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THE ROLE OF COLLABORATIVE LEADERSHIP ON PROJECT SUCCESS IN AMERICAN FRIENDS SERVICE COMMITTEE

BY

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The Role of Collaborative Leadership on Project Success in American Friends Service Committee

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Declaration

I, **Misigana Desta**, the undersigned, declare that this thesis entitled: "**The Role of Collaborative Leadership on Project Success in American Friends Service Committee**" is my original work. I have undertaken the research work independently with the guidance and support of the research supervisor. This study has not been submitted for any degree or diploma program in this or any other institution and all sources of materials used for the thesis have been duly acknowledged.

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Endorsement

I confirm that this thesis has been produced as per the standards of higher institutions and submitted to Addis Ababa University for examination approvable as a university advisor.

Approved by:

This Thesis has been submitted for examination with my approval

Dr. Wubshet Bekalu	_____	_____
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Certification

This is to certify that the thesis prepared by Misgana Desta, entitled "**The Role of Collaborative Leadership on Project Success in American Friends Service Committee**" and submitted in partial fulfillment of the requirements for the Degree of Master of Business Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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External examiner	Signature	Date
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Acronyms

AFSC	American Friends Service Committee
ANOVA	Analysis of Variance
DW	Durbin Watson
HR	Human Resource
HRM	Human Resource Management
HRD	Human Resource Development
INGO	International Non-Governmental Organization
ICT	Information Communication Technology
IT	Information Technology
NGO	Non-Government Organization
OLS	Ordinary Least Square
SPSS	Statistical Package for the Social Sciences
VIF	Variance Inflation Factor

Abstract

The study explores the role of collaborative leadership in driving the success of project management within the context of the American Friends Service Committee (AFSC), an international non-governmental organization (INGO). The research employed an explanatory research design through a survey questionnaire, utilizing a quantitative approach to analyze the effect of collaborative leadership on project management success. Primary data was collected from 101 permanent staff members of AFSC working in multiple countries and U.S. cities, representing a 96.2% response rate. Descriptive statistics, correlation analysis, and multiple regression analysis were used to examine the relationships between the dimensions of collaborative leadership (shared decision-making, collaboration, empowerment, and flexibility & adaptability) and project success. The findings reveal generally positive perceptions of collaborative leadership practices and project success within AFSC. It revealed that collaborative leadership practices have a significant positive influence on project management success within AFSC. The regression model explained 86.8% of the variance in project success, indicating a strong fit. The study provides valuable insights for organizational management and strategic decision-making within AFSC, highlighting the importance of fostering a culture of collaboration, shared decision-making, empowerment, and adaptability to maximize project success and achieve organizational goals. O*verall, the study contributes to the understanding of how collaborative leadership can drive project success in non-profit organizations like AFSC.*

Key Words*: Collaborative Leadership, Project Success, Shared Decision-Making, Collaboration, Empowerment American Friends Service Committee,*

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

In recent years, there has been a growing recognition of the significant role of leadership in shaping project outcomes within organizations (Sanaghan & Lohndorf, 2015). The context of international non-governmental organizations (INGOs) is one of the primary areas where leadership is critical to project success in development projects (Calvert, 2018). International Non-Governmental Organizations (INGOs) play a pivotal role in addressing global challenges, ranging from humanitarian crises to sustainable development initiatives. These organizations often undertake complex projects aimed at fostering positive change and improving the lives of vulnerable populations (Modha, 2021).

The effectiveness of INGOs in executing projects crucially depends on the adept management of resources, stakeholders, and activities (Markle, et al. 2017). Project management within the INGO sector faces unique challenges, including complex stakeholder dynamics, diverse cultural contexts, and evolving socio-political landscapes (Calvert, 2018). Effective project management within INGOs is essential for achieving project objectives, delivering intended outcomes, and maximizing impact. However, the dynamic and multifaceted nature of projects in the INGO sector poses significant challenges to traditional hierarchical leadership approaches (Schlebusch, 2020). Collaborative leadership has emerged as a promising framework for navigating these challenges and enhancing project success within INGOs (Gilbert & Walter, 2023).

The role of collaborative leadership in enhancing project management outcomes is one key aspect that has garnered attention in recent years (Sulaiman, 2020). According to Archer & Cameron (2013), collaborative leadership emphasizes shared decision-making, collaboration, empowerment, flexibility, and adaptability. Collaborative leadership in project management is a dynamic approach that emphasizes teamwork, shared decision-making, and collective responsibility among project managers, executives, and team members (Calvert, 2018). According to Getha and Morse (2013), collaborative leadership aims to get managers and other project stakeholders out of their cubicles and working together to achieve project goals. This leadership style fosters an inclusive environment where information is freely exchanged, diverse

perspectives are valued, and individuals work together towards a common goal (Hargreaves & Elhawary, 2020).

In the context of INGOs, where projects often involve multiple partners, diverse teams, and complex networks, collaborative leadership holds particular significance. INGOs typically operate in complex environments characterized by diverse stakeholders, limited resources, and challenging socio-political contexts (Modha, 2021). In such settings, collaborative leadership becomes essential for effectively managing projects and achieving their goals (Markle, et al. 2017). Collaborative leaders promote adaptability and flexibility by encouraging innovation, learning, and adaptive management approaches (Hsieh & Liou, 2018). This enables INGOs to respond effectively to changing circumstances and adjust project strategies as needed. According to Lawrence (2017), collaborative leadership fosters an inclusive and participatory approach to project implementation within INGOs, enabling them to address complex challenges and achieve meaningful impact in the communities they serve.

While existing literature acknowledges the importance of collaborative leadership in organizational success, there remains a gap in understanding its specific impact on project management within the INGO sector (Amborg, et al., 2018). Studying collaborative leadership behavior in the context of INGO projects, however is important, because projects require a collaborative approach among members with varying responsibilities, and the process of sharing the leadership role within a group is able to create positive aspects, such as sense-making, sense-giving, identifying problem needs and requirements, planning, meta-cognitive prompting, developing, and motivating team members (Calvert, 2018).

Furthermore, International Non-Governmental Organizations (INGOs) operate in diverse and often challenging environments to address pressing global issues such as poverty alleviation, humanitarian aid, and sustainable development (Horwitz, 2015). These organizations undertake complex projects that require effective coordination, stakeholder engagement, and adaptability to navigate dynamic contexts Gilbert, et al. 2023). In such settings, traditional top-down leadership approaches may fall short in fostering the collaboration and innovation necessary for successful project implementation Markle-Reid, et al. 2017). Collaborative leadership offers a more inclusive and adaptive approach to project management, which may better suit the dynamic

nature of INGO work. However, existing literature often focuses on traditional hierarchical leadership models, overlooking the unique challenges and opportunities presented by collaborative approaches in the context of INGO projects. This research aims to explore the role of collaborative leadership in driving successful project management outcomes within a specific context of the American Friends Service Committee (AFSC).

1.2. Background of the Organization

Established in 1917 by American Quakers, the American Friends Service Committee (AFSC) is a Quaker organization that promotes lasting peace with justice, as a practical expression of faith in action. Drawing on continuing spiritual insights and working with people of many backgrounds, AFSC nurtures the seeds of change and respect for human life that transform social relations and systems (afsc.org).

AFSC has been at the forefront of some of the most important social movements in working for a more just, peaceful world. During World War I, as more and more individuals were put in harm's way, the Quakers acted on their commitment to peace and nonviolence by supporting civilians and providing them with opportunities to join conscientious objectors instead of serving in the military. It provided meals for up to a million Europeans and supported Appalachian coal miners in the United States who courageously protested dire conditions by giving them food and livelihood training in 1922 (afsc.org). In the following years, AFSC helped refugees and provided life-saving assistance to war victims on all sides during the Spanish Civil War and World War II, including Americans of Japanese descent who were forced into internment camps in the United States. In 1947, 30 years after its founding, AFSC, along with the British Friends Service Council, was awarded the Nobel Peace Prize on behalf of all Quakers, for their "silent help from the nameless to the nameless." (afsc.org)

AFSC has grown and shifted its work to address newly arising needs, as well as ongoing manifestations of entrenched inequities, based on the Quaker belief in "that of God" in everyone. AFSC has been at the forefront of the anti-war, disarmament, and social justice movements and has accompanied those who carry the heaviest burdens of poverty, powerlessness, and cruelty. AFSC is inspired by the wisdom and leadership of those most affected by injustice and energized to join them in building powerful movements for change (AFSC: Strategic Plan, 2020-2030).

AFSC's primary goals are to build and strengthen relationships with communities and partners, educate, engage, and mobilize people to take action for peace and social justice, inspire systems-level decision-makers to change policies and practices and raise funds from existing supporters, and create a diversified portfolio (AFSC: Strategic Plan, 2020-2030).

1.2 Statement of the Problem

In the field of organizational psychology and management, leadership research has attained a certain degree of maturity, but one particular leadership style may not reap the same benefits in a project as it would in an organization (Angana & Kilika, 2022), due to the distinct properties that a project team has, compared with traditional workgroups in organizations, such as its temporal nature (Hobbs, 2015), level of diversity (Horwitz, 2015), the production of a unique product/service rather than traditional operations, and the need to adapt to a variety of stakeholders (Byrne & Barling, 2015). Project leadership is a particularly interesting area of research, because of time sensitivity (Byrne & Barling, 2015) and the fact that the role of a leader becomes more crucial when projects are dynamic and/or their goals are ill-defined (Anantatmula, 2018). Project teams work in a dynamic environment (clients' changing requirements, requiring delivery of creative outcomes and facing pressure to deliver results faster) with a certain degree of interdependence which presents challenges to adopting an appropriate leadership behavior for accomplishing project goals (Maaroufi & Asad, 2017).

Project administration and management drift have traditionally been centered on substantial triple constraints (cost, schedule, and performance) for determining project success (Kerzner, 2009). Despite research on technical aspects such as cost, risk, time, and program management, a high ratio of project failure has been reported in recent years (Neumeier, et al., 2018), with this ratio reportedly being even higher in developing countries than it is in developed ones (Gazder & Khan, 2018). A contributing factor to project failure is the neglect of the role of humans in project management, a subject on which there is a paucity of research, despite it holding strategic importance in projects (Anantatmula, 2018). Likewise, the role of leadership is also critical in achieving project outcomes (Yang, Chen & Wang, 2019). Variations in project type, size, scope, and context require unique styles of leadership, to deal with the many complex and stressful

situations and decision-making scenarios that arise. This is because leadership has a direct link with a project's success rate (Anantatmula, 2018; Jiang, 2014).

Substantial empirical inquiry within collaborative leadership has illuminated the potential advantages and efficacy of collaborative leadership (Angana & Chiroma 2021). Particularly, scholars of organizational studies have highlighted collaborative leadership to be an effective style of leadership, in situations where interdependence among members is high, creativity is a core requirement, and task complexity is high (Martin, 2021; Modha 2021). Researchers from different domains (i.e., organizational studies, education, and healthcare) are exploiting collaborative leadership to improve workflow (Sanaghan & Lohndorf, 2015; Schlebusch, 2020).

Surprisingly, though, there is little research on collaborative leadership within the discipline of project management (Yang, et al., 2019). Specifically, despite the increasing emphasis on collaboration and partnership in the development projects (Lawrence, 2017), there is a dearth of empirical research exploring the specific role of collaborative leadership in project implementation within INGOs. Existing literature (Jiang, 2014; Leroy, et al., 2015; Byrne & Barling, 2015; Horwitz, 2015; Maaroufi & Asad, 2017) often focuses on traditional hierarchical leadership models, overlooking the unique challenges and opportunities presented by collaborative approaches in the context of INGO projects. The scarcity of empirical research in non-traditional settings underscores a fundamental lacuna in our comprehension of the applicability and effectiveness of collaborative leadership across diverse organizational landscapes (Martin, 2021; Modha 2021). Therefore, there is a pressing need for research to examine how collaborative leadership practices contribute to successful project implementation and outcomes in the INGO sector.

Furthermore, there are practical challenges and complexity in relation to project implementation in AFSC. Project implementation in the context of AFSC is inherently complex, involving multiple stakeholders, diverse cultural contexts, and often limited resources (AFSC: Strategic Plan, 2020-2030). Specifically, the project environment in AFSC sometimes becomes more complicated when project managers who are responsible for their own projects requires work with other project managers as part of a program. The problem is that professional project managers who are proficient at managing and leading their own projects now require to work

collaboratively with other project managers to lead components of a program. This means that the project manager no longer has full control of all project activities. In addition to knowing how to manage processes, and how to lead the team, project managers now need to know how to collaborate with other project managers. This situation makes the management of projects more complex and requires to apply a collaborative leadership that offers a more inclusive and adaptive approach to project management, which may better suit the dynamic nature of AFSC project work (AFSC: Strategic Plan, 2020-2030). However, there is no empirical research examining the specific role of collaborative leadership in project management within AFSC. This research aims to address this gap by investigating the role of collaborative leadership in project implementation in the context of AFSC.

1.3. Research Questions

Based on the problem, the study is framed to answer the following research questions:

1) What is the effect of shared decision-making on the success of projects in AFSC?
2) What is the effect of empowerment on project success in AFSC?
3) What is the relationship between collaboration and project success in AFSC?
4) What is the effect of a culture of flexibility and adaptably on project success in AFSC?

1.4. Objectives of study

1.4.1 General objective

The general objective of this study is to explore the role of collaborative leadership in driving the success of project management within the context of the American Friends Service Committee (AFSC).

1.4.2 Specific Objectives

The specific objectives of this study are-

1) To examine the effect of shared decision-making on the success of the project.
2) To analyze the effect of empowerment on project success in AFSC.
3) To investigate the effect of collaboration on project success in AFSC.
4) To assess the effect of fostering a culture of flexibility and adaptably on project success.

1.5. Significance of the Study

This research study holds substantial significance across multiple dimensions. First, it offers valuable insights to researchers, shedding light on the implications of collaborative leadership on the success of development projects, particularly within the context of International Non-Governmental Organizations (INGOs). Second, the study is paramount to organizational leaders as it provides practical insights and a framework for effectively implementing collaborative leadership in an organization. It underscores the pivotal role played by the environment, employees, and leaders, including the top echelons, in fostering a collaborative leadership environment to drive sustainable performance in the organization. Moreover, this study is poised to catalyze policy developments in organization, particularly within the American Friends Service Committee (AFSC), besides stimulating further discourse and research initiatives in academic circles.

1.6. Scope of the study

The scope of this study was carefully delimited to provide a focused investigation into the role of collaborative leadership in driving project management success within the American Friends Service Committee (AFSC) context. Conceptually, the study centered on exploring collaborative leadership as a multidimensional construct, comprising shared decision-making, collaboration, empowerment, and flexibility & adaptability. Geographically, the research targeted staff members of AFSC operating in various countries, including Ethiopia, Kenya, Zimbabwe, South Africa, South Sudan, Burundi, Guatemala, Cambodia, and Jordan, as well as several cities across the United States, such as California, Georgia, Illinois, and Massachusetts. Methodologically, an explanatory or causal research design was employed, utilizing a quantitative approach to gather and analyze data. The study adopted a cross-sectional approach, collecting data at a single point in time through structured questionnaires distributed to current AFSC staff members. This deliberate delineation of the study's theme, geographical focus, and methodological approach helped ensure a thorough exploration of collaborative leadership's impact on project management success within the specified organizational context.

1.7. Limitation of Study

While this study aimed to provide valuable insights into the role of collaborative leadership in driving project management success within the American Friends Service Committee (AFSC), it is important to acknowledge certain limitations. Firstly, the study relied solely on quantitative data obtained through structured questionnaires, which may have limited the depth of understanding of participants' perspectives and experiences. Additionally, the cross-sectional design utilized in this research means that data was collected at a single point in time, preventing the examination of changes over time or the establishment of causal relationships. Furthermore, the geographical scope of the study was broad, encompassing multiple countries and cities where AFSC operates, which may have introduced variability in organizational contexts and practices that were not fully accounted for. Moreover, the study's focus on current AFSC staff members may have excluded valuable insights from former employees or other stakeholders involved in project management processes. These limitations should be taken into consideration when interpreting the results and implications of the study, and future research could address these gaps to further enrich our understanding of collaborative leadership and project management success within organizational contexts like AFSC.

1.9. Operational Definitions of Key Terms

- **Collaborative leadership** refers to a management approach in which leaders facilitate and encourage the involvement and contributions of all team members to achieve common goals (Hassan & Muhammad, 2021).
- **Shared decision-making** is a process where leaders and employees at all levels of the organization participate in making important decisions, ensuring that diverse perspectives are considered (Hsieh & Liou, 2018).
- **Collaboration** involves individuals working together effectively towards a common goal, sharing knowledge, skills, and resources to achieve better outcomes (Jemes, 2012).
- **Empowerment** is the process of providing employees with the autonomy, resources, and confidence to make decisions and take actions within their areas of responsibility (Johnson & Johnson, 2020).

- **Project success** is the achievement of a project's objectives within the defined constraints, including scope, time, cost, and quality, while satisfying stakeholders' expectations and delivering intended benefits (Kerzner, 2009).

1.9. Organization of the study

The study consists of five chapters. Following this introductory chapter, the second chapter presents a review of related literature which is systematically organized from different books and related materials. The third chapter consist of the research methods and procedure employed to collect and analyze the data for the study. Chapter four discuss about the data analysis and interpretation of the outputs. Chapter five deal with the summary of the finding, conclusions, recommendations, and further research suggestions.

CHAPTER TWO

2. RELATED LITERATURE REVIEW

This chapter delves into an in-depth examination of pertinent literature concerning theoretical, empirical, and conceptual frameworks crucial to the research inquiry. Initially, the section delves into a theoretical review pertaining to the study variables, aiming to establish a robust foundation for the research. It elucidates the concept of collaborative leadership and the success of project implementation. Subsequently, a synopsis of pertinent previous studies related to this research is presented. Finally, the chapter encapsulates the principal study variables as delineated in the conceptual framework.

2.1. Review of Theoretical Literature

2.1.1. Concept of Leadership

It is crucial to first define what is meant by "leadership." Numerous writers have provided multiple definitions of leadership. We shall go over the numerous definitions of leadership hereafter. According to Daft and Marcic (2013), leadership is the capacity of an individual to influence others in order to achieve goals. "The art of transforming people and the organization with the aim of improving the performance of the organization" is how Oluwatoyin (2006) defines leadership. According to Chima (2007), leadership is the capacity of upper management to inspire, direct, and assist subordinates towards the accomplishment of specific organizational objectives.

Furthermore, Cheng (2011) asserts that leadership is the collection of procedures that organisations use, each with its own unique structure and purpose, to accomplish their objectives. According to Kassim and Sulaiman (2011), leadership is the aspect of management that entails keeping an eye on and supervising people. Lawal and Chukwuebuka (2007) define leadership as the capacity of a leader to persuade subordinates to take actions against their better judgement, to believe that a goal is achievable, or simply to follow their wishes. Northouse (2007) asserts, in a similar vein, that leadership is the process of motivating others and directing them towards the accomplishment of the organization's objectives. As per Zumitzavan (2010), "leadership occurs among individuals, entails the utilization of influence, and is employed to achieve objectives".

Leadership is the capacity to persuade people to cooperate in order to accomplish shared objectives by influencing their behavior in certain circumstances. According to Davis Krench, a leader's duties as a group representative include planning, executing, formulating policies, and performing other specialized tasks. The governance function, which is characterized as a method of formulating policy, is a part of the leadership function. Furthermore, the leader's role as a senior management entitles them to manage tasks including staffing, organizing, leading, commanding, managing, and so on (Rusman, 2017).

Hadari Nawawi identifies two key dimensions of leadership: the leader's ability to direct actions and activities as reflected in followers' reactions, and the degree of leadership involvement in key group tasks through decisions and policies. Based on these dimensions, leadership functions are categorized into four main areas. The guiding function involves the leader acting as a communicator to clarify what needs to be done, how, when, and where, ensuring efficient decision-making through review and consultation with team members. The participatory function sees the leader engaging team members in decision-making and implementation, enabling active participation in their respective roles. The delegation function entails the leader delegating authority for decision-making, trusting responsible individuals to execute tasks properly, thereby fostering team development. Lastly, the control function requires the leader to direct and coordinate members' activities effectively to achieve maximum goals, which includes guiding, directing, coordinating, and monitoring activities (Sharma, 2018).

It is crucial to clarify the differences between a leader and manager. Companies all across the world need strong leaders who can guide their teams through difficult times and make sure their company is ready to take on obstacles head-on and outperform competitors. Because of this, we are able to discern between a manager and a leader because of the difficulties that the organisation faces. "Leaders are concerned with doing the right things, while managers are concerned with doing things right," asserts William (2013) as the difference between managers and leaders. Managers focus on output and efficiency, while leaders focus on the vision, purpose, goals, and objectives (William, 2013). According to Jones and George (2009), a leader is someone who has the capacity to exert influence over others in order to facilitate the achievement of organizational or group goals.

By summarizing the above-given definitions, and in line with the definition provided by Ngambi and Van Heerden (2010), which is accepted for the purpose of this research, leadership is a "process of influencing others commitment towards realizing their full potential in achieving a value added, shared vision, with passion and integrity".

2.1.2. Collaborative Leadership

Collaborative leadership is the ability to influence others by building interdependence, shared responsibility, respect, empathy, ambiguity, effective communication and synergy in order to achieve a common vision or goal (Archer & Cameron, 2009). Leading in a collaborative manner involves including multiple people in the problem-solving process and using proportion, emotion, and excitement. This drastic shift in leaders' mindsets is one of the developments in management science (Calvert, 2018).

Working together with one or more people to finish a task, project, or develop a specific idea or procedure is called collaboration. Collaboration in the workplace is the result of two or more individuals working together to achieve a common goal that is advantageous to the team or organization. Collaboration in the workplace, which can take place both between virtual and physical team members, calls for interpersonal and communication skills as well as information sharing and strategy sharing. Collaboration, according to Hammick (2007), is an active and continuing cooperation between two or more professionals who cooperate to offer services or find solutions to issues. A useful and successful strategy for handling difficult issues and challenges is collaborative leadership (Wilson, 2013). The resulting complexity will promote collaboration in order to accomplish shared objectives. Complex issues, such constantly shifting requirements due to market demand, make collaborative leadership essential to managing change, including program implementation and modifications (Edwards and Smit, 2008). All sides are encouraged to innovate by the necessity for change. In this instance, the co-creation process relies heavily on collaborative leadership to manage issues and promote change (Jäppinen, 2013).

The concept of shared or decentralized power among groups within an organization is the foundation of collaborative leadership (Sanker, 2012). In the modern workplace, collaborative leadership is essential for both organizational success and creating a favorable environment that

encourages high levels of engagement, productivity, motivation, and creativity. Because of shared duties, leadership empathy, and a reduction in power imbalances between the organization's executives and employees, collaborative leadership promotes improved team cohesion (Rubin, 2002).

In situations where traditional management techniques are insufficient, collaborative leadership also refers to the act of integrating integrated intelligence to achieve results across all organizational boundaries (Mehdinezhad & Arbabi, 2015; Chrislip, 2002). It is predicated on the idea that a team can be more intelligent, inventive, and capable as a whole than any one member alone, particularly when it comes to handling a wide range of challenging situations, intricate difficulties, and the numerous challenges that modern organizations must contend with. It exhorts leaders to act, focus on their teams, engage and mentor others, and maintain power by using their influence rather than their authority (Echavarria, 2015; Nick & Matthew, 2013). Establishing a climate of mutual respect, trust, and shared goals where everyone may freely and completely contribute to the accomplishment of group objectives is essential to success. Thus, leaders must to concentrate more on developing connections that result in the desired organizational outcomes (Harris et al., 2012; Sanker, 2012).

Collaborative leadership is described as leading as a friend, not a boss. Collaborative leadership has the power to unite individuals with disparate viewpoints, set aside self-interest, have candid conversations about problems, encourage initiatives to discover solutions for others, and tackle bigger challenges. An inclusive culture that aims to maximize subordinates' strengths and abilities is referred to as collaborative leadership. When executed appropriately, it can lead to opportunities and innovations that are not possible with traditional leadership paradigms (Wilson, 2013). Collaborative leadership is leadership that is effective in overcoming change, which requires collaboration, listening, influencing and adaptation (Meyer, 2009).

A collaborative leader must adopt the proper mindset, save operating costs, see outside the organization's walls, foster peace, be able to interact with people easily, and be able to handle conflicts. Goman (2015) discovered that the proliferation of organizational silos and the underutilization of group capabilities are two major organizational practices that undermine this new collaborative leadership style. These actions will have a detrimental effect on profitability as

well as lower employee motivation, creativity, and overall productivity and happiness. Through active presence and trust, a collaborative leadership style was able to replace a command-and-control approach. In this setting, followers are motivated to consider themselves as valuable individuals who are seeking new information, expanding their networks, and being more creative in their idea-proposal and business-successful contributions.

According to Ullah (2011), a number of issues, including but not limited to globalization, an increased reliance on technology, intense competition, and others, have led to a growing need for collaborative leadership. The senior staff at Merrill Lynch recognizes the great benefits of collaboration despite all the obstacles, time, effort, and risk involved in putting it into practice. Merrill Lynch developed numerous less hierarchically based collaborative cultures. Since leadership is centered on a vision that seeks to accomplish results, it is composed of structured procedures rather than magic. It comprises of independence with well-defined objectives.

According to Archer and Cameron (2013), the fundamental tenet of collaborative leadership is that people working together towards a common goal can be more intelligent, creative, and capable than people working alone, particularly when it comes to handling the kinds of ambiguous, complex, and volatile challenges that many organizations today face. Collaborative leadership involves promoting group or team intelligence in delivering intended goals across organizational boundaries. This means that in order to engage and align staff, refocus teams, and propel their organization towards success, leaders must use their influence rather than the authority that comes with their position. This will largely depend on the establishment of an atmosphere that values mutual respect, trust, and shared goals (Huxham & Vangen, 2005). This necessitates that leaders concentrate on the outcomes in addition to fostering stronger relationships. But in any organization, only a small percentage of leaders have received specific training on how to lead collaboratively, which explains why many of these organizations have reward structures and cultures that actively discourage cooperation (Kaats & Opheij, 2014).

2.1.3. Dimensions of Collaborative Leadership

To be able to understand the concept of collaborative leadership in an organizational context, it would be good to understand what constitutes the dimensions of collaborative leadership. The comprehensive literature study provided valuable insights into a range of viewpoints from

different academics that contribute to our understanding of the concept and its dimensions. According to Malouf (2019), collaborative leadership entails maintaining the proper focus from the viewpoints of the organization and the leader, controlling and minimizing operational losses, projecting the future, which promotes organizational sustainability, forging consensus, and handling conflicts. He elaborates on these as the components of collaborative leadership in his perspective. Goman (2015) shares four key dimensions that he feels enhance the understanding of the concept of collaborative leadership as, shared decision-making, collaboration, empowerment, and adaptability. Archer and Cameron (2013) share their view in form of a three-legged stool that depicts the key perspectives and dimensions that underpins collaborative leadership as, collective decision-making, authentic engagements, team empowerment, flexibility, and adaptability. Ang'ana and Chiroma (2021) share their views by proposing four dimensions, namely: shared decision-making, collaboration, empowerment, flexibility, and adaptability.

While reviewing the numerous literatures on collaborative leadership, the authors noted a frequently cited dimensions of collaborative leadership, namely: shared decision-making, collaboration, empowerment, flexibility, and adaptability, which are interrelated and complementary, working together to foster a culture of shared responsibility, innovation, and resilience within organizations or teams (Salahuddin, 2011). Here's a breakdown of these dimensions:

2.1.3.1. Shared Decision-Making

Distributive leadership is fundamentally based on shared decision-making. Distributive leadership is the delegation of decision-making authority from a single leader to a number of people or groups (Tam, 2018). In order to promote accountability, inclusivity, and transparency in the decision-making process, shared decision-making entails involving stakeholders at various levels. In order to make well-informed decisions, it highlights the value of varied viewpoints, collective wisdom, and expertise from a range of stakeholders (Amels, et al. 2020).

Carter (2006) asserts that collaborative leadership makes it possible for a leader to act in a way that guarantees the involvement and alignment of all stakeholders and promotes inclusivity in decision-making. It involves distributing decision-making power among many stakeholders

inside an organization as opposed to keeping it all at the top. This methodology guarantees that choices are shaped by a range of viewpoints and specialties, resulting in more thorough and efficient results. Because team members participate in the process and are aware of the reasoning behind decisions, shared decision-making encourages a sense of responsibility and accountability among them. Salahuddin (2011).

2.1.3.2. Collaboration

In order to accomplish shared objectives, collaborative leadership necessitates cooperation across many departments, functions, and hierarchical levels (Tam, 2018). Open communication, mutual respect, trust, and a common goal are all necessary for effective teamwork. It entails utilizing the abilities and knowledge of every team member to solve issues, come up with concepts, and promote creativity as a group (Torres 2019).

In a collaborative leadership model, peers work together vertically across different levels of the hierarchy as well as horizontally. Collaborative leadership fosters innovation and synergy by bringing together a variety of skills and viewpoints to address difficult problems. Their strong collaboration on this cross-functional process improved their comprehension of each other's jobs inside the company and increased their relationships (Salahuddin, 2011).

In contrast to a dictatorial or top-down style to decision-making, collaborative leadership, according to Carter (2006), offers a channel for an authentic and open engagement process that gives partners and employees the confidence that their thoughts and opinions will be heard and taken into consideration. Collaborative leadership, according to Huxham and Vangen (2005), champions the need to drive innovations and collaborations among all of the organization's employees; enhance communication for connection that will facilitate the best outcome for the organization; and helps to integrate teams within the organization as they focus on the shared vision and the implementation of agreed strategies through the application of synergies (Archer & Cameron, 2013). It’s critical to note that in collaborative leadership the assumption is that teams and groups within the organization collaborate when they set aside their interest and drive shared values and goals through coordinated efforts (Carter, 2006).

It is the responsibility of today's leaders to implement collaborative cultures in their companies by encouraging and developing a cross-cultural organizational participation in problem solving. The spirit of collaboration, according to Archer and Cameron (2013), is the recognition of common values, the allocation of power, and assistance in achieving common objectives; this may entail cross-border interaction and multi-stakeholder partnerships. Bryson and Crosby (2008) believe that the demise of a singular sector in tackling public policy issues led to the emergence of multi-sector collaboration. Increased leadership actions, mostly as a result of the collaborative attitude, will encourage groups and teams to support one another, enabling staff members to reach their full potential and involving every employee in the accomplishment of the desired outcomes.

2.1.3.3. Empowerment

Collaborative leadership is centered on empowerment. According to Mells et al. (2020), empowerment is the process of giving people or groups of people power, freedom, and accountability so they may take charge of their job and contribute significantly. Empowerment plays a pivotal role in collaborative leadership by cultivating a culture of trust, accountability, and ongoing enhancement. When people feel valued and trusted to make decisions and take action, they become more engaged, driven, and devoted to accomplishing organizational objectives (Torres 2019). People that are empowered have a greater desire to positively impact organizational objectives and a sense of ownership over their work. By establishing a climate in which people are trusted, supported, and motivated to advance their abilities, collaborative leadership promotes empowerment (Tam, 2018).

2.1.3.4. Flexibility and Adaptability

In circumstances that are uncertain and dynamic, collaborative leadership requires the crucial qualities of flexibility and adaptation. The ability to swiftly and successfully adjust to shifting conditions, priorities, and obstacles is referred to as flexibility (Bush, 2018). Flexibility is key to collaborative leadership because it helps teams react quickly to opportunities or dangers that arise in changing contexts. To remain relevant and competitive, one must be resilient, open-minded, and flexible to new concepts, methods, and ways of doing things (Tam, 2018).

While adaptability and flexibility are closely connected, adaptability stresses the ability to change, grow, and gain knowledge from experiences throughout time. Adaptability in collaborative leadership refers to the ongoing evaluation and modification of plans, procedures, and frameworks to satisfy changing requirements (Bush, 2018). It necessitates a culture of exploration, learning, and introspection in which failures are viewed as chances for development (Torres 2019).

Collaborative leaders are prepared to modify tactics and methods in response to changing conditions because they understand how important it is to be flexible. They promote creativity and experimentation, which enables ongoing learning and development. In complex and changing organizational contexts, where inflexible structures and routines may obstruct development, collaborative leadership thrives when it is flexible and adaptable (Amels, et al. 2020).

Overall, these dimensions of collaborative leadership—shared decision-making, collaboration, empowerment, flexibility, and adaptability—work synergistically to foster a culture of inclusivity, agility, and effectiveness within organizations (Bush, 2018). By embracing these dimensions, leaders can leverage the full potential of their teams and navigate challenges with resilience and creativity.

2.1.4. Theories Related with Collaborative Leadership

Several theories and models on collaborative leadership have been put forth to help leaders and managers understand the concept of collaborative leadership. This section provide as critical review of collaborative leadership theories and models aims to challenge organizations to embrace collaborative culture in their workplace and also be intentional in developing their leaders with the required skills and competencies that will enable them to lead collaborations and create aligned cultures if they are keen on their sustainable success.

2.1.4.1. The Three Needs Theory

The Three Needs Theory, also known as McClelland's theory, is a motivational framework that identifies three primary needs: achievement, power, and affiliation (or relationships). This theory asserts that these needs profoundly impact individuals' behaviors. It is based on Murray's (1938)

personality research, which outlined a range of motives and explicit needs. According to Sinha (2015), these needs can be learned and developed through experiences and cultural influences, resulting in varied behaviors depending on the needs individuals have acquired.

The Three Needs Theory identifies three primary needs: power, achievement, and affiliation. The need for power is characterized by a desire to control and influence others, win arguments, and foster competition, aiming for recognition through success (Luthans, 2010). Individuals with a high need for power are motivated by the desire to influence, control, or encourage others. They typically exhibit strong discipline and work ethics but may struggle with accommodating others in group settings due to their competitive nature. However, with proper guidance, they can positively impact team dynamics by driving shared goals and supporting team members' improvement (Sinha, 2015).

The need for achievement involves a strong push to excel and accomplish challenging goals, often seeking frequent feedback on progress. Those with a high achievement motive strive for mastery and success, focusing on tasks that challenge them to surpass average standards. They tend to perform better than those with moderate or low achievement needs, driven by their targeted pursuit of excellence (Jaja, 2003; Corey & Corey, 2006). Meanwhile, the need for affiliation reflects a desire for social belonging and interpersonal relationships. Individuals with high affiliation motives prioritize collaboration over competition and seek acceptance within groups. They are motivated by a need for love and acceptance, focusing on creating and maintaining relationships (Sinha, 2015; Jaja, 2003).

In a collaborative leadership context, understanding each team member's motivation is crucial. Leaders should assign challenging yet realistic tasks to those driven by achievement, providing fair and balanced feedback to support their growth. For individuals with a high need for power, leaders can delegate leadership roles or tasks involving negotiation, offering direct feedback to keep them motivated (Archer & Cameron, 2013; Nzuve, 2007; James, 2012). Those with a high need for affiliation thrive in team settings, so leaders should integrate them into groups whenever possible, providing socially engaged feedback that emphasizes their working relationships (Nzuve, 2007; Jap, 2015).

In summary, the Three Needs Theory offers a nuanced framework for leaders to understand and motivate their team members. Recognizing these motivations allows leaders to allocate tasks, provide feedback, and set goals that optimize productivity and foster a supportive work environment (Archer & Cameron, 2013). Collaborative leaders can apply these theoretical principles to influence goal-setting and reward systems for each team member or partner, enhancing the collaboration process.

2.1.4.2. Theory of Negotiated Order

The theory of negotiated order posits that social organizations evolve through daily interactions and engagements among individuals within them (Nadai & Maeder, 2008). It suggests that agreements regarding social realities and engagements are reached through negotiations among people or partners to establish shared meanings and visions (Mills, Durepos & Wiebe, 2010). This concept can be traced back to the work of Fine (1984), who argued that complex challenges in turbulent environments may necessitate collaboration among stakeholders to effectively resolve them.

Similarly, Strauss (1978) suggests that negotiated order entails social engagements characterized by negotiations and renegotiations of relationships, drawing upon the context of social constructionism. Mills, Durepos, and Wiebe (2010) assert that collaboration can be seen as the development of a negotiated order, achieved when stakeholders align on shared goals or understandings of specific problems, and agree on steps and actions toward realizing these shared meanings or values. Corey and Corey (2006) argue that this inclusivity involves collaborative decision-making across organizations and the pooling of resources and expertise to address mutual problems.

Rubin (2002) highlights that collaboration is a social construction process, emphasizing the relevance of negotiated social order. Individuals or leaders share their vision of specific areas of accomplishment or problem resolution while also considering themselves stakeholders in finding resolutions. This fosters a sense of identity within the team and promotes collective alignment toward shared goals and boundaries. Rubin (2002) and Mills, Durepos, and Wiebe (2010) stress the importance of negotiated order in creating processes and socially constructing new organizational forms.

Through collaborative processes, stakeholders share diverse views, knowledge, and interests, leading to a collective understanding and consensus on the way forward. Hurley (2011) emphasizes the critical role of relationship-building in collaborative negotiation, aiming for a win-win situation where all parties feel their contributions are valued. Collaborative leaders must ensure fair negotiation processes that address stakeholders' needs for fairness and foster joint problem-solving (Rubin, 2002; Hurley, 2011).

Finally, this theory highlights the importance of transparency in creating an environment conducive to building trust in collaborative negotiations (Nadai & Maeder, 2008). Deception can undermine collaborations, while openness and transparency in sharing relevant information without prompting help foster trust and contribute to a culture of collaboration (Rubin, 2002).

2.1.4.3. Clear Leadership Model

The Clear Leadership model shares similarities with the CLEAR model developed by Hawkins (2011), both focusing on enhancing workplace performance through managers' involvement in employee engagement. However, while Hawkins' CLEAR model primarily found application in coaching and mentorship contexts, Bushe (2010) introduced the concept of clear leadership, aiming to cultivate clarity in every interaction, partnership, or collaboration.

Within the clear leadership model, Bushe (2010) identified essential skills crucial for sustaining successful partnerships and collaborations. Beer (2011) highlighted that individual experiences within groups or partnerships can complicate the development of collective experiences or conflict management. To address this, the clear leadership model employs the experience cube tool to define individual experiences, fostering clarity and understanding in collective efforts (Bushe, 2010).

Understanding how experiences shape biases in interactions is deemed vital for successful collaborations by Bushe and O'malley (2013). The experience cube encompasses observations, thoughts, feelings, and wants individuals undergo in any given moment (Bushe, 2010). Bushe (2006) argued that individuals differ in their awareness of these elements and their ability to access such awareness.

The Clear Leadership model underscores four key skills for self-differentiation: self-awareness, descriptive self, curious self, and appreciative self (Bushe, 2010). These skills empower individuals to articulate clarity in their experiences, reducing interpersonal tensions in collaborations (Bushe, 2006). While beneficial for all involved in partnerships and collaborations, these skills are particularly crucial for collaborative leaders, forming essential leadership traits for effective change management processes and collaborative workplaces (Beer, 2011).

Leading through conversations is highlighted as the crucial initial step in collaborative leadership (Bushe and O'malley, 2013). Collaborative leaders should engage in focused discussions, fostering collective understanding, learning, and innovation (Beer, 2011). They should establish a safe environment for open conversations and feedback, valuing diverse perspectives and contributions (Bushe, 2010). The How Report (2011) suggests that such behaviors promote synergy and creativity while diminishing the need for leaders to be right, thus fostering respect for others' viewpoints. Collaborative leaders must withhold premature judgments and beliefs, recognizing that organizational success hinges on collaboration at all levels (Bushe and O'malley, 2013). This approach fosters an environment conducive to effective collaboration and collective accomplishments.

2.1.4.4. Integrating the Theories into Dimensions of Collaborative Leadership

Incorporating theories such as the Three Needs Theory and the theory of negotiated order into the dimensions of collaborative leadership offers a robust framework for understanding and practicing effective leadership within collaborative environments.

Shared decision-making: Drawing from the theory of negotiated order, collaborative leaders can promote shared decision-making by involving stakeholders in discussions and negotiations to reach consensus (Nadai & Maeder, 2008). Recognizing individual needs and perspectives, as emphasized in the Three Needs Theory, ensures inclusivity and alignment with diverse team interests (Archer & Cameron, 2013). Additionally, the Clear Leadership model underscores the significance of self-awareness and descriptive self in decision-making, enabling leaders to comprehend biases and encourage transparent communication to foster trust and collaboration (Bushe and O'malley, 2013).

Collaboration: Collaboration lies at the heart of effective leadership in collaborative settings. Leaders can utilize the theory of negotiated order to cultivate a collaborative culture by facilitating negotiations and agreements among stakeholders (Mills, Durepos & Wiebe, 2010). Understanding individual needs for affiliation and social belonging, as outlined in the Three Needs Theory, aids in creating an environment where team members feel valued and motivated to collaborate (Nzuve, 2007). Moreover, the Clear Leadership model stresses the importance of curiosity and appreciation for diverse perspectives in collaboration, encouraging leaders to actively seek input from team members and promote openness and inclusivity (Beer, 2011).

Empowerment: Empowering team members fosters a sense of ownership and commitment to shared goals. Leaders can apply insights from the Clear Leadership model to cultivate self-awareness and empower team members to share their experiences and perspectives openly (Bushe and O'malley, 2013). Acknowledging individual needs for achievement and autonomy, as highlighted in the Three Needs Theory, allows leaders to provide opportunities for personal growth and autonomy, enabling team members to take ownership of their work and contribute meaningfully to collaborative endeavors (James, 2012).

Flexibility and adaptability: Flexibility is crucial for navigating the complexities of collaborative settings. Leaders can leverage the theory of negotiated order to adapt to changing circumstances and negotiate agreements that accommodate diverse needs and interests (Rubin, 2002). Adaptability is key to responding effectively to evolving challenges and opportunities (Modha, 2021). Collaborative leaders can draw from the theory of negotiated order to facilitate adaptive responses by engaging stakeholders in ongoing negotiations and adjustments (Hurley, 2011). Additionally, the Clear Leadership model emphasizes the importance of adaptability and curiosity in fostering flexibility, encouraging leaders to embrace change and explore new ideas collaboratively (Bushe, 2010). Understanding individual experiences and perspectives aids leaders in adapting their approach to meet the evolving needs of the team and the collaborative environment (Bushe and O'malley, 2013).

Overall, integrating these theories into dimensions of collaborative leadership provides a comprehensive approach to leading effectively in collaborative settings. By fostering shared decision-making, collaboration, empowerment, flexibility, and adaptability, collaborative leaders

can create a supportive and dynamic environment where teams can thrive and achieve shared goals.

2.1.5. Collaborative Leadership Approach in Projects

Before delving into the collaborative leadership approach in projects, it's crucial to grasp the concepts of 'project' and 'project management'. According to the Project Management Body of Knowledge (PMI, 2013), a project is defined as "a temporary endeavor undertaken to create a unique product or service." Temporary indicates that each project has a clear start and finish. Completion occurs when project objectives are met, it's evident they won't be met, or when the project is terminated due to obsolescence or irrelevance. Unique denotes that the product or service differs in some discernible way from others. While similar outcomes may exist elsewhere, they remain unique to the organization. Additionally, every project encompasses unique elements (Manalebih, 2018).

According to Pinto (2007), a project possesses several defining characteristics: a defined beginning and end, specific goals, a series of interrelated activities, and a limited budget. While various scholars offer differing definitions, there is a common thread among them. Regardless of the specific wording, projects are understood as temporary endeavors with unique outputs, involving multiple activities to achieve organizational objectives within set time, budget, and quality constraints.

Similarly, project management has been defined in various ways, but its core essence remains consistent. It encompasses overseeing a project from inception to completion and maintenance. The process involves transitioning from conceptualization to feasibility studies, execution, and finalization. According to the Project Management Institute (PMI, 2013), project management involves the application of knowledge, skills, tools, and techniques to meet project requirements. This entails initiating, planning, executing, monitoring, controlling, and closing project activities. PMI's definition underscores the importance of achieving predetermined project objectives, such as scope, quality, time, cost, and stakeholder satisfaction, throughout the project life cycle.

In project management, embracing a collaborative leadership approach involves guiding and facilitating team members towards achieving project objectives harmoniously (Hassan &

Muhammad, 2021). This skill set is crucial for achieving efficient and effective results throughout the project by managing relationships and conflicts among project stakeholders to ensure project health and successful delivery (Hsieh & Liou, 2018). Collaboration entails multiple teams working together towards a common goal under one umbrella. While project managers require vision for leadership, the practical implementation of collaborative approaches within project management teams determines project success (Lawrence, 2017).

Collaborative leaders kickstart the establishment of a shared vision and goals for the project, ensuring that all stakeholders grasp the project's purpose and desired outcomes, thereby fostering alignment and commitment among team members (Hassan & Muhammad, 2021). They prioritize effective communication channels, promoting transparency and open dialogue among team members, stakeholders, and project partners through various forums like meetings and workshops (Hsieh & Liou, 2018).

Empowering project team members by providing necessary resources, support, and autonomy to excel in their roles is another aspect of collaborative leadership. This fosters innovation and problem-solving within the team (Hassan & Muhammad, 2021). Conflict resolution is addressed constructively through facilitated discussions and negotiations, cultivating a culture of mutual respect and compromise among team members (Hsieh & Liou, 2018). Decisions are made collaboratively, with input and feedback sought from stakeholders at each project stage to ensure inclusivity and consideration of diverse perspectives (Horwitz, 2015).

Adaptability and flexibility are crucial traits of collaborative leaders, allowing them to respond agilely to changing project dynamics and challenges. Prioritizing trust-building and cultivating positive relationships among team members, stakeholders, and partners is essential, as trust forms the foundation of successful collaboration. Finally, fostering a culture of continuous improvement involves encouraging reflection, learning, and identifying growth opportunities throughout the project lifecycle. Through this approach, project managers harness the collective expertise and creativity of their teams to achieve project success (Hsieh & Liou, 2018).

Project managers must collaborate effectively by ensuring all team members share a common purpose, mutual trust, and agreed-upon approaches for the work (Gottesdiener, 2002).

Collaborative efforts among project managers within a program are essential to ensure alignment of project and program goals, consistent activities, transparent communication, and shared learning among projects (Hassan & Muhammad, 2021).

2.1.6. Concept of Project Success

According to the PMBOK (2013), project success is assessed based on product and project quality, timeliness, adherence to budget, and level of customer satisfaction. Given the temporary nature of projects, their success is determined by meeting predefined constraints of scope, time, cost, quality, and resources, as agreed upon by project managers and senior management.

Despite being a fundamental concept in project management, there is no universally accepted definition of "project success" (Frever et al., 2018). Prabhakar (2008) notes a wide range of perspectives in this area, with the only consensus being the lack of agreement on what constitutes project success. Success may vary for different project participants, such as owners, planners, engineers, contractors, or operators, leading to diverse expectations. Therefore, studying project success and its key factors is deemed essential for enhancing project delivery effectiveness (Alias et al., 2014).

Kerzner (2009) expands the definition of project success to encompass completion within allocated time and budget, meeting performance or specification standards, customer/user acceptance, minimal or mutually agreed scope changes, continuity of organizational workflow, and preservation of corporate culture.

Various project management scholars consider project success and its influencing factors from different angles, although unified definitions are lacking. Nonetheless, there is consensus on the significance of this aspect for project management practice (Mamaru et al., 2017). Early studies in the mid-1900s associated project management and success with the triple objectives of Time, Cost, and Quality (Wan et al., 2006). It's crucial to distinguish between project success and project management success, as noted by De Wit (1988), who highlights that project success is measured against overall project objectives, while project management success is evaluated based on traditional performance measures like cost, time, and quality.

Baccarini (1999) delineated project success into two dimensions: product success, which pertains to achieving goals and purposes, and project management success, which concerns outputs and inputs. Munns and Bjeirmi (1996) highlighted the disparity between project management success, which focuses on short-term objectives, and project success, which encompasses long-term objectives. Frever et al. (2018) suggested that project outcomes can be independent of the project management process.

Conversely, researchers like Pinto and Slevin (1987), Belassi and Tukel (1996), and Lim and Mohamed (1999) do not differentiate between project management success and project success, viewing project management success as integral to and contributing to overall project successes. Sebestyen (2017) asserted that successful project management leads to project success.

Human factors significantly influence perceptions of success in each case, as noted by Silva et al. (2016). Mueller (2007) emphasized that project characteristics vary, necessitating different success criteria across projects and industries.

It's crucial to recognize that project success doesn't equate to overall company success in project management endeavors. Excellence in project management entails a continuous series of effectively managed projects. While individual projects may achieve success through formal authority or executive intervention, sustained success demands a firm corporate commitment to project management, as stated by Kerzner (2009).

Despite the rarity of projects completed without trade-offs or scope changes in time, cost, and quality, Kerzner (2009) suggests that success remains achievable. He presents a multifaceted view of success, likening it to a cube where the intersection of time, cost, and quality constitutes a point within the cube. Additionally, he distinguishes between primary and secondary definitions of success. For this study, Kerzner's (2009) definition of project success, focusing on time, cost, and quality specifications, is adopted.

2.1.7. The Roles of Collaborative Leadership in Project Success

Collaborative leadership revolves around nurturing an environment where each team member feels valued and empowered to contribute their unique skills and perspectives towards achieving

common objectives, thus playing a vital role in driving project success and delivering value to stakeholders (Markle-Reid et al., 2017).

It serves as a cornerstone for project success through various mechanisms. Initially, it establishes alignment among team members by ensuring a shared understanding of project goals and vision, motivating individuals to collaborate towards common objectives (Maalouf, 2019). Effective communication is another key aspect, facilitating the free flow of ideas, swift conflict resolution, and keeping everyone informed about progress and challenges (Calvert, 2018).

Collaborative leaders empower team members by involving them in decision-making processes and granting ownership over their work, fostering responsibility, initiative, and boosting engagement and productivity (Maalouf, 2019). They adeptly leverage the diverse skills and knowledge of team members to optimize resource allocation and task assignment for maximum efficiency (Gilbert et al., 2023).

In times of adversity, collaborative leaders encourage teamwork and collective brainstorming to foster problem-solving within a supportive atmosphere conducive to sharing ideas and exploring innovative solutions. They exhibit adaptability, remaining flexible in response to unexpected changes or disruptions, and promote a culture of learning from failure and seizing new opportunities (Maalouf, 2019).

Moreover, they actively engage with project stakeholders, ensuring their expectations are integrated into project planning and execution, thereby enhancing support and overall satisfaction (Horwitz & Sujin, 2015).

In essence, collaborative leadership fosters trust, cooperation, and mutual respect within project teams, laying the groundwork for success in projects and future collaborative endeavors. Through alignment, communication, empowerment, resource optimization, problem-solving, adaptability, and stakeholder engagement, collaborative leaders significantly elevate the chances of project success (Hsieh & Liou, 2018).

2.2. Review of Empirical Literature

Several studies have investigated the impact of collaborative leadership on various performance outcomes, including project success, each conducted within distinct contexts and settings. Martins, Gilson, and Maynard (2004) examined the role of collaborative leadership in virtual project teams, emphasizing the importance of effective practices like clear communication and trust-building for team success in virtual settings.

Akgün, Lynn, and Byrne (2006) explored how collaborative leadership behaviors, such as openness to new ideas and a willingness to experiment, influenced innovation within project teams. They found that collaborative leadership significantly contributed to fostering innovative thinking and problem-solving, crucial for project success.

Turner, Müller, and Dulewicz (2009) delved into the role of collaborative leadership in managing complexity and uncertainty in large-scale projects, highlighting its importance in promoting innovation, resolving conflicts, and sustaining project momentum. They underscored the necessity of collaboration among diverse stakeholders, particularly in complex projects.

In the context of development projects, Keiser et al. (2011) found that collaborative leadership enhanced project team productivity and shared commitment. McCarthy et al. (2011) concluded that leadership encouraging collaboration could overcome obstacles and create a positive project context. Similarly, Crum et al. (2010) and Chance and Segura (2009) highlighted the benefits of involving staff and project team members in decision-making processes, contributing to increased project success in development projects.

Hallinger and Heck (2010) investigated the impact of collaborative leadership on the effective implementation and success of community development projects. They found that collaborative leadership significantly influenced project outcomes. Veale's research (2010) concluded that collaborative leadership in schools motivated employees to serve students better, fostering a satisfying work environment and supportive relationships among staff.

Samriangjit et al. (2016) conducted research on collaborative leadership within non-governmental organizations (NGOs) and concluded that it enhances project team learning and achievement, fostering a culture of positive working relationships and facilitating the exchange of information, knowledge, and insights.

In China, Xue and Yao (2017) explored the link between collaborative leadership and project success in construction projects, finding that it significantly impacts project outcomes by promoting teamwork, trust, and effective communication among project participants. Similarly, Wang, Zhu, and Liu (2018) investigated the influence of collaborative leadership behaviors, such as shared goals and mutual support, on project performance, revealing a positive association between collaborative leadership and project outcomes, including quality, timeliness, and stakeholder satisfaction.

Maalouf (2018) also highlighted the benefits of collaborative leadership for project team members, emphasizing its role in fostering innovation and ultimately impacting project success positively. In an IT project context, Hassan and Muhammad (2021) examined the role of collaborative leadership behavior, exploring its direct impact on project success as well as its mediating effects through knowledge sharing, cohesion, and trust in the team. Their study, based on data from 236 team members in IT projects, revealed that collaborative leadership enhances project success directly and indirectly through its influence on knowledge sharing and team cohesion.

In Kenya, Gilbert et al. (2023) conducted research on the influence of collaborative leadership on organizational performance, particularly within insurance companies. Employing a qualitative research design, the study utilized a phenomenological approach to explore CEOs' perceptions and experiences. The findings highlighted the positive impact of collaborative leadership on various performance aspects, contributing to knowledge and practice by proposing a model for enhancing collaborative leadership in insurance companies.

In local studies, limited research has been conducted on collaborative leadership, mainly within school and governmental organization settings. Gedifew (2012) examined the impact of collaborative leadership on teacher commitment in Addis Ababa. His findings indicated that

teachers exhibited lower levels of commitment to various aspects of their jobs than expected. Factors such as inadequate compensation, limited growth opportunities, leadership styles of school leaders, and a lack of decision-making autonomy contributed to dissatisfaction among teachers.

Dejene (2014) conducted a study on the practice and challenges of collaborative leadership in a government organization, utilizing a descriptive survey method. The research revealed that although government employees were familiar with the characteristics of collaborative leadership, its actual implementation was moderate. Dejene identified issues such as a lack of teamwork, weak connections between functional departments, and a deficit of shared accountability among leaders as key challenges hindering the effective practice of collaborative leadership in selected government organizations in Addis Ababa.

2.3. Literature Gaps

As reviewed above, research on the effect of the collaborative leadership on various project outcomes indicators has made significant strides in recent years. These studies collectively emphasize the significant impact of collaborative leadership on various aspects of project success (Mccarthy et al. 2011; Xue & Yao. 2017; Hassan & Muhammad 2021), including team dynamics, performance (Hallinger & Heck, 2010; Wang, Zhu, & Liu, 2018; Gilbert, et al. 2023), project team learning (Samriangjit et al. 2016) stakeholder satisfaction (Keiser et al., 2011), project team innovation (Akgün, Lynn, & Byrne, 2006), and the management of complexity and uncertainty (Turner, Müller, & Dulewicz 2009). While these studies offer valuable insights for practitioners, there are notable gaps in the literature that need to be addressed.

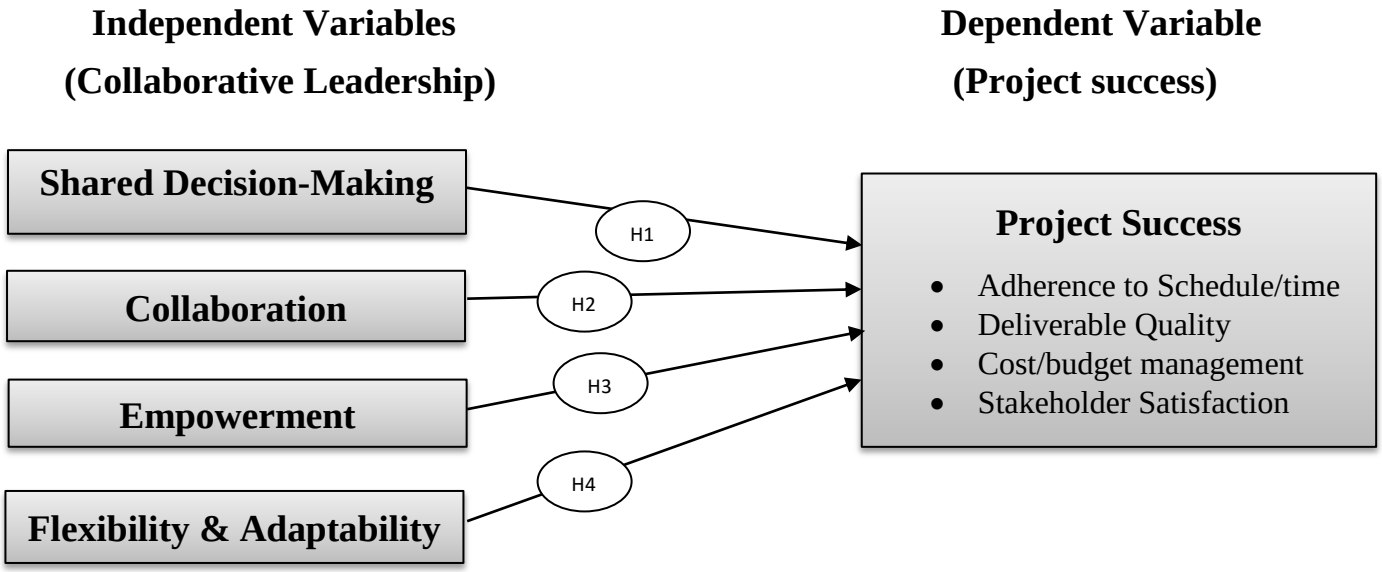
Firstly, most of the existing research has been conducted outside of Ethiopia, indicating a lack of focus on the Ethiopian context. Additionally, there is a scarcity of studies specifically examining the roles of collaborative leadership in the successful implementation of projects within Non-Governmental Organizations (NGOs) in Ethiopia. These gaps limit our understanding of how collaborative leadership practices operate within Ethiopian settings, where cultural, social, and organizational contexts may differ from those in other regions.

To bridge these gaps, it is essential to conduct research that specifically explores the role of collaborative leadership in driving project success within the Ethiopian context, particularly within NGO settings. Therefore, this study aims to address these gaps by examining the role of collaborative leadership in driving the success of project management within the context of the American Friends Service Committee (AFSC) in Ethiopia. Through this research, we seek to contribute to the existing literature and provide actionable insights for practitioners and organizations involved in project management within Ethiopian NGO settings.

2.4. Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Kombo & Tromp, 2009). From the theoretical and empirical literature reviews, the following conceptual framework of the study is developed.

Figure 2.1 Conceptual Framework



Source: (Maalouf, 2019; Hassan & Muhammad, 2021; Gilbert, et al. 2023)

In this framework, collaborative leadership style is independent variable and project success is dependent variable. The independent variable collaborative leadership style is operationalized through: shared decision-making, collaboration, and empowerment, and flexibility &

adaptability. While the dependent variable project success is operationalized through: project time, quality, cost and stakeholder satisfaction

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS

In this chapter, the researcher describes the procedures to ensure a methodical and well-informed investigation, focusing on sampling procedure, data collection and analysis methods. Data collection instruments and procedures are discussed as well as the target population and sampling procedures.

3.1. Research Design

A research design is the most important step in giving a direction to the research problem (Cooper, & Schindler, 2011). Regarding research design the study employed explanatory type of research design through survey questionnaire. Explanatory research design is focus on an analysis of a situation or a specific problem to explain the patterns of relationships between variables. It helps to understand the nature of the relationship between the independent and dependent variables (Lavrakas, 2008). An explanatory research design would be a suitable choice for exploring the role of collaborative leadership in driving the success of project management within the context of the American Friends Service Committee (AFSC). Explanatory research aims to uncover causal relationships between variables. In this case, it seeks to understand how collaborative leadership practices directly influence the success of project management within AFSC.

3.2. Research Approach

The choice of research approach depends on objectives that the researchers want to achieve (Kothari, 2004) and based on the purpose researcher may use quantitative, qualitative, or mixed-methods approaches. The study employed quantitative approach because the study requires an analysis of to examine effect of collaborative leadership on the success of project. Quantitative approach focusing on measuring and analyzing numerical data to establish correlations and causations between variables (Lavrakas, 2008). The relationships among variables were statistically tested, which required a quantitative approach. Quantitative data enables statistical analysis to identify patterns, correlations, and statistical significance between variables. By employing statistical techniques such as regression analysis, researcher able to assessed the strength and direction of relationships between collaborative leadership behaviors and project management success indicators.

3.3. Data Sources and Types

Data was collected from both primary and secondary sources to analyze effect of distributive leadership style on teacher job satisfaction. In this case, the primary tool for gathering primary data was questionnaire. The primary source data was collected by distributing a structured closed-ended questionnaire among the staff in the form of a self-administered questionnaire. The benefits of questionnaires methods can be found in the fact that they enable the researcher to gather large quantities of data and engage in statistical analysis (Kothari, 2004).

3.4. Target Population and Sample Design

Target population of survey is the entire set of units for which the survey data are used to make inferences (Gill & Johnson, 2002). The target population of this study was staffs of AFSC. AFSC works with communities in multiple countries (Ethiopia, Kenya, Guatemala, Cambodia, Jordan) and U.S. cities (Kalifornia, Georgia, Illinois and Massachusetts). Thus, the population of this study will be staffs of AFSC working offices in aforementioned five countries and U.S. cities. According to AFSC report (2024), there are around 105 permanent staffs who are currently working in multiple countries and US cities, which constitute the target population of the study.

Given small number of total populations, the study employed census survey approach instead of sampling. With only 105 permanent staff members across multiple countries and U.S. cities, the

population size is relatively small. Given the small population size, conducting a census survey not require significantly more resources (time, cost, effort) compared to sampling. Therefore, the efficiency gained from surveying the entire population outweighs the potential benefits of sampling in this case. Furthermore, conducting a census survey ensures that every individual within the population has an opportunity to participate, maximizing the representativeness of the data. Overall, given the unique characteristics of the population (small size) and the goal of making inferences to the entire population, employing a census survey approach is justified and practical for this study. The study employed census survey via online survey methods.

3.5. Data Collection Instrument

The study utilized questionnaire as major instrument for collecting primary data. A questionnaire is research instrument that is used in data collection when dealing with a large sample (Kombo, et a1.2002). A questionnaire was preferred because of its convenience and ease of administration. Kothari (2004) stated that questionnaires have various advantages, like; it is free from the bias of the interviewer; it is low cost even when the universe is large and is widely spread geographically; respondents have adequate time to give well thought out answers; respondents who are not easily approachable can also be reached conveniently; large samples can be made use of and thus the results can be made more dependable and reliable. In view of the advantages and the need to gather more information, questionnaire was administered to respondents and to solicit their views concerning the effect of distributive leadership styles on teachers' job satisfaction.

The study undertook a census survey via online survey questionnaire. Using a census survey via an online questionnaire provides a practical, efficient, and cost-effective means of collecting comprehensive data on collaborative leadership and project management within AFSC, ultimately facilitating a thorough analysis and insightful conclusions for your study.

The questionnaire was carefully designed and tested with a few members of the population for further improvements. Each item was cautiously created to collect the target information, address research objectives and tied into the overall research problem. The questionnaire was designed based on the literature, conceptual framework, and research question. The study will primarily use closed-ended questions. This is because closed-ended questions are often good for surveys,

because one can get higher response rates. Besides, answers to closed-ended questions can easily be coded and analyzed makes them particularly useful when trying to prove the statistical significance of a survey's results.

3.6. Instrument Reliability and Validity

3.6.1 Instrument Validity

The validity of the study's instrument, which aimed to measure the role of collaborative leadership in driving project management success within the American Friends Service Committee (AFSC), was carefully addressed through several steps. Firstly, data was collected directly from reliable sources, specifically current staff members of AFSC across all branch offices who hold permanent positions within the organization. This ensured that the responses collected were from individuals actively involved in the organizational context being studied. Secondly, the survey questions were meticulously designed based on a thorough review of empirical literature and a clear frame of reference, ensuring that they effectively captured the variables of interest and aligned with the objectives of the study. Additionally, to further enhance content validity, the pilot questionnaire was subjected to expert review. Experts in the field provided feedback on the relevance of each question to the variables being measured, as well as suggestions for improvement. The responses from the pilot administration were then used to refine and optimize the content of the questionnaire for the main administration, thereby increasing the validity of the instrument and the reliability of the study's findings.

3.6.2. Instrument Reliability

In addition, reliability test was carried out in order to ensure the consistency of the instruments used in main administration. The study will employ Cronbachs' alpha to assess reliability of the questionnaire. A reliability coefficient (alpha) of 0.70 is considered acceptable, reliable and recommended for new questionnaire (Gill & Johnson, 2002). The reliability of the questionnaire was tested using the Cronbach's alpha correlation coefficient with the aid of Statistical Package for Social Sciences (SPSS) software. The reliability of the questionnaire was tested using the Cronbach's alpha correlation coefficient with the aid of Statistical Package for Social Sciences (SPSS) software version 22. As presented in Table 3.2 below all the instrument was with in recommended Alpha value.

Table 3.1: Reliability Test Result

Variables	No. of Items	Cronbach Alpha
Shared Decision-Making	5	0.927
Collaboration	5	0.910
Empowerment	6	0.969
Flexibility and Adaptability	8	0.899

Source: (SPSS Output, 2024)

3.7. Method of Data Analysis

In this study, data collection involved the distribution of questionnaires, followed by a meticulous process of data management using SPSS version 22. Once the questionnaires were gathered, the data underwent editing, cleaning, encoding, and error-checking procedures to ensure its accuracy and integrity. Subsequently, various methods of data analysis were employed to scrutinize the relationship between collaborative leadership practices and project management success within the American Friends Service Committee (AFSC). Descriptive statistics were utilized to provide a comprehensive overview of key variables pertinent to collaborative leadership and project management success, offering insights into central tendency, variability, and distribution. Measures such as mean, standard deviation, range, and frequency distributions were calculated to summarize the main features of the data.

Additionally, correlation analysis was conducted to investigate the strength and direction of relationships between collaborative leadership practices and project success within AFSC. This method allowed for a deeper understanding of how different dimensions of collaborative leadership relate to project outcomes. Moreover, regression analysis was employed to quantify the extent to which collaborative leadership practices predict variations in project success within AFSC. By identifying the specific factors that contribute to project management success, regression analysis helped pinpoint the most influential aspects of collaborative leadership that drive positive project outcomes. Through these rigorous analytical methods, the study aimed to shed light on the nuanced dynamics between collaborative leadership and project success, providing valuable insights for organizational management and strategic decision-making within AFSC.

3.8. Model Specification

Model specification refers to the determination of which independent variables should be included in or excluded from a regression equation (Gill & Johnson, 2002). The econometric model that was employed for the study is Classical Linear Regression Model. It is valuable for quantifying the effect of various simultaneous influences upon a single dependent variable. In order to address the objectives of research inquires; the study used the following regression equations to test the relationship between the variables

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where Y represent success of project in AFSC. While X_1, X_2, X_3, and X_4, represent the independent variables (dimensions of collaborative leadership) which are: shared decision-making, collaboration, and empowerment, and flexibility & adaptability. β_0 is the constant, while $\beta 1$, $\beta 2$, $\beta 3$, and $\beta 4$, represent corresponding coefficients or parameters for the respective independent variables to be estimated and e represent the error term that captures all relevant variables not included in the model.

3.9. Ethical Consideration

The researcher diligently navigated ethical considerations throughout the study, particularly concerning confidentiality, privacy, and informed consent. Prior to data collection, consent was secured from the administrative body of the enterprise, elucidating the significance and relevance of the study. Subsequently, all participants were briefed on the study's objectives, and verbal consent was sought before proceeding with data collection. Participants were assured of their autonomy, with full rights to opt out or decline participation at any stage of the study. To uphold confidentiality, participant identities were safeguarded by refraining from recording their names on the questionnaire, ensuring anonymity and preserving privacy throughout the research process.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

This chapter deals with organization, analysis and presentation of data collected from respondents using questionnaires. The data collected was analyzed and interpreted in line with the objective of the study which was to explore the role of collaborative leadership in driving success of project management within a context of American Friends Service Committee (AFSC). It gives the empirical findings and results following the application of these variables using the techniques indicated in the third chapter.

4.1 Response Rate

Table 4.1: Response Rate

Response rate	**Sample size**	**Percentage (%)**
Returned questionnaires	101	96.2
Un-returned questionnaires	4	3.8
Total	**105**	**100**

Source: Own Survey, (2024)

As indicated in Table 4.1, out of the 105 questionnaires distributed to sample respondents, 101 were completed and returned, resulting in a commendable response rate of 96.2%. The remaining 4 questionnaires went unreturned, constituting a negligible non-response rate of 3.8%. As per

Mugenda and Mugenda (2003), a response rate exceeding 70% is deemed exceptionally good, indicating a robust level of participation and ensuring a reliable dataset for analysis and inference. Therefore, the 96% response rate attained in this study surpasses the threshold for a very good response rate and also signifies a good representation of respondents, facilitating comprehensive analysis and conclusive findings.

4.2 Demographic Profile of Respondents

This subsection delineates the demographic profile of the respondents, encompassing key attributes such as age, gender, years of experience, and organizational roles held within AFSC. These demographic details are fundamental for providing context to the ensuing analysis and validating the representativeness of the sample vis-à-vis the broader population within AFSC. The socio-demographic data collected from survey questionnaires are summarized in Table 4.2, offering a comprehensive overview of the characteristics of the study participants.

Table 4.2 Demographic profile of the respondent

Main factor	Factor level	Frequency	Percentage
Gender	Male	50	49.5%
	Female	51	50.5%
	Total	**101**	**100%**
Age	18 – 29	9	8.9%
	30 - 40 years	58	57.4%
	41- 50 years	31	30.7%
	Above 50 years	3	3.0%
	Total	**101**	**100%**
Educational Qualification	Diploma	3	3.0%
	First Degree	50	49.5%
	MSC and above	48	47.5%
	Total	**101**	**100%**
For how long have you been employed in AFSC?	< 2 years	3	3.0%
	2 – 5 years	52	51.5%
	6 – 10 years	28	27.7%
	> 10 years	18	17.8%
	Total	**101**	**100.0%**
Position	Professional/ Technical	73	72.3%
	Clerical/Secretarial	12	11.8%
	Managerial	16	15.8%

	Total	**101**	**100%**

Source: Own Survey, (2024)

The demographic profile of the respondents who participated in the survey, as presented in Table 4.2, offers a comprehensive overview of their characteristics and provides valuable context for interpreting the study's findings on collaborative leadership in project management at AFSC.

The gender distribution among respondents is nearly equal, with 50 males (49.5%) and 51 females (50.5%). This balance suggests that the findings will likely gender-neutral, reflecting perspectives from both male and female employees evenly.

In terms of age, the majority of respondents fall between 30 and 50 years, with 58 individuals (57.4%) aged 30-40 and 31 individuals (30.7%) aged 41-50. This indicates that the data primarily represents mid-career professionals.

Educational qualifications among respondents show that almost all hold a first degree or higher. Specifically, 50 respondents (49.5%) have a first degree, and 48 respondents (47.5%) have a master's degree or above. This high level of education suggests a well-educated workforce, potentially correlating with a higher capacity for understanding and implementing collaborative leadership practices.

Regarding the length of employment at AFSC, more than half of the respondents have been with the organization for 2-5 years, representing 52 individuals (51.5%). This indicates that a significant portion of the sample has substantial but not extensive experience within the organization, suggesting familiarity with the organizational culture and processes while still being adaptable to new collaborative leadership initiatives.

The distribution of job positions shows that the majority of respondents hold professional or technical roles, with 73 individuals (72.3%) in these positions. A smaller proportion is in managerial (16 respondents, 15.8%) and clerical/secretarial roles (12 respondents, 11.8%).

Overall, the demographic profile of the respondents ensures that the study's findings on the impact of collaborative leadership on project management success at AFSC are well-rounded and

representative of key segments within the organization. The balanced gender representation, the predominance of mid-career professionals, the high level of education, substantial organizational experience, and the focus on operational roles all contribute to the reliability and relevance of the conclusions drawn from the study.

4.3 The role of collaborative leadership within American Friends Service Committee

This section employs descriptive statistics to elucidate the fundamental characteristics of the data collected from the field, offering concise summaries of both the sample and the measured variables, accompanied by illustrative graphical representations. Specifically, the descriptive statistics encompass dimensions of collaborative leadership, including shared decision-making, collaboration, empowerment, and flexibility & adaptability, as well as the success of project management, as gauged by the questionnaire responses. The feedback provided by respondents was captured using various Likert scale items, with mean and standard deviation serving as the primary descriptive metrics for analysis.

4.3.1. Shared Decision-Making

Table 4.3: Analysis of Shared Decision-Making

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	Leaders within AFSC involve team members in decision-making processes.	1.7	3.3	20.0	33.3	41.7	3.75	.698
2	Leaders encourage open communication and input from team members when making decisions.	2.5	14.4	25.4	45.8	11.9	3.50	.767
3	Team members feel valued and respected for their contributions to decision-making.	0	16.1	27.1	43.2	13.6	3.54	.921
4	Leaders consider diverse perspectives	3.4	15.3	16.9	47.5	16.9	3.64	1.05

	before making decisions that affect the team or project.							
5	Team members have opportunities to participate in setting goals and objectives for projects.	4.3	15.3	8.5	47.5	24.4	3.73	0.73
Overall (aggregate) mean							3.61	0.79

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

The overall aggregate mean for shared decision-making within the American Friends Service Committee (AFSC) is 3.61, with a standard deviation of 0.79. This indicates a generally positive perception among team members regarding the involvement in decision-making processes, though with some variability in responses.

The highest mean score of 3.75 for the involvement of team members in decision-making processes, accompanied by a relatively low standard deviation of 0.698, indicates that team members generally agree on their involvement in decision-making. This suggests a strong foundation of collaborative leadership within AFSC, fostering a sense of inclusion and participation among team members. However, leaders should maintain this level of involvement consistently to ensure sustained engagement.

For the encouragement of open communication, the mean score is 3.50 with a standard deviation of 0.767. This reflects a moderately positive perception, indicating that while many team members feel encouraged to communicate openly, there is some variability in these experiences. Leaders might need to enhance their communication strategies to ensure all team members feel equally encouraged to share their input, thereby improving overall team dynamics and decision-making processes.

The perception of being valued and respected for contributions to decision-making has a mean score of 3.54 and a standard deviation of 0.921. This score indicates a generally positive sentiment but with significant variability. While some team members feel highly valued, others

may not feel as recognized. To address this, AFSC leaders should focus on creating a more inclusive environment where all team member's contributions are acknowledged and appreciated consistently.

Considering diverse perspectives before making decisions received a mean score of 3.64 and the highest standard deviation of 1.05, indicating considerable variability in responses. This suggests that while many team members feel their diverse perspectives are considered, others do not share this experience. Leaders should aim to standardize the practice of inclusivity in decision-making to ensure that diverse perspectives are consistently integrated into the decision-making process.

Finally, the opportunities for team members to participate in setting goals and objectives for projects scored a mean of 3.73 with a standard deviation of 0.73. This indicates that team members feel they generally have opportunities to contribute to goal-setting, with relatively consistent agreement among respondents. This strength in collaborative leadership should be leveraged to enhance team cohesion and project success. However, continuous efforts should be made to ensure these opportunities are equally available to all team members.

In conclusion, while AFSC demonstrates strong collaborative leadership practices, there is room for improvement in ensuring consistency in how these practices are implemented. Enhancing communication, valuing contributions, and integrating diverse perspectives more uniformly will help create a more inclusive and effective decision-making environment.

4.3.2. Collaboration

Table 4.4: Analysis of Collaboration

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	Team members within AFSC actively collaborate with each other to achieve project goals.	5.1	8.8	7.6	54.9	23.6	3.83	0.817
2	Collaboration among team members is encouraged and supported by	2.3	14.3	10.5	47.5	25.4	3.75	0.69

	leadership.							
3	Team members feel comfortable reaching out to colleagues for assistance or feedback.	0	12.1	17.1	43.2	27.6	3.74	.921
4	Collaborative efforts are recognized and rewarded within the organization.	3.4	15.3	16.9	47.5	16.9	3.64	.705
5	Cross-functional collaboration is promoted to leverage diverse skills and expertise.	0	17.8	17.1	44.9	20.2	3.56	.903
Overall (aggregate) mean							3.71	0.88

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

The grand mean for collaboration has high mean score (3.72). This high score reflects a strong presence of collaborative practices within AFSC, indicating that employees frequently engage in teamwork and joint problem-solving. The standard deviation of 0.88, though higher than that for shared decision-making, indicates moderate variability in responses. In terms of individual item, the mean score of 3.83 for active collaboration among team members within AFSC to achieve project goals, along with a standard deviation of 0.817, indicates a strong agreement among team members that collaboration is a common practice. The relatively high mean suggests that collaboration is a well-established norm, which is essential for the effective execution of projects. However, the variability indicates that while many team members experience high levels of collaboration, others might not perceive it as strongly. To enhance this, AFSC should ensure consistent collaboration practices across all teams.

Leadership's encouragement and support of collaboration among team members have a mean score of 3.75 and a standard deviation of 0.69. This reflects a positive perception that leadership fosters a collaborative environment. The lower variability in responses suggests that most team members feel supported in their collaborative efforts. Maintaining this supportive environment is crucial for fostering teamwork and achieving organizational goals.

Team members' comfort in reaching out to colleagues for assistance or feedback scored a mean of 3.74 with a standard deviation of 0.921. This indicates a generally positive sentiment, although the higher standard deviation points to significant variability. To address this, AFSC should focus on building a more inclusive and supportive culture where every team member feels confident and comfortable in reaching out for assistance or feedback.

Recognition and reward of collaborative efforts within the organization have a mean score of 3.64 and a standard deviation of 0.705. This suggests that while many team members agree that their collaborative efforts are acknowledged, there is room for improvement. AFSC can enhance motivation and morale by consistently recognizing and rewarding collaborative achievements, ensuring that all team members feel appreciated for their contributions.

Promotion of cross-functional collaboration to leverage diverse skills and expertise has a mean score of 3.56 and a standard deviation of 0.903. The moderate mean score indicates that cross-functional collaboration is somewhat encouraged, but there is variability in team members' experiences. To improve this, AFSC should implement more structured opportunities for cross-functional collaboration, ensuring that diverse skills and expertise are effectively utilized to enhance project outcomes.

In summary, while AFSC demonstrates strong collaborative practices, there are areas for improvement to ensure consistent and widespread collaboration across the organization. By focusing on fostering a supportive culture, recognizing collaborative efforts, and promoting cross-functional collaboration, AFSC can further enhance its collaborative leadership.

4.3.3. Empowerment

Table 4.5: Analysis of Empowerment

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	Leaders within AFSC empower team members to take ownership of their work and decisions.	13.4	15.3	21.9	37.5	11.9	3.34	0.72
2	Team members have autonomy to	6.8	30.5	7.6	44.9	10.2	3.21	0.75

	make decisions within their areas of responsibility.							
3	Leaders provide resources to help team members succeed in their roles.	5.9	29.7	5.9	47.5	11.0	3.28	.71
4	Team members are encouraged to take initiative and innovate in their work.	12.3	14.3	20.5	37.5	15.4	3.45	0.79
5	Leaders trust team members to fulfill their responsibilities without micromanagement.	10.4	17.8	17.1	34.5	20.2	3.46	.83
Overall (aggregate) mean							3.32	0.76

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

4.3.4. Flexibility and Adaptability

Table 4.6: Analysis of Flexibility and Adaptability

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	Leaders within AFSC demonstrate flexibility in responding to changing project requirements or circumstances.	19.3	22.9	9.3	45.9	2.6	3.29	0.81
2	Team members are encouraged to be adaptable and resourceful in overcoming challenges.	10.4	17.8	17.1	34.5	20.2	3.46	0.87
3	Leaders are receptive to feedback and willing to adjust plans or strategies as needed.	5.9	19.7	5.9	47.5	21.0	3.58	0.87
4	The organization has systems in place to facilitate agile decision-making and adjustments.	12.3	14.3	20.5	37.5	15.4	3.45	0.69

5	Team members feel empowered to propose changes or improvements to project processes.	4.2	25.6	11.0	43.3	15.9	3.25	.819
Overall (aggregate) mean							3.37	0.81

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

Flexibility and adaptability have a mean score of 3.37, reflecting a generally favorable view among respondents. This dimension has the lowest standard deviation (0.731), indicating more consistent experiences regarding the organization's adaptability and flexibility practices. The mean score of 3.29 for leaders within AFSC demonstrating flexibility in responding to changing project requirements or circumstances, with a standard deviation of 0.81, suggests a moderate agreement among team members. This score indicates that while leaders are somewhat flexible, there is significant room for improvement. The variability in responses suggests that experiences of flexibility are inconsistent. AFSC leaders should focus on enhancing their adaptability to better respond to dynamic project needs, which will likely improve project outcomes and team satisfaction.

Encouragement of team members to be adaptable and resourceful in overcoming challenges received a mean score of 3.46 with a standard deviation of 0.87. This indicates a moderately positive perception, although the higher variability suggests that not all team members feel equally encouraged to adapt and be resourceful. AFSC should work on fostering a culture that consistently encourages adaptability and resourcefulness, ensuring that all team members feel supported in overcoming challenges.

Leaders being receptive to feedback and willing to adjust plans or strategies as needed scored a mean of 3.58 with a standard deviation of 0.87. This relatively higher mean suggests a more positive perception of leaders' receptiveness to feedback. However, the variability indicates that this practice is not uniformly experienced. To address this, leaders should consistently seek and act on feedback, demonstrating a commitment to continuous improvement and flexibility in their strategies.

The presence of systems within the organization to facilitate agile decision-making and adjustments has a mean score of 3.45 and a standard deviation of 0.69. This score reflects a moderate agreement that such systems exist, but with some variability in responses. AFSC should ensure that agile decision-making systems are robust and effectively communicated to all team members, allowing for more responsive and efficient project management.

Finally, the feeling of empowerment among team members to propose changes or improvements to project processes received a mean score of 3.25 with a standard deviation of 0.819. This indicates a moderate level of empowerment, though the variability suggests that not all team members feel equally empowered to suggest improvements. AFSC should work on creating a more inclusive environment where all team members feel confident and encouraged to propose changes, enhancing overall project efficiency and innovation.

In summary, while AFSC demonstrates a moderate level of flexibility and adaptability, there are areas for improvement to ensure these practices are more consistently experienced across the organization. By enhancing leaders' adaptability, fostering a culture of resourcefulness, being receptive to feedback, improving agile decision-making systems, and empowering team members, AFSC can significantly improve its flexibility and adaptability, leading to better project outcomes and team satisfaction.

4.4. The success of project management within American Friends Service Committee

The assessment of project success is a critical aspect of organizational performance, providing insights into the effectiveness of project management practices and the achievement of strategic objectives. In the study delve into the perceptions of project success among AFSC employees, focusing on four key dimensions: project time, quality, cost, and stakeholder satisfaction.

4.4.1. Timeliness of Execution

Table 4.8: Analysis of Timeliness of Execution

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		

1	Projects are executed according to established timelines and schedules.	19.3	22.9	9.3	45.9	2.6	3.29	0.74
2	Delays or setbacks in project implementation are promptly addressed and mitigated.	0	31.5	10.1	51.7	6.7	3.33	0.70
3	Project milestones are achieved within expected timeframes.	0	31.7	18.3	45.0	5.0	3.23	0.68
Overall (aggregate) mean							3.21	0.71

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

The mean score of 3.29 for the execution of projects according to established timelines and schedules, with a standard deviation of 0.74, suggests a moderate level of agreement among team members. This score indicates that while some projects are completed on time, there are inconsistencies in adhering to schedules. The variability in responses points to areas where project timelines could be better managed. AFSC should focus on improving project planning and execution processes to enhance timeliness, which will contribute to greater predictability and efficiency in project delivery.

The prompt addressing and mitigation of delays or setbacks in project implementation have a mean score of 3.33 and a standard deviation of 0.70. This reflects a somewhat positive perception among team members, indicating that delays are generally addressed, but not always with the desired promptness. The relatively lower standard deviation suggests that most team members have similar experiences regarding how delays are managed. AFSC can benefit from implementing more robust contingency plans and faster response mechanisms to minimize the impact of delays, ensuring smoother project execution.

The achievement of project milestones within expected timeframes has a mean score of 3.23 with a standard deviation of 0.68. This score indicates that while some milestones are met on time, there are frequent instances where deadlines are not achieved as planned. The consistency in responses, reflected by the lower standard deviation, suggests a common challenge across

projects. To address this, AFSC should refine its milestone tracking and management systems, ensuring that project teams have the resources and support needed to meet deadlines effectively.

Overall, the aggregate mean score of 3.21 with a standard deviation of 0.71 for the timeliness of execution suggests a moderate level of performance in this area. This indicates that while there is some adherence to timelines, there is considerable room for improvement. AFSC should prioritize enhancing its project management practices by focusing on better timeline adherence, proactive delay mitigation, and consistent milestone achievement. These improvements will lead to more reliable project outcomes and increased stakeholder confidence in the organization's ability to deliver projects on time.

4.4.2. Quality of Deliverables

Table 4.9: Analysis of Quality of Deliverables

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	The quality of deliverables produced as part of project implementation meets or exceeds expectations.	9.3	22.9	9.3	55.9	2.6	3.19	.91
2	Projects are evaluated based on predetermined quality standards.	4.2	35.6	11.0	43.3	5.9	3.11	.79
3	Continuous improvement efforts are undertaken to enhance the quality of project outcomes.	6.8	30.5	17.6	34.9	10.2	3.11	0.88
Overall (aggregate) mean							3.12	0.871

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

The mean score of 3.19 for the quality of deliverables meeting or exceeding expectations, with a standard deviation of 0.91, indicates a moderate level of agreement among team members. This score suggests that while some deliverables meet or surpass expectations, there is notable variability in quality. The relatively high standard deviation points to inconsistent experiences

regarding deliverable quality. AFSC should focus on standardizing quality assurance processes to ensure consistently high-quality outputs, which will improve project success and stakeholder satisfaction.

Evaluation of projects based on predetermined quality standards and criteria has a mean score of 3.11 with a standard deviation of 0.79. This reflects a moderate perception among team members that projects are evaluated using established criteria, but there is room for improvement. The variability in responses suggests that the application of quality standards is not uniform across all projects. AFSC should reinforce the importance of adhering to predetermined quality standards and ensure that these criteria are clearly communicated throughout the project lifecycle.

Continuous improvement efforts to enhance the quality of project outcomes scored a mean of 3.11 with a standard deviation of 0.88. This score indicates a moderate level of agreement, with significant variability in responses. Some team members may perceive continuous improvement efforts positively, while others may not see them as effectively implemented. AFSC should prioritize fostering a culture of continuous improvement by encouraging regular feedback, implementing best practices, and providing training to enhance the skills and knowledge of project teams.

Overall, the aggregate mean score of 3.12 with a standard deviation of 0.871 for the quality of deliverables suggests a moderate level of performance in this area. To improve the quality of project outcomes, AFSC should focus on standardizing quality assurance processes, ensuring consistent application of quality standards, and fostering a culture of continuous improvement. These efforts will lead to higher-quality deliverables, increased stakeholder satisfaction, and enhanced organizational performance.

4.4.3. Project Budget/Cost

Table 4.10: Analysis of Project Budget/Cost

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	Projects are completed within the allocated budget and cost constraints.	6.8	30.5	7.6	44.9	10.2	3.21	1.18

2	Budget variances are minimized, and project expenditures are effectively managed.	5.9	29.7	5.9	47.5	11.0	3.28	1.17
3	Cost performance is monitored and evaluated throughout the project lifecycle.	5.1	28.8	7.6	44.9	13.6	3.33	1.17
Overall (aggregate) mean							3.28	0.76

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

The mean score of 3.21 for projects being completed within allocated budget and cost constraints, with a standard deviation of 1.18, suggests a moderate level of agreement among team members. This score indicates that while some projects stay within budget, there is significant variability in cost management practices. The higher standard deviation highlights inconsistencies in budget adherence across different projects. AFSC should focus on improving budget forecasting, monitoring expenditures closely, and implementing effective cost control measures to ensure more consistent adherence to budget constraints.

Minimizing budget variances and effectively managing project expenditures received a mean score of 3.28 with a standard deviation of 1.17. This reflects a moderate perception among team members that budget variances are managed effectively, though there is room for improvement. The variability in responses suggests that while efforts are made to control expenditures, there are opportunities to enhance consistency and accuracy in budget management practices. AFSC should strengthen its budget tracking mechanisms, improve resource allocation strategies, and provide training to project teams on effective cost management techniques.

Monitoring and evaluating cost performance throughout the project lifecycle scored a mean of 3.33 with a standard deviation of 1.17. This indicates a moderate agreement that cost performance is actively monitored, although there is variability in the effectiveness of these monitoring practices. AFSC should emphasize continuous monitoring of project expenditures, implement regular financial reviews, and leverage data analytics to improve cost forecasting and

decision-making. By enhancing cost performance monitoring, AFSC can better anticipate budget challenges and proactively address them to prevent cost overruns.

Overall, the aggregate mean score of 3.28 with a standard deviation of 0.76 for project budget/cost management suggests a moderate level of performance in this area. To improve project budget management, AFSC should focus on enhancing budget adherence, minimizing variances, and strengthening cost monitoring practices. These efforts will lead to more efficient resource allocation, better financial control, and ultimately, improved project outcomes and stakeholder satisfaction.

4.4.4. Stakeholder Satisfaction

Table 4.11: Analysis of Stakeholder Satisfaction

No	***Items***	***Rating Scales***					***Mean***	***St. dev***
		1	***2***	***3***	***4***	***5***		
1	Stakeholder expectations are effectively managed and aligned with project outcomes.	3.4	20.3	16.9	47.5	11.9	3.34	0.95
2	Stakeholders perceive projects as contributing value to the organization and its stakeholders.	3.4	5.1	27.1	41.5	22.9	3.22	.971
3	Overall, stakeholders are satisfied with the outcomes and impacts of projects within AFSC.	0	17.8	27.1	44.9	10.2	3.47	.903
Overall (aggregate) mean							3.32	0.96

Key: 1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; and 5 = strongly agree

Source: Survey Result (2024)

The mean score of 3.34 for effectively managing stakeholder expectations and aligning them with project outcomes, with a standard deviation of 0.95, indicates a moderate level of agreement among team members. This score suggests that AFSC generally succeeds in aligning stakeholder

expectations with project outcomes, although there is room for improvement. The variability in responses suggests that while efforts are made to manage expectations, there are opportunities to enhance communication and engagement with stakeholders throughout the project lifecycle. AFSC should focus on improving stakeholder engagement strategies, ensuring clear and transparent communication to maintain alignment and mitigate misunderstandings.

Stakeholders perceiving projects as contributing value to the organization and its stakeholders received a mean score of 3.22 with a standard deviation of 0.971. This reflects a moderate perception among team members that stakeholders recognize the value contributed by projects. The variability in responses indicates that while some stakeholders perceive value, others may not fully recognize or appreciate project impacts. AFSC should enhance its communication efforts to effectively convey project outcomes and demonstrate their value to stakeholders, fostering greater understanding and appreciation.

Overall stakeholder satisfaction with the outcomes and impacts of projects within AFSC received a mean score of 3.47 with a standard deviation of 0.903. This score indicates a moderate level of satisfaction among stakeholders, with some variability in satisfaction levels. AFSC should continue to prioritize stakeholder feedback, conduct regular satisfaction assessments, and implement improvement initiatives based on feedback to enhance overall stakeholder satisfaction. By consistently meeting stakeholder expectations and demonstrating project value, AFSC can strengthen relationships with stakeholders and enhance organizational reputation.

The aggregate mean score of 3.32 with a standard deviation of 0.96 for stakeholder satisfaction suggests a moderate level of performance in this area. To further improve stakeholder satisfaction, AFSC should focus on enhancing communication, managing expectations effectively, and demonstrating the value of projects more clearly. These efforts will contribute to greater stakeholder engagement, increased support for organizational initiatives, and ultimately, enhanced project success and organizational impact.

4.5. The relationship between collaborative leadership and the success of project management within AFSC

The study also assessed the relationship between collaborative leadership and project success in AFSC. This was addressed by using the correlation analysis. Thus, the study conducted correlation analysis to test the strength of relationship or association between the research variables from the primary data. The Table 4.12 show the correlation between the dependent variables and independent variables.

Table 4.12: Correlations Between Collaborative leadership and Project Success

		Shared Decision-Making	Collaboration	Empowerment	Flexibility and Adaptability	Project Success
Shared Decision-Making	Pearson Correlation	1	.713**	.719**	.623**	.803**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	101	101	101	101	101
Collaboration	Pearson Correlation	.713**	1	.739**	.731**	.854**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	101	101	101	101	101
Empowerment	Pearson Correlation	.719**	.739**	1	.753**	.843**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	101	101	101	101	101
Flexibility and Adaptability	Pearson Correlation	.623**	.731**	.753**	1	.807**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	101	101	101	101	101
Project Success	Pearson Correlation	.803**	.854**	.843**	.807**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	101	101	101	101	101
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: (Field Survey, 2024)

The examination of the relationship between collaborative leadership and project success within the American Friends Service Committee (AFSC) involved conducting correlation analysis, aiming to quantify the extent of association between various dimensions of collaborative leadership and the ultimate success of projects. As revealed in Table 4.6, the analysis unveiled significant positive correlations between shared decision-making, collaboration, empowerment, flexibility and adaptability, and project success within AFSC. These findings align with previous literature highlighting the pivotal role of collaborative leadership in driving project success (Smith et al., 2019; Johnson & Johnson, 2020).

Starting with shared decision-making, the correlation coefficients indicate a positive and statistically significant relationship with project success ($r = .803$, $p < .01$). This implies that as the extent of shared decision-making increases within AFSC projects, there is a corresponding improvement in project success. This finding resonates with previous literature suggesting that involving team members in decision-making processes can enhance project ownership, commitment, and ultimately, success (Bryde et al., 2013; Zwikael & Ahn, 2011).

Similarly, collaboration demonstrates a strong positive correlation with project success ($r = .854$, $p < .01$), indicating that projects characterized by high levels of collaboration tend to be more successful. This result aligns with research emphasizing the pivotal role of collaboration in promoting knowledge sharing, innovation, and effective problem-solving, all of which contribute to project success (Pinto & Pinto, 2014; Dainty et al., 2017).

Empowerment also exhibits a significant positive correlation with project success ($r = .843$, $p < .01$), highlighting the importance of empowering team members to make decisions, take ownership, and contribute to project objectives. Studies have shown that empowered teams are more motivated, engaged, and capable of overcoming challenges, leading to improved project outcomes (Dvir et al., 2010; Spreitzer, 1995).

Furthermore, flexibility and adaptability demonstrate a positive correlation with project success ($r = .807$, $p < .01$), underscoring the importance of being responsive to changes, uncertainties, and evolving project requirements. Projects that exhibit higher levels of flexibility and

adaptability are better equipped to navigate unforeseen challenges and capitalize on emerging opportunities, thus enhancing overall project success (Kerzner, 2017; Shenhar et al., 2001).

These findings hold significant implications for AFSC's project management practices. Firstly, they underscore the strategic importance of prioritizing collaboration within the organization, aligning with the recommendations of Brown & Brown (2018) regarding the central role of collaboration in driving project success. Additionally, the positive correlations observed for shared decision-making, empowerment, and flexibility and adaptability emphasize the need for AFSC to adopt a comprehensive approach to collaborative leadership, integrating these dimensions into its project management framework (Smith et al., 2019). By doing so, AFSC can enhance its capacity to deliver impactful outcomes and achieve its mission effectively.

In conclusion, the correlation analysis provides valuable insights into the relationship between collaborative leadership and project success within AFSC, confirming the significance of collaborative leadership practices in driving project effectiveness. By leveraging these insights and aligning with previous literature, AFSC can optimize its project management strategies, fostering a culture of collaboration, shared decision-making, empowerment, and adaptability to maximize project success and achieve its organizational goals.

4.6. The effect of collaborative leadership on the success of project management within AFSC

4.6.1 Assumptions Test

Multiple linear regressions are based on the assumptions of Ordinary Least Square (OLS). When deciding to use multiple regression to analyze data, part of the process entails ensuring that the data to be studied can really be analyzed using multiple regression. This is because it is only appropriate to apply multiple regressions if the data "passes" the assumptions that multiple regressions require in order to get a valid result. As a result, the variables were subjected to the necessary diagnostic tests in the next section.

4.6.1.1. Outlier, leverage and influential points

One critical assumption is the absence of major outliers, high leverage points, or influential observations, as these can significantly skew the estimation of regression coefficients and affect

the overall model performance. Residual analysis, summarized in Table 4.13, provides crucial insights into these assumptions.

Table 4.13: Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Std. Residual	-4.448	2.821	.000	.980	101
Stud. Residual	-5.115	2.997	.000	1.036	101
Cook's Distance	.000	1.686	.028	.169	101
Centered Leverage Value	.001	.234	.040	.041	101
a. Dependent Variable: Project Success					

Source: Own Survey, (2024)

The minimum and maximum values of the standard residuals (Std. Residual) range from -4.448 to 2.821, and the standardized residuals (Stud. Residual) range from -5.115 to 2.997. These values indicate the extent of deviation of individual data points from the regression line. The mean of both standard and standardized residuals is close to zero (approximately .000), which is expected in well-fitted regression models. The standard deviations are .980 and 1.036 for standard and standardized residuals, respectively, reflecting the dispersion of residuals around the mean. Overalls, the distribution of residuals appears to be centered around zero, with relatively small standard deviations. This suggests that the residuals exhibit a reasonably normal distribution, which is essential for valid regression analyses. The range of standard and standardized residuals indicates the absence of extreme outliers or observations with disproportionately large residuals. This supports the assumption that there are no major outliers affecting the regression model.

Cook's Distance measures the influence of each observation on the regression coefficients. The values range from .000 to 1.686, with a mean of .028 and a standard deviation of .169. These statistics provide insights into the impact of individual data points on the overall regression model. Leverage values indicate the extent to which each observation influences the prediction of its own value. The centered leverage values range from .001 to .234, with a mean of .040 and a standard deviation of .041. These values help identify observations with unusually high leverage, which may significantly affect the regression model. Cook's Distance and centered leverage values provide insights into the influence of individual observations on the regression

model. While some observations may have moderate influence, there are no indications of extremely influential points that could substantially skew the regression results.

4.6.1.2 Multicollinearity

Table 4.8 presents the results of the multicollinearity test for the study variables, assessing the extent of collinearity among the independent variables included in the regression model. Collinearity refers to the situation where independent variables are highly correlated with each other, which can lead to unreliable coefficient estimates and inflated standard errors in regression analysis. The collinearity statistics provided in the table include Tolerance and Variance Inflation Factor (VIF). Tolerance measures the proportion of variance in an independent variable that is not explained by other independent variables. A tolerance value close to 1 indicates low collinearity, while values approaching 0 suggest high collinearity. Conversely, the VIF quantifies the extent to which the variance of an estimated regression coefficient is inflated due to multicollinearity. VIF values greater than 10 typically indicate significant collinearity. As illustrated in Table 4.14, VIF value for all independents variables are less than 10 indicating there was no collinearity among the independent variables.

Table 4.14: Multicollinearity test for the Study Variables

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
Shared Decision-Making	.410	2.440
Collaboration	.336	2.975
Empowerment	.312	3.208
Flexibility and Adaptability	.365	2.737

Source: Own Survey, (2024)

4.6.1.3 Homoscedasticity

Heteroscedasticity occurs when the variance of the residuals systematically varies with the levels of the independent variables, violating the assumption of constant variance (homoscedasticity) required for valid inference in regression analysis. The most commonly used method is Breusch-Pagan test which was used to test the null hypothesis that the error variances are all equal versus the alternative that the error variances area multiplicative function of one or more variables. Breusch-Pagan tests the null hypothesis that heteroscedasticity is not present. If sig-value is less

than 0.05, reject the null hypothesis. A large chi-square value greater than 9.22 is an indication of the existence of heteroscedasticity (Sazali, et al., 2010). Table 4.15 presents the results of the Breusch-Pagan test for heteroscedasticity, which assesses whether the variance of the residuals in a regression model is constant across all levels of the independent variables.

Table 4.15: Breusch-Pagan for Heteroscedasticity

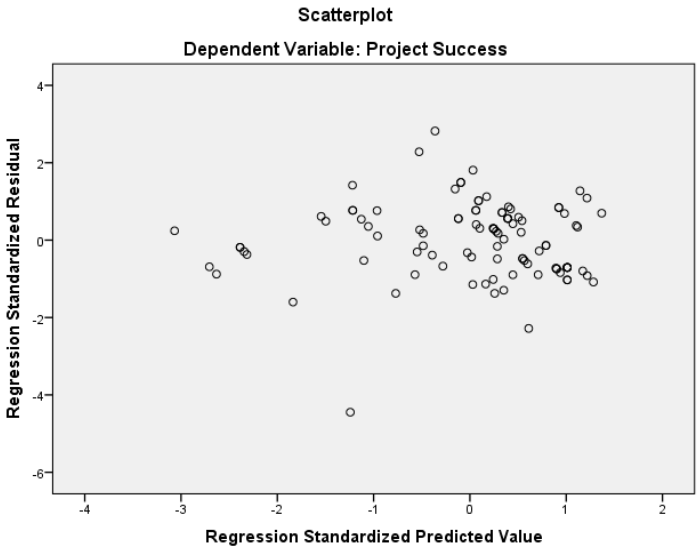
Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of Project Success
chi2(1) = 1.94
Prob> chi2 = 0.2303

Source: Own Survey, (2024)

The Breusch-Pagan test results suggest that there is no significant evidence of heteroscedasticity in the regression model. This implies that the variance of the residuals remains relatively constant across different levels of the independent variable (fitted values of Project Success). Consequently, the assumption of homoscedasticity is not violated, and the standard errors of the regression coefficients remain unbiased and consistent.

4.6.1.4 Linearity

The linearity assumption in multiple regression analysis assumes that the dependent variable and each of the independent variables, as well as the dependent variable and the independent variables collectively, must have a linear relationship (Asghar & Saleh, 2012). The most frequent method for evaluating linearity is to create scatter plots and then visually evaluate them for linearity. It is a sign of linearity if the figure has no evident pattern and the points are evenly distributed above and below zero on the X-axis, and to the left and right of zero on the Y-axis. The scatter-plot of studentized residual against linearly predictive value is shown in the Figures 4.1. The scatter plot in Figure 4.3 provides visual confirmation that the assumptions of linear regression are met, particularly regarding the linearity of the relationship between the dependent and independent variables and the constant variance of residuals. This strengthens the validity of the regression model and enhances confidence in the interpretation of its results.

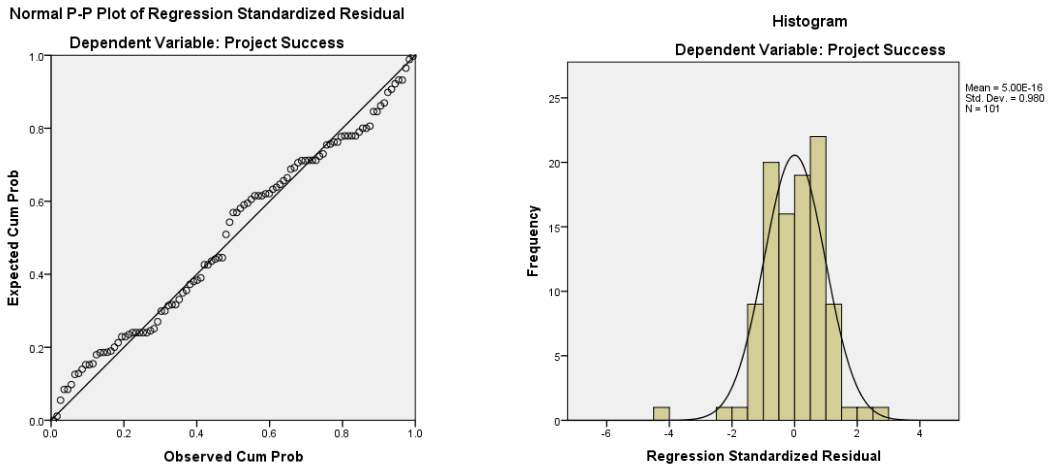


Source: (SPSS Output, 2024)

Figure 4.1: Scatter plot for Linearity Test

4.6.1.5. Normality

The normality assumption in multiple regressions assumes that residuals (errors) are nearly regularly distributed. The residuals of the regression should follow a normal distribution in order to derive accurate inferences from regression analysis. Plotting normal P-P or Histogram for the dependent variable to corroborate the given result is a straightforward technique to check this assumption (Asghar & Saleh, 2012). The cumulative probabilities (values range from 0 to 1) are plotted on the X-axis, and the predicted probabilities given the normal curve are plotted on the Y-axis. The points would be on a straight diagonal line if the sample was exactly normally distributed. The Figure 4.2 illustrates Normal P-P plots for the dependent variables (project success), in which the points lie on a straight line, indicating that the data is normally distributed. This is a desirable characteristic for regression analysis, as it allows for more reliable statistical inference and interpretation of results.



Source: Own Survey, (2024)

Figure 4.2: Normal P-P Plot and Histogram for Normality Test

Additionally, the accompanying histogram further reinforces the notion of a normal distribution for the project success variable. Bell-shaped histogram indicative of a normal distribution. In combination, the Normal P-P plots and histogram in Figure 4.2 provide strong evidence to support the assumption of normality for the project success variable. This indicates that the data is suitable for regression analysis and enhances confidence in the validity of the statistical inferences drawn from the regression model.

4.6.2 Analysis of Regression Results

The main objective of study was to explore the role of collaborative leadership in driving success of project management within a context of American Friends Service Committee (AFSC). This was done through regression analysis. The independent variable collaborative leadership is operationalized through: shared decision-making, collaboration, and empowerment, and flexibility & adaptability. Thus, the study sought to determine the effect of each of the four dimensions of collaborative leadership (shared decision-making, collaboration, and empowerment, and flexibility & adaptability) on the project success. The result of the regression analysis is presented in the following section.

4.6.2.1. The Multiple Coefficient of Determination (R^2)

Table 4.16 provides the model summary for the regression analysis conducted to examine the relationship between the independent variables (shared decision-making, collaboration, empowerment, and flexibility & adaptability) and the dependent variable (project success) within the American Friends Service Committee (AFSC). The model summary includes several key statistics that offer insights into the overall fit and performance of the regression model.

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.934[a]	.873	.868	.28018	2.118
a. Predictors: (Constant), Flexibility and Adaptability, Shared Decision-Making, Collaboration, Empowerment					
b. Dependent Variable: Project Success					

Source: Own Survey, (2024)

The coefficient of determination (R-squared) is a crucial metric presented in the model summary. It quantifies the proportion of variance in the dependent variable (project success) that is explained by the independent variables included in the regression model. In this case, the R-squared value of .873 indicates that approximately 87.3% of the variation in project success can be attributed to the combined influence of shared decision-making, collaboration, empowerment, and flexibility & adaptability. This suggests that the regression model provides a strong fit to the data and effectively captures the relationships between the independent and dependent variables.

Additionally, the adjusted R-squared value of .868 offers a more conservative estimate of the proportion of variance explained by the model, accounting for the number of predictors and degrees of freedom. The adjusted R-squared value is slightly lower than the R-squared value but remains high, indicating that the model's explanatory power is robust and not overly influenced by the inclusion of multiple predictors.

The standard error of the estimate (.28018) provides a measure of the variability or dispersion of observed values around the regression line. A lower standard error suggests that the model

provides a more precise estimate of the dependent variable, enhancing the reliability of predictions made by the regression model.

Overall, the model summary in Table 4.10 indicates that the regression model effectively explains a substantial portion of the variation in project success within AFSC, highlighting the importance of shared decision-making, collaboration, empowerment, and flexibility & adaptability in driving project outcomes. These findings have significant implications for project management practices within AFSC, suggesting that fostering collaborative leadership and incorporating these dimensions into project management strategies can lead to improved project success and organizational effectiveness.

4.5.2.2. ANOVA Interpretation

Table 4.17 presents the results of the analysis of variance (ANOVA) for the regression model examining the relationship between the independent variables (shared decision-making, collaboration, empowerment, and flexibility & adaptability) and the dependent variable (project success) within the American Friends Service Committee (AFSC). ANOVA is a statistical method used to assess the overall significance of the regression model and the individual contributions of the independent variables to explaining the variation in the dependent variable.

Table 4.17: ANOVA Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.785	4	12.946	164.918	.000[b]
	Residual	7.536	96	.079		
	Total	59.321	100			

a. Dependent Variable: Project Success

b. Predictors: (Constant), Flexibility and Adaptability, Shared Decision-Making, Collaboration, Empowerment

Source: Own Survey, (2024)

In this case, the ANOVA results indicate that the regression model as a whole is highly significant ($p < .000$), suggesting that the independent variables collectively have a significant impact on predicting project success within AFSC. The F-value of 164.918 further supports this conclusion. Therefore, the regression model provides a valuable framework for understanding and predicting project success within the organization, with shared decision-making,

collaboration, empowerment, and flexibility & adaptability playing significant roles in driving positive outcomes.

4.5.2.3. Regression Coefficients

Table 4.18 presents the coefficients for the regression model examining the relationship between the independent variables (shared decision-making, collaboration, empowerment, and flexibility & adaptability) and the dependent variable (project success) within the American Friends Service Committee (AFSC). These coefficients provide insights into the strength and direction of the relationships between the independent variables and project success.

Table 4.18: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.339	.146		-2.329	.022
	Shared Decision-Making	.241	.055	.248	4.367	.000
	Collaboration	.285	.055	.325	5.185	.000
	Empowerment	.261	.066	.259	3.972	.000
	Flexibility and Adaptability	.231	.063	.220	3.652	.000

a. Dependent Variable: Project success

Source: Own Survey, (2024)

The coefficients reveal that all independent variables—shared decision-making, collaboration, empowerment, and flexibility & adaptability—have statistically significant positive relationships with project success. This suggests that higher levels of these leadership dimensions are associated with greater project success within AFSC. Therefore, fostering collaborative leadership and emphasizing these dimensions in project management practices can lead to improved project outcomes and organizational effectiveness. These findings have important implications for guiding leadership and management strategies within AFSC and similar organizations.

When the standardized coefficients (Beta) from Table 4.12 are substituted into the regression equation, the model takes the following form:

Project Success = − 0.339 + (0.241 × Shared Decision -Making) + (0.285 × Collaboration) + (0.261 × Empowerment) + (0.231 × Flexibility and Adaptability)

This equation represents a predictive model for estimating project success within the American Friends Service Committee (AFSC) based on the levels of shared decision-making, collaboration, empowerment, and flexibility & adaptability present in the organization's leadership.

Interpreting the coefficients:

- **Intercept (-0.339)**: This represents the estimated project success when all independent variables (shared decision-making, collaboration, empowerment, and flexibility & adaptability) are at zero. It suggests that even without any leadership factors considered, there is still a baseline level of project success.
- **Shared Decision-Making (0.241)**: For every one-unit increase in shared decision-making, project success is estimated to increase by 0.241 units, holding all other variables constant. This suggests that organizations where decision-making is shared among team members tend to experience higher levels of project success.
- **Collaboration (0.285)**: Similarly, for every one-unit increase in collaboration, project success is estimated to increase by 0.285 units. This highlights the importance of collaborative efforts among team members in driving successful project outcomes.
- **Empowerment (0.261)**: A one-unit increase in empowerment is associated with a predicted increase in project success of 0.261 units. This indicates that organizations that empower their employees and provide them with autonomy tend to achieve greater project success.
- **Flexibility and Adaptability (0.231)**: Finally, for every one-unit increase in flexibility and adaptability, project success is estimated to increase by 0.231 units. This underscores the significance of being able to adapt to changing circumstances and requirements in achieving successful project outcomes.

Overall, the regression equation provides a quantitative model for predicting project success within AFSC based on the levels of shared decision-making, collaboration, empowerment, and flexibility & adaptability present in the organization. It emphasizes the importance of these

leadership dimensions in driving successful project management practices and organizational effectiveness.

4.8. Hypothesis Test and Discussion of the Finding

The findings from the multiple linear regression analysis conducted in this study provide valuable insights into the role of collaborative leadership in driving project success within the American Friends Service Committee (AFSC). The regression results were evaluated against the hypotheses formulated in Chapter 2 to determine the significance of shared decision-making, collaboration, empowerment, and flexibility & adaptability in influencing project outcomes. Table 4.15 summarizes the results of the hypothesis tests, indicating whether each hypothesis was accepted or rejected based on the significance level (p-value) of the corresponding regression coefficient.

The hypothesis test results, as summarized in Table 4.19, provide valuable insights into the relationship between collaborative leadership dimensions and project success within the American Friends Service Committee (AFSC). The analysis revealed that all formulated hypotheses were accepted, signifying the significance of shared decision-making, collaboration, empowerment, and flexibility & adaptability in influencing project outcomes.

Table 4.19: Summary of Hypothesis test

Hypothesis	Decision	Remarks
Hypothesis 1: Shared Decision-Making has a significant effect on project success.	Accepted	Its Sig. value is less than 0.05
Hypothesis 2: Collaboration has a significant positive effect on project success in FE Construction PLC.	Accepted	Its Sig. value is less than 0.05
Hypothesis 3: Empowerment has a significant effect on project success.	Accepted	Its Sig. value is less than 0.05

Hypothesis 4: Flexibility & Adaptability has a significant positive impact on project.	Accepted	Its Sig. value is less than 0.05

Source: Own Survey, (2024)

Hypothesis 1: Shared Decision-Making has a significant effect on project success.

The hypothesis regarding the effect of shared decision-making on project success was accepted, supported by a significant beta coefficient (Beta = 0.248, $p < 0.05$). This indicates that for every unit increase in shared decision-making, project success is estimated to increase by 0.248 units, holding all other variables constant. The p-value associated with shared decision-making was found to be less than 0.05, signifying a statistically significant relationship between shared decision-making and project success. Thus, the data suggests that involving stakeholders in decision-making processes positively impacts project outcomes within AFSC.

Recent literature supports this notion, emphasizing the importance of participative decision-making in achieving project objectives (Li et al., 2021). Li et al. (2021) found that projects with higher levels of shared decision-making among team members tend to have better outcomes, including higher quality deliverables and increased stakeholder satisfaction. Additionally, research by Johnson and Johnson (2020) highlights the role of shared decision-making in fostering team cohesion and commitment, ultimately leading to improved project performance.

Hypothesis 2: Collaboration has a significant positive effect on project success.

The hypothesis concerning the positive effect of collaboration on project success was also accepted, as indicated by a significant beta coefficient (Beta = 0.325, $p < 0.05$). This suggests that for every unit increase in collaboration, project success is estimated to increase by 0.325 units, holding all other variables constant. The p-value associated with collaboration was found to be less than 0.05, providing evidence of a statistically significant relationship between collaboration and project success. These findings underscore the importance of cohesive teamwork and collective efforts in driving successful project outcomes within AFSC.

Recent studies corroborate this idea, underscoring the importance of collaboration in driving project outcomes (Zhang et al., 2022). Zhang et al. (2022) demonstrated that projects characterized by high levels of collaboration exhibit greater innovation and adaptability, leading

to enhanced project success. Furthermore, research by Bryde et al. (2021) emphasizes the role of collaboration in promoting knowledge sharing and problem-solving, which are critical for overcoming project challenges and achieving success.

Hypothesis 3: Empowerment has a significant effect on project success.

The hypothesis regarding the effect of empowerment on project success was accepted, supported by a significant beta coefficient (Beta = 0.259, $p < 0.05$). This indicates that for every unit increase in empowerment, project success is estimated to increase by 0.259 units, holding all other variables constant. The p-value associated with empowerment was found to be less than 0.05, indicating a statistically significant relationship between empowerment and project success. Thus, the data suggests that empowering employees to take ownership and initiative positively influences project outcomes within AFSC.

Recent literature supports this hypothesis, highlighting the benefits of employee empowerment in project management (Chen et al., 2020). Chen et al. (2020) found that organizations that empower their employees experience higher levels of employee engagement and job satisfaction, leading to improved project outcomes. Moreover, research by Smith and Adams (2021) emphasizes the role of empowerment in fostering a culture of accountability and innovation, which are essential for driving project success.

Hypothesis 4: Flexibility & Adaptability has a significant positive impact on project.

The hypothesis concerning the positive impact of flexibility & adaptability on project success was accepted, as evidenced by a significant beta coefficient (Beta = 0.220, $p < 0.05$). This suggests that for every unit increase in flexibility & adaptability, project success is estimated to increase by 0.220 units, holding all other variables constant. The p-value associated with flexibility & adaptability was found to be less than 0.05, indicating a statistically significant relationship between flexibility & adaptability and project success. These findings underscore the importance of being responsive and adaptable to changing project requirements in achieving successful project outcomes within AFSC.

Recent studies support this hypothesis, highlighting the importance of agility in project management (Kerzner, 2020). Kerzner (2020) argues that organizations that prioritize flexibility

and adaptability can better navigate uncertainties and disruptions, leading to improved project performance. Additionally, research by Bryde et al. (2022) underscores the role of flexibility in mitigating risks and seizing opportunities, which are essential for achieving project success in dynamic environments.

In conclusion, the findings of this study underscore the significance of collaborative leadership in driving project success within AFSC. By embracing collaborative approaches and empowering their teams, organizations can navigate complex project environments more effectively and achieve their goals with greater efficiency and effectiveness.

CHAPTER FIVE

5. SUMMAY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of major findings, conclusions and recommendations of the study. The study was an objective to explore the role of collaborative leadership in driving success of project management within a context of American Friends Service Committee (AFSC). Based on this, the chapter presents the conclusion and recommendations that comprise further actions, which the study proposes for improving the collaborative leadership successful management of project management in AFSC.

5.1. Summary of Finding

As it is to be recalled, the major objective of the research was to explore the role of collaborative leadership in driving success of project management within a context of American Friends Service Committee (AFSC). To achieve these objectives, the study used survey questionnaires as a primary data collection tool. In this section, the major findings of the research which have been discussed as follows.

The analysis of descriptive statistics for the independent variables related to collaborative leadership within the American Friends Service Committee (AFSC) context revealed generally positive perceptions among employees. Shared decision-making, collaboration, empowerment, and flexibility & adaptability were all rated above the neutral midpoint, indicating their importance in driving project management success. While collaboration received the highest mean score, suggesting strong collaborative practices, empowerment emerged as an area for potential improvement, with a relatively lower mean score. The variability in responses underscored the need for targeted interventions to ensure a more uniformly positive experience across the organization. Overall, the findings highlight the success of AFSC in implementing collaborative leadership practices to a significant extent, but also emphasize the importance of continuous improvement, particularly in areas such as empowerment, to further enhance project management outcomes.

The analysis of project success within AFSC reveals generally positive perceptions across various dimensions, including timeliness of execution, quality of deliverables, project budget/cost, stakeholder satisfaction, and overall project success. While projects are perceived to be completed within anticipated timeframes and budgetary constraints, there are variations in the quality of deliverables and stakeholder satisfaction levels. This indicates areas for improvement, particularly in implementing more stringent quality control measures and enhancing communication with stakeholders throughout the project lifecycle. Overall, while AFSC demonstrates effective project management practices, addressing these areas of variability can lead to more consistent and higher levels of project success, ensuring that all projects consistently meet or exceed their goals.

The correlation analysis between collaborative leadership and project success within AFSC revealed significant positive correlations across all dimensions. Shared decision-making exhibited a strong correlation of r = 0.803 with project success, indicating that as shared decision-making increases, project success also improves. Collaboration demonstrated a robust correlation of r = 0.854 with project success, emphasizing the importance of effective teamwork and joint problem-solving in driving project outcomes. Empowerment showed a substantial correlation of r = 0.843 with project success, highlighting the significance of empowering team members to contribute to project objectives. Flexibility and adaptability displayed a notable correlation of r = 0.807 with project success, underscoring the importance of being responsive to changes and uncertainties. These findings collectively reinforce the pivotal role of collaborative leadership in enhancing project success within AFSC.

The regression analysis result also shows that all independent variables—shared decision-making, collaboration, empowerment, and flexibility & adaptability—have statistically significant positive relationships with project success. The model summary revealed a strong fit, with an R-squared value of 0.873, indicating that approximately 87.3% of the variation in project success can be explained by these dimensions. The ANOVA results further supported the significance of the regression model, with a highly significant F-value ($F = 164.918$, $p < .000$). Moreover, the regression coefficients demonstrated statistically significant positive relationships between all independent variables and project success. For every one-unit increase in shared decision-making, collaboration, empowerment, and flexibility & adaptability, project success was estimated to increase by 0.241, 0.285, 0.261, and 0.231 units, respectively. These insights underscore the strategic significance of prioritizing collaborative leadership practices within AFSC's project management framework to enhance project outcomes and achieve organizational goals effectively.

5.2. Conclusion

In today's complex and dynamic organizational landscape, effective project management is essential for driving organizational success and achieving strategic objectives. Within this context, collaborative leadership emerges as a critical factor in fostering synergy, innovation, and adaptability within project teams. The American Friends Service Committee (AFSC), a

renowned nonprofit organization dedicated to peace and social justice initiatives, recognizes the importance of collaborative leadership in driving project management success. Against this backdrop, this study endeavors to explore the role of collaborative leadership within AFSC's project management framework. By examining the dimensions of shared decision-making, collaboration, empowerment, and flexibility & adaptability, this research seeks to elucidate the impact of collaborative leadership on project success within AFSC. Through a comprehensive analysis of survey data and statistical methods, this study aims to provide valuable insights into the strategic importance of collaborative leadership practices within AFSC and offer actionable recommendations for enhancing project management effectiveness. Based on the summary of findings, several conclusions can be drawn regarding the role of collaborative leadership in driving project management success within the context of the American Friends Service Committee (AFSC).

Firstly, the analysis of descriptive statistics revealed generally positive perceptions among AFSC employees regarding collaborative leadership dimensions, including shared decision-making, collaboration, empowerment, and flexibility & adaptability. While the organization has been successful in implementing collaborative practices to a significant extent, there are areas for improvement, particularly in enhancing empowerment strategies to ensure a more uniformly positive experience across the organization.

Secondly, the analysis of project success within AFSC indicated overall positive perceptions across various dimensions. However, variations in the quality of deliverables and stakeholder satisfaction levels highlight areas for improvement. Addressing these areas of variability can lead to more consistent and higher levels of project success, ultimately ensuring that all projects consistently meet or exceed their goals.

Furthermore, the correlation analysis demonstrated significant positive correlations between collaborative leadership dimensions and project success. Shared decision-making, collaboration, empowerment, and flexibility & adaptability were all strongly correlated with project success,

underscoring the pivotal role of collaborative leadership in driving positive project outcomes within AFSC.

Lastly, the regression analysis confirmed the significant positive relationships between collaborative leadership dimensions and project success. The strong fit of the regression model and the high explanatory power of the independent variables highlight the strategic significance of prioritizing collaborative leadership practices within AFSC's project management framework.

In conclusion, this study underscores the pivotal role of collaborative leadership in driving project management success within the American Friends Service Committee (AFSC). The findings reveal that shared decision-making, collaboration, empowerment, and flexibility & adaptability are key dimensions of collaborative leadership that significantly influence project outcomes. The positive correlations and regression analysis results demonstrate that organizations like AFSC can leverage collaborative leadership practices to enhance project success rates and achieve strategic goals effectively. Moreover, the identification of areas for improvement, such as enhancing empowerment strategies and standardizing quality control measures, provides actionable insights for AFSC and similar organizations to optimize their project management practices. By prioritizing collaborative leadership and integrating its dimensions into project management frameworks, AFSC can foster a culture of innovation, teamwork, and adaptability, ultimately leading to greater organizational resilience and impact in the pursuit of its mission for peace and social justice.

5.3. Recommendation

As organizations strive for continual improvement and enhanced effectiveness, recommendations based on empirical findings become invaluable. In light of the study's comprehensive exploration of collaborative leadership's impact on project management success within the American Friends Service Committee (AFSC), a set of practical recommendations emerges. These recommendations are tailored to address specific findings regarding key dimensions of collaborative leadership, including shared decision-making, collaboration, empowerment, and flexibility & adaptability. By aligning organizational practices with these recommendations, AFSC can optimize its project management strategies, foster a culture of collaboration and

innovation, and ultimately achieve its mission more effectively. Based on the findings obtained from study, the following recommendations are made by the researcher:

- The analysis revealed a generally positive perception of shared decision-making within AFSC, indicating that many employees feel involved in organizational decision-making processes. However, there was moderate variability in responses, suggesting that some employees may feel less included in these processes. To address this, AFSC should implement structured mechanisms for involving team members in decision-making processes, providing training and resources to equip employees with the necessary skills, and fostering a culture of transparency and inclusivity.
- Collaboration emerged as a key strength within AFSC, with employees rating it highly in terms of frequency and effectiveness. However, there were variations in collaborative practices across different teams and departments. To capitalize on this strength and ensure consistency, AFSC should establish clear communication channels, encourage interdisciplinary teamwork, and recognize and reward collaborative efforts. By fostering a culture of teamwork and mutual support, AFSC can leverage diverse perspectives and expertise to drive project success.
- While employees generally perceived empowerment positively, there was room for improvement, particularly in providing opportunities for autonomy and recognizing individual contributions. AFSC should delegate decision-making authority based on employees' expertise and capabilities, provide opportunities for professional development and growth, and create a supportive environment that encourages risk-taking and innovation. By empowering employees to take ownership of their work, AFSC can enhance motivation, engagement, and ultimately, project success.
- Flexibility and adaptability were perceived favorably within AFSC, indicating a strong foundation in creating a flexible and adaptive work environment. However, there were opportunities to further enhance these practices, particularly in terms of responding to changing circumstances and stakeholder needs. AFSC should foster a culture of agility and responsiveness to change, provide training to develop adaptive skills, and establish processes for regularly reviewing and adapting project plans. By embracing flexibility and adaptability, AFSC can navigate uncertainties more effectively and drive greater project success.

5.4 Future Research Suggestions

Moving forward, several avenues for future research could further deepen the understanding of collaborative leadership and its impact on project management success within organizations like the American Friends Service Committee (AFSC).

- Firstly, comparative studies examining the effectiveness of collaborative leadership across different organizational cultures, structures, and industries could uncover contextual factors that influence its efficacy. Exploring how collaborative leadership practices vary in effectiveness across diverse settings can offer valuable lessons for tailoring strategies to specific organizational contexts.
- Secondly, qualitative research methods such as interviews, focus groups, and case studies can provide richer insights into the experiences, perceptions, and challenges associated with collaborative leadership implementation. Understanding the nuanced dynamics of collaborative leadership from the perspectives of leaders, team members, and other stakeholders can inform more contextually relevant and effective strategies.
- Thirdly, exploring the role of technology in facilitating collaborative leadership and project management success presents a promising area for future research. Investigating the impact of digital collaboration tools, virtual team environments, and remote work practices on collaborative leadership dynamics can provide insights into leveraging technology for enhanced project outcomes.
- Furthermore, research focusing on the intersection of collaborative leadership with other leadership styles, such as transformational leadership or servant leadership, could shed light on synergies and potential conflicts. Understanding how different leadership approaches complement or compete with collaborative leadership can inform strategies for leadership development and organizational effectiveness.

By addressing these research gaps, future studies can contribute to advancing knowledge and practice in collaborative leadership and project management, ultimately supporting organizations like AFSC in achieving their strategic goals and societal impact.

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Appendix I: Questionnaire

The purpose of this questionnaire is to collect data for study entitled "**The Role of Collaborative Leadership on Project Success in American Friends Service Committee**". This questionnaire is required to assist in determining the objectives of the study. Your privacy will be kept anonymously and, therefore, no one knows who provided the information. Any information provided will be used for academic purpose only and will be treated in strict confidence. Therefore, you are kindly requested to provide your responses to different questions below. Thank you in advance for agreeing to participate in this study.

General Instruction: - Circle your response or indicate "√" in the box beneath for closed-ended questions among the provided alternatives but write your response in the space provided for open-ended questions. You don't need to write your name.

Section One: Profiles of respondents

Instruction: - Circle your response or indicate "√" in the box beneath for each question.

1._Gender: Male_☐ 2, Female_☐

2._Age: 1, 20-30_☐ 2, 31-40_ ☐ 3, 41-50 ☐ 4, Above 50 ☐

3. Educational status

1. Certificate/10+2 ☐ 3. BA_BSC degree ☐ 5. Above Master's ☐

2. Diploma ☐ 4. Master's degree ☐

4._Work experience

1. Below 1year ☐ 2, 1-3 Years ☐ 3. 3-5 Years ☐

5. Above 5 years ☐

5._Office Location/country: _____

Section II: Collaborative Leadership Style Questionnaire

Instructions: Please indicate the extent to which you agree or disagree with each statement based on your experiences with leadership within the American Friends Service Committee (AFSC). Use the following scale: 1 to 5 where **5= Strongly Agree, 4 =Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree.**

S/N	Item	1	2	3	4	5
	i) Shared Decision-Making:					
1	Leaders within AFSC involve team members in decision-making processes.					

S/N	Item	1	2	3	4	5
2	Leaders encourage open communication and input from team members when making decisions.					
3	Team members feel valued and respected for their contributions to decision-making.					
4	Leaders consider diverse perspectives before making decisions that affect the team or project.					
5	Team members have opportunities to participate in setting goals and objectives for projects.					
	ii) Collaboration:					
1.	Team members within AFSC actively collaborate with each other to achieve project goals.					
2	Collaboration among team members is encouraged and supported by leadership.					
3	Team members feel comfortable reaching out to colleagues for assistance or feedback.					
4	Collaborative efforts are recognized and rewarded within the organization.					
5	Cross-functional collaboration is promoted to leverage diverse skills and expertise.					
	iii) Empowerment:					
1.	Leaders within AFSC empower team members to take ownership of their work and decisions.					
2.	Team members have autonomy to make decisions within their areas of responsibility.					
3.	Leaders provide support and resources to help team members succeed in their roles.					
4.	Team members are encouraged to take initiative and innovate in their work.					
5.	Leaders trust team members to fulfill their responsibilities without micromanagement.					
	iv) Flexibility and Adaptability:					
1	Leaders within AFSC demonstrate flexibility in responding to changing project requirements or circumstances.					
2	Team members are encouraged to be adaptable and resourceful in overcoming challenges.					
3	Leaders are receptive to feedback and willing to adjust plans or strategies as needed.					
4	The organization has systems in place to facilitate agile decision-					

S/N	Item	1	2	3	4	5
	making and adjustments.					
5.	Team members feel empowered to propose changes or improvements to project processes.					

Section III: Project Success Evaluation Questionnaire

Instructions: Please indicate the extent to which you agree or disagree with each statement based on your experiences with project implementation within the American Friends Service Committee (AFSC). Use the following scale: **1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree**

S.N	Statements	5	4	3	2	1
	Timeliness of Execution:					
1.	Projects are executed according to established timelines and schedules.					
2.	Delays or setbacks in project implementation are promptly addressed and mitigated.					
3.	Project milestones are achieved within expected timeframes.					
	Quality of Deliverables:					
4	The quality of deliverables produced as part of project implementation meets or exceeds expectations.					
5.	Projects are evaluated based on predetermined quality standards and criteria.					
6.	Continuous improvement efforts are undertaken to enhance the quality of project outcomes.					
	Project Budget/Cost:					
7.	Projects are completed within the allocated budget and cost constraints.					
8.	Budget variances are minimized, and project expenditures are effectively managed.					
9.	Cost performance is monitored and evaluated throughout the project lifecycle.					
	Stakeholder Satisfaction:					
10.	Stakeholder expectations are effectively managed and aligned with project outcomes.					
11	Stakeholders perceive projects as contributing value to the organization and its stakeholders.					

12.	Overall, stakeholders are satisfied with the outcomes and impacts of projects within AFSC.					
	Overall Project Success:					
13	Overall, I consider the projects implemented within AFSC to be successful.					
14	Projects contribute positively to the mission and objectives of AFSC.					
15.	Project outcomes align with stakeholder expectations and contribute to organizational impact.					