead the project toward success. Literature posits that being empowered employees feel confident ultimately self-efficacy has the potential to mediate leadership relations and positive influence in the organization (Kim, & Beehr, 2017). Empowering leadership considered to more much related to the others leadership styles i.e., participative leadership, transformational/charismatic leadership, ethical leadership, self-leadership, shared leadership (Amundsen & Martinsen, 2014a; Pearce & Sims 2002; Tekleab, Sims, Yun, Tesluk, & Cox, 2008) but empowering leadership is distinctive and independent leadership construct (Sharma & Kirkman, 2015). Moreover, there is a lack of empirical studies in project management literature examining project success leads through empowering leadership (Ali, Zhang, Shah, Khan, & Shah, 2020; Asree, Cherikh, & Baucum, 2019; Nixon, Harrington, & Parker, 2012). Researchers should clarify and examine the empowering leadership effect on power distance culture (Kim, Beehr, & Prewett, 2018). Additionally, we explored the moderating effect of team cohesiveness among perceived self-efficacy and project success to identifies that higher team cohesiveness would strengthen the existing relationship.

1.3   Problem Statement

For corroboration, the impact of empowering leadership on project success, I have analyzed that the level of self-confidence of employees enhances while working under empowering leadership. We have found that empowering leadership is more

related to employee's positive responses and feelings such as perceived self-efficacy. In recent decades, there are limited studies of empowering leadership and its impact on employee self-efficacy. There is no study examining empowering leadership's impact on project success. In this fast-paced era and dynamic business environment, almost every company is running diverse projects to maintain market stability. The major problem that project managers face is the lack of motivation and creativity among team members. Empowering leadership enhances the meaningfulness of work, fostering employees for participation in decision making and expressing confidence in high performance, providing autonomy from bureaucratic constraints, (Ahearne et al., 2005). Hence, the performance of the employee boosts up and he becomes self-efficacious enough to lead the project towards success.

Empowering leadership disseminates power and autonomy among team members, so team members can work as knowledge workers in projects. A project-based organization should inaugurate the empowerment system so the subordinates and project managers can internalize the empowerment attitude and behavior accordingly. The mediating role of self-efficacy is still unexplored with empowering leadership and project success. Team cohesiveness is also a novel area in research that had no prior study as moderator with self-efficacy and project success. Overall, this whole model is a new empirical study in the project literature domain which is essential to analyze and study.

1.4 Research Questions

From the problem statement, I will analyze these five questions. The present research will indicate the answers to these research questions, a summary of the questions are as follows:

Research Question 1

Does the relationship exist between Empowering leadership and project success?

Research Question 2

Does the relationship exist between Empowering leadership and Self-efficacy?

Research Question 3

Does the relationship exist between Self-efficacy and project success?

Research Question 4

Does Self-efficacy mediate the relationship between Empowering leadership and Project success?

Research Question 5

Do Team Cohesiveness moderates the relationship of Self-efficacy to Project success?

1.5 Research Objectives for This Study

The unique and different aim of this study is to scrutinize the relationship of these four variables Empowering leadership, Project success, Team cohesiveness, and perceived self-efficacy. The overall objective of the study is to develop and test the anticipated model to find out the relationship between Empowering leadership and project success. Additionally, Team cohesiveness is added as the possible moderator for the relationship of the variables mentioned in the research model.

The specific objectives of the study are stated below;

Research Objective 1

To explore the relationship between Empowering leadership and Project success.

Research Objective 2

To explore the relationship between Empowering leadership and perceived self-efficacy.

Research Objective 3

To explore the relationship between perceived self-efficacy and Project success.

Research Objective 4

To explore the relationship between Empowering leadership and Project success through a mechanism of perceived self-efficacy.

Research Objective 5

To examine the moderating effect of Team cohesiveness on the relationship of perceived self- efficacy to Project success.

1.6   Significance of Study

The current dissertation contributes to the literature in multiple ways. At first and more important, it offers a new theoretical framework to understand the effects of empowering leadership on Project success. Research on empowering leadership is important because of its potential 'influence giver' skills as compare to 'influence over' subordinates. Empowering leadership is a more effective style of leadership as compare to the directive, transactional, and transformational leadership because empowering leadership do not influence employees but they are influence givers (Liu, Lepak, Takeuchi, & Sims, 2003; Yukl, 2010; Houghton & Yoho, 2005; Manz & Sims, 2001).

This study is contributing by defining the impact of empowering leadership on project success. As the past study has already elucidated that providing facilitation and autonomy is the key characteristic of empowering leadership. Drawing upon LMX theory current research provides new knowledge on this front by suggesting that empowering leadership not only leads the project towards success but also a role by which team members' perceived self-efficacy. Second, by establishing the mediation effect of perceived self-efficacy on the association between Empowering leadership and project success, this study is contributing to the literature about how perceived self-efficacy shapes employee performance to achieve project success.

The empowered and self-efficacious employees continuously improve their work and project-related processes (Kirkman & Rosen, 1999) because they can take initiative and make decisions about daily activities (Ford & Fottler, 1995, Houghton & Yoho, 2005; Manz & Sims, 2001). Highly self-efficacious person activates their sufficient efforts to accomplish project-related goals, if goes well, gives fruitful results in form of project success (Stajkovic & Luthans, 1998).

Drawing upon LMX leadership theory, our research provides new knowledge on this front by suggesting that leader-member exchange (LMX) theory is profound to understand the leadership approaches at the organizational level (Dinh et al., 2014; Schriesheim et al., 1999). LMX theory explains that due to the fine development of relationship among leader and followers; particularly favorable and positive attitude form in followers Cropanzano et al., 2017; Dulebohn et al., 2012) which is a core aspect of project success. Through the mechanism of perceived self-efficacy, we will explore the impact of empowering leadership to project success.

Finally, by examining the moderating effect of team cohesiveness, we will check its impact on the perceived self-efficacy to project success. It is the entirely new moderating effect on the mechanism of perceived self-efficacy which predicts that if a team has cohesiveness among team members, will adopt the attributes of interpersonal attraction, task commitment, and group pride that all were found to be related to the project performance. A project with high team cohesiveness possesses the element of social support and motivation within each member of the team. Team cohesiveness has been defined as "the resultant of all forces acting on members to remain in the group" (Festinger, Schachter, & Back, 1950, Dobbins & Zaccaro, 1986: 204). In the current dissertation, the focus on team cohesiveness as a moderator is worthy because in team literature it is one of the most studied (Friedkin, 2004) and most relevant variable that affects group performance (Gonzalez, Burke, Santuzzi, & Bradley, 2003; Greer, 2012; Zaccaro, 1991). The relationship of perceived self-efficacy to project success becomes more strengthened with the presence of team cohesiveness. In a project team, where all team members are motivated and self-efficacious enough in identifying their capabilities to achieve the goal of project success; Team cohesiveness will more foster them to lead the project towards success. Moreover, due to interpersonal conflicts and disputes employee social resources deplete rapidly (Hobfoll, 1989) less social support and individual differences can be a reason for project failure either the team members are highly self-efficacious. Moreover, through past literature, it is plausible to assume that due to high team cohesiveness members possess high levels of integrity, authenticity, sincerity, and genuineness among them which pave the way to acquiring the main goal of project success.

1.7   Plan of the Study

Chapter No.1 of this study has introduced a broad and complete area, which has explained the background, research gap, research questions, significance, the research objective of the current study, and supporting theory, which supports this study. Chapter No.2 has discussed the literature review and this chapter gave the understanding of all conceptual frameworks of variables with the hypothesis of this study. Chapter.No.3 has discussed samples and procedures, the scales used to measure the results of data, and statistical tests used with the help of SPSS. Chapter No.4 discussed results of data reliability, correlation, regression, mediation, and moderation or included results. Chapter No.5. Discussion of the results, Theoretical and Practical implications, strengths, limitations, and future directions are also explained in this chapter.

Chapter 2

Literature Review

2.1   Leader-Member Exchange Theory

Leader-member exchange theory identifies the dyadic approach to understand the leader-follower relationship (Howell & Hall-Merenda, 1999). The basic tenet of LMX theory is higher quality and effective relationships among leader and follower will produce favorable results (Liden & Maslyn, 1998). With the compliance of LMX theory which based on the leader and follower's characteristics or their behaviors that occur during the LMX process, our proposed framework delineates Empowering leadership is a leadership phenomenon in project teams that delegates authorities to subordinates, endorse them to take self-directed and autonomous decisions, provide them coaching and share information among team members and asking for input from them (Sharma & Kirkman, 2015 for a review).

Empowering leadership provides a sense of empowerment to followers. Being empowered the followers or team members perceived self-efficacy from their leader as literature explore the empowerment process based on employees' perception of (a) meaningfulness, (b) competence, (c) self-determination, and (d) impact (e.g., Spreitzer, 1995). LMX theory also explains that a strong and meaningful relationship between leader and follower gives fruitful results in form of project success. LMX exemplifies that followers who have a great bond with leaders demonstrate a more positive attitude and engage in more positive behaviors (Dunegan et al., 1992). On the other hand, Leaders who are more involved in leader-member exchange roles

encourage team members to undertake more responsible activities (Graen & Uhl-Bien, 1995). Empowering leadership motivates employees for skill improvement and task master. Hence, empowering leaders also fosters employees to fulfill their formal responsibilities with full devotion and job engagement. According to LMX, subordinates working under empowering leadership in projects interact frequently with their leaders and have their leaders' support, confidence, encouragement, and consideration. Hence, being self-efficacious Followers will utilize more skills and efforts to achieve team goals i.e. project success beyond contractual or transactional expectations (Sparrowe & Liden, 1997; Wayne et al., 1997). Empowerment is an important construct in the LMX process (Liden & Tewksbury, 1995). Being empowered can be defined as "the increased intrinsic task motivation manifested in cognitions that reflect an individual's active orientation to his or her work role" (Spreitzer, 1995, p. 1443).

Literature posits that empowering leadership share power and authority with team members and feeling of doing job autonomously develop individual cognition and perceptions that ultimately represent feelings of behavioral and psychological investment in work (Conger & Kanungo, 1988; Zimmerman, 1990). Additionally, our proposed model identifies that employees perceived self-efficacy from leadership, and LMX states that both leaders and members are influenced by their exchange quality. For example, the empowering leadership enhanced autonomy through delegation is dependent on employees having the skills, resources, and psychological support necessary to handle new responsibilities (Yukl, 2010) as well as employee perceived self-efficacy from the leader and trust in the leader that, in turn, influences their role performance in the project (Keller & Dansereau, 1995; Liden et al., 2000). Through perceived self-efficacy, team members establish beliefs on their skills and capabilities that mobilize the motivation, cognitive resources, and courses of action needed to exercise (Wood, & Bandura, 1989) to attain the goal of project success. Moreover, Graen and Scandura (1987) proposed that LMX is interdependent, which means the leader is dependent upon its followers and followers rely on empowering leadership to attain the mutual goal. The relationship of a leader can be different with each member of the team. When there would be team cohesiveness, the relationship of all members and leaders will lead

the project towards success. LMX posits that to carry out project work roles and complete tasks, team members develop a network of relationships based on mutual dependencies to achieve project success (Lvina, Johns, & Vandenberghe, 2018).

2.2 Empowering Leadership and Project Success

We hypothesize that empowering leadership is positively associated with Project Success. The term empowerment indicates the 'leader's power-sharing skill with subordinates' to raise their level of autonomy and responsibility (Arnold, Arad, Rhoades, & Drasgow, 2000; Chen, Sharma, Edinger, Shapiro, & Farh, 2011; Pearce, Sims, Cox, Ball, Schnell, & Smith, 2003; Yun et al., 2005). Responsibilities and authorities of the leader shift to all team members (Arad, Rhoades, & Drasgow, 2000) that present each person in the team owing leader's vision and thinking pattern. To a great extent, empowering leadership has unique leadership qualities and roles such as empowering leadership to share power with the team. Hence, they also philosophically demand from team members to complete their essential leadership functions for themselves (Conger, 1989; Manz & Sims, 1987).

Moreover, they also enhance the subordinate's abilities by encouraging them, motivating them to express opinions and ideas, inspiring them for information sharing and collaboration because empowering leaders has a philosophy that best leaders are those who lead others to lead themselves (Arnold, Arad, Rhoades, & Drasgow, 2000; Conger, 1989; Manz and Sims, 1987; Chen, Sharma, Edinger, Shapiro, & Farh, 2011). According to the words of Kouzes and Posner (1987) "Leadership is an art, a performing art. And in the art of leadership, the artist's instrument is the self. The mastery of the art of leadership comes with the mastery of the self. Ultimately, leadership development is a process of self-development". This is the best concept of defining empowering leadership that empowers every team member to become a leader for self-directedness (Arnold et al., 2000; Ahearne, Mathieu, & Rapp, 2005; Srivastava et al., 2006). Hence, achieve the goal of project success. When team members activate their mode of self-directedness, resultantly, they become more able to raise their performance at the job in a better way

to lead the project towards success. This is because the employee knows their strengths and weakness very well. So, by incorporating their strengths as a team, they can acquire project success. In the 1980s, authors explore the key factors of project success i.e. functionality (performance), project management (schedule, on the budget), commercial success, termination efficiency, and client satisfaction (Baker, Murphy, & Fisher, 1988; Morris, 1988; Pinto & Slevin, 1988a).

Later on, researchers found a gap in the key success factors of project success and they explicate that project managers' perception to lead the project towards success and his personality also influence project success and failure (Lee-Kelley & Leong Loong, 2003). Turner and Müller (2005) also recognized leadership as project strategy which is the basic module of project success. Additionally, Yang, Huang, and Wu (2010) explores that there is a positive association between leadership style, teamwork, and project success. Empowering leadership leads to the project towards success because they increase subordinates' sense of meaning, competence, self-determination (Ahearne et al., 2005).

Moreover, Researchers exemplify that empowering leadership is positively associated with autonomy and better employee performance (Cordery et al., 2010; Ahearne et al., 2005; Raub & Robert, 2010; Vecchio et al., 2010). Pinto and Slevin (1988b) conducted a study of project success and identified key success factors; among all factors of project success, human skills were very important for project success. When the project will lead by empowering leadership, all team members will become powerful and autonomous to participate in decision making. So, they will utilize their skills and abilities as a leader accumulatively to attain project success. Empowering leadership not only empowers team members but also makes them liable to achieve the target by control over tasks.

Therefore, in case of conflict arise among team members or in case of any issue, empowering leadership will foster the employee to take decisions deliberately while keeping the project success in mind. So, there will be less chance for the employee to move away from the real goal of project success as well as their empowerment will also be utilized as a fruitful purpose. Empowering leadership provides the employee stress-free and creative environment by breaking the formal culture of

the team and encouraging team members to share their views and ideas to nurture his/her knowledge, augmenting capabilities. According to the proposed theory of LMX, we delineate that empowering leadership leads to project success. Leader-member exchange theory posits that the relationship of employee and leader is based on delegation, consultation, and communication (Yukl et al., 2009; Yukl and Fu, 1999; O'Donnell et al., 2012; Yukl et al., 2009; Yukl and Fu, 1999; Schriesheim et al., 1998).

Empowering leadership also comprise of such characteristics as the literature suggests that empowering leadership enhances team member's work motivation and better their performance through delegating authority and autonomy for job-related decisions (Chen et al., 2011; Huang et al., 2010; Kirkman and Rosen, 1999; Konczak et al., 2000; Yukl and Becker, 2006; Chen et al., 2011; Huang et al., 2010; Kirkman and Rosen, 1999; Konczak et al., 2000).

When there will be empowering leadership in the project team; team members will more likely to approach their leader for consultation, reviews, and suggestions. On the other hand, an empowering leader will also give positive gestures to the subordinates by acting upon their ideas and recommendation, resultantly a quality behavior of leader-member exchange will develop that demonstrate the elements of trust and confidence between team members and their leader.

Trust and autonomy are really important constituents in a project that help the team members to accomplish difficult tasks conveniently (Dirks and Ferrin, 2002; Yukl, 2009) hence by far, increase the chances of project success. In a very broad manner, practitioners and researchers defined that project success lies "in the eyes of the beholder" (Müller & Jugdev, 2012). So, according to this statement, we accumulated that team under the supervision of empowering leadership is confident enough and each member of the team has a strong vision about how to achieve the main target of project success. Thereby, the target is achieved eventually. Based on the above-stated argument we hypothesized that;

H1" Empowering leadership is positively and significantly related to project success".

2.3   Empowering Leadership and Self-Efficacy

In the business environment, empowering leadership has been found positively related to employee perceptual, attitudinal, motivational, and behavioral reactions and henceforth enhancing employee self-efficacy (Kim & Beehr, 2017d). Self-efficacy can be elaborate as self-belief of one's that he/she can obtain the set targets of goals to achieve desired outcomes, although he is living in a di- verse environment and facing complicated tasks and situations (Bandura, 1997; Chen, Gully, & Eden, 2001). Bandura (1986;1997) exclaimed that self-efficacy within an individual can be enhanced through verbal persuasion, the experience of accomplishing tasks, utilizing skills and abilities, scanning the environment, and observing learning. Literature also declares that empowering leadership plays the role of coach to encourage team members for self-worth and self-belief. Be- ing a model, empowering leaders inspires the team members to make them more confident about their skills and abilities, conversely, subordinates observe their leader's personality as observational learning (Kim & Beehr, 2017).

Therefore, we can say that empowering leadership enhances self-efficacy among employees. In the workplace, empowering leader strengthens subordinates' decision-making power by guiding them and providing feedback to them that is also a source of developing confidence among team members. Empowering leadership allows and exhilarates the team members to take part in decision-making by involving them to share their information to participate in exchanging information for expanding their knowledge and learning (Latham, Winters, & Locke, 1994). These all processes fortify self-efficacy among team members. Amundsen and Martinsen (2014) profess that empowering leadership is also about a leader's skill to be well aware of each team member or subordinate's capabilities, competencies. Therefore, team member can better utilize their intellectual asset under the guidance of their leader. Additionally, it develops the subordinates' self-efficacy belief. Conger and Kanungo (1988); Thomas and Velthouse (1990) enunciated that empowering leadership is about delegating power and authority among team members which raise the intrinsic motivation of subordinates and subsequently promotes efficacy in them.

This idea can be illustrated more specifically by understanding the true meaning of perceived self-efficacy. Perceived self-efficacy builds an employee's belief or confidence which increases his/her performance on job roles successfully (Bandura, 1997). Self-efficacy motivates the individual intrinsically and thereby boosts up his belief in his skills and knowledge which ultimately improves his performance; depends upon his efforts and actions (Bandura, 1997). We can say that self-efficacy is the foundation of one's motivation and performance achievement. Wood and Bandura (1989a: 408) stated that "self-efficacy refers to beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands." Empowering leadership not only empowers and autonomous the team as a whole to leads them to get success but also it is about leadership behavior that deeply understands the psychological and cognitive factors of each member individually. Studies explore that sometimes due to being empowered employee can misuse their authority but empowering leadership is more much related to the positive outcome which demonstrates that empowering leader has control over employees on utilization those jurisdictions. Moreover, the informative behavior of leader influences subordinates a lot and positively associates with team self-efficacy (Srivastava, Bartol, & Locke, 2006).

Empowering Leader informs the team members about the project vision and mission and provides guidelines to attain the project success. Spreitzer (1995) explained informative behavior of a leader "enhances an individual's ability to make and influence decisions that are appropriately aligned with the organization's goals" (1995: 1447). In a project team, empowering leadership is about trust in subordinate abilities and this perception of a leader's trust enhances the employee efficacy. Kirkman and Rosen (1999) articulate about those leaders who trust their subordinates also had concern for fear, anxiety, and stress level of employees that hinders the self-efficacy. Thus, the leader also has a keen interest in the employee's willingness for doing his job and well-being at the workplace (Conger & Kanungo, 1988). Therefore, the trusting attitude of empowering leadership obligates the team members to determine the right course of action and make self-direct themselves, thereby, enhancing team efficacy (Kirkman & Rosen, 1999).

By aligning with LMX theory, LMX theory posits that a quality-oriented relationship between leader members is a satisfactory part of a subordinate's end. This is because followers perceive that their leader is trying to put extra effort into the relationship (Jada & Mukhopadhyay, 2019). Extending our above arguments, we argue that empowering leadership is about delegating power to the employees. This process of empowering employees and providing information or enhancing knowledge gives a signal to the followers about the leader's extra effort of building a strong relationship. Therefore, the employee found him commendable to achieve project success. The feelings of self-worth that without him project cannot be successful, makes employee self-efficacious. According to LMX theory, leader characteristics and behaviors directly influence follower attitudes and behaviors (Dulebohn et al., 2012). We can align our proposed model with LMX theory by demonstrating that empowering leadership directly influences the employee by encouraging subordinates to take initiative, emphasizing subordinates' focus on goals, showing confidence in subordinates to increase their sense of self-efficacy. Additionally, LMX theory also represents that when the leader has high expectations from team members, the team members resultantly serve a self-fulfilling prophecy that augments self-efficacy (e.g., Dvir, Eden, & Banjo, 1995; Eden, 1984; McNatt, 2000). Thus, we can conclude that employees perceive self-efficacy from empowering leadership. Based on the above-stated arguments, we hypothesize that empowering leadership is positively and significantly related to perceived self-efficacy.

H2:"Empowering leadership is positively and significantly related to perceived self- efficacy"

2.4 Perceived Self-Efficacy and Project Success

Self-efficacy at the workplace can be varied among team members. Employee sometimes does ambiguous and faulty self-appraisal due to which he becomes less efficacious. According to Bandura (2011), employees sometimes feel less self-efficacy because of external workplace factors that distort the relation between

self-belief of capability and action. Self-efficacy influence individual's cognitions, confidence level, and help employee to make better and confident decisions for the betterment of the whole project. When team members have a strong belief in their self-directedness, worth, knowledge, they start functioning more effectively. Bandura (2010) claimed that self-efficacy in people demonstrates their thinking pattern or attitude is either pessimistic or optimistic. Additionally, we propose that self-efficacious team members working under the project have a strong belief in their capabilities so they do not get worried due to rapid changes in market strategies or a pressurized environment at the workplace. A self-regulatory emotional state plays a fundamental role in keeping them calm and determined. Hence, self-efficacious team members become able to preserve their set goals to achieve the target of project success. An Individual's self-belief is the best predictor of his future performance at the workplace (Abele, & Spurk, 2009).

Therefore, we can express that employee who perceives more self-efficacy is better to lead the project towards success. Bandura (1993b) delineates that self-efficacy is based on actual past performance, vicarious experiences, and social learning. Literature also posits self-efficacy has a positive and significant impact on motivation, psychological and emotional state, learning, self-regulation, and achievement (Chunk & DiBenedetto, 2016). In the current dissertation, we proposed that perceived self-efficacy leads to project success. In the light of past empirical studies, it is presumed that self-belief in efficacious employees contributes to self-development, firm belief, and self-directedness that leads the project towards success. Each member of the team would be different in efficacy that is based on the level of perceived self-efficacy from their leader. Moreover, it is based on people's belief in their skills, knowledge, and capabilities which assure employee cap abilities to produce given attainments (Bandura, 2006b. For example, in a project team, all members are perceiving efficacy from their leader and they believe in their skills and abilities to lead the project towards success; attain success accumulatively. In past studies, it is indicated that individuals with high self-efficacy set higher goals and stick to them with a firm belief to achieve them (Wood & Bandura, 1989; Locke & Latham, 1990). As it is about the intrinsic belief system of the individual and it cannot be established until unless the employee himself is

motivated enough to attain the goal. Locke (2009) identified that self-influence is a key to control and motivate human behavior which manifests that self-efficacy is also determined as self-influence. Moreover, perceiving self-efficacy is about the inner belief and motivation realize through a leader or work environment that challenges all team members to self influence. Hence, team members with high self-efficacy take more and extra participation in project activities. Individuals who participate more share more information, collect more information through social learning, are more confident and set higher goals than normal withstand persisting through difficulties to achieve the higher goal of project success (Miles & Maurer, 2012).

To understand project success, practitioners and researchers set some concepts (Liu & Walker, 1998; Pinto & Slevin 1988; Freeman and Beale 1992; Shenhar, Levy, and Dvir 1997; Baccarini 1999). Previous researches tell us about multiple factors of project success. Moreover, project success can be elaborated in a very broad way. The project has been defined as 'some set objectives that are needed to achieve and it also varied across time'. On the other hand, success is about 'in how better way those objectives attained'. Projects have similar goals for success that are predetermined and required to achieve in any kind of project. These are mentioned as time, cost, budget, etc.

Moreover, some studies also explored the gap in the definition of project success by delineating that it should not be only related to time, cost and budget. Researchers found that project success is beyond the goals of meeting time, budget and cost, quality (Prabhakar, 2008). There are multiple concepts defining project success but most researchers agreed that project success is rooted in the perception of team and leader about success. For example, if the project team is overall satisfied that the project meets the technical performance specifications or mission that is needed to be performed, and by results; these constituents manifest project success (Baker, Murphy, & Fisher, 1988). Literature also concluded that in a project, people also play a great role in the attainment of project success (Scott-Young & Samson, 2004). A leader who is confident, persuasive, self-efficacious, can balance technical solutions with time, cost, and human factors.

So, a leader with these qualities can make the project successful (Archibald, 1976). Thereby, when all team members are inspiring through their leader they perceived self-efficacy from him. Moreover, a team with self-efficacious employees or subordinates and a leader will lead the project towards success. LMX theory is primarily explained in terms of social exchange theory (Erdogan & Liden, 2002; Kamdar & Van Dyne, 2007; Liao, Liu, & Loi, 2010; Wayne & Green, 1993).

It stipulates leader has one to one relationship with all his team members that are different from each team member instead to form a uniform relationship with all team members. Compliance with this theory our proposed hypothesis delineates that self-efficacy leads to project success when team members perceived self-efficacy from their leader. LMX theory characterized that relationship of leader-member exchange is based on social exchange, mutual obligation, and reciprocity (Gouldner, 1960; Liden et al., 1997) So, self-efficacy is perceived through a role model who able to demonstrate the action rather than words i.e. empowering leadership.

When an employee becomes self-efficacious they willingly invest their additional efforts on the project and master a challenge to lead the project towards success by enhancing job effectiveness in a matter of exchanging relationships with the leader. Accumulatively, a perfect leader-member exchange relationship is based on "mutual support, trust, liking, latitude, attention, and loyalty" (pg. 77, Schriesheim, Castro, & Cogliser's, 1999). Therefore, with the conformity of LMX theory, we explore that a high LMX relationship asserts different elements i.e. loyalty, commitment, support, and trust among both parties (leader and sub- ordinates) (Cropanzano & Mitchell, 2005; Uhl-Bien & Maslyn, 2003) which leads the project towards success. An employee has belief in himself; more social gains, positive work environment, and psychological empowerment develop constructive thinking abilities and attitudes that foster the employee to willingly work harder to achieve the goal of project success for mutually benefits of leader and him. Therefore, we hypothesized that:

H3: "Perceived self-efficacy is positively and significantly related to project success"

2.5 Self-Efficacy Mediates the Relationship between Empowering Leadership and Project Success

Self-efficacy mediates the relationship between empowering leadership and project success. Socio-cognitive theorizing (Brown, Jones, & Leigh, 2005) posit that successful action or success is the consequence of self-efficacy and goals. The literature demonstrates that self-efficacy is the belief of one's to meet the desired standard or goal such as project team has a goal of project success (Bandura, 1999; 2010). Those individuals who has high self-efficacy are confident enough to complete the goals of projects as their personal goals. Hence, to attain personal goals individuals maintain attention, mobilizing effort, affecting persistence, and structuring behavior (Pajares, 1997).

Empowering leadership is also positively associated with project team efficacy. Empowering leadership is a distinct type of leadership that encourage the employee to take initiatives, fosters them to take part in decision making, create confidence in them through communication, focused on goals, being a role model to create self-efficacy among team members, motivating them and also enhance their creativity and skills by shifting powers towards them (Ahearne et al., 2005; Amundsen & Martinsen, 2014a; Arnold et al., 2000; Zhang & Bar- tol, 2010). Here in after, by institutionalizing these qualities and working under empowering leadership, employees perceived self-efficacy from their leader.

Self-efficacy in the whole team is positively related to project success as the literature posits that self-efficacy positively influences a positive outcome (Xan thopoulou, Bakker, Demerouti, & Schaufeli, 2007). Moreover, individuals working under empowering leadership gain more resources in form of autonomy, multiple ways to learn, and prime coaching, skills, social learning, etc. that make them confident in their capabilities. Consequently, team members become self-efficacious. All team members become self-efficacious because of the leader-member relationship as per the LMX theory dyad relationship; each individual separately inspires by the leader and learns from him. Moreover, empowering leadership is about

establishing an individualistic relationship with each team member to develop self-efficacy in them. Henceforth, all self-efficacious team members keep a long-term orientation and regulate their actions (Bandura, 2010) to precede the project towards success. Resultantly, the project becomes successful. So, we hypothesize that;

H4: "Perceived self-efficacy mediates the relationship between Empowering leadership and Project Success"

2.6 Team Cohesiveness as Moderator

We hypothesized that team cohesiveness moderates the relationship between perceived self-efficacy and project success such that if team cohesiveness is high the relationship will stronger but in form of a low team cohesiveness relationship will become weaker. The team is defined as" individuals who see themselves and who are seen by others as a social entity, who are interdependent because of the tasks they perform as members of a group, who are embedded in one or larger social systems (e.g., community, organization), and who perform tasks that affect others (such as customers or coworkers) (Guzzo & Dickson, 1996, p. 308). Cohesiveness is defined as" the forces acting on members to remain in the group, these forces may depend on the attractiveness or unattractiveness of either the prestige of the group, members in the group, or the activities in which the group engages" (Festinger, 1950, p. 274). Festinger (1950, p. 274) describes Team cohesiveness as a whole "the resultant forces which are acting on the members to stay in a group". When members work under a project-based team, they establish a temporary relationship with each other. Sometimes conflicts and indifferences arise but many times these issues resolve due to team cohesiveness.

Literature explained that team cohesiveness is positively related to the performance of the group and productivity (Summers, Coffelt, & Horton, 1988; Worchel, Cooper, & Goethals, 1991). Teamwork is a very important element that Katzenbach and Smith (1993; 1994) enunciated that teamwork demonstrates the values of individuals, respect for one another's ideas in team, individual responding

behavior to other team members. Hence, working in a team demands a high level of collaboration to get success. Team cohesiveness reflects the degree to which team members are committed to one another to achieve the goal of project success (Mullen & Copper, 1994; Thompson, Haidet, Borges, Carchedi, Roman, Townsend, & Levine, 2015). When all team members individually integrate efforts to get success; ultimately the project will become successful. Team cohesiveness is called 'attraction' for an individual to being bound in the team and no one wants to quit. Therefore, team cohesiveness creates bonding among relationships among team members rather than for the task. It is highly recommended that due to personal bonding with each other, everyone within the team wants to achieve project success because of the mutual benefit for others and the whole project at large (Thompson, Haidet, Borges, Carchedi, Roman, Townsend, & Levine, 2015). Now, in this dynamic work environment, team bonding and cohesiveness have been the compulsion component to get success. The heightened level of the team coordination; the better would be the member's performance. Moreover, in a project time is short to create a unique product or service and results should be far better within the given period. For the temporary time, team cohesiveness adds the desire among team members to remain with each other (DIN, 2009). Therefore, when team members with different values systems, skills, knowledge, and abilities are joined together and want to live together for a long term due to team cohesiveness, it demonstrates their self-loyalty and fair participation to get project success.

Consequently, team member's performance becomes better because of the commitment with the team as well as with the task (Friedkin, 2004). Moreover, the literature posits that high team cohesiveness leads to better team performance as compare to the team which has less cohesiveness (Stashevsky, Shmuel, Ronald Burke, & Meni Koslowsky, 2006). When project team members have low cohesiveness, conflicts arise between members, and the chances to lead the project success to become weaker. This is because of a less developed normative structure among the team as well individuals are at their conflict stage. Team members are less likely to attract to each other as they are highly self-efficacious and try to work alone. Self-efficacy and power, autonomy create clashes while deciding because

each person tries to put his ideas at first for implementation. Hence, conflicts arise among team members which harms team effectiveness. Conflict deals with relationship tension among team members in a project. Consequently, multiple negative attitudes and behavior evolve such as jealousy, hostility, low morale, poor communication that hinder the team performance (Robey et al., 1993; Barki & Hartwick, 2001; Kankanhalli et al., 2007; Liu, Chen, Chen, & Sheu, 2011). Self-efficacy within an employee creates the belief that he is right for doing a job and he is skilled enough to achieve project-based targets. Moreover, Mullen and Copper (1994) define that team cohesiveness fosters the individual to achieve the goal being intrinsically pleasure. When team members are together primarily because of the task, their prime motive becomes to exert efforts toward attaining goals of project success that team members enjoy. Low cohesiveness means vague directions, complicated structure, overconfident team members, do not hear other team members, have a great level of independence among team members (Back, 1951).

Thus, team members also highly dependent upon the leader for role clarification or project direction. Consequently, the leader becomes exhausted and the lack of quality relationship between member and leader also leads the project towards failure. LMX stated that the leader has a vertical dyad relationship with each member of the team. And the quality of the relationship materializes when the leader has a high LMX relationship. Resultantly, follower perceives leaders support, empowerment and encouragement respect, trust, and mutual obligation (Graen & Uhl-Bien, 1995; Dansereau, Graen, & Haga, 1975). In the case of high team cohesiveness, all team members are taken as a single unit. Additionally, in the case of high self-efficacy, Bandura (1986) stated it as the individual believer in his/her capacity to perform the assigned task successfully. So, in case of all team members are efficacious represent the shared belief of the team to lead the project towards success accumulatively (Guzzo, 1986). Gomez and Rosen(2001) elucidated that LMX is positively related to team self-efficacy. In terms of the current dissertation, we proposed the self-efficacious employee is working as a team and the members are also having high cohesion. It demonstrates that empowering leadership shares delegate power and autonomy as well as raise self- efficacy among followers who have high team cohesion that means working as a single

unit; helps in maintain the quality exchange of relationship among leader members. Furthermore, Schyns, Paul, Mohr, & Blank (2005) and Gomez & Rosen (2001) exclaimed that high LMX is positively related to employee empowerment and efficacy. Hence, an empowering team with self-efficacy has a high LMX relationship with the leader. Resultantly, LMX portrays 'mean LMX' in the project team that is positively related to Leader-member exchange. Therefore, team cohesiveness enhances team member's feelings of competence that are found to be positively related to project success. Most empirical research has found a positive relationship between team cohesiveness and performance (Dailey 1978; Evans and Dion 1991; Mullen and Cooper 1994). Teams can achieve better performance by strengthening their cohesion (Levin and Moreland 1990). Based on the above-stated arguments, we hypothesized

H5: "Team Cohesiveness Moderates the Relationship between Perceived Self-efficacy and Project Success such that if Team Cohesiveness is High the Relationship will Stronger"

2.7 Hypotheses of the Study

H$_1$: Empowering leadership is positively and significantly related to project success.

H$_2$: Empowering leadership is positively and significantly related to perceived self-efficacy.

H$_3$: Perceived self-efficacy is positively and significantly related to project success.

H$_4$: Perceived self-efficacy mediates the relationship between Empowering leadership and Project Success.

H$_5$: Team cohesiveness moderates the relationship between perceived self-eFFicacy and project success such that if team cohesiveness is high the relationship will stronger.

Chapter 3

Research Methodology

In this chapter, multiple methods and techniques have been used to attain accurate results. Some basic constituents that are discussed under this chapter are related to research design, sampling techniques, sampling characteristics, instruments, and reliability of all the variables and items, etc. the details are discussed below in the chapter.

3.1 Research Design

The prime cause to conduct this research is to evaluate the impact of empowering leadership on project success. We explored that empowering leadership is about the leadership style that delegates the power and autonomy among team members and team members perceived not only shared power but also perceived self-efficacy from the way they are dealt through empowering leadership that ultimately leads to self-efficacious people team to project success.

Additionally, the role of team cohesiveness plays a fundamental role in keeping the project aligned with team member's skills and knowledge as well as it also integrates social support among team members that lead the project towards success. We employed the team cohesiveness as a possible moderator on perceived self-efficacy and project success that explains if the project team has cohesion; it will become capable to achieve project success. On the other hand, interpersonal conflicts or individual indifferences can be a cause of project failure. We

targeted project-based companies in Rawalpindi and Islamabad to distribute questionnaires.

3.2   Type of Study

This study is used to highlight the impact of empowering leadership on Project success. For this purpose, multiple sectors that are doing project-based businesses were selected in Islamabad and Rawalpindi. We collected data online through Google docs as well as by personally meeting the employee at their workplace in MTBS (medical transcription billing company) and PTCL Company. These companies are selected because of their working nature of projects. The basic purpose of current dissertation is to investigate leader empowering delegating behavior upon team members.

Therefore, we selected companies where teams work under leadership to accomplish projects. We also ease the recipients by giving them the surety of confidentiality of their given data. Hence, we got an honestly shared response. Our primary goal is to evaluate the empowering leadership's impact on project success. For this purpose, we distributed 500 questionnaires and got 315 response rates. Truly, 273 questionnaires were filled by the recipients. The selected sample size is used to generalize the whole population of Pakistan.

3.3   Research Philosophy and Quantitative
Research

We followed the hypothetic-deductive research method to demonstrate our hypotheses under the current dissertation and which is based on determinism philosophy. In order to collect data, we also employed quantitative research techniques and to cover the large scale of the population. Researchers had given more importance to quantitative data type to examine the nature of correlation and relationship among variables (Hinkin, 1998). Therefore, we collected data in the

quantitative form to get authentic and valid measures by utilizing questionnaire instrumentation.

3.4   Time Horizon

Approximately, it took two months for data collection. We collected data in time lag T1 and T2. In T1, we gathered data about empowering leadership and team cohesiveness and in T2 we collected data regarding team members' perceived self-efficacy and project success. We assigned special code numbers on each questionnaire. To facilitate employees, we provided them the option to fill their names on the questionnaire, or in case of any privacy issues they can fill in code numbers. We preferred the choice of respondents to make him comfortable.

3.5   Unit of Analysis

In the unit of analysis, we added the portion of the research that analyzes groups, social organizations, and social artifacts. For research, we picked one element from the population for further study is known as a unit of analysis. In the current dissertation, we are focusing on empowering leadership and its impact on employee's perceived self-efficacy and its role in achieving project success. The whole questionnaire filled by the employee will answer through the Likert scale about empowering leadership, perceived self-efficacy, project success, and team cohesiveness. Therefore, we selected individuals as the unit of analysis working in projects under leadership.

3.6   Population and Sample

3.6.1   Population and Sample Size

The population is individuals working in project-based companies under leadership in different cities of Pakistan. In Pakistan, now in a rapidly changing business

environment projects have been considered as an emergent source of competitive advantage. Pakistan business communities are also attracting foreign businesses for investment for many reasons. More than 1500 companies are also operating as project-based in Pakistan and the ratio is increasing day by day. The largest project is CPEC and others are National Highway Authority, Bahria Town, and Defense Housing Authority, etc are successfully implemented. To implement current research, I recruit respondents online through goggle Docs as well as employee in a paper-pencil survey.

I met respondents personally and introduced myself to their office settings to make them comfortable. I also assure them to keep their information confidential and respect their privacy. I told them about the given information, which will only use for research purposes and we can also facilitate them by sharing results with them upon requirement. I have selected companies employing Islamabad in the public sector. I targeted 50 teams working under project-based organizations. 450 questionnaires were distributed to the team members. The response rate was 300 only. In these 300 questionnaires, 273 questionnaires were truly filled by the respondents.

3.6.2 Sample and Sampling Technique

We selected a convenient sampling technique for the current dissertation. We chose it because of the shortage of timing and limited resources that is a key demand for another type of sampling in research. Moreover, collecting data from each individual in the population is also a very difficult process which cannot be implemented without huge resources and approach. The convenient sampling technique is about randomly picking and choosing organizations for data collection. Collected responses will predict the authentic picture of the whole population size. Recipients filled questionnaires at their workplace.

Researcher himself collected the data and the respondents were ensured to keep their responses private and the given data will only be used for research purposes. The study was time-lagged. Therefore, after analyzing the empowering leadership

and the team cohesiveness in the project team, we again visit the teams to collect the data about perceived self- efficacy and project success with 15 days intervals. Thus, we got clear and accurate results of our data, demonstrating empowering leadership impact on employee project success as well mediating role of perceived self-efficacy and moderation impact of team cohesiveness.

3.7   Instrumentation

The data is collected through adopted questionnaires from different sources. All variables regarding model i.e. Empowering leadership, Perceived self-efficacy, Project Success and Team cohesiveness has to be filled by team members. All the items in the questionnaire were responded to using a 5-points Likert scale where 1 (strongly disagree) to 5 (strongly agree), unless otherwise stated.

3.7.1   Estimation Techniques

The questionnaire scale has been selected from authentic empirical studies. We collected the data in English language but the facility for the translation in Urdu was provided to the respondents, where needed. We also collect data through online Emails or social media by utilizing the application of google doc. The researchers consider both of the ways authentic for data collection (Church, Elliot, & Gable, 2001). All variables items such as empowering leadership, perceived self-efficacy, team cohesiveness, project success were filled by employees. All the items of the questionnaire are to be filled on 5-points Likert scale where 1 represents (strongly disagree), 2 represents (disagree), 3 represents (Neither agree nor disagree), 4 represents (Agree) and 5 represents (strongly agree). The scale was approved by a reliability test.

● **Effect of Empowering Leadership on Project Success (Path-c)**

$$PS_{i,t} = \beta_o + \beta_1 EL_{i,t} + \sum_{i=1}^{j} \lambda_i Con_{i,t} + \varepsilon_{i,t} \tag{3.1}$$
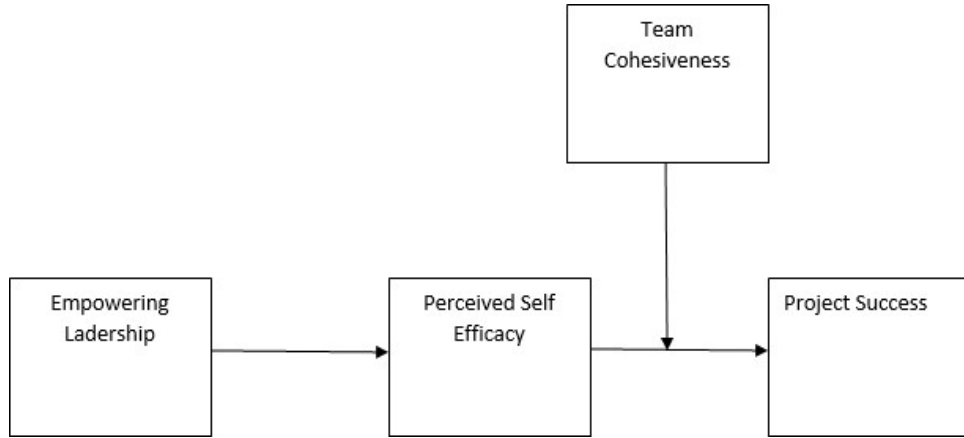
FIGURE 3.1: Research Model impact of Empowering Leadership on Project Success through Subordinates Perceived Self-efficacy and Moderation of Team Co hesiveness

● **Effect of Empowering Leadership on Perceived Self-efficacy (Path- a)**

$$PSE_{i,t} = \beta_o + \beta_1 EL_{i,t} + \sum_{i=1}^{j} \lambda_i Con_{i,t} + \varepsilon_{i,t} \tag{3.2}$$

● **To Check Whether Perceived Self-efficacy Is Playing Partial or Full Mediating Role**

$$PS_{i,t} = \beta_o + \beta_1 EL_{i,t} + \beta_2 PSE_{i,t} + \sum_{i=1}^{j} \lambda_i Con_{i,t} + \varepsilon_{i,t} \tag{3.3}$$

● **To Check Whether Team Cohesiveness Is Playing Partial or Full Moderating Role**

$$PS_{i,t} = \beta_o + \beta_1 EL_{i,t} + \beta_2 PSE_{i,t} + \beta_3 TC_{i,t} + \beta_4 ELTC + \sum_{i=1}^{j} \lambda_i Con_{i,t} + \varepsilon_{i,t} \tag{3.4}$$

The questionnaire has 5 sections. The first section is about the demographics and control variables which must be answered by respondents. In section 2 we have asked about the empowering leadership scale and the team cohesiveness in section 3. As it is a time lag study, therefore, we have use lag in 1 to 3 sections. After the time lag, we again collected data from the same respondents about their perceived self-efficacy as well project success which resulted due to perceiving

self-efficacy from empowering leadership. The data was collected by providing confidentiality assurance to respondents. So, they feel free to provide accurate data. The questionnaire was distributed 450 in number, but the response rate was 60%. Only 273 questionnaires got back. Time lag study is the major reason behind a large number of loss questionnaires.

Data will be analyzed by passing through different procedures i.e. descriptive statistics, correlation analysis, mean, moderating, and mediating regression. Moreover, it will also prove the acceptance and rejection of hypotheses through results. Firstly single linear Regression was carried out in other to study the casual relationship. Then for further analysis, three steps of Preacher and Hayes (2004) were run. Hence, we separately perform the analysis both for mediation and moderation by selecting model 1 for moderation and model 4 for mediation respectively.

The simple linear regression analysis has run to affirm that relationship exists between IV (Empowering leadership) and DV (project success). First of all in step 1, R square values of control variables has been demonstrated which expresses effect of control variables on DV (project success) and MED (Perceived self-efficacy). In step 2 after controlling variables i.e. demographics, we run the direct regression of IV to DV and IV (Empowering leadership) to MED (perceived self-Efficacy). R square values are mentioned to express the direct impact of IV on DV and MED. Beta values are presented to express how much change occur in DV and MED respectively by changing one unit in IV.

3.7.2 Empowering Leadership

For empowering leadership, we used Ahearne et al.'s (2005) measure. This 12-item measure has multi-item subscales corresponding to four dimensions: (1) enhancing the meaningfulness of work, (2) fostering participation in decision making, (3) expressing confidence in high performance, and (4) providing autonomy from bureaucratic constraints. Likert-type scales ranging from 1 (strongly disagree) to 5 (strongly agree) were used. Items are "My manager helps me understand how my objectives and goals relate to that of the project," "My manager makes much decision together with me".

3.7.3 Perceived Self-Efficacy

We measured perceived self-efficacy new 8-item general self-efficacy (NGSE) scale developed by Chen, Gully, and Dov (2001). Sample items included "I will be able to achieve most of the goals that I have set for myself". The responses will be obtained through 5 points Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.7.4 Project Success

Project Success scale advanced by using Aga, Noorderhaven, and Vallejo (2016) is used that have few objects that measure the venture achievement variable. The pattern item consists of "The project was completed on time," "The project was completed according to the budget allocated" "The outcomes of the project are used by its intended end-users," etc. These 14 items were anchored from 1 (strongly disagree) to 5 (strongly agree).

3.7.5 Team Cohesiveness

The four-item scale was developed by (Jarvenpaa, Shaw, & Staples, 2004). The rating scale ranged from1 (Strongly disagree) to 5 (Strongly Agree). The items are "I feel that I am a part of the team", "My team works together better than most teams on which I have worked", "My teammates and I help each other better than most other teams on which I have worked", "My teammates and I get along better than most other teams on which I have worked".

TABLE 3.1: Team Cohesiveness

Variables	Source	Items
Empowering Leadership	Ahearne et al.'s (2005)	12
Perceived self-efficacy	Chen, Gully, and Dov (2001	8
Team Cohesiveness	Jarvenpaa, Shaw, & Staples, 2004	4
Project Success	Aga, Noorderhaven, and Vallejo (2016)	14

3.7.6   Statistical Tool

Firstly, single linear Regression was carried out in other to study the casual relationship between the independent variable "Empowering leadership" and the dependent variable "Project success". Regression analysis normally runs for the purpose to study the impact of understudy multiple factors on the dependent variable. Regression analysis assures that literature is still supporting the acceptance or rejection of the proposed hypothesis or not.

Then for further analysis, three steps of Preacher and Hayes (2004) were run. In these three steps, at first, we have to put our dependent variable project success in the outcome column and then our independent variable i-e empowering leadership in the IV column and after that, we have to put all the demographics in the covariant column. Along with all these steps, we chose our Model number to run test both for mediation and moderation through Preacher and Hayes. Hence, we separately perform the analysis both for mediation and moderation by selecting model 1 for moderation and model 4 for mediation respectively.

3.7.7   Reliability Analysis of Scales Used

Reliability is about giving consistent and the same result again and again when items are used to test over several times for scale. Reliability of scale depicts the ability of the scale to give consistent results when it is being tested multiple times. In the current research, we examined the value of Cronbach alpha for an idea about the reliability of our scale items. This value affirms the internal reliability of the variables. The value of Cronbach alpha tells about if variables have a link between them or not. Along it also measures the single construct. Cronbach alpha has a numeric range from 0 to 1. The higher value depicts the high reliability of the scale to measure the construct. Value of alpha ranges above 0.7 expresses reliability and standard. On the other hand, below 0.7 values are considered to be less reliable in measuring the selected set of the construct. Under the defined table 3.6, the values of Cronbach alpha have shown about all scales used in the data.

TABLE 3.2: Scale Reliabilities

Variables	Cronbach's Alpha	Items
Empowering Leadership	0.82	12
Perceived self-efficacy	0.73	8
Team Cohesiveness	0.7	4
Project Success	0.7	14

Results articulate that Cronbach's alpha value is up to the standard. It is declared from the table that all the values of Cronbach alpha for the items used under the study are above 0.7. The items are depicting the reliability of the scale is up to the mark.

Chapter 4

Data Analysis and Results

In this chapter, we go through multiple analyses i.e. descriptive statistics, correlation analysis, mean, moderating, and mediating regression. Moreover, we also prove the acceptance and rejection of hypotheses through results. Overall, we will briefly explain and provide an interpretation of the analysis and findings of the data.

4.1   Sample Characteristics

We investigated then choose demographics in the current dissertation. The demographics are Age, Gender, Qualification, and Experience that also has been used as control variables and are supported by the literature. In order to compile research through a single questionnaire, we mentioned all demographics in 1st section of the questionnaire instrument.

Sample characteristic's details are following

4.1.1   Age Component

Age is used as a demographic under the current dissertation. We range the values of age (i.e., 5-9) to neutralize the effect for females; as the females most of the time reluctant to openly mention their age. Hence, it becomes easy for respondents to comfortably respond of their age.

TABLE 4.1: Frequency by Age

Age	Frequency	Percent
less than 25	31	11.4
25-30	117	42.9
31-34	56	20.5
35-40	45	16.5
41-44	14	5.1
45-50	5	1.8
51 and above	5	1.8
Total	273	100

It has been shown in **Table 4.1** that most of the respondents were having ages between the ranges of 25-30 that has a frequency of 42.9%. 56 recipients were belonging to the age group of 31-34. 16.5% of respondents were having ages ranging between 35- 40. Moreover, 11.4% depicting the age of respondents that falls in the age group of less than 25. 5.1% ratio will be of those employees who have the age group from 41-44 and 1.8% are those who have an age limit of 54-50 and 51 and above respectively.

4.1.2 Gender

We categorically explained gender in the questionnaire instrument. Th element of gender is exclusively important for research purposes and the gender-wise nature, behavior, and attitude of an employee varies a lot. **Table 4.2** depicts the ratio of male and female respondents. We analyze that ratio of male members is more than female. The table shows that 59% of the respondents were male and 41% of respondents were female.

TABLE 4.2: Frequency by Gender

Gender	Frequency	Percent
Male	161	59
Female	112	41
Total	273	100

4.1.3 Education Level

We also controlled the element of education that is again a very important constituent in behavioral research. We controlled the level of education because the level of perceived self-efficacy is more much related to the degree of qualification of the employee. Moreover, the exposure of employees becomes broad with the upgradation of their education. In table 4.3 we arrange the range of qualification from Matric to doctorate.

TABLE 4.3: Frequency by Education

Qualification	Frequency	Percent
Matric	0	0
Intermediate	10	3.7
Bachelors	132	48.4
Masters/ M.Phil.	119	43.6
Doctorate	12	4.4
Total	273	100

According to the results, data was collected from qualified team members and no single respondent was matriculated. The highest ratio is of those respondents who have done bachelors 48.4% percentage. Subsequently, 119 recipients were masters and have a ratio of 43.6%. The doctorate is owned by 4.4% of respondents and 3.7% of respondents were those who have intermediate qualifications.

4.1.4 Experience Level

To control the experience of employees is worth taking (Kreiner, & Ashforth, 2004). The constituent of experience is an important facet of this research. Therefore, we have a controlled experience level of employees.

The experience ranges from 1-3 years comprises 85 individuals which is 31.1%. the highest ratio of respondents belongs to the experienced employee who has the range of 4-6 years. Having 7-9 years job tenure employee's ratio is 21.2 and 10-12

years of respondents' job experience has a ratio of 12.5%. There are no of the respondents who have a job tenure of more than 13 years.

TABLE 4.4: Frequency by Job Tenure

Job Tenure	Frequency	Percent
1-3 years	85	31.1
4-6 years	96	35.2
7-9 years	58	21.2
10-12 years	34	12.5
13 and more	0	0
Total	273	100

4.2 Descriptive Statistics

Descriptive statistics is about numerically defined characteristics in meaningful form and order. This process also explores perceived findings and measurements about information. This is the step to analyze the size of sample, standard deviation (SD), min and max esteem, mean values of collected data. Mean esteem depicts average value of all responses. On the other hand, standard deviation declares the variation of resp. ones from the mean value. Moreover, all the findings and distinctive measurements had been outlined into shape. The collected data for this examination has been shown in tabular form as confirmed in the following table. Subsequently, Table represents some noteworthy figures that representing the whole data.

TABLE 4.5: Descriptive Statistics

Variables	N	Min	Max	Mean	S.D
Gender	273	1	2	1.42	0.51
Age	273	1	7	2.74	1.28
Qualification	273	2	5	3.49	0.64
Experience	273	1	4	2.15	1
Empowering Leadership	273	2	5	4.04	0.58
Team cohesiveness	273	1.75	5	3.99	0.68
Perceived self-efficacy	273	1.63	5	3	0.62
Project success	273	2.36	4.86	3.96	0.42

Table 4.5 reveals a description of the whole data into four segments. Above mentioned first segment describes the factor's name. In the second segment, a sample size of the population was explained. Subsequently, in the third and fourth segments, minimum and maximum values have been elaborated on the collected information. Usually, the classification of gender-based on sexual orientation describes two points everywhere. Therefore, we also pointed out and differentiate the gender among two sections 1 for male and 2 for female. In the table of age, the rated minimum value is 1 and higher is 7. Moreover, the qualification has been minimum rated point is 2 and highest is 5. The minimum value of 2 explains that all the participants qualify more than matriculation. For the employee experience, the minimum value was 1, and the maximum esteemed 4. According to the above-stated segments, all variables were examined from value 1 to 5 ranges. We exclaimed mean and standard deviation values in the last two segments. Hence, mean values and standard deviation values are defined individually. Empowering leadership has mean esteem of 4.04 and SD is 0.58. The mean value of team cohesiveness is 3.99 and standard deviation is 0.68 respectively. The autonomous variable (perceived self-efficacy) has a mean of 3.00 and SD of 0.62. By going through this way to find the result, the mean esteem of project success turned up to 3.96 and a standard deviation of 0.42.

4.3 Correlation Analysis

Correlation analysis is a very important aspect that tells about the nature of variation among two variables. The variation depicts the variation among two variables (either in form of increasing or decreasing) is the same or not. That's why correlation befalls among the value of -1 to +1. Under this dissertation the foremost purpose to run correlation analysis is; to determine the association among empowering leadership and project success, the mediating role of perceived self-efficacy and the moderation effect of team cohesiveness. This correlation analysis exemplifies and assures that proposed hypotheses are valid. In the process of correlation, factors broke down by affecting in the same or inverse course while eliminating the zero association. Whenever there is a positive association, it means

both variables are equidistant while increasing or in decreasing mode. On the other hand, correlation explicates the association of increasing and decreasing between both variables either one variable move inversely while the other increases or both moves in parallel form.

Pearson correction analysis analyzes the correlation coefficient that determines the dependence among two estimates. The correlation coefficient had limit ranges between -1.00 to +1.00 (according to positive and negative signs values explicit positive or negative association among the factors). Moreover, a value varies from -1.0 to -0.5 or 1.0 to 0.5 considered to be having a high correlation and ranges from -0.5 to -0.3 or 0.3 to 0.5 is moderately correlated. Hence, 0 value depicts of zero correlation exist among variables.

TABLE 4.6: Correlation Analysis

Sr. no	Variables	1	2	3	4
1	Empowering leadership	1			
2	Team cohesiveness	.537**	1		
3	Perceived self-efficacy	.672**	.463**	1	
4	Project success	.659**	.466**	.647**	1

N=273, * p<0.05, ** p<0.01

Correlation values are positive and identify the nature of the relationship and depicting the magnitude of variables. In table 4.6, values demonstrate the positive nature of variables and also manifesting their significance level. According to the correlation table, variables are moderately correlated with current research. In the table, we found a positive and significant relationship of correlation exist among empowering leadership and perceived self-efficacy where r = 0.672 and p value is less than .01. Therefore, it is declared that positive and significant correlation exists among IV (empowering leadership) and MED (perceived self-efficacy). Moreover, empowering leadership is positively and significantly correlating team cohesiveness where r = 0.537 and p<0.01. Additionally, result demonstrated the positive and significant correlation of empowering leadership and project success (r= 0.659 and p < 0.01). values explicate that Empowering leadership is highly

correlated with Project success. Perceived self-efficacy is highly and significantly correlated with project success where r = 0.647 and p < 0.01. Project success is highly and significantly correlated with team cohesiveness with r =.466 and p< 0.01. Perceived self-efficacy is also highly and significantly correlated with team cohesiveness with (r=0.463 and p < 0.01). Results reveal the positive association between the dependent variable (project success), mediator (perceived self-efficacy), an independent variable (project success) whereas moderator (tam cohesiveness) has a significant association with perceived self-efficacy and project success.

4.4 Regression Analysis

It is declared that correlation analysis explores the positive and negative associations between variables. To examine the causal relationship between variables we need to run regression analysis. A causal relationship explains about change of one unit will bring variation in dependent variable. So, through this analysis we come to know about how much change has been occurred in dependent variable due to one unit change in independent variables.

Additionally, it also defines the other variables that affecting the dependent variable. Therefore, correlation analysis has lacked information about connections between factors. The regression analysis provided information regarding cause-and-effect relationship between variables. So, Baron & Kenny (1986) identified one method to proceed with regression analysis. But in the current dissertation, we complete the process through the Hayes method both for mediation and moderation. Hayes is the method of convenience and suitable to the study. Moderation regression analysis is conducted to examine the interaction of team cohesiveness on perceived self-efficacy and project success. Hence, mediation regression analysis was conducted to examine the mediation effect of perceived self-efficacy on the relationship of empowering leadership to project success. According to the proposed study dependent variable is project success we regress the analysis which is shown in table 4.7.

TABLE 4.7: Regression Analysis Results for Project Success

Perceived Self-Efficacy Predictor	Project Success					
Step 1						
	R^2	ΔR^2	R^2	ΔR^2		
IV: Empowering leadership						
Control variables	0.147	0.124				
Step 2						
Empowering leadership	.672***	0.474	.327***	.454***	0.443	.319***
Mediator: Perceived self-efficacy						
Step 1						
Control Variables	0.124					
Step 2						
Perceived self-efficacy	.414***	0.436	.312***			

Control Variable: age, education, organization tenure, job tenure, organization size N=250, ***p<0.001, **p<0.01, * p<0.05. Value incongruence and intention to quit:

Table 4.7 delineates the result of hypothesis testing. Hypothesis 1 affirms the positive association between empowering leadership and project success. The result also exemplifies the direct and positive association of empowering leadership and project success. Our primary step was to control the demographics i.e. Age, education, gender, and experience by utilizing the process of one-way ANOVA. Afterward, the steps are to investigate the result through regression analysis. The above-mentioned table defines the degree of one unit changes in the independent variable (empowering leadership) brings an adjustment in the dependent variable (project success) of .454 with a significant p-value of 0.000 that addresses profoundly connection between empowering leadership and project success. So, Hypothesis 1 is accepted.

4.4.1 Empowering Leadership and Perceived Self-Efficacy

Understudy the 2nd hypothesis reveals that empowering leadership has a positive and significant association with perceived self-efficacy. Stated result figures also prove to strengthen the level of the proposed hypothesis. We regress perceived self-efficacy on empowering leadership and accumulated result determines that standards are meeting the threshold values. Regression analysis of empowering leadership has a strong connection with employee perceived self-efficacy. The R^2=.474 and = 0.672, while P = 0.000 depicts the positive and significance of the direct relationship between empowering leadership and perceived self-efficacy. So, thus, it verifies the acceptance of hypothesis 2.

4.4.2 Perceived Self-Efficacy and Project Success

3rd hypothesis also intended a positive relationship between perceived self-efficacy and project success. According to the above-mentioned values in table 4.3, it shows that one unit change in perceived self-efficacy brings about 0.414 (DV coefficient) change in project success where p=000, demonstrate the significance of relationship and R2=0.436.

TABLE 4.8: Mediation Analysis

DV	Effect of IV on M		Effect of M on DV		The total ef- fect of IV on DV		The direct effect of IV on DV		Bootstrap Results For Indirect Effects	
	(a path)		(b path)		(c path)		(c' path)			
	B	T	B	T	B	T	B	T	LLCI 95%	ULCI 95%
VI	.67***	12.8	.25***	6.2	.45***	12.3	.28***	6.5	0.1007	0.2372

Control Variables: gender, age, education, experience N=273, ***p<0.001, **p<0.01, * p<0.05, No. of bootstrap resample = 5000 *IV =Empowering leadership, M =Perceived self-efficacy , DV = Project success.

A simple linear regression analysis was conducted to evaluate how well an employee's perceived self-efficacy predicts the degree of achieving project success. The demographics were controlled in the first step and project success was added in the second step to check the potency of the relationship. On that basis of results, we can ascertain the significance level of the result and about acceptance of hypothesis 3. Hence we finalize that all prior 3 hypotheses are accepted.

In hypothesis 4, we propose that perceived self-efficacy mediates the relationship between empowering leadership and project success. We argue that if the team works under empowering leadership in the project, then the team will more likely to achieve the goal of project success as each employee in the team individually perceives self-efficacy from empowering leadership that plays a key role in attaining project success. The process of perceiving self-efficacy triggers the self-directedness system in individuals, improve their job performance, and ultimately it becomes a central phenomenon of the whole team. Hence the whole team of self-efficacious employees would generate positive self-belief that they can achieve project success and most likely they achieved.

Thus, this mechanism leads the team towards project success. We have run this mediation test on SPSS Hayes (2013) PROCESS macro by applying model 4. In the next step, we investigate multiple paths a, b, c, and c' respectively. According to Preacher and Hayes process, there are total three effects that have to ascertain total effect, direct effect, and indirect effect.
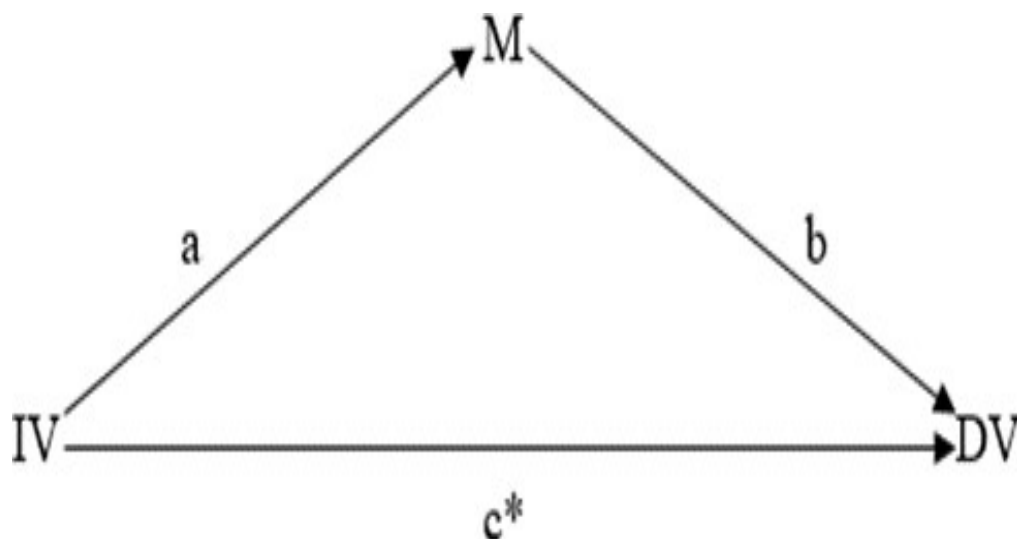
Total Effect

The total effect demonstrates the effect of IV empowering leadership on DV project success. The total effect of empowering leadership on project success is 0.45 with a significant p-value of 0.000. It displays that 45% variance occurs in project success due to empowering leadership. The lower limit of bootstrap is .1007 and the upper is .2372 and zero is absent in the 95% certainty interim. Hence, we concluded that H4 is accepted.

Direct Effect

Through the result of direct effect, we find out the effect of IV empowering leadership on DV project success with the effect of mediating role of perceived self-efficacy. Hence, we found the outcome with the presence of mediation perceived self-efficacy B = 0.28 with the significant p-value (P = 0.000). Eventually, we compile the result with disclosure about variance occurs in project success 28% while in presence of perceived self-efficacy. The bootstrap limits also have no zero between lower and upper limits.

Indirect Effect

The indirect effect demonstrates the existence of mediation i.e. perceived self- efficacy mediates the relationship between empowering leadership and project success. The bootstrap values are predicting the significant results because there is the absence of zero value between both limits lower limit and upper limit. The lower limit and upper limit are .1007 and .2372 individually. Therefore, the results are supporting the H4 and this hypothesis is accepted.

4.4.3   Moderation Analysis

For moderation analysis, we employ model 1 of Process macro through SPSS Hayes (2013). Under this hypothesis, we hypothesized that team cohesiveness moderates the relationship between value perceived self-efficacy and project success.

TABLE 4.9: Moderation Analysis

DV	Effect of PSE on PS	Effect of TC on PSE		Effect of ×TC on PSE		Bootstrap Results for Indirect Effects	
						LLCI 95%	ULCI 95%
MD	.34*** 8.6	.14***	3.9	0.08	2.15*	0.0074	0.1671

N=273, * p<0.05, ** p<0.01, *** p<0.001, No. of bootstrap resample = 5000 * PSE=Perceived self-efficacy , PS =project success, TC = team cohesiveness.

We have conducted the result of hypothesis 5. The table explains the results of moderation analyses. It is found that the interaction term of team cohesiveness and perceived self-efficacy displayed a significant result. According to the above-mentioned table value effect of (MED) perceived self-efficacy on (DV) project success is significant where B=.34 with the significant p-value (P = 0.000). The bootstrap values also demonstrate a significant relationship, upper limit, and lower limit are (.0074 .and .1671 respectively) thereby accepting hypothesis 5 and proposed that team cohesiveness moderates the relationship between perceived self-efficacy and project success such that the relationship strengthens in the presence of team cohesiveness.

The result of moderation is also supported through the moderation graph shown in figure 4.1. The upward slope of lines indicating a positive association exists among perceived self-efficacy and project success. In the figure, orange line personify high team cohesiveness (TC). On the other hand, blue line reflects low team cohesiveness. The slope of lines symbolizing relationship exists between IV and DV. Orange line lies above the blue line and has steeper slope. This slope of orage line depicts that in the case of high TC, the association between perceived self-efficacy and project success becomes more strengthen. Blue line also with-steeper slope expresses that in case of low TC, the association between perceived

self-efficacy and project success becomes weaker. Above mentioned graph clarifies buffering role and directions of moderation (team cohesiveness).
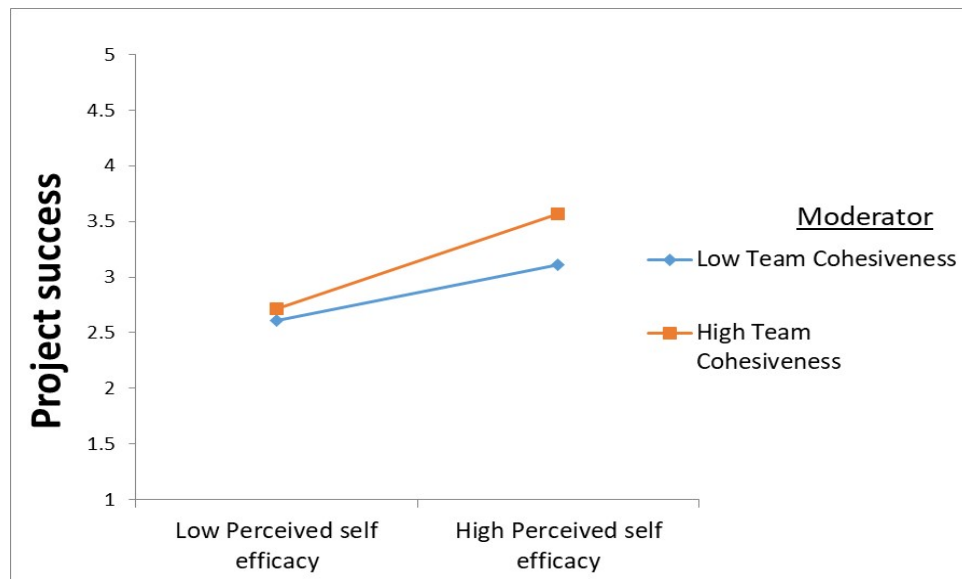
FIGURE 4.1: Interaction Graph

TABLE 4.10: Summary of Accepted and Rejected Hypotheses

Hypothesis	Statements	Results
H1	Empowering Leadership is positively and significantly impact on project success	Accepted
H2	Empowering Leadership has a positive and significant impact on perceived self-efficacy	Accepted
H3	Perceived self-efficacy has a positive and significant impact on project success	Accepted
H4	Perceived self-efficacy mediates the relation- ship between empowering leadership and project success	Accepted
H5	Team cohesiveness moderates the relationship between perceived self-efficacy and project success	Accepted

Chapter 5

Discussion and Conclusion

5.1 Discussion

In this chapter, we will discuss about the study and the prime motive to conduct this study. We will also answer those questions which left unanswered and are essential to conduct study in Pakistani context. Empowering leadership and its impact on employee has been very marked and intact area in project based organizations. The role of perceived self-efficacy also posits broad range of positive attitudes among employees that help them in form of better job performance, motivation, self-belief etc. but in current dissertation we investigated the perceived self-efficacy and its impact upon project success. We took it as mediation between empowering leadership and project success which has been unstudied before. Perceived self-efficacy is the level of employee's efficacy that he perceives and develops in himself from his leader. Literature also affirmed that employee with higher self-efficacy has great confidence in him regarding his/her abilities, skills that he/she can conduct the things in better way and can create the workplace condition to achieve goal (Ozyilmaz, Erdogan, & Karaeminogullari, 2018). Therefore, self- efficacy of employee impacts on success of project; consequently, project success actualized. We collected data from Pakistan. In proposed hypotheses, the first hypothesis discusses about positive correlation among empowering leadership and project success. The results also manifest that there is positive and significant relationship among empowering leadership and project success. Moreover, all hy

potheses 2, 3, 4 and 5 got accepted and results also approved them. Previous studies also support these hypotheses.

The detailed discussion on each hypothesis is given as following:

5.1.1 H1: Empowering Leadership is Positively Related to Project Success

This assumption is acknowledged. Results show the significant positive and significant relationship between EL and PS (B= .45, t= 12.3, P= .000). The regression results express the t value is equal to 12.3 which depicts the significance of the relationship and exemplifies the quality of indirect relation statistically between EL and PS. The value of the B coefficient turns out to be .45 that formulates the one unit change in Empowering Leadership will bring 45% variation in project success. The leadership phenomenon has more influence on project-based outcomes because of the competencies and skills of the leader (Geoghegan & Dulewicz, 2008). The role of a leader has a great impact in achieving organizational stability and transformation (Bass, 1985).

Leadership is something very influential on human behavior and the aspect of leadership can also help in achieving the goals of the project team (Dulewicz & Higgs, 2005). Leadership is a very productive expression and is necessitate for project success (Nixon, Harrington, & Parker, 2012). In the domain of team leadership, empowering leadership has been identified as emerged and dominant perspective (Sharma & Kirkman, 2015; van Knippenberg, 2017). We have already discussed the role of empowering leadership and found it as a cornerstone of team effectiveness.

When we analyze the empowering leadership in the project team, it reflects the same empowerment in followers and team member's overtime. It is also concluded through previous research that the behavior of leader impacts team members and they started behaving and acting in the same way as the leader behaves to them directly reciprocally. Hence, related to this aspect, a leader's power delegating aspect influences follower and they become more determined in keeping and main-

training the goal of project success sustained (van Knippenberg, Giessner, Sleebos, & van Ginkel, 2021).

So, we hypothesized that empowering leadership is positively associated with project success and previous research also supports our hypothesis (Aga, Noorderhaven, & Vallejo, 2016; Nixon, Harrington, & Parker, 2012). Additionally, the results also support and confirm the acceptance of our first hypothesis. Formerly, we discussed the qualities of empowering leadership includes employee care, counseling, giving respect to the employees, and foster them to take part in decision making, coaching, etc. These elements and characteristics of empowering leadership in project-based companies helpful in developing a trustworthy and encouraging environment among the project team. Research identifies that empowering a leader's relational-oriented behavior creates strong interpersonal connections among team members (Kim, Beehr, & Prewett, 2018).

Hence, employees feel satisfies and resourceful in doing the job with empowering leadership and demonstrate the desirable attitudes and behavior at the workplace. They use their autonomy in a better way to show competence and skill at doing the job as they are motivated enough intrinsically. When employees feel intrinsically motivated and have high job satisfaction, additionally, social support, positive attitude, and also job engagement among team members lead the project towards success. Moreover, LMX theory also reveals the existence of an indirect relationship between empowering leadership and project success. LMX theory posits the two sides of a relationship known as a dyadic relationship about work: 1) from the leader and 2) from the follower side. This theory explains the quality of relationships among leader and members or followers. When there is a good quality of relationship among individuals and leader, they can achieve the goal of project success by mutual coordination (Ferris et al., 2009). With the alignment of this theory, empowering leadership conducts good quality relationship among leader and members that play a key role in creating effectiveness of relationship and hence to achieve the goal of project success. Empowering leadership and member's autonomous and positive attitude towards jobs determines the goal achieving outcomes at work in form of project success (Brower et al., 2000; Uhl-Bien, 2006).

5.1.2 H2: Empowering Leadership is Positively Related to Perceived Self-Efficacy

The proposed second hypothesis 'Empowering leadership has a positive and significant impact on employee perceived self-efficacy' is accepted and the given result supports this hypothesis. Result demonstrated the conspicuous relationship exist between empowering leadership and employee perceived self-efficacy (B= .67, t= 12.8, p= .000). Empowering leadership has t value of 12.8 that declares the high importance of relationship. The threshold t value is more than 2, which demonstrates that the results are fair and up to standard. Hence, the remarkable t estimation that is 12.8 is evidence for a measurably noteworthy connection of empowering leadership and perceived self-efficacy. B coefficient value is .67 that explains the meaningful relationship between empowering leadership and employee perceived self-efficacy. It also expresses that with one unit change in empowering leadership; the employee will perceive 67% self-efficacy from leader.

Hence, literature also supports this relationship. Empowering leadership plays a vital role in developing positive emotions, attitudes and developing positive behavior among employee such as creativity, psychological ownership, job satisfaction, citizenship behavior (Amundsen & Martinsen, 2015; Dewettinck & van Ameijde, 2011; Fong & Snape, 2015; Raub & Robert, 2010; Zhang & Bartol, 2010; Van Dyne & Pierce, 2004). Empowering leadership creates and develops multiple elements in employees i.e. leading them to work with liberty, give followers power and autonomy, developing support to them, give them challenging work that enhances their level of competence and self-directedness. Moreover, the employee feels like an integral part of the team and project which ultimately creates in the employee the sense of responsibility and association, pos- session towards the project that makes him liable for succeeding of the project (Kim, Beehr, & Prewett, 2018). Under this dissertation, it is enunciated that how empowering leadership raises self-efficacy among team members. The answer to this question is through appreciating and encouraging them for team discussion and motivating them for decision making as well as by delegating responsibilities upon them. This is why an employee considers himself a worthy team member. Resultantly, employees are

intrinsically motivated to do the best at the job and do extra effort to achieve the project's success. Moreover, he is confident about his skills and knowledge and thus he became self-efficacious (Fong & Snape, 2015; Vecchio, Justin, & Pearce, 2010). Through this hypothesis, we shed the light on a mechanism that explains empowering leadership's impact upon employee self-belief and self-directedness, and self-determination. We also drew this link through LMX theory that is a primary excerpt from the social exchange theory. LMX theory points out the dyadic relationship between leader and each member of the team. The supervisor or leader has an independent relationship with each employee in the team that evolves and is based on the expectations and satisfactory level of both parties upon each other (Graen & Uhl-Bien, 1995). According to the researcher, LMX identifies the employee parameters about his leader, and he also measures the level of quality relationship between the leader and himself (Anand et al., 2011; Ozer, Chang & Schaubroeck, 2014). There are two types of relationship high versus low-quality relationship. When there is a high-quality relationship exists, it not only for the economic benefit but also for both parties (leader and members) to have a mutual interest. They trust each other. They also feel responsible, and liable to gain project success. These characteristics demand from themselves to attain good results by doing extra effort mutually (Liden & Maslyn, 1998; Uhl-Bien &Maslyn, 2003; Loi, Mao, & Ngo, 2009; Sparrowe & Li- den, 2005; Liden &Vidyarthi, 2011). Hence, through literature and results, it is proved that empowering leadership has a positive impact on employee perceived self-efficacy.

5.1.3 H3: Perceived Self-Efficacy is Positively Related to Project Success

Perceived self-efficacy is positively related to Project Success. This hypothesis got accepted and the results support it. Results manifested a positive and significant relationship between perceived self-efficacy and Project success. Perceived self-efficacy has esteem value (B= .41, t= 12.1, p= .000). Perceived self-efficacy has t value of 12.1 which declares a meaningful relationship between perceived self-efficacy and project success. The t esteem is more than 2 exclaim the results are

fair and satisfactory. Hence, the exceptional t estimation which is 12.1 narrates accepted noteworthy association of relationship. B coefficient value is .41 that explains the relevant relationship between perceived self-efficacy and project success. It also expresses that one unit change in perceives self-efficacy will bring 41% adjustment in project success. Our hypothesis demonstrates that self-efficacy is the employee's self-belief, self-determination, and self-directedness, that comparing a whole system of self-regulatory which strengthens the positive attitudes at the job and demolishes the negative effects of the workplace. Bandura (1986) has elaborated the term self-efficacy as a belief of people upon their skills, capabilities which helps to mobilize motivation that is very essential to achieve the goal.

Therefore, the team of persons with high self-efficacy as well as empowered and autonomous has strong communication skills which most probably achieve the goal of project success. Self-efficacy is a great source of employee's better performance, good behavior, and improved in-role performance. Hence, a team of such members that mainly perceive self-efficacy from their leader is very capable to meet the situational demands and achieve the goal of project success. Additionally, perceived self-efficacy has little difference from self-efficacy. Self-efficacy is a broader aspect while perceived self-efficacy deals with the discrepancies between goal and perceived efficacy performance that can be contracted or expanded. Perceived self-efficacy is defined as "a judgment regarding the aptitude of an individual to organize and execute performances, while the expectation of a result is a judgment regarding the probable consequence of such performances" (Bandura 2003, p. 39). Every person in the team has efficacy variations. Some individuals have high self-efficacy and some are with low efficacy. According to Bandura's view, Perceived self-efficacy is related to four sources of information: the active mastery of experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Bandura 1991; 1997; 2003, p. 124). Under this dissertation, we identified the characteristics of empowering supportive leadership and encourage team members for decision making, delegate power but also plays the role of leader as a role model to control the team members to be stick upon their motive to lead the project towards success, inspiring team members for information sharing and collaboration, reduced communication gap, etc., that are perfectly associated

with four sources of perceived self-efficacy declared by Bandura (2003) and team members inversely perceives self-efficacy from empowering leadership. Moreover, perceived self-efficacy is about achieving the goal that is set by the leader. Therefore, when team members perceive self-efficacy from empowering leadership, they mobilize their efforts to achieve the project success. Hence, it is affirmed that perceived self-efficacy leads the project towards success.

5.1.4 H4: Perceived Self-Efficacy Mediates the Relationship between Empowering Leadership and Project Success

Perceived self-efficacy mediates the relationship between empowering leadership and project success. Hypothesis got acknowledgment. Results are significant of hypothesis. Affirmed upper limit is .2372 and the lower limit is .1007 proclaimed through an un-standardized regression co-efficient. Both upper and lower limits are positive and there is no zero in the boot strapped95% interval around the indirect effect of the relationship of empowering leadership and project success through the mediating role of perceived self-efficacy.

As we earlier identified that employees with self-belief are more confident about their capabilities and owe a strong self-regulation system, as well as they, are also persistent in their work; these are the characteristics that become a root cause of their goal attainment. We hypothesize that perceived self-efficacy mediates the relationship between empowering leadership and project success. We answer this question that how perceived self-efficacy leads the project to success by collecting data. Moreover, past studies also support our hypothesis. Self-efficacy is self-belief and the term perceived self-efficacy is about team members are perceiving efficacy from empowering leadership. After perceiving self-efficacy employee becomes able to self-regulate, self-direct, and self-renewal themselves (Bandhura, 2003). Meanwhile perceiving self-efficacy from empowering leadership, In the process of self-regulation, team members self-monitor their activities, cognitions, and workplace conditions. Then they pick and choose those goals that are necessary to achieve the

project success. Empowering leadership also influencing team members through motivating, guiding them. Additionally, self-efficacious employees are motivated and guide themselves also by putting effort and skills into the project after realizing the challenges to achieve project success. In the team, some employees are highly self-efficacious and some are lower in perceived efficacy. Thus, Bandura (1991b; Locke & Latham, 1990; Seo & Ilies, 2009) examined that the employee with lower efficacy tries to reach the goal of project success by doing extra hard effort to achieve it because employee adjusts their goals by keeping their motto to attain project success according to the self-belief, capabilities, and skills as in the result of perceived self-efficacy. On the contrary, team members with high self-efficacy need less effort to attain the desired level because they have set a higher standard for themselves and hence they have to set lower standards to achieve and they also slacken their efforts. Conclusively, all team members have the same goal to achieve the project success. They try to reach the goal by mobilizing their efforts, capabilities and by the support of leadership. So, it is accepted that perceived self-efficacy mediates the relationship between empowering leadership and project success.

5.1.5   H5: Team Cohesiveness as Moderator

'Team cohesiveness moderates the relationship between Perceived self-efficacy and Project success; such that if team cohesiveness is high then the relationship between Perceived self-efficacy and Project success would be stronger' this hypothesis got to acknowledge. As the aftereffects of the present investigation indicates unimportant relationship (B= .08, t= 2.15, P= .03). Team cohesiveness has the B coefficient estimation of .08, which demonstrates the level of the relationship. As the t esteem is 2.15, which demonstrates that the outcomes are significant. In this way, in this theory, the t estimation of 2.15 manifests that there is a significant link of team cohesiveness as an arbitrator between perceived self-efficacy and project success. What's more, the B co-effective turns out to be .08 which demonstrates that if there is a one-unit change in team cohesiveness then it will bring a positive impact of 8% on the relationship of perceived self-efficacy and project

success by strengthening the relationship. There could be many reasons for the acceptance of the hypothesis. We hypothesize team cohesiveness as a moderator on the relationship of perceived self-efficacy and project success. The literature identified group cohesiveness as a social and motivational force among team members. Team cohesiveness depicts the willingness of team members to live with that team and they also attract towards teamwork. Team cohesiveness improves the team member's performance (Beal et al., 2003).

When a team is working with high cohesiveness, the team members are motivated, feel team pride, coordinative to each other and have high task commitment, strong interpersonal interaction that leads to the better team performance; resultantly to attaining project success (Dailey 1978; Evans and Dion 1991; Mullen and Cooper 1994; Levin and More- land 1990). The project team members are not only having team cohesion as they perceive self-efficacy to achieve the same goal; they also have task cohesion.

The literature identified that some people are more efficacious and they set high goals for themselves, but some are with low efficacy do not set their own goals. While perceiving self-efficacy all team members need to set one goal for which they are motivated by leadership. Hence, the team cohesiveness creates strong social cohesiveness among team members and creates team effectiveness and they jointly work hard to achieve the goal. Moreover, Group cohesion is a team process variable defined as "the resultant of all forces acting on members to remain in the group" (Festinger, Schachter, & Back, 1950, as quoted and cited in Dobbins & Zaccaro, 1986: 204). Cartwright and Zander (1968) enunciated that member's attitudes and behavior who are working under a group or team are influenced by the group cohesiveness. Consequently, the team members in a project; responded the same way as they were influenced by empowering leadership, and intrinsic motivation also affect them. Moreover, cohesiveness among team fosters the each member to aligning personal goals and objectives with the project's output and objectives. So, the team cohesiveness stands out the whole team as a single unit and the cohesiveness also attracts members to live in the same team so they work hard for the betterment of the whole team. Hence, they achieve the project success

goal. Thus, we can exclaim that team cohesiveness strengthens the relationship among perceived self-efficacy and project success.

5.2   Main Findings

The given concept of empowering leadership upon project success is vitally accepted and needs more studies. Empowering leadership and its impact on followers' well-being, psychological empowerment, efficacy and performance have been studied before but the role of empowering leadership in the project needs more attention. Due to empowering leadership, employees demonstrate high job engagement, creativity, and task commitment. Researchers found empowering leadership posit positive impact and develop positive attitude and behavior that becomes the root cause for better performance, but in the project domain, there is a lack of studies of empowering leadership. It is an untouched area and should be studied. The purpose of the current study was to inspect the association between empowering leadership and its impact upon project success within an integrative framework under the underpinning assumptions of LMX theory. Under this framework mediating effect of perceived self-efficacy has been examined and moderation of team cohesiveness on the association of perceived self-efficacy to project success has been tested. Based on the leader-member exchange theory, the findings are in line with the proposed hypotheses, leader members' quality relationship can lead to better task performance Li & Hung (2009).

LMX is originally driven through Homans's (1961) social exchange theory that explains the exchange process fosters the individuals to minimize cost by maximizing the profit mutually. So, the quality of exchanging or the relationship of leader and follower set the attitude and behavior of both parties (Li et al., 2012). Empowering leadership and its role of delegating power as well as raise efficacy in employees creates a sense of employee indebtedness in the form of a favor exchange (Li et al., 2012). LMX theory identifies that employee indebtedness induces on different levels i.e consideration, control of organizational resources, competence, and trust (Li et al., 2012) Employees also perceive self-efficacy from empowering

leadership and the sense of indebtedness create a feel of an obligation to work harder in employee. Subsequently, this exchange process leads to desirable project outcomes. The current study investigates the antecedent of project success. We collected data to conduct the study through questionnaires that were disseminated in multiple organizations based on projects and are of the public sector.

This study and the proposed hypotheses are being supported through LMX theory. On the whole, 500 questionnaires were distributed but the response rate was 273 that are truly filled for further analysis. Current study is remarkable innovation under the project domain and there is still room that is not researched before. The suggested model is supported through previous studies as well as the result exhibits all hypotheses H1, H2, H3, H4 and H5 are accepted alongside the context of Pakistan.

5.3 Theoretical Implications

Prevailing research presents theoretical implications that will be helpful for future researchers to work further on different domains of empowering leadership. The ongoing study developed the relationship between empowering leadership and Project success. Empowering leadership is about a leadership style that provides autonomy and power to its followers and also involves team members in all matters for the project as well as work as a driving force to attain the goal of project success. Consequently, employees perceive self-efficacy from leadership and they self-direct themselves, mobilizes inner skills, abilities to achieve the set goal of project success. Whereas empowering leadership has been studied with multiple factors i.e. knowledge sharing, performance, creativity, work engagement (Lee, Idris & Delfabbro (2017) Srivastava, A., Bartol, & Locke, E. A. (2006).

But in this modern research, the impact of empowering leadership on project success is mainly studied which has not been touched before with the mediating role of perceived self-efficacy and moderating role of team cohesiveness. Moreover, empowering leadership can be studied in the future with multiple factors i.e the follower's perception about empowering leadership and the role of the project team

to shape and constrain the leader behavior, etc. there should also study that how empowering leadership deals with incivility in workplace, workplace bullying, and how it mitigates negative the effect to lead the project towards success.

The present study investigated the role of team cohesiveness as a moderator on the relationship of perceived self-efficacy and project success. Future studies can add different contextual and depositional moderators that can weaken the relationship i.e. bully workplace, individual indifference, high perception of politics. At last, the present study has not mentioned any particular industry to establish a comprehensive framework of empowering leadership. In the future, researchers can select any particular industry

5.4   Practical Implications

The present study has identified the positive relationships between empowering leadership and Project success. Thus, this study has explicit some unique points that are equally important for the managers, employees, and the project organizations as a whole. Leadership has a meaningful impact on the workplace and is a vital area that should be studied and has scope and research gaps. Therefore, we selected empowering leadership and its impact upon project success. Hence, the present study is also worthy for the project managers. Data have been compiled up through a questionnaire survey and circulated in the project organization around Pakistan. The proposed research and hypotheses support LMX theory and the dyadic relationship between team members and leader. This study has fulfilled all the assumptions and accepted.

By examining the impact of empowering leadership on project success, this study adds a very unique aspect of project leadership style oversight from past literature of project success. In this study, new relationships have been interpreted. The role of empowering leadership in project is unique and compelling aspect that need more studies. The role of empowering leadership is very much capable in power distance culture such as Pakistan. The delegated power and authority to

team members make them feel confident upon their abilities, skills and knowledge which is helpful for innovative ideas and creativity.

This study is equally important for managers, subordinates, supervisors, and employees, because emerging ratio in online jobs and tasks demands power and authority should delegate to the followers. Doing job from home is a great issue during COVID-19 pandemic. And this transformation in whole world has create this notion and thought that power should be delegate the employee so they can work hassle freely with their set belief and knowledge. For project managers, the research depicts that there is a dire need to understand the empowering leadership and try to flourish and trained the empowering leaders for project-based organizations so that project success can made.

5.5 Limitations and Future Research

The usage of convenience sampling is a great limitation. Convenience sampling is used to collect data randomly from a large population. So, this sampling technique has been used because of time shortage. Small sample size is another limitation. Limited geographical area can be a limitation to be removed by future researchers. Current study brings several shortcomings that can be overcome by future researchers. Data were collected only from Islamabad and Rawalpindi. Secondly, it is collected from various industries and multiple sectors but this study needs repeated research in future. The people can conduct research on specific industrial area such as only multinational projects working in Pakistan. Thirdly, the study has been conducted only in Pakistan that could raise the question of cultural influence. Therefore, future researchers can examine these relationships beyond this limit cultures or countries. Future researchers can take step forward by taking into consideration to get authenticity of results. At last, current study has only taken into account the conditional factors such as perceived self-efficacy for examining the relationship between empowering leadership and project success. Future researchers can investigate other contextual and conditional factors such as positive affectivity, workplace incivility, etc.

Bibliography

Abele, A. E., & Spurk, D. (2009). The longitudinal impact of self-efficacy and career goals on objective and subjective career success. *Journal of Vocational behavior*, 74(1), 53-62.

Aga, D. A., Noorderhaven, N., & Vallejo, B. (2016). Transformational leadership and project success: The mediating role of teambuilding. *International Journal of Project Management*, 34(5), 806-818.

Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied psychology*, 90(5), 945.

Ali, M., Zhang, L., Shah, S. J., Khan, S., & Shah, A. M. (2020). Impact of humble leadership on project success: The mediating role of psychological empowerment and innovative work behavior. *Leadership & Organization Development Journal*.

Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *The leadership quarterly*, 25(3), 487-511.

Amundsen, S., & Martinsen, Ø. L. (2014). Self–other agreement in empowering leadership: Relationships with leader effectiveness and subordinates' job satisfaction and turnover intention. *The leadership quarterly*, 25(4), 784-800.
63

Amundsen, S., & Martinsen, Ø. L. (2015). Linking empowering leadership to job satisfaction, work effort, and creativity: The role of self-leadership and

psychological empowerment. *Journal of leadership & organizational Studies*, 22(3), 304-323.

Anand, S., Hu, J., Liden, R. C., & Vidyarthi, P. R. (2011). Leader-member exchange: Recent research findings and prospects for the future. *The Sage handbook of leadership*, 311-325.

Archibald, R. D. (2003). Managing high-technology programs and projects. *John Wiley & Sons*.

Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of organizational behavior*, 21(3), 249-269.

Asree, S., Cherikh, M., & Baucum, C. (2019). A review of leadership styles that affect project success. *International Journal of the Academic Business World*, 13(1), 36-46.

Baccarini, D. (1999). The logical framework method for defining project success. *Project management journal*, 30(4), 25-32.

Back, K. W. (1951). Influence through social communication. *The Journal of Abnormal and Social Psychology*, 46(1), 9.

Baker, B. N., Murphy, D. C., Fisher, D., Cleland, D. I., & King, W. R. (1988). Project management handbook. *Project Management Handbook New York*, 902-919.

Baker, N., & Murphy, D. (1988). Fisher, Factors Affecting Project Success, Editors Cleland, D. and King W.

Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational behavior and human decision processes, 50(2), 248-287.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational psychologist*, 28(2), 117-148.

Bandura, A. (1997). The anatomy of stages of change. *American journal of health promotion*: AJHP, 12(1), 8-10.

Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, 5(1), 307-337.

Bandura, A. (2010). Self-efficacy. The Corsini encyclopedia of psychology. *John Wiley & Sons, Inc. doi*, 10(9780470479216), 1-3.

Bandura, A. (2011). A social cognitive perspective on positive psychology. *Revista de Psicología Social*, 26(1), 7-20.

Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited.

Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied psychology*, 88(1), 87.

Barki, H., & Hartwick, J. (2001). Interpersonal conflict and its management in information system development. *MIS quarterly*, 195-228.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.

Bass, B. M. (1985). Leadership: Good, better, best. *Organizational dynamics*, 13(3), 26-40.

Beal, D. J., Cohen, R. R., Burke, M. J., & McLendon, C. L. (2003). Cohesion and performance in groups: a meta-analytic clarification of construct relations. *Journal of Applied psychology*, 88(6), 989.

Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour research and therapy*, 42(10), 1129-1148.

Bravo, R., Catalán, S., & Pina, J. M. (2019). Analysing teamwork in higher education: An empirical study on the antecedents and consequences of team cohesiveness. *Studies in Higher Education*, 44(7), 1153-1165. Brower, H. H., Schoorman, F. D., & Tan, H. H. (2000). A model of relational leadership: The integration of trust and leader–member exchange. *The leadership quarterly*, 11(2), 227-250.

Brown, S. P., Jones, E., & Leigh, T. W. (2005). The attenuating effect of role over-load on relationships linking self-efficacy and goal level to work performance. *Journal of Applied psychology*, 90(5), 972.

Cartwright, D., & Zander, A. (1968). Group dynamics.

Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83.

Chen, G., Sharma, P. N., Edinger, S. K., Shapiro, D. L., & Farh, J. L. (2011). Motivating and demotivating forces in teams: cross-level influences of empow- ering leadership and relationship conflict. *Journal of Applied psychology*, 96(3), 541.

Chen, G., Sharma, P. N., Edinger, S. K., Shapiro, D. L., &Farh, J. L. (2011). Motivating and demotivating forces in teams: Cross-level influences of empow- ering leadership and relationship conflict. *Journal of Applied psychology*, 96(3), 541–557. https://doi.org/ 10.1037/a0021886.

Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y. (2019). A review of the effectiveness of empowering leadership. *The leadership quarterly*, 30(1), 34-58.

Choi, S. L., Goh, C. F., Adam, M. B. H., & Tan, O. K. (2016). Transformational leadership, empowerment, and job satisfaction: the mediating role of employee empowerment. *Human resources for health*, 14(1), 73.

Conger, J. A. (1989). Leadership: The art of empowering others. *The Academy of Management Executive*, 3(1), 17-24. doi:10.5465/AME.1989.4277145

Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of management review*, 13(3), 471-482.

Cordery, J. L., Morrison, D., Wright, B. M., & Wall, T. D. (2010). The impact of autonomy and task uncertainty on team performance: A longitudinal field study. *Journal of organizational behavior*r, 31(2-3), 240-258.

Cornell Empowerment Group. (1989). Empowerment and family support. *Networking Bulletin*, /(2), 1-23

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.

Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017). Affective events and the development of leader-member exchange. *Academy of management review*, 42(2), 233-258.

Culbertson, S. S., Fullagar, C. J., & Mills, M. J. (2010). Feeling good and doing great: the relationship between psychological capital and well-being. *Journal of occupational health psychology*, 15(4), 421.

Dailey, R. C. (1978). Relationship between locus of control, perceived group cohesiveness, and satisfaction with coworkers. *Psychological Reports*, 42(1), 311-316.

Dansereau Jr, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational behavior and human performance*, 13(1), 46-78.

Dansereau, F., Yammarino, F. J., Markham, S. E., Alutto, J. A., Newman, J., Dumas, M., & Keller, T. (1995). Individualized leadership: A new multiple-level approach. *The leadership quarterly*, 6(3), 413-450.

Dewettinck, K., & Van Ameijde, M. (2011). Linking leadership empowerment behaviour to employee attitudes and behavioural intentions: Testing the mediating role of psychological empowerment. *Personnel Review.*

DIN 69901: 2009-01 (2009): Project Management - Project Management Systems, German Institute for Standardization e.V., Berlin, Germany 2009

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu,

J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The leadership quarterly*, 25(1), 36-62.

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied psychology*y, 87(4), 611.

Dobbins, G. H., & Zaccaro, S. J. (1986). The effects of group cohesion and leader behavior on subordinate satisfaction. *Group & Organization Studies*, 11(3), 203-219.

Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. *Journal of management*, 38(6), 1715-1759.

Dulewicz, V., & Higgs, M. (2005). Assessing leadership styles and organisational context. *Journal of managerial Psychology.*

Dunegan, K. J., Duchon, D., & Uhl-Bien, M. (1992). Examining the link between leader member exchange and subordinate performance: The role of task analyzability and variety as moderators. *Journal of management*, 18(1), 59-76.

Dvir, T., Eden, D., & Banjo, M. L. (1995). Self-fulfilling prophecy and gender: Can women be Pygmalion and Galatea? *Journal of Applied psychology*y, 80(2), 253.

Eden, D. (1984). Self-fulfilling prophecy as a management tool: Harnessing Pygmalion. *Academy of management review*, 9(1), 64-73.

Erdogan, B., & Liden, R. C. (2002). Social exchanges in the workplace. Leadership, 65, 114. Evans, C. R., & Dion, K. L. (1991). Group cohesion and performance: A meta-analysis. *Small group research*, 22(2), 175-186.

Ferris, G. R., Liden, R. C., Munyon, T. P., Summers, J. K., Basik, K. J., & Buckley, M. R. (2009). Relationships at work: Toward a multidimensional conceptualization of dyadic work relationships. *Journal of management*, 35(6), 1379-1403.

Festinger, L. (1950). Informal social communication. *Psychological review*, 57(5), 271.

Festinger, L., Schachter, S., & Back, K. (1950). Social pressures in informal groups; a study of human factors in housing.

Fong, K. H., & Snape, E. (2015). Empowering leadership, psychological empowerment and employee Outcomes: Testing a multi-level mediating model. *British Journal of management*, 26(1), 126-138.

Ford, R. C., & Fottler, M. D. (1995). Empowerment: A matter of degree. *Academy of Management Perspectives*, 9(3), 21-29.

Freeman, M., & Beale, P. (1992). Measuring project success. *Project Management Institute*.

Friedkin, N.E. (2004). Social cohesion. *Annual Review of Sociology*, 30, 409-425

Geoghegan, L., & Dulewicz, V. (2008). Do project managers' leadership competencies contribute to project success? *Project management journal*, 39(4), 58-67.

Glaser, B. G., & Strauss, A. L. (1964). Awareness contexts and social interaction. *American sociological review*, 669-679.

Gomez, C., & Rosen, B. (2001). The leader-member exchange as a link between managerial trust and employee empowerment. *Group & Organization Manage- ment*, 26(1), 53-69.

González, M. G., Burke, M. J., Santuzzi, A. M., & Bradley, J. C. (2003). The impact of group process variables on the effectiveness of distance collaboration groups. *Computers in Human Behavior*, 19(5), 629-648.

Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American sociological review*, 161-178.

Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. *Research in organizational behavior*.

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The leadership quarterly*, 6(2), 219-247.

Greer, L. L. (2012). Group cohesion: Then and now. Small group research, 43(6), 655-661. Guzzo, R. A., & Dickson, M. W. (1996). Teams in organizations: Re-

cent research on performance and effectiveness. *Annual review of psychology*, 47(1), 307-338.

Guzzo, R. A., Wagner, D. B., Maguire, E., Herr, B., & Hawley, C. (1986). Implicit theories and the evaluation of group process and performance. *Organizational behavior and human decision processes*, 37(2), 279-295.

Hao, P., He, W., & Long, L. R. (2018). Why and when empowering leadership has different effects on employee work performance: The pivotal roles of passion for work and role breadth self-efficacy. *Journal of leadership & organizational Studies*, 25(1), 85-100.

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational research methods*, 1(1), 104-121.

Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.

Homans, G. C. (1961). The humanities and the social sciences. *American Behavioral Scientist*, 4(8), 3-6.

Houghton, J. D., & Yoho, S. K. (2005). Toward a contingency model of leadership and psychological empowerment: when should self-leadership be encouraged? *Journal of leadership & organizational Studies*, 11(4), 65-83.

Howell, J. M., & Hall-Merenda, K. E. (1999). The ties that bind: The impact of leader-member exchange, transformational and transactional leadership, and distance on predicting follower performance. *Journal of Applied psychology*, 84(5), 680.

Huang, X., Iun, J., Liu, A., & Gong, Y. (2010). Does participative leadership en- hance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. *Journal of organizational behavior*r, 31(1), 122-143.

Jada, U. R., Mukhopadhyay, S., & Titiyal, R. (2019). Empowering leadership and innovative work behavior: a moderated mediation examination. *Journal of Knowledge Management*.

Jarvenpaa, S. L., Shaw, T. R., & Staples, D. S. (2004). Toward contextualized theories of trust: The role of trust in global virtual teams. *Information systems research*, 15(3), 250-267.

Jiang, J. (2014). Th e study of the relationship between leadership style and project success. *American Journal of Trade and Policy*, 1(1), 51-55.

Kamdar, D., & Van Dyne, L. (2007). The joint effects of personality and workplace social exchange relationships in predicting task performance and citizenship performance. *Journal of Applied psychology*, 92(5), 1286.

Kankanhalli, A., Tan, B. C., & Wei, K. K. (2006). Conflict and performance in global virtual teams. *Journal of management information systems*, 23(3), 237-274.

Katzenbach, J. R., & Smith, D. K. (1993). The rules for managing cross-functional reengineering teams. *Planning Review*.

Katzenbach, J. R., & Smith, D. K. (1994). Teams at the top. The McKinsey Quarterly, (1), 71-80. Keller, T., & Dansereau, F. (1995). Leadership and empowerment: A social exchange perspective. *Human Relations*, 48(2), 127-146.

Kim, M., & Beehr, T. A. (2017). Self-efficacy and psychological ownership mediate the effects of empowering leadership on both good and bad employee behaviors. *Journal of leadership & organizational Studies*, 24(4), 466-478.

Kim, M., Beehr, T. A., & Prewett, M. S. (2018). Employee responses to empowering leadership: A meta-analysis. *Journal of leadership & organizational Studies*, 25(3), 257-276.

Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management journal*, 42(1), 58-74.

Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational and Psychological measurement*, 60(2), 301-313.

Kouzes, J., & Posner, B. (1987). The leadership challenge: How to get extraordinary things done in organizations. *San Francisco, CA: Jossey-Bass.*

Latham, G. P., Winters, D. C., & Locke, E. A. (1994). Cognitive and motivational effects of participation: A mediator study. *Journal of organizational behavior*r, 15(1), 49-63.

Leach, D. J., Wall, T. D., & Jackson, P. R. (2003). The effect of empowerment on job knowledge: An empirical test involving operators of complex technology. *Journal of Occupational and Organizational Psychology*, 76(1), 27-52.

Lee, A., Willis, S., & Tian, A. W. (2018). Empowering leadership: A meta-analytic examination of incremental contribution, mediation, and moderation. *Journal of organizational behavior*, 39(3), 306-325.

Lee, M. C. C., Idris, M. A., & Delfabbro, P. H. (2017). The linkages between hierarchical culture and empowering leadership and their effects on employees' work engagement: Work meaningfulness as a mediator. *International Journal of Stress Management*, 24(4), 392.

Lee-Kelley, L., & Kin Leong, L. (2003). Turner's five-functions of project-based management and situational leadership in IT services projects. *International Journal of Project Management*, 21(8), 583-591.

Levin, J., & Moreland, R. (1990). Conflicts within small groups. *Annual review of psychology*, 41, 585-634.

Li, C. K., & Hung, C. H. (2009). The influence of transformational leadership on workplace relationships and job performance. *Social Behavior and Personality: an international journal*, 37(8), 1129-1142.

Li, X., Sanders, K., & Frenkel, S. (2012). How leader–member exchange, work engagement and HRM consistency explain Chinese luxury hotel employees' job

performance. *International Journal of Hospitality Management*, 31(4), 1059- 1066.

Liao, H., Liu, D., & Loi, R. (2010). Looking at both sides of the social exchange coin: A social cognitive perspective on the joint effects of relationship quality

and differentiation on creativity. *Academy of Management journal*, 53(5), 1090-1109.

Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of management*, 24(1), 43-72.

Liden, R. C., & Tewksbury, T. W. (1995). Empowerment and work teams. *Handbook of human resources management*, 386, 403.

Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future.

Liu, A. M., & Walker, A. (1998). Evaluation of project outcomes. *Construction Management & Economics*, 16(2), 209-219.

Liu, J. Y. C., Chen, H. G., Chen, C. C., & Sheu, T. S. (2011). Relationships among interpersonal conflict, requirements uncertainty, and software project performance. *International Journal of Project Management*, 29(5), 547-556.

Liu, W., Lepak, D. P., Takeuchi, R., & Sims Jr, H. P. (2003). Matching leadership styles with employment modes: Strategic human resource management perspective. *Human resource management review*, 13(1), 127-152.

Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological science*, 1(4), 240-246.

Locke, E. A., & Schweiger, D. M. (1979). Participation in decision-making: One more look. In BM Staw (Ed.), *Research in organizational behavior* (Vol. 1).

Locke, K. D. (2009). Aggression, narcissism, self-esteem, and the attribution of desirable and humanizing traits to self versus others. *Journal of Research in Personality*, 43(1), 99-102.

Loi, R., Mao, Y., & Ngo, H. Y. (2009). Linking leader-member exchange and em- ployee work outcomes: The mediating role of organizational social and economic exchange. *Management and Organization Review*, 5(3), 401-422.

Lvina, E., Johns, G., & Vandenberghe, C. (2018). Team political skill composition as a determinant of team cohesiveness and performance. *Journal of management*, 44(3), 1001-1028.

Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical lead- ership, and relations-oriented behaviors as antecedents of leader-member ex- change quality. *Journal of Managerial Psychology.*

Manz, C. C., & Sims Jr, H. P. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly*, 32(1), 106-129.

Manz, C. C., & Sims, H. P. (1990). Superleadership: Leading others to lead themselves. Berkley Trade.

Manz, C. C., & Sims, H. P. (2001). The new superleadership: Leading others to lead themselves. *Berrett-Koehler Publishers.*

Martin, S. L., Liao, H., & Campbell, E. M. (2013). Directive versus empowering leadership: A field experiment comparing impacts on task proficiency and proactivity. *Academy of Management journal*, 56, 1372-1395

Maynard, M. T., Gilson, L. L., & Mathieu, J. E. (2012). Empowerment—Fad or fab? A multilevel review of the past two decades of research. *Journal of management*, 38(4), 1231–1281.

Maynard, M. T., Luciano, M. M., D'Innocenzo, L., Mathieu, J. E., & Dean, M. D. (2014). Modeling time-lagged reciprocal psychological empowerment–performance relationships. *Journal of Applied psychology*, 99, 1244-1253.

McNatt, D. B. (2000). Ancient Pygmalion joins contemporary management: A meta-analysis of the result. *Journal of Applied psychology*, 85(2), 314.

Miles, E. W., & Maurer, T. J. (2012). Advancing validity of self-efficacy in negotiation through focusing at the domain level. *Journal of Occupational and Organizational Psychology*, 85(1), 23-41.

Morris, P. W. G. (1988). Managing project interfaces In DI Cleland & WR King. *Project management handbook.*

Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological bulletint*, 115(2), 210.

Müller, R., & Jugdev, K. (2012). Critical success factors in projects: Pinto, Slevin, and Prescott–the elucidation of project success. *International journal of managing projects in business.*

Nixon, P., Harrington, M., & Parker, D. (2012). Leadership performance is significant to project success or failure: A critical analysis. *International Journal of productivity and performance management.*

O'Donnell, M., Yukl, G., & Taber, T. (2012). Leader behavior and LMX: a constructive replication. *Journal of Managerial Psychology.*

Ozer, M., Chang, C. H., & Schaubroeck, J. M. (2014). Contextual moderators of the relationship between organizational citizenship behaviours and challenge and hindrance stress. *Journal of Occupational and Organizational Psychology*, 87(3), 557-578.

Ozyilmaz, A., Erdogan, B., & Karaeminogullari, A. (2018). Trust in organization as a moderator of the relationship between self-efficacy and workplace outcomes: A social cognitive theory-based examination. *Journal of Occupational and Organizational Psychology*, 91(1), 181-204.

Pajares, F. (1997). Current directions in self-efficacy research. *Advances in motivation and achievement*, 10(149), 1-49.

Park, J. G., Kim, J. S., Yoon, S. W., & Joo, B. K. (2017). The effects of empowering leadership on psychological well-being and job engagement. *Leadership & Organization Development Journal.*

Pearce, C. L., & Sims Jr, H. P. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. Group dynamics: Theory, research, and practice, 6(2), 172.

Pearce, C. L., Sims, H. P., Cox, J. F., Ball, G., Schnell, E., Smith, K. A., & Trevino, L. (2003). Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership. *Journal of management development.*

Pearson, L. C., &Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational research quarterly*, 29(1), 38-54.

Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American journal of community psychology*, 23(5), 569-579.

Pinto, J. K., & Slevin, D. P. (1988). 20. Critical success factors in effective project implementation*. *Project management handbook*, 479, 167-190.

Prabhakar, G. P. (2008). What is project success: a literature review. International *Journal of Business and Management*, 3(9), 3-10.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior research methods, instruments, & computers*, 36(4), 717-731.

Raub, S., & Robert, C. (2010). Differential effects of empowering leadership on in-role and extra-role employee behaviors: Exploring the role of psychological empowerment and power values. *Human relations*, 63(11), 1743-1770.

Robey, D., Smith, L. A., & Vijayasarathy, L. R. (1993). Perceptions of conflict and success in information systems development projects. Journal of management Information Systems, 10(1), 123-140. Barki, H., & Hartwick, J. (2001). Interpersonal conflict and its management in information system development. MIS quarterly, 195-228. Schriesheim, C. A., Castro, S. L., & Cogliser, C. C. (1999). Leader-member exchange (LMX) research: A comprehensive review of theory, measurement, and data-analytic practices. *The leadership quarterly*, 10(1), 63-113.

Schriesheim, C. A., Neider, L. L., & Scandura, T. A. (1998). Delegation and leader-member exchange: Main effects, moderators, and measurement issues. *Academy of Management journal*, 41(3), 298-318.

Schunk, D. H., & Dibenedetto, M. K. (2016). Self-efficacy theory in education. *Handbook of motivation at school*, 2, 34-54.

Scott-Young, C., & Samson, D. (2004, July). Project success and project team human resource management: evidence from capital projects in the process industries. *In Proceedings of th PMI Research Conference, London.*

Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied psychology*, 96, 981-1003.

Seo, M. G., & Ilies, R. (2009). The role of self-efficacy, goal, and affect in dynamic motivational self-regulation. *Organizational behavior and human decision processes*, 109(2), 120-133.

Sharma, P. N., & Kirkman, B. L. (2015). Leveraging leaders: A literature review and future lines of inquiry for empowering leadership research. *Group & Organization Management*, 40(2), 193-237.

Shenhar, A. J., Dvir, D., & Levy, O. (1997, July). Project success: a multidimensional, strategic concept. In Innovation in Technology Management. *The Key to Global Leadership.* PICMET'97 (p. 391). IEEE.

Sims Jr, H. P., Faraj, S., & Yun, S. (2009). When should a leader be directive or empowering? How to develop your own situational theory of leadership. *Business Horizons*, 52(2), 149-158.

Sparrowe, R. T., & Liden, R. C. (1997). Process and structure in leader-member exchange. *Academy of management review*, 22(2), 522-552.

Sparrowe, R. T., & Liden, R. C. (2005). Two routes to influence: Integrating leader-member exchange and social network perspectives. *Administrative Science Quarterly*, 50(4), 505-535.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management journal*, 38(5), 1442-1465.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management journal*, 38(5), 1442-1465.

Spreitzer, G. M. (2008). Taking stock: A review of more than twenty years of research on empowerment at work. In J. Barling & C. L. Cooper (Eds.), Hand- book of organizational behavior (pp. 54-72). Thousand Oaks, CA: Sage.

Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *Academy of Management journal*, 49(6), 1239-1251.

Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *Academy of Management journal*, 49(6), 1239-1251.

Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological bulletint*, 124(2), 240.

Stashevsky, S., Burke, R., & Koslowsky, M. (2006). Leadership team cohesiveness and team performance. *International Journal of Manpower*.

Summers, I., Coffelt, T., & Horton, R. E. (1988). Work-group cohesion. Psychological Reports, 63(2), 627-636. Tekleab, A. G., Sims Jr, H. P., Yun, S., Tesluk,

P. E., & Cox, J. (2008). Are we on the same page? Effects of self-awareness of empowering and transformational leadership. *Journal of leadership & organizational Studies*, 14(3), 185-201.

THOMAS, K. W., & VELTHOUSE, B. A. (1990). of Intrinsic Task Motivation. *Academy of management review*, 15(4), 666-681.

Thomas, K. W., &Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of management review*, 15(4), 666–681.

Thompson, B. M., Haidet, P., Borges, N. J., Carchedi, L. R., Roman, B. J., Townsend, M. H., ... & Levine, R. E. (2015). Team cohesiveness, team size and team performance in team-based learning teams. *Medical education*, 49(4), 379-385.

Turner, J. R., & Müller, R. (2005). The project manager's leadership style as a success factor on projects: A literature review. *Project management journal*, 36(2), 49-61.

Uhl-Bien, M., & Maslyn, J. M. (2003). Reciprocity in manager-subordinate relationships: Components, configurations, and outcomes. *Journal of management*, 29(4), 511-532.

Van Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of pos- session: Three field studies predicting employee attitudes and organizational citizenship behavior. Journal of organizational behavior: *The International Journal of Industrial, Occupational and Organizational Psychology and Behav- ior*, 25(4), 439-459.

Knippenberg, D. (2017). Team innovation. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 211-233.

Knippenberg, D., Giessner, S. R., Sleebos, E., & van Ginkel, W. P. (2021). A motivated information processing perspective on the antecedents of empowering leadership. *Journal of Applied Social Psychology*, 51(2), 79-89.

Vecchio, R. P., Justin, J. E., & Pearce, C. L. (2010). Empowering leadership: An examination of mediating mechanisms within a hierarchical structure. *The leadership quarterly*, 21(3), 530-542.

Wayne, S. J., & Green, S. A. (1993). The effects of leader-member exchange on employee citizenship and impression management behavior. *Human relations*, 46(12), 1431-1440.

Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management journal*, 40(1), 82-111.

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. Academy of management review, 14(3), 361-384. Worchel, S., Cooper, J., & Goethals, G. R. (1991). Understanding social psychology. *Thomson Brooks/Cole Publishing Co.*

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. *International journal of stress management*, 14(2), 121.

Yang, L. R., Huang, C. F., & Wu, K. S. (2011). The association among project manager's leadership style, teamwork and project success. *International Journal of Project Management*, 29(3), 258-267.

Yukl, G. A., & Becker, W. S. (2006). Effective empowerment in organizations. *Organization Management Journal*, 3(3), 210-231.

Yukl, G., & Fu, P. P. (1999). Determinants of delegation and consultation by managers. Journal of organizational behavior: *The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 20(2), 219-232.

Yukl, G., Cos, J., & Sims, H. P. (2006). The forgotten follower. Journal of Managerial. Yukl, G., O'Donnell, M., & Taber, T. (2009). Influence of leader behaviors on the leader-member exchange relationship. *Journal of Managerial Psychology*.

Yun, S., Faraj, S., & Sims Jr, H. P. (2005). Contingent leadership and effectiveness of trauma resuscitation teams. *Journal of Applied psychology*, 90(6), 1288.

Zaccaro, S. J. (1991). Nonequivalent associations between forms of cohesiveness and group-related outcomes: Evidence for multidimensionality. *The Journal of Social Psychology*, 131(3), 387-399.

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management journal*, 53(1), 107-128.

Zimmerman, M. A. (1990). Taking aim on empowerment research: On the distinction between individual and psychological conceptions. *American Journal of community psychology*, 18(1), 169-177.

Appendix-A

Survey Questionnaire

Dear Respondent

I am student of MS Management Sciences at Capital University of Science and Technology (CUST) Islamabad. I am conducting a research on "**Empowered Leadership impact on Project Success through Perceived Self- Efficacy Moderation of Team Cohesiveness**" as partial requirement of my degree. You can help me voluntarily by filling this questionnaire, which would be interesting for you. It will take 8-10 minutes of yours precious time. If for any reason you are not ready to participate, please feel free to decline. The findings from this survey will be purely used for academic purposes and the answers you will provide will be kept confidential and cannot be disclosed to anyone. If you wish to be informed of findings of this study, the finding will be shared with you as a report discussing aggregated resulted only. Your co-operation will be highly appreciated in this regard.

Please read the instructions carefully and answer the questions. There is no right or wrong question, please answer the questions on the basis of yours understanding and perception.

Sincerely, Sohaib Nasim

MS Management Sciences Student

Department of Management and Social Sciences

Capital University of Science and Technology, Islamabad

sohaibnasim9@gmail.com

Name of the Organization.......................

Supervisor ID:....................

Supervisor Name:..................

Section 1: Demographics

Gender	1- Male 2- Female
Age(years)	1 (Less than 25), 2 (25-30), 3 (31-34), 4 (35-40), 5 (41-44), 6 (45-50), 7 (51 or above)
Education	1 None, 2 School, 3 College, 4 University, MPhil/PhD
Experience(years)	1 (1-3), 2 (4-7), 3 (8-11), 4 (12-15), 5 (Over 15)

Section 2: Empowering Leadership

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

Sr. No	Statement					
1	My manager helps me understand how my objectives and goals	1	2	3	4	5
	relate to that of the project					
2	My manager helps me understand the importance of my work to	1	2	3	4	5
	the overall effectiveness of the project					
3	My manager helps me understand how my job fits into the bigger	1	2	3	4	5
	picture.					
4	My manager makes many decision together with me.	1	2	3	4	5

5	My manager often consults me on strategic decisions.	1	2	3	4	5
6	My manager solicits my opinion on decisions that may affect me.	1	2	3	4	5
7	My manager believes that I can handle demanding tasks.	1	2	3	4	5
8	My manager believes in my ability to improve even when I make	1	2	3	4	5
	mistakes.					
9	My manager expresses confidence in my ability to perform at a	1	2	3	4	5
	high level					
10	My manager allows me to do my job my way.	1	2	3	4	5
11	My manager makes it more efficient for me to do my job by	1	2	3	4	5
	keeping the rules and regulations simple.					
12	My manager allows me to make important decisions quickly to	1	2	3	4	5
	satisfy customer needs.					

Section 3: Perceived Self-Efficacy

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

Sr. No	Statement					
1	I will be able to achieve most of the goals that I have set for myself	1	2	3	4	5
2	When facing difficult tasks, I am certain that I will accomplish them	1	2	3	4	5

3	In general, I think that I can obtain outcomes that are important to me	1	2	3	4	5
4	I believe I can succeed at most any endeavor to which I set my mind	1	2	3	4	5
5	I will be able to successfully overcome many challenges	1	2	3	4	5
6	I am confident that I can perform effectively on many different tasks	1	2	3	4	5
7	Compared to other people, I can do most tasks very well	1	2	3	4	5
8	Even when things are tough, I can perform quite well	1	2	3	4	5

Section 4: Team Cohesiveness

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

Sr. No	Statement					
1	I feel that I am a part of the team.	1	2	3	4	5
2	My team works together better than most teams on which I have worked.	1	2	3	4	5
3	My teammates and I help each other better than most other teams on which I have worked.	1	2	3	4	5
4	My teammates and I get along better than most other teams on which I have worked	1	2	3	4	5

Section 5: Project Success

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

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

12	Project specifications were met by the time of han-dover to the	1	2	3	4	5
	target beneficiaries					