Inclusive Leadership and Project Success: The Mediation Role of Psychological Empowerment and Psychological Resilience Capacity

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ABSTRACT

Purpose – the purpose of study to determine the impact of inclusive leadership and project success. Psychological empowerment and psychological resilience capacity plays mediating role.

Design/Approach/Methodology – data has been collected from 276 Public Sector Development Programs (PSDP) in Khyber Pakhtunkhwa. Structural equation modelling was employed busing SmartPLS 3.3.2 and R-studio. This study employs robustness test (curvilinear relationship, Gaussian copula endogeneity test and response-based unit segmentation (REBUS) for homogeneity).

Findings – study found the psychological empowerment and psychological resilience capacity significantly mediating between the relationship of Inclusive leadership and project success. In addition, study shows complementary partial mediation between the relationships.

Originality/Value – this study addressed two questions which unanswered in prior literature. First, how inclusive leadership enhances the Public Sector Development Programs (PSDP) success? Second, does psychological empowerment and psychological resilience capacity mediates the relationship between Inclusive leadership and project success?

Keywords

Inclusive Leadership, Psychological Empowerment, Psychological Resilience Capacity, Project Success.

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Introduction

Over the past few years, the extra attention and exaggerated importance given to leadership and leadership styles are backed by the fact that leaders are the key role player in establishing or damaging the fate of any organization (Moss, 2019). Present literature excessively argues about various types of leadership that are being practiced by various successful project managers, i.e. cognitive, motivational, emotional and behavioral leadership (De Vries & Florent-Treacy, 2002; Mendenhall et al., 2017; Osland, 2008). However, project leadership is different than organizational leadership since commitment, scope and bonding in both types varies from each other (Rehman, 2020). Consequently, additional leadership styles have emerged and addressed by literature that practically influence project success.

Inclusive leadership is among those emerging new styles that are found to have a significant impact on project success (Jalil, 2017). The concept of Inclusive Leadership (IL) is explained by Hollander (2012), in a way that it enables the leader-member relationship to that extent where leaders involve team members and their followers rather than dictating them to perform required tasks. In other words, inclusive leadership style is based on peoples' engagement and empowerment to practically contribute towards the success of the project instead of being used as a comrade. The core objective of this leadership style lies in taking input from the subordinates in critical decision making. This has a direct impact on an organizational structure that promotes transparency, fairness and ownership (Hollander, 2012).

Project success is complex and dependent on exceeding number of factors besides leadership and management styles. Among these factors, Psychological Empowerment (PE) and Psychological Resilience (PR) are of much importance. Psychological empowerment refers to work-related perspective derived from cognition, evaluation and behavior (Kazlauskaite et al., 2012), that enable an employee's elemental factors of motivation which leads an employee to perform exceptionally being highly motivated (Arshadi, 2010). Psychological resilience, being a construct of social sciences research, has been integrated by many other disciplines such as management sciences. According to Fletcher & Sarkar (2013), who provided a detailed review on the construct of psychological resilience, resilience is required towards different adversities of life and suggested that resilience is either a personal or process that is developed over time.

Since the past few decades, researchers and practitioners have given much attention in identifying the critical success factors (CSFs) that dictate project success (Khan et al., 2020). Among all the identified CSFs, support of leadership emerged as the most integral parameter in determining the success of a project (Nixon et al., 2012), which has been validated by many researchers after investigating the consequences of the diverse styles of leadership on project success (Khan et al., 2020).

Although, a considerable amount of present literature is at hand depicting the impact of inclusive leadership on project success (Jalil, 2017; Khan et al., 2020; Mir, 2019; Murugesan, 2014; Rehman, 2020) also with the mediating role of PE (Ali et al., 2020; Khan et al., 2020), however, the mediating role of PR is missing in current literature. Therefore, this research is aimed at examining the impact of IL on project success with the mediating role of PE and PR in prospect to Pakistan.

Leader-Member Exchange theory will be applied in this research, and the findings of the study will be beneficial for both project managers and employees of project-based organizations. Project-based organizations will be able to extract the key elements that will help integrate inclusive leadership to enhance project success and to empower their employees to improve their productivity and performance. In addition, it will contribute towards recent literature regarding IL, PE and PR, particularly in the context of Pakistan.

Theoretical Framework

Leader-member Exchange Theory

Employees are divided into two different groups on the basis of leader member exchange theory i.e. one group of employees very close to organization and is called in-group and the other is the group of employees not very closed or the out-group (Yang & Yang, 2020). As the leader member exchange theory explains that good relationship between leaders and employees results in positive results or successes (Volmer et al., 2012). So, based on leader- member exchange theory, this study will answer the important questions in the field of project-management because these questions still need to be answered in project management literature. The first question asks that "does inclusive leadership affect the project success?" The employees' good relation with the inclusive leaders makes them feel valuable and important for the organizations (Shore et al., 2018). Due to this feeling employees are highly motivated to perform their jobs and get success. Inclusive leaders carry openness which makes them to accept the failures and take the responsibility for the failures (Hollander, 2012). Due to these facts this study is proposing to investigate the impact of inclusive leadership on the project success. In this study psychological empowerment and psychological resilience capacity are considered as mediating variables between the inclusive leadership and project success. The study proposed that inclusive leadership is a source of increase in project success through psychological empowerment and psychological resilience capacity. All employees have different approaches to achieve their tasks so the inclusive leaders acknowledge their unique styles to perform their tasks efforts (Randel et al., 2018). The projects need to be completed in time and the psychologically empowered employees (Javed et al., 2019)and the employees carrying the psychological resilience capacity (Caniëls & Hatak, 2019) can better, take the responsibility to achieve the project targets in time.

The theory of high quality connections considers commonly the leadership-member relationship in connection to resilience (Dutton & Heaphy, 2003). According to this theory the good relations of followers with the leaders are the source of great achievements for the followers. The skills and abilities of employees flourish in the presence of good leadership (Dutton & Heaphy, 2003).This study is also assuming that good leadership in the form of inclusive leadership is a good source for building the resilience capacity. Leadership approaches act as ways and means and psychological abilities act as ends and this enlightens the leader-member exchange theory. Leader-member exchange theory is based on social-exchange theory (Buch et al., 2019).

Literature Review

Inclusive leadership and project success

The term inclusive leadership is defined as the actions taken by leaders to appreciate others in achieving their jobs (Nembhard & Edmondson, 2006). Inclusive leadership is a win-win situation for all the stakeholders (Hantula, 2009). Inclusive leaders show responsibility to achieve organizational outcomes and they acknowledge all the employees working at different levels in the organization (Qi et al., 2019). Inclusive organizations can be built by inclusive leaders and inclusive organizations are those who hire people from different races and ethnic backgrounds and they give importance to the contributions made by all the employees equally (Fang et al., 2019). Inclusive organizations design the organizational programs based on the needs of all the employees (Carmeli et al., 2010). Fang et al. (2019) discussed the characteristics of inclusive leaders in three ways, first the inclusive leaders always listen to their followers; secondly they always show respect towards the employees and the third is that inclusive leaders accept the employee with their failures. Accepting the employees with failures mean that inclusive leaders always bear the mistakes of their followers humbly and help them to rectify these mistakes. Inclusive leadership is all about giving freedom to others in their speech and actions (Liu et al., 2016). Inclusive leadership encourages the openness in communicating with the employees to insure the effectiveness of communication process (Carmeli et al., 2010). In one study on a hospital, it is observed that employees' good mental health is positively affected by inclusive leadership (Hirak et al., 2012). Two important things for inclusive leadership are showing affiliation to others and treating others with fairness (Jansen et al., 2014). Inclusion exists in teams and groups in the form of good relationship and sense of security among the team members which ultimately leads to good performance and success of team members (Choi et al., 2017). Due to the fact this study is aimed at studying the impact of inclusive leadership on the project success. The critical success factors of the projects are still undecided and needed to be worked out because if the project is considered successful by one party then at the same time project failure is declared by other stakeholders (Ramos & Mota, 2016). Now the new generation employees are different from traditional employees as now people are more concerned about the team or project success rather than the individual success (Chen, 2020). The current study is considering the project success to investigate as compared to the employee performance due to the same reasons. The project is considered successful when it is declared successful by all the stakeholders (Beleiu et al., 2015). On the other hand, as already discussed above this study will investigate the role of inclusive leadership in project success. There are number of reasons that why inclusive leadership is selected to investigate as one contributing factor in project success. Some reasons are given below.

When inclusive leadership is compared with other leadership-styles, it carries exceptional qualities like openness for the followers, high level of acceptance among stakeholders and fair treatment for all the employees (Randel et al., 2018). As compared to the inclusive leadership, transformational leadership revolves around the leader with lack of employee participation and compensation (Hantula, 2009). Dissimilar to this, in inclusive leadership employees are accepted as they are; employees feel free to give their suggestions and opinions and are highly motivated to perform their jobs (Qi et al., 2019). Servant leadership helps the employees in achieving goals but inclusive leadership is focused on fulfilling all the needs of the employees and these needs can be communicated by the employees openly (Liden et al., 2008). In empowering leadership employees follow their leaders and leaders act as coaches but comparatively inclusive leaders are like facilitators to employees and all the activities revolve around the employees (Srivastava et al., 2006). From the above discussion, inclusive leadership shows small differences from other leadership styles but the important thing is that inclusive leadership carries the characteristics of all leadership styles and Inclusive leadership is unique in itself (Qi et al., 2019). Despite having extraordinary characteristics, very few studies have explored the relation between inclusive-leadership and project-success. Due to this fact, this study has decided to research the impact of inclusive leadership on project success through psychological empowerment and psychological resilience capacity. For this purpose, the framework of the current study is given below.
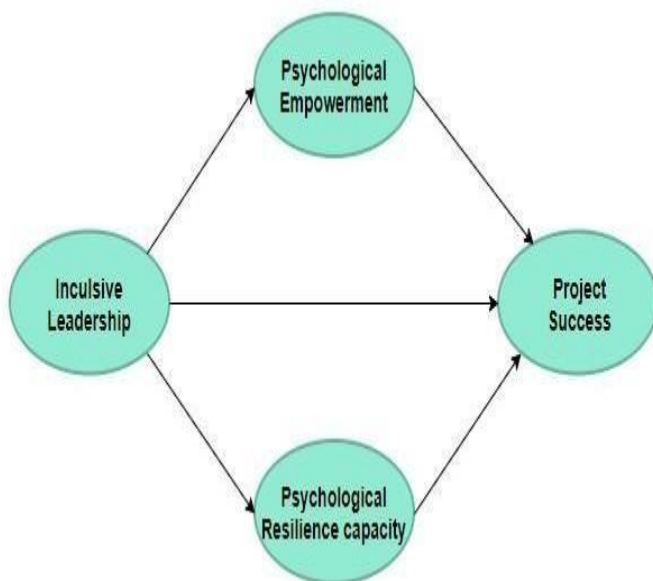
Project success is achieved when the needs and wants of all the stakeholders are fulfilled completely (Carvalho & Rabechini Jr, 2017).The openness concept of inclusive leadership towards all the stakeholders provides the basis for important relationship between inclusive leadership and project success which is needed to be addressed properly (Khan et al., 2020). So, this study is investigating this important relationship which will have many useful implications for all the project-based organizations. Project

success is determined from all the dimensions of success i.e from customer satisfaction, employees belongingness and good performance, project growth and profits and organizational performance (Aarseth et al., 2017). In inclusive leadership all the members of the organization are given equal importance and all are treated respectfully so that they can work properly to achieve the project-success (Carmeli et al., 2010; Khan et al., 2020). Inclusive leadership encourages the employees to openly communicate the problems related to the projects (Carmeli et al., 2010).Inclusive leaders involves the employees in the projects and makes them realize their importance for attaining project success (Shore et al., 2011). Inclusive leaders encourage the employees to take part in different decisions and in deciding the goals and this association among the leaders and employees is explained by LMX theory (Gerstner & Day, 1997). This type of association helps to achieve the project success. Time is the major limitation for all the projects and that's why inclusive leaders need to be available all the time to communicate and listen to the employees (Khedhaouria et al., 2017). In this way employees can get the quick response to discuss project-related issues and is helpful in achieving the project success. Based on the above discussion following hypothesis is given:

H1: Inclusive leadership has a significant relationship with project success.

The mediating role of psychological empowerment

"Psychological empowerment is a term having multi facets and consists of four cognitions which are meaning, self-determination, competence and impact" (Thomas & Velthouse, 1990). Psychological empowerment is like an intrinsic-motivation which triggers the proactive-behavior in employees (Spreitzer, 1995). Out of its four dimensions, meaning is defined as the degree to which the job requirements are matched with the thinking and perceptions of the employees (Hackman & Oldham, 1980); the second dimension competence is defined as the self-confidence of employees that how efficiently they can perform their jobs and competence is nearly defined in same way as self-efficacy (Ioannidou et al., 2016). The next dimension is self-determination which is defined as courage to take initiatives and exercising high level of consistency in work over the period of time (Gul et al., 2012). The last dimension is impact which is defined as ones belief in himself/herself that what he/she can contribute towards the performance and growth of organization (Ioannidou et al., 2016). Psychological empowerment motivates the employees to take part in decision making activities as it fosters decentralization in the organizations (Spreitzer & Doneson, 2005). Inclusive leadership supports decentralized work settings as inclusive leaders encourages the employees to share their ideas openly and employees enjoy their respectful environment (Booysen, 2014). Leaders shape the organizational environment (Khan et al., 2020). Based on the theory of inclusive leadership effective leaders always empower the employees to nourish their skills and abilities and in turn the employees feel responsible towards the organizations (Choi et al., 2015). The employees' opinions and suggestions are valued by the inclusive leaders and their

input is always appreciated by them (Prime & Salib, 2014). In this way the employees feel empowered and results in the organizational success (Khan et al., 2020). Based on the above discussion, this study will investigate the mediating role of psychological empowerment between the inclusive leadership and project success.

Inclusive leaders feel happy to share their authority with the employees (Nishii & Mayer, 2009) and employees in turn feel empowered in taking work-related decisions (Khan et al., 2020). The participation of employees is valued by inclusive leaders and in this way employees feel respectful and are highly motivated to achieve organizational goals (Randel et al., 2018; Shore et al., 2011). The job performance of employees is positively affected by the inclusive leadership as the employees are highly motivated intrinsically in the presence of inclusive leadership (Randel et al., 2018).

The employees enjoying psychological empowerment are more efficient in dealing the needs of customers and their active response towards the customers result in the success of whole organization (García-Juan et al., 2019). Psychological empowerment positively affects all the stakeholders and positively affects the organizational performance and productivity (Amundsen & Martinsen, 2015).The organizational growth and productivity or project-productivity is positively and significantly affected by the psychological empowerment (ul Haq et al., 2018). The employees who enjoy psychological empowerment always consider their work responsibilities at their first priority and it leads to project success (Javed et al., 2017).

Project success is a complicated term to define and in spite of having so many definitions, it is still missing and still needed to be fixed (Anantatmula & Rad, 2018). Some researchers believe that project success can be defined with the help of certain factors known as critical success-factors for project success (Scott-Young & Samson, 2008). All the factors which are responsible for the completion of projects are called success-factors (Geraldi & Söderlund, 2018). Previous studies in project-management say that success factors for project are those which lead to the project-success with respect to all the stakeholders (Banihashemi et al., 2017). Project success is based on good management or good leadership (Müller & Turner, 2010). Successful projects make the foundation for the growth in the economy of any country (Serrador & Pinto, 2015). In project structure time frame is very important so the empowered employees can efficiently complete the project within the time frame (Chandra et al., 2011). Chandra et al. (2011) investigated the positive and significant effect of empowerment on the success of project. Based on the above discussion this study will investigate the mediating role of psychological empowerment between the inclusive leadership and the project success. The following hypothesis is given below for this purpose:

H2: The psychological empowerment mediates the relationship between inclusive leadership and the project success.

The mediating role of Psychological resilience capacity

Psychological resilience capacity is the ability of people to deal with the dynamic changes taking place over the period

of time (Lee & Cranford, 2008). The term psychological resilience capacity is one of the dimensions of psychological capital which is the major resource of any organization to achieve the competitive edge (King et al., 2016).The people who carry resilience capacity get through from difficult situations easily as compared to others (Young, 2014). The word resilience comes from Latin language meaning "leaping back" which means to recover from bad times as soon as possible (Linnenluecke, 2017). Psychological resilience capacity is one of the personality traits carried by emotionally stable people (Kossek & Perrigino, 2016). Resilience capacity triggers proactive behavior (Caniëls & Hatak, 2019). Resilience capacity allows the people to handle the hardships and risky situations very efficiently (Britt et al., 2016).Resilience capacity of people boosts in difficulties and risky situations (Mcleod et al., 2019). So the people can better exercise their resilience capacity in difficult situations and can take great advantage of their resilience capacity (Kossek & Perrigino, 2016). Resilience is exercised more when people face hardships again and again. After facing so many hardships they learn to deal the difficult times and learn to develop positive attitude (Kuntz et al., 2017). Psychological resilience capacity of a person improves with the passage of time (Stokes et al., 2019). Resilience capacity can be developed in the presence of proper leadership and can assist the employees to get back from difficult times (Franken et al., 2020).As the good leadership helps the psychological resilience capacity of employee to nourish, so this study has decided to investigate the relation among the inclusive leadership, psychological resilience capacity and the project success.

Psychological resilience capacity helps the employees to face the challenges and to accept the changes in the environment (Rowe et al., 2019). Several studies have investigated resilience capacity of employees in different ways like resilience is proved to have significant impact on employees' performance, organizational-commitment and the employees innovative work behavior (Hartmann et al., 2020).

Resilience capacity can be developed over the period of time, so leadership plays an important role in building the resilience capacity and some researchers proved the role of leadership for the growth of resilience capacity (Meng et al., 2018). Inclusive leadership believes in the openness and fairness, so inclusive leadership can be better option for the resilience capacity of employees to grow. Based on literature review this study has decided to investigate the important relationship between the inclusive leadership and psychological resilience capacity as the relationship is not clearly recognized. Leaders can influence the followers to face and handle the difficult situations and to get rid of stress (Kuntz et al., 2017). Leadership is a source of change for the psychological resilience capacity as it can be decreased or increased by leadership style. This study will focus on the inclusive leadership and will determine its role for the resilience capacity. On the other hand psychological resilience capacity is helpful for the completion of projects within the time-frame by the employees or the project team (Wright et al., 2013) which ultimately leads to project success. The feelings and capabilities change from one employee to the other as these are unique characteristics so the project leaders have to learn the psychology of people

([Khan et al., 2020](#)). Inclusive leadership is helpful in this stance to help the employees in adjusting to different settings and in developing the resilience capacity and resilience in turn yields the project success. This study will determine the path that psychological resilience capacity mediates the relationship between inclusive leadership and project success. The following hypothesis is developed to be investigated in this study:

H3: Psychological resilience capacity mediates the relationship between inclusive leadership and project success.

Methodology

Research Design

The population of present study consists of Public Sector Development Program's (PSDP) heads in Khyber Pakhtunkhwa. This sector has been chosen because it is contributing significantly to the economy of Pakistan. The confidentiality of all participants was ensured and they were free to discontinue their participation at any time. To evade the restraint of cross-sectional data researcher, measure the constructs on three points of time. Inclusive leadership were measured at time one, the psychological empowerment and psychological resilience capacity were measured at time two, and project success were measured at time three. All three time of point were spaced 8 weeks. Total 500 questionnaire were distributed among project heads and 416 were returned at time one, again 416 participants were contacted and 353 were returned at time two, 353 participates contacted at third time and 276 were collected. Thus, total sample size of this current study was 276. The total response rate was 55.2%, which is quite enough for government projects.

Measures

Five Likert point scale was employed to measure the variables. The 1 indicates "Strongly Disagree", 3 indicates "Neutral" and 5 represents "Strongly Agree". Nine indicators adapted from the study of ([Khan et al., 2020](#)) to measure inclusive leadership. For the measurement of psychological empowerment 11 items were adapted from the study of ([Spreitzer, 1995](#)). The nine statements were adapted from ([Block & Kremen, 1996](#)) to measure psychological resilience capacity. Total 14 indicators adapted to measure the project success ([Khan et al., 2020](#)).

Results and interpretations

Table 1: Reliability and HTMT$_{.85}$

	α	**CR**	**AVE**	**IL**	**PS**	**PE**	**PRC**
IL	0.846	0.883	0.521				
PS	0.884	0.907	0.520	0.691			
PE	0.874	0.901	0.533	0.716	0.769		
PRC	0.861	0.892	0.509	0.699	0.823	0.752	

Note: IL=Inclusive Leadership, PS=Project Success, PE= Psychological Empowerment, PRC= psychological Resilience capacity.

In the measurement model, it is imperative to assess the internal consistency and validity of indicators. The measurement model evaluation shows the link between the latent constructs and its indicators. **Table 1** illustrates that there was no reliability and convergent validity and discriminant validity issue in the framework. Internal consistency and composite reliability (CR) should be >0.708 ([Hair et al., 2017](#)). The average variance extracted (AVE) represents convergent validity, which should be >0.50 ([Hair et al., 2012](#)). This study employed Heterotrait-Monotrait method (HTMT$_{0.85}$) to measure discriminant validity. Inclusive leadership, project success, psychological empowerment and psychological resilience capacity have no discriminant validity issue by using the conservative HTMT approach. Results illustrate that the measurement model has not reliability and validity issue. So, we can move to a structural model assessment.

Table 2: Hypothesis Testing

	Beta coffe.	Std. error	CIBC	t-value	VIF	R^2	f^2	Q^2
IL -> PS	0.166	0.044	[0.084 0.255]	3.787***	1.830	0.612	0.039	0.314
IL -> PE	0.623	0.032	[0.554 0.679]	19.536***	1.000	0.389	0.636	0.203
IL -> PRC	0.602	0.035	[0.524 0.665]	16.987***	1.000	0.362	0.568	0.180
PE -> PS	0.293	0.052	[0.194 0.400]	5.641***	2.057	NA	0.108	NA
PRC -> PS	0.431	0.044	[0.334 0.515]	9.865***	1.971	NA	0.243	NA
IL -> PE -> PS	0.183	0.035	[0.119 0.256]	5.266***	NA	NA	NA	NA
IL -> PRC -> PS	0.259	0.029	[0.205 0.317]	9.052***	NA	NA	NA	NA

Note: CIBC= Confidence Interval biased corrected, R^2 and Q^2= values for dependent variables only.

*** indicates significance value at <0.01, VIF= variance inflation factor

Table 2 shows the causal relationship between exogenous and endogenous constructs in the framework (coefficient of determination, beta coefficient, f-square and predictive relevance). Beta coefficient and r-square show how well the

Exogenous variable supported endogenous constructs ([Hair et al., 2017](#)). The current study employed 5000 resample bootstrapping sample method to test the hypothesis. Statistics show that IL and PE and PRC have a positive and significant effect on PS. Furthermore, IL and has a positive impact on PE and PRC, which leads to PS. Inner VIF should be <3 for all constructs, which indicated no multicollinearity. Conclusively, the study also assessed coefficient of determination, effect size and predictive

relevance. Cohen (2013) suggested ≥0.02 indicate small, ≥0.15 present medium and ≥0.35 shows large effect size. IL and PE have a small effect on PS. Moreover, the PRC has a medium effect on the PS and IL have the most significant effect size on PRC and PE. We compare original values and predictive relevance values and found a small prediction error. Thus, the study has high predictive relevancy.

Robustness analysis

The authors suggested that when we have a complex framework, it is complimentary to assess the robustness of the model (Sarstedt et al., 2019). The robustness test includes curvilinear relationship, endogeneity test and homogeneity of the data. The current study utilized a two-stage approach for a curvilinear relationship (Henseler et al., 2012). For the assessment of the endogeneity Gaussian copula approach employed (Hult et al., 2018). Response based unit segmentation (REBUS) test adapted to analyze the homogeneity of the data (Esposito Vinzi et al., 2008).

Table 3: Curvilinear Relationship

	Path Coefficient	Standard Deviation	Confidence Interval biased corrected	T Statistics	P Values
IL -> PS	0.161	0.045	[0.075 0.248]	3.597	0.000
IL -> PE	0.623	0.033	[0.556 0.684]	19.031	0.000
IL -> PRC	0.602	0.036	[0.520 0.666]	16.551	0.000
PE -> PS	0.308	0.050	[0.207 0.406]	6.106	0.000
PRC -> PS	0.432	0.045	[0.347 0.523]	9.490	0.000
IL*IL -> PS	-0.044	0.034	[-0.111 0.021]	1.275	0.202
PRC*PRC -> PS	0.012	0.028	[-0.053 0.059]	0.420	0.675
PE*PE -> PS	0.020	0.031	[-0.052 0.074]	0.659	0.510

Table 3 shows the curvilinear relationship between the latent constructs. Henseler et al. (2012) suggested a two-stage approach for assessment of the curvilinear relationship. The first stage, by using the PLS algorithm latent score, generates and save this score for the next stage. The second stage, by using latent variable scores, generates a quadratic effect to measure non-linear relationships. Statistics show that IL has a linear relationship with PE, PRC and PS because the non-linear relationship was insignificant. PE and PRC also have a linear relationship with PS.

Table 4: Gaussian copula endogeneity

Test	Construct	Coefficient	P-value	Bootstrapping
Model 1 (endogenous construct; PE)	PE	0.318	0.000	0.000
	PRC	0.432	0.000	0.000
	IL	0.163	0.000	0.000
	PE[C]	-0.021	0.587	0.631
Model 2 (endogenous construct; PRC)	PE	0.291	0.000	0.000
	PRC	0.376	0.000	0.000
	IL	0.169	0.000	0.000
	PRC[C]	0.047	0.261	0.265
Model 3 (endogenous construct; IL)	PE	0.292	0.000	0.000
	PRC	0.430	0.000	0.000
	IL	0.183	0.034	0.032
	IL[C]	-0.016	0.814	0.793
Model 4 (endogenous constructs; PE and PRC)	PE	0.353	0.000	0.000
	PRC	0.350	0.000	0.000
	IL	0.166	0.000	0.000
	PE[C]	-0.053	0.232	0.326
	PRC[C]	0.073	0.122	0.172
Model 5 (endogenous Constructs; PE and IL)	PE	0.317	0.000	0.000
	PRC	0.432	0.000	0.000
	IL	0.166	0.075	0.091
	PE[C]	-0.020	0.623	0.681
	IL[C]	-0.003	0.967	0.965
Model 6 (endogenous constructs; PRC and IL)	PE	0.289	0.000	0.000
	PRC	0.366	0.000	0.000
	IL	0.219	0.016	0.025
	PRC[C]	0.055	0.210	0.238

	IL[C]	-0.045	0.547	0.539
Model 7 (endogenous constructs; PE, PRC and IL)	PE	0.348	0.000	0.000
	PRC	0.347	0.000	0.000
	IL	0.191	0.043	0.056
	PE[C]	-0.049	0.282	0.390
	PRC[C]	0.075	0.115	0.173
	IL[C]	-0.023	0.764	0.753

[Hult et al. (2018)](#) suggested the Gaussian Copula approach for the assessment of endogeneity. Endogeneity occurs when the exogenous construct correlated with the error term of the endogenous constructs. The current study used 10000 Bootstrapping resample method and generates seven suggested models for endogeneity test, as shown in **Table 4**. The current study used R-studio for the assessment of endogeneity by using r-syntax. There was no endogeneity issue in seven given models.

Table 5: Measurement model results for the global and the local models by REBUS Approach

Variables	Loadings				Communalities			
	Global Model	Class 1	Class 2	Class 3	Global Model	Class 1	Class 2	Class 3
IL1	0.789	0.741	0.766	0.836	0.623	0.55	0.586	0.699
IL2	0.801	0.841	0.759	0.825	0.641	0.707	0.577	0.68
IL3	0.710	0.746	0.696	0.684	0.504	0.557	0.485	0.468
IL4	0.684	0.679	0.703	0.655	0.468	0.461	0.495	0.429
IL6	0.731	0.714	0.778	0.586	0.535	0.51	0.606	0.344
IL7	0.718	0.786	0.697	0.601	0.515	0.617	0.485	0.362
PE1	0.799	0.729	0.802	0.821	0.638	0.532	0.644	0.674
PE2	0.803	0.831	0.803	0.779	0.645	0.691	0.644	0.606
PE5	0.752	0.836	0.747	0.642	0.565	0.699	0.558	0.412
PE6	0.762	0.838	0.636	0.765	0.581	0.702	0.404	0.585
PE7	0.719	0.748	0.618	0.707	0.517	0.559	0.382	0.499
PE9	0.741	0.704	0.653	0.756	0.549	0.495	0.427	0.572
PE11	0.645	0.496	0.629	0.618	0.416	0.246	0.395	0.382
PRC1	0.769	0.638	0.817	0.675	0.591	0.408	0.667	0.455
PRC4	0.791	0.792	0.757	0.711	0.626	0.627	0.572	0.506
PRC5	0.802	0.547	0.731	0.762	0.643	0.299	0.535	0.58
PRC6	0.761	0.474	0.560	0.685	0.579	0.225	0.313	0.47
PRC7	0.666	0.444	-0.045	0.555	0.443	0.197	0.002	0.307
PRC9	0.646	0.473	0.506	0.55	0.418	0.224	0.256	0.303
PS1	0.821	0.752	0.798	0.835	0.673	0.565	0.637	0.697
PS2	0.828	0.788	0.806	0.817	0.685	0.621	0.649	0.667
PS3	0.805	0.782	0.775	0.836	0.648	0.612	0.601	0.698
PS4	0.744	0.727	0.649	0.823	0.553	0.529	0.421	0.677
PS7	0.696	0.587	0.597	0.695	0.484	0.345	0.356	0.483
PS14	0.685	0.602	0.640	0.59	0.469	0.362	0.410	0.348

Table 5 illustrates outer loading values and commonalties values of manifest variables of all three classes in the global level model. These classes might be based on experience, Qualification, project types or designation. After assessment of loading and commonalities, we can move to the measurement model

Table 6: Measurement model results for the global model by REBUS approach

	A	CR	AVE	Eig. 1st	Eig. 2nd	R^2	IL	PE	PRC	PS
IL	0.834	0.879	0.548	3.29	0.935	-	0.740			
PE	0.867	0.898	0.559	3.92	0.822	0.347	0.589	0.747		
PRC	0.835	0.879	0.550	3.31	0.796	0.314	0.560	0.628	0.741	
PS	0.857	0.894	0.585	3.52	0.904	0.565	0.569	0.664	0.672	0.765

Table 6 shows that Cronbach's alpha (α), composite reliability (CR) and convergent validity (AVE) of the latent constructs. IL, PE, PRC and PS successfully achieved α, CR and AVE values. Results also show that Eig.1st values which should be >3 and Eig.2nd values which should be <1, which shows unidimensional data. PE has 34.7%, the PRC has 31.4%, and PS has a 56.5 % coefficient of determination. [Fornell & Larcker (1981)](#) shows discriminant validity where diagonal values should be higher than from remaining correlation values. Fornell and Larcker criterion show that there was no discriminant validity issue in the framework.

Table 7: Structural model results for the global model and the local (class) models by REBUS approach

Relationships	Path Coefficient			
	Global Model (N=485)	Class 1 (N=144)	Class 2 (N=239)	Class 3 (N=102)
IL -> PS	0.17***	0.11	0.14***	0.48***
PE -> PS	0.34***	0.26***	0.35***	0.35***
PRC -> PS	0.37***	0.32***	0.36***	-0.04
Goodness of fit	0.478	0.261	0.464	0.547

Note: *** indicated values are significant at 0.001 level.

Table 7 shows indicate that the structural model assessment of global model and its three classes based on data. The goodness of fit (GoF) indicates that data has only three classes because the highest values of GoF was 54.7%. IL, PE and PRC have significant on PS in the global model. In class one, IL has an insignificant effect on PS, contrarily significant effect of PE and PRC on PS. In class two, IL, PE and PRC have a significant effect on PS. In class three, PRC has an insignificant effect on PS and found a significant effect of IL and PE on PS.

Discussion

Based on the LMX theory, current study examined the impact of Inclusive leadership on project success. Two mediating mechanism were studied named psychological resilience capacity and psychological empowerment. Results approved the hypothesis developed based on literature review.

Results indicated positive and significant effect of inclusive leadership on project success. These results maintained consistency with prior study (Khan et al., 2020). This study contributed to the leadership literature that leadership styles has impacted on success of any projects (Klein et al., 2009). Inclusive leadership motivates to their employees to espouse challenges and appreciate them and after achieving these challenges. Leadership should provide accessibility to their employees to discuss problem faces during challenging goals (Hollander, 2012). Inclusive leadership should humble with employees, if employees made mistakes they can admit these mistakes instead of hiding and manipulating things. These small acts contributing large partition into project success.

Psychological empowerment plays mediating role between the relationship of IL and PE. Empowerment is one of the main traits of the inclusive leadership. The results of the study was also similar with (Khan et al., 2020). When resources and authority given to employees enhances individual performance. Enhancement of PE leads to higher project success (Ke & Zhang, 2011; Kundu et al., 2019). Employees' encouragement through empowering, reward and political support them can lead to project success.

Psychological resilience capacity mediates the association between IL and PS. Psychological resilience capacity of employees raise notion of the inclusive leadership. When employee handling challenging tasks and specified desired challenging goals than they faced several issues than resilience capacity of employees helps to employees to don't give up. Psychological resilience capacity helps to encounter these issues and take the project on right path. Psychological resilience capacity can increase project success. Thus, PRC mediates the relationship between IL and PS.

Practical Implications

This study has number of implications for researchers and practitioners. First, this study beneficial for the Public Sector Development Programs (PSDP) that project heads shows inclusive leadership with employees which leads project success. Managers should motivate their employees tackle the challenges and don't give hopes in critical situation. Managers should evaluate employees based on current performance instead of past performance. Project heads should empower to employees get better results. Employee's resilience capacity useful for critical and challenging projects. Psychological resilience capacity also useful for those projects in which employees has been not experience before that challengies.

Limitation and future suggestion

This study also prone with some limitation such as prior studies. First, this study did not analyze the common method variances which might be effect on generalizability of the results. Second, the small response rate because of public sector projects in which project heads are not approachable. Third, cross-sectional study which may loss some information. This study suggested to upcoming researchers to increase sample size which leads high response rate. Future study may take place by using longitudinal method which increases generalizability of the study. Other mediating variables may also be tested which increase project success.

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