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**VPLIV VODSTVA NA USPEH PROJEKTA V
NEPROFITNIH ORGANIZACIJAH**

**THE IMPACT OF LEADERSHIP ON THE
PROJECT SUCCESS IN NON-PROFIT
ORGANISATIONS**

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IZVLEČEK

Po obsežnem raziskovanju neprofitnih organizacij (NPO) je postalo očitno, da je uspešnost njihovih vodenih projektov nizka. Ključni prispevni dejavnik je pomanjkanje ozaveščenosti glede ključne vloge kompetenc vodenja projektov pri doseganju uspeha projektov. Ta raziskava si prizadeva zapolniti to vrzel v ozaveščenosti, tako da se poglobi v vpliv vodstva, zlasti prek izmenjave med voditeljem (Leader-Leader exchange - LLX) in skupnih vrednot kot specifičnih kompetenc vodenja, rezultatne usmerjenosti projektnega tima ter osebne komunikacije - ključnih kompetenc upravljanja projektov - na uspeh projektov v okviru NPO. Disertacija je razdeljena na deset poglavij, ki sistematično obravnavajo razmerje med temi kompetencami in uspehom projektov. Po uvodu v drugem poglavju ponovno pregledamo ključne dejavnike uspeha v projektih NPO. Tretje poglavje predstavi mešano raziskovalno metodološki pristop, predvsem temelječ na modeliranju strukturnih enačb in metodi bootstrap, ki je bila uporabljena pri podatkih, zbranih med mednarodno anketo, izvedeno med marcem in majem 2023. Anketa je zajemala več kot 100 NPO-jev in vključevala 205 udeležencev. Kot dopolnitev kvantitativnemu pristopu so bile izvedene tudi fokusne skupine in etnografski intervjuji kot del kvalitativne raziskovalne metode, da bi potrdili in poglobili ugotovitve. Četrto poglavje opisuje predpostavke, omejitve in omejitve. Peto poglavje povzema povratne informacije iz prakse in njihovo razpravo. Osnovne ugotovitve, predstavljene v šestem poglavju disertacije, poudarjajo pomembnost vodstva in skupnih vrednot pri izboljšanju uspeha projektov v okviru NPO. Zlasti osebna komunikacija izstopa kot ključna moderacijska spremenljivka, ki povečuje vpliv vodstva in skupnih vrednot na uspeh projekta. Opazna raziskovalna ugotovitev je, da kompetenca projektnega tima za usmerjanje rezultatov kaže večji vpliv na uspeh projekta v primerjavi s pozitivnim učinkom kompetence vodje projekta. Ti rezultati, skupaj z razvojem raziskovalnega modela, ki je bil prvič uporabljen za NPO, prispevajo k dragocenim vpogledom v dinamiko upravljanja projektov v NPO in ponujajo strateške implikacije za izboljšanje uspeha njihovih projektov. Sedmo, osmo in deveto poglavje opisujejo razpravo o rezultatih, zaključek in prispevek k znanosti. Deseto poglavje obravnava nekaj priporočil za prakso in usmeritve za nadaljnje raziskave.

Ključne besede: Neprofitna organizacija, Osebna komunikacija, Vodstvo projekta, Uspeh projekta, Deljenje vrednot, Usmerjenost k rezultatom.

ABSTRACT

After an extensive exploration of non-profit organizations (NPOs), it has become evident that the success rate of their managed projects remains low. A key contributing factor is the lack of awareness regarding the crucial role of project management competences in achieving project success. This research endeavours to bridge this awareness gap by delving into the impact of leadership, specifically through Leader-Leader exchange (LLX) and shared values as specific leadership competences, project team result orientation, and personal communication -critical project management competences- on project success within NPOs.

The thesis is organized into ten chapters to systematically address the relationship between these competences and project success. After the introduction, in the second chapter, we revisit pivotal success factors in NPO projects. The third chapter presents a mixed research methodological approach, mainly based on structural equation modelling, the bootstrap method, applied to data collected from an international survey conducted between March and May 2023. This survey targeted over 100 NPOs, involving 205 participants. Complementing the quantitative approach, focus groups and ethnographic interviews, as part of the qualitative research method, were conducted to validate and enhance the findings. The fourth chapter describes the assumptions, limitations and restrictions. The fifth chapter summarises the feedback from practice and its discussion. The core findings, presented in the sixth chapter of the dissertation, underscore the significance of leadership and shared values in enhancing project success within NPOs. Notably, personal communication emerges as a crucial moderating variable that amplifies the impact of leadership and shared values on project success. A noteworthy research finding is that the result orientation competence of the project team exhibits a higher influence on project success compared to the positive effect of the project manager's leadership competence. These results, including the development of a research model applied for the first time to NPOs, contribute to valuable insights into the dynamics of project management within NPOs and offer strategic implications for enhancing their project success. Chapters seven, eight and nine describe respectively the discussion of the results, the conclusion and the contribution to science. Chapter ten addresses some recommendations for practice and directions for further research.

Keywords: Non-profit organisation, Personal Communication, Project Leadership, Project Success, Sharing Values, Result orientation

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LIST OF ABBREVIATIONS

FPOs	<i>For-profit organisations</i>
H	<i>Hypothesis</i>
ICB	<i>Individual Competence Baseline</i>
ILO	<i>International Labour Organisation</i>
IPMA	<i>International Project Management Association</i>
ITU	<i>International Telecommunication Union</i>
LLX	<i>Leader-Leader exchange</i>
MRQ	<i>Main Research Question</i>
NGO	<i>Non-Governmental Organization</i>
NPO	<i>Non-profit Organisation</i>
PC	<i>Personal Communication</i>
PM	<i>Project Management</i>
PMO	<i>Project Management Office</i>
PS	<i>Project Success</i>
RO	<i>Result orientation</i>
SEM	<i>Structural Equation Modelling</i>
SET	<i>Social Exchange Theory</i>
SME	<i>Small and Medium-Sized Enterprise</i>
SRQ	<i>Sub-Research Question</i>
SV	<i>Sharing Values</i>
UN	<i>United Nations</i>
UPU	<i>Universal Postal Union</i>
WHO	<i>World Health Organisation</i>

1. INTRODUCTION

This dissertation tackles the increasing need for project management competences and their interplay in Non-profit organisations (NPOs) to achieve project success. This is set in a context of competitive pressures derived from complex economic and societal challenges and an increasing professionalisation of NPOs (Sanzo-Pérez et al. 2017).

The particular environment of NPOs was preceded by the commercialisation and transformation of the sector since the late 1990s (Weisbrod 1997). Today, NPOs that realise their missions to a large extent through projects are of utmost importance. First, NPOs also called the Third Sector in the literature represent on average 13 % of the workforce (Enjolras et al. 2018). Second, the Third Sector is also important for society as it addresses missions where the private sector and public sector often fail to satisfy growing social and economic needs and cope with societal challenges (Nencini et al. 2016).

One can notice that project management competences are widely mentioned as a requirement to manage projects in the private sector. However, this is often not the case in the Third Sector.

Project management competences, in particular, leadership, result-orientation and personal communication are relevant and critical to both the project leaders such as project sponsors and project managers as well as to the project teams to achieve project success.

What has been known for recent years is that the speed of the increasing number of NPOs does not cope with the pace of their professionalization. This is independent of whether NPOs work with employees, volunteers or a mix of which is often the case.

The professionalization of NPOs through project management with professionals having adequate knowledge and experience in project management is a critical but at the same time not well-studied subject. Certainly in the for-profit sector, some studies were performed to better understand how the interaction between project management competences impacts project success (Chen and Lin 2018).

However, when it comes to better understanding the interaction between project management competences and how they impact success in a non-profit context, the literature is scarce. Furthermore, no specific models in the NPO literature were found that allow us to understand

the interplay between project leaders' competences and their team member competences in an NPO context and how this affects project success.

The purpose of this thesis is to increase the body of knowledge related to project management competences needed in NPOs by providing a unique research model in that area. This model will help to better understand the interaction between a particular form of leadership competence (declined into Leader-Leader exchange and Sharing Values competences) with the result-orientation of the project team and the competence element communication forming part of this model. The interplay of these project management competence elements and their impact on project success has never been performed to contribute to the professionalization of the Third Sector previously mentioned.

Based on Leadership Theory, it will be established how and to what extent project leaders of NPOs having leadership competence will be able to impact project success. This will be done considering that the result orientation of project teams is a critical factor integrated into the research model. Social Exchange Theory will help to understand how communication as a critical competence element in the model will influence the cost-benefit analysis that occurs when project leaders value project team members' result-orientation.

The thesis summarizes the findings of our research.

In addition to an in-depth literature review, the thesis encompasses an exploratory part with international experts from and also working for NPOs in the format of a focus group discussion. The results of that focus group discussion help to formulate essential questions for a quantitative thesis that follows. This questionnaire focuses in particular on the mediating effect of the result-orientation of the project team and the moderating effect of communication between the different competence elements of the research model.

Although the results of the thesis have limitations such as the diversity of the responding NPOs, important conclusions can be formulated regarding competences' impact on project success. The findings provide new ways of addressing specific project management competences and their interplay and impact on project success and could be applied to other project management competences than the ones chosen studied in the model, thereby opening new pathways for further research.

Moreover, these findings enhance practical applications by enabling leaders in non-profit organizations to strategically make priorities in the choice of the competences during the selection of project managers and project team members. This way they increased the chances of NPOs realizing their mission successfully.

Additionally, the conventional perspective on comprehending project success is re-evaluated, potentially exerting a crucial influence on the NPO's strategic choices as it strives to enhance its professionalisation endeavours.

The literature on NPOs and project success often highlights the lack of project management culture in the NPO (Lannon 2018). Some authors call for a better understanding of project success in general and its determining factors both from theoretical and practical viewpoints (Radujković and Sjekavica 2017, 610).

Considering the projects and programmes executed by NPOs, there is a common view that the survival of NPOs depends on the organization's leadership capacity to ensure the projects and programmes' success with volunteers (Ilyas et al. 2020). When reviewing the literature on the factors of project success in NPOs, references to leadership in NPOs also called non-profit leadership (Osula and Ng 2014) and their combination with other competence elements can rarely be found (Bish and Becker 2016, 369; Jaskyte 2012; McMurray et al. 2013).

The research gap is the lack of research findings on how selected project management competences (Chapter 2, p. 25-27) of NPO critical stakeholders impact project success, considering the multidimensional definition of project success in the NPO field (Ika and Pinto 2022). Moreover, research on measurement items designed to assess project success within Non-Profit Organizations (NPOs) is limited, with scarce or seemingly non-existent findings.

The increasing dependency on well-managed projects, coupled with the adoption of private sector practices in the non-profit sector, points to a growing need for effective project management performance (Anderson and Lannon 2018). This in turn can increase the credibility of NPOs to effectively spend funds and attract new funds from potential donors.

A challenge in assuring project success is a cultural element that still affects many NPOs (Helmig et al. 2004). "Ideological rejection of commercial values and practices" where accounting and auditing have been not very popular in NPO circles" (Panozzo and Zan 1999,

8). In the absence of such culture and practice in many NPOs, it is not a surprise that NPOs have difficulties achieving project success through critical project management competences.

Lastly, the Third Sector is a very complex environment, requiring experienced leaders with diverse skill sets. “However, the sector has a deficit of qualified executives and board members. A gap in research exists regarding non-profit leaders' needed competences and training resulting in a lack of knowledge on non-profit leadership practices and competences, which hinders how non-profits, support organizations, and academia can best select and train qualified NPO leaders” (Tyler 2018, iii).

The purpose of the thesis is to contribute to closing the research gap by bringing new research findings related to the impact of project management competences, in particular leadership, on project success in non-profit organisations

The following objectives are to be achieved with the thesis:

The first is to confirm the relevance and criticality of sharing values as a critical aspect of leadership in NPOs. This will be done through a qualitative research method, carrying out a focus group discussion with project leaders working in different NPOs.

The second objective will be to analyse the interlinkage between the chosen project management competences and their impact on project success. This will be done by using a quantitative method, consisting of integrating the bootstrap method and Sequential Equation Modelling.

The third objective is to determine the significance of each of the competence elements in what concerns their respective impact on project success in an NPO context and to discuss the results.

The final objective is to show how an adapted combination of the described project competence elements, will contribute to the practice when it comes to searching for adequate leaders for NPOs, leaders who will run projects with their project sponsors and project teams.

After having performed an in-depth literature review and getting familiarised with different theoretical approaches on the subject, a qualitative research took place with a focus group which was then followed by an extensive quantitative research. The latter was addressed towards project teams and project managers from NPOs at the international level to address the main research question and the research sub-questions.

In this thesis, we used a mixed research method consisting of 8 steps (Figure 1 in Chapter 2). After the literature review, a qualitative approach is used in the form of a focus group discussion.

Then quantitative method combines the sequential Equation Analysis with a Bootstrap method. Then another qualitative method is applied that consists of ethnographic interviews carried out with experts working in or for NPOs. Penultimately feedback from the practice and the summary of the findings are resumed. Lastly, the findings are discussed and conclusions are drawn.

The thesis makes several significant contributions, outlined as follows: Firstly, the research results significantly contribute to the Non-Profit Organization (NPO) literature by shedding new light on how projects can achieve success through the proficient project management competences of both project leaders and teams. This underscores the ongoing professionalization of NPOs, initiated several years ago, and foresees its continued growth in response to an increasingly competitive environment.

Secondly, employing leadership theory within the research model, the thesis pioneers the use of mixed research methods addressing numerous NPOs globally. This methodology, inclusive of specific measurement items, provides a blueprint for future studies exploring the impact of various competence elements on project success.

Thirdly, the thesis reveals a noteworthy finding - specifically, that the result orientation exhibited by project teams exerts a more positive influence on project success than the direct effect of Leader-Leader exchange on project success.

Fourthly, the significant discovery is the mediating role of result-orientation between the leadership of project leaders and project success. This mediation amplifies the direct effect of leadership on project success, highlighting the intricate dynamics at play.

Fifthly, the thesis emphasizes the critical role of communication as a moderator in the relationship between Leader-Leader exchange, shared values, and project success. This insight underscores the importance of effective communication strategies within NPOs.

Lastly, the thesis paves the way for further research into the criticality of project management competences for stakeholders involved in managing projects within Non-Profit Organizations. This sets the stage for continued exploration and understanding of the nuanced factors influencing project success in the NPO sector.

From the research approach, we can present a clear and logical thesis outline.

After the introduction in Chapter 1, the theoretical part of the thesis in Chapter 2 will depict the World of Non-profit organisations and their need for project management competences. This Chapter also contains the underlying leadership theory of the thesis and the presentation of the research model. Based on the literature review the relevance of project management competences in particular Leader-Leader exchange (LLX), sharing values, result orientation and personal communication to achieve project success are described. Consequently, Chapter 3 will address the empirical part, including the research methodology with an explanation of the mixed methods used.

In Chapter 4, we will outline some assumptions, limitations and restrictions of the thesis.

In Chapter 5 the feedback from the practice of the research results based on exchanges with practitioners from NPOs are described and discussed

In Chapter 6, the research results are synthesised.

In Chapter 7, the final discussion is made before summarizing the main conclusion Chapter 8.

The question of what is the contribution of this research to science and practice follows in Chapter 9.

In Chapter 10, recommendations are made for practice and research.

Lastly, all references, figures, tables and further information are documented in the annexes.

2. LITERATURE REVIEW

This chapter presents the literature review. Literature about the core topics of interest (non-profit organisation, personal communication, project leadership, project success, sharing values, result orientation) was reviewed.

In section 2.1 we describe the world of non-profit organisations with their societal importance, characteristics, challenges in assuring project success, the importance of project management competences and the relations between project leaders and their team members.

In section 2.2, we detail the research approach taken and based on mixed research methods.

In section 2.3, we will give an overview of the underlying theories related to the research approach and mode developed.

In section 2.4, we describe the project management competences used in the research model derived from Chen and Lin, 2018.

Section 2.5 is dedicated to the new concept of project success.

The literature review ends with section 2.6 dedicated to the development of the research questions and the research model.

2.1 The world of non-profit organisations

Non-profit organisations are part of the third sector and represent an important component of society (Caramidaru 2019, 2, 10,) (Suykens et al. 2019, 625-627) (Laurett and Ferreira 2018) (Anheier 2000) (Maylor et al. 2017). One of the main reasons why their number is growing worldwide is that “Non-profits perform the kinds of functions typically identified with the government, providing social services, supporting collective services such as museums and schools, preserving the environment, funding medical research, and the like. However, when populations are very diverse, services that satisfy the majority may leave many people severely unsatisfied; Non-profits represent an alternative mechanism for providing collective services” (Weisbrod 1997, 3).

In addition to their increasing importance, there is a consensus among researchers that NPOs with their characteristics live in an increasingly competitive environment (Omura and Forster 2014) in which they perform their mission. This mission is often performed through projects in

an environment where the project competences of sponsors, project leaders and project teams are critical when these stakeholders mutually interact.

2.1.1 The importance of NPOs for society

A non-profit organisation (NPO) works for any purpose other than making profits. At a more macro-level of any economy and as underlined in the literature and confirmed by many NPOs leaders (Reinhardt and Enke 2020), NPOs have an important role in society. Related to this critical role, some authors grapple with three major research questions related to NPO. ” Firstly, they try to understand the societal conditions that give rise to these organizations. Secondly, they want to understand how such organizations, despite their unconventional values, can mobilize resources to sustain themselves. Thirdly, they want to explain the ability of such organizations to enlist and maintain the commitment of their members” to accomplish their mission. These authors further argue that “studies addressing these questions have tended to rely mostly on organizational theories such as population ecology and resource dependency. These theories are typically applied to analyze non-profit service organizations. Yet, in doing so, they are neither able to fully capture the complexity of the context that gives rise to these organizations nor can they adequately address the distinctive issues they face in mobilizing resources and enlisting commitment” (Hasenfeld and Gidron 2005, 99). The second question, namely the ability to mobilize resources to sustain themselves despite their unconventional values calls for a better description of the characteristics of NPOs which we will do in the next section.

2.1.2 Characteristics of NPOs.

NPOs have many characteristics and only important ones will be mentioned in this section:

-Satisfying Employment and social needs

During the past decades, the Third Sector (as the NPO sector is often called) has acquired special relevance in areas such as employment wealth and social welfare (de Luna 2014). Based on their ambivalence these organizations can look out for social needs that neither public nor private institutions can fully satisfy. The former is due to their difficulties in preventing and controlling

these needs, and the latter is due to their focus on profits (Maguregui Urionabarrenechea et al. 2019).

-Creating relationships with For-profit organisations.

As NPO's mission stays at the centre of the *raison d'être* of an NPO and in its race for relevance, one way to implement its mission is to find adequate funding support and resources from private for-profit organisations, particularly in the context of scarce or even non-available public resources.

An OECD report with the title “Non-profit sector in a changing Economy” already revealed in 2003 the importance of NPOs' relation with for-profit enterprises where project management leaders in both types of organisations work on common projects” (Co-operation and Development 2003, 2).

According to the same report, “in European countries non-profit and for-profit organisations have traditionally represented two separate worlds”. This separation can be explained by the cultural differences between these two worlds and the different levels of regulation relating to businesses and the different tax laws. According to the report, “In recent years, after the start-up of the reforming process of welfare policies, the emphasis has been put on the advantages deriving from competition between non-profits and for-profits” (Co-operation and Development 2003, 6). This was done regarding “the supply of social and professional services and the dangers of unfair competition which supposedly would stem from the tax benefits granted to NPOs” (Co-operation and Development 2003, 7). Although the investigation between the two worlds is today still very slight, some new factors seem to be emerging. In Europe as well as in the US, one can see the development of different forms of collaboration between for-profit and non-profits. Regarding professional organisations, the different forms of collaboration can materialize through:

-Partnerships and Networks: For-profit organisations (FPOs) often have extensive networks and connections that can benefit NPOs. By engaging with FPOs, NPOs can establish partnerships, gain access to new resources, and collaborate with other like-minded individuals and organizations. These partnerships can lead to increased visibility, new opportunities, and enhanced capabilities for NPOs to achieve their goals at various local contact points. On the other side, FPOs benefit from an NPO ecosystem and networks often at the international level

to access knowledge, expertise, and publications and foster the professional development of their employees at an affordable price.

-Sharing Expertise and Innovation: FPOs, particularly those with a global perspective, bring diverse expertise, skills, and innovative thinking to the table. They can contribute their knowledge, experience, and unique perspectives to help NPOs develop new strategies, implement innovative solutions, and improve their effectiveness. This collaboration can drive positive change and foster continuous growth within the NPOs.

-Advocating and influencing the profession: FPOs often possess significant influence and social assets. By aligning themselves with NPOs, they can lend their voice, advocate change through projects, and raise awareness about critical issues. Their support can help amplify the message and impact of NPOs, encouraging others to get involved and make a difference.

-Strengthening Corporate Global Citizenship: NPOs often aim to address global issues and make a difference at a larger scale, as mentioned in their vision statements. FPOs help NPOs expand their reach and impact by supporting their initiatives worldwide. In the meantime, FPOs can enhance their good corporate citizenship profile and engagement by sharing the achievements they perform thanks to a collaboration with NPOs

-Financing activities: FPOs, especially those with global reach, can provide significant financial support to NPOs. Their contributions, whether through donations or partnership packages, can help fund various programs and initiatives, enabling large FPOs to address and implement the Sustainable Development Goals (SDGs) such as quality education and make a positive impact on a larger scale which FPO shareholders are sensitive when making investments.

Overall, FPOs can provide a valuable resource to NPOs, both in terms of financial support and well as professional mutual development their involvement can help NPOs achieve their missions, expand their reach, and create a meaningful and lasting impact on a global scale. This supposes that the relationship between project managers and project teams in both FPOs and NPOs is well-understood.

-A lack of strategic behaviour: According to some studies, “a majority of the questioned NPOs lack strategic behaviour and management tools for undertaking volunteer partnership projects with companies. Nevertheless, corporate volunteering is widely perceived as an opportunity and a promising method of raising donations for Non-profit organisations. Successful future cooperation between NPOs and profit-oriented organizations lies in the processes of internal evaluation and subsequent strategy development” (Samuel et al. 2013, 163).

-Long-term realisation of value: Another characteristic of NPOs is that they create value that is not always immediately measurable (Al-Tabbaa et al. 2014). By pursuing their noble mission which in general is for the good of society (Laurett and Ferreira 2018), NPOs help to maintain social peace, promote their recognition and work together with other important stakeholders of society (Zeimers et al. 2019).

-Increasing professionalization: Another aspect of NPOs is the remarkable changes in the increasing use of professional, managerial terminology such as that used in For-profit organizations. This was the result of a thesis which examined 1,418 articles in three leading journals in the field of NPO studies from 1990 to 2010. The authors (Marberg et al. 2019) focused on NPOs and were able to trace the development of academic research on NPOs and nongovernmental organizations over two decades.

The use of such terminology is due to the actual efforts of NPOs to become more professional in their internal management. Research addressing professionalization and the call for competent professional leaders in NPOs evaluates the influence of professionalization and partnering with firms on Non-profit productivity.

Researchers measured the professionalization of NPOs in terms of the ratio of paid employees to volunteers. Productivity is measured through the ratio of total assets to number of beneficiaries, and the ratio of total revenues to number of paid employees and volunteers” (Sanzo-Pérez et al. 2017, 2). Results confirm the existence of a ‘U-shaped’ relationship between professionalization and Non-profit capability to reach more beneficiaries with lower assets; a positive effect of professionalization on revenue generation capability; and a positive effect of partnerships with businesses on the Non-profit’s asset-per-beneficiary ratio. Their research confirms, albeit in a Spanish context, “the positive implications of professionalization and

partnering with firms for the capacity of non-profit organizations to attract resources and to extend their reach more efficiently” according to Sanzo-Perez.

Recent studies have shown that NPOs have turned more professional (Goldoni et al. 2014). For example, they adopt for-profit management practices (e.g., using indicators of efficiency) and strengthen the professional competence of their volunteers (e.g., through training). This affects individual working conditions.

-Competence orientation vs. warmth (family approach)

What also characterizes NPOs is the dual perception of competence and warmth (in some organizations called the family approach), which are two fundamental stereotypical dimensions that frame people's social judgments.

Overall, two studies illustrate that warmth is at the heart of the volunteers' role and show that the increasing professionalization of NPOs affects this perception (Peiffer et al. 2020).

Still, keeping volunteers committed and engaged is one of the toughest challenges for NPOs (Nencini et al. 2016). Therefore, to keep volunteers engaged, leaders must realize that younger adults tend to place greater emphasis on issues that relate to their career and future goals (e.g., market-oriented goals such as one's career advancement). Older adults however tend to place more emphasis on emotionally meaningful activities. Understanding the driving forces of volunteer engagement will help to retain the volunteers in the organization, thereby contributing to its sustainability in the realization of its mission.

-Organizational complexity: volunteers vs. employed staff

One important NPO characteristic is also their complexity in terms of organizational structure, diversity at the workplace, as well as motivational mechanisms and value rationality. A call for the professionalization of the internal organization of NPOs has been made by some authors (Damic et al. 2019). Unlike the for-profit sector where stakeholders look at quarterly reports and the profit/quick wins of the organisation, the level of tolerance regarding the short-term performance and output of NPOs is much higher as they benefit society in the longer run (Reinhardt and Enke 2020). This is also due to the driving force of people working in NPOs. Researchers found that NPOs, both volunteers and staff engaged in NPOs are mainly driven by the will to transmit essential values such as commitment and passion for work with relatively

low or non-existent financial compensation. This is important because relatively low operation expenses contribute to sustaining NPOs in the long run (Ceptureanu et al. 2017). In this context, NPOs' ability to attract volunteering people is essential to understand. There is an agreement that volunteering leads to the direct involvement of citizens in local development and therefore plays an important role in the fostering of civil society and democracy. On the other side, volunteering also has positive effects on the volunteers themselves. The volunteer gains, in exchange for time given, intangible and symbolic factors such as social or psychological benefits (Randle and Dolnicar 2011). On the other hand, a robust and growing literature on volunteerism in the US suggests that the lifestyle behaviour of volunteering is related to powerful health benefits for those who volunteer (Yamashita et al. 2019). Adding to this, while volunteers with more other-oriented motives for volunteering experience a reduction in mortality risk compared to non-volunteers, volunteers with more self-oriented motives do not (Konrath et al. 2012). NPOs drain energetic volunteers as they provide a framework of freedom where volunteers can deploy expertise, innovation, workforce and ideas they could not deploy elsewhere (Geiser et al. 2014).

This framework of freedom needs supposes that the NPO has adequate organization and culture that fosters the release of energy and motivation of both staff and volunteers of NPOs. Both volunteers and paid staff share can share a high commitment to their organization's social labour, mission, values, and ideals (Alfes and Langner 2017).

In addition, NPOs are often facing organisational changes which can be explained either by contextual factors such as a decrease in economic resources or structural factors such as regular elections of new board members foreseen by NPO's bylaws. This calls for NPO staff to adapt to a changing internal and external environment. Management in NPO should especially be concerned about their people in order to guarantee the achievement of their social aims (López-Cabrera et al. 2020) which often occurs with projects as the next section will underline.

2.1.3 The role of projects in NPOs

Projects in NPOs play an important role from two perspectives.

The first one is the external perspective. Corporate environmental responsibility is becoming an increasingly important strategic concern for companies, and their stakeholders such as the public

sector and NPOs. Although many corporations now provide financial support, equipment, or personnel to assist environmental interest groups, the relationship between companies and NPOs has typically remained one of tension and mutual distrust. Given the complementary resources of these two types of organizations, it is good to form cross-sector collaborations. These in turn can more effectively use the knowledge and capabilities of both types of organisations to create new opportunities and to achieve greater corporate profitability. The new forms of cooperation consist of projects composed of project team members from the NPOs and the project company working for a common goal.

The second one is an internal perspective essentially dealing with NPO operations and fundraising and development, covering activities such as IT, marketing and communication financial health, program and service delivery, facility and capital projects, and finally outreach and advocacy.

Furthermore, to implement their mission and objective goals, some NPOs use projects. Except for some handbooks (Bourgeon 2008) and other specific articles referring to cultural organizations, it is difficult to find data and elements of analysis about projects and project management practices in the non-profit sector. This particularly concerns impact studies on project success and the challenges NPOs face in achieving it.

2.1.4 The challenges in assuring project success

The literature on NPOs and project success often highlights the lack of project management culture in the NPOs (Lannon 2018). Its implication on project success is usually not discussed. Some authors call for a better understanding of project success in general and its determining factors both from theoretical and practical viewpoints (Radujković and Sjekavica 2017, 610). Considering the projects and programmes executed by NPOs, it is considered that the survival of NPOs depends on the organization's leadership capacity to ensure the projects and programmes' success with volunteers (Ilyas et al. 2020).

As mentioned in the introduction, the main research gap is the lack of studies on how different project management competences of NPO critical stakeholders impact project success, considering the multidimensional definition of project success in the NPO field (Ika and Pinto

2022).

Furthermore, it remains unclear how to measure this impact with an adequate model. This model could clarify the impact in general but also measure the different levels of significance the project management competences have in impacting project success.

The increasing dependency on projects, coupled with the adoption of private sector practices in the non-profit sector, points to a growing need for effective project management performance (Anderson and Lannon 2018). Furthermore, the adoption of business-oriented approaches and tools is seen as a means to improve success in the NPOs (Carlos Pinho et al. 2014). This concurs with research showing that the livelihoods of many people depend on NPOs' ability to deliver project results effectively and efficiently. Although there are PM tools and methodologies created and adapted exclusively for NPOs/NGOs there is still no significant evidence of wide application of these methodologies in this sector (Keleckaite and Meiliene 2015). Some authors have revealed the importance of project management, including agile management methods and their positive effect on the "effectiveness of a non-profit organisation" (Sodhi et al. 2020).

A challenge in assuring project success is a cultural element that still affects many NPOs (Helmig et al. 2004). It is related to projects: "ideological rejection of commercial values and practices" in the NPOs (Panozzo and Zan 1999, 8) where accounting and auditing have been not very popular in NPO circles. As part of the project portfolio and its management, accounting and auditing are key to allowing analytics and monitoring project and product life cycles to "remain in the market" or gain the "race for relevance". In the absence of such culture and practice, it is not a surprise that NPOs have difficulties to be aware of achieving project success. Lastly, the non-profit sector is a very complex environment, requiring experienced leaders with diverse skill sets. "However, the sector has a deficit of qualified executives and board members. A gap in research exists regarding non-profit leaders' needed competences and training resulting in a lack of knowledge on non-profit leadership practices and competences, which hinders how non-profits, support organizations, and academia can best select and train qualified NPO leaders" (Tyler 2018, iii).

2.1.5 NPOs and the importance of project management competences

Despite their increasing number and increasing importance in civil society, there is still a low awareness of project management culture and a low level of qualification of project managers and related project management competences in the NPOs (Lannon 2018). Some NPOs in recent years made efforts to implement formal project management processes. This not only demonstrates some NPOs' dedication to enhancing project success but also represents a strategic step toward improvement. Utilizing advanced management tools is widely recognized as a catalyst for achieving higher levels of project effectiveness, thereby reinforcing stakeholders' confidence in the NPO's capabilities and objectives (Herman and Renz 2008).

Regarding the competences needed in NPOs and found in the literature, some authors insist on intercultural communication competences in the NPOs (Rosa and Karimov 2018). Others underline the need to develop project and portfolio-dedicated models for the NPOs (Lacerda et al. 2016). Both authors underline the need for more project management competences in NPOs but not many authors address more specific competences such as sharing values, LLX, personal communication and result orientation.

Although there is an agreement that NPOs have to meet the increasingly high expectations of their (public and private) donors who are more and more attentive to transparent and efficient management methods (do Adro and Leitão 2020, 51 ff; Kraus et al. 2020, 18), the project management competences of NPO actors are still not directly considered.

As some authors mentioned previously, leadership is a competence that is often lacking among NPO leaders, in particular LLX. LLX is the exchange relationship between the project manager and a supervising role (cf. Chen and Lin model 2018).

LLX as a form of leadership will be considered as an approach related to the leadership theories in more detail in this thesis (see Chapter 2.). The importance of LLX for assuring the NPO's projects' success will be outlined in combination with PM competences such as result orientation and personal communication.

The assumption is that if the Leader-Leader exchange works better, a positive influence on the leader-member exchange and, as a consequence, on the leader's influence on the team members can be made (Erdeji et al. 2016).

2.1.6 Relations between project leaders and project teams in NPOs

In the context of the increasing professionalization of NPOs previously mentioned, a competence-based approach such as the one promoted by the International Project Management Association since the late 1960s helps to increase the professionalization of project managers in the NPO (Wagner et al. 2022). Project management competences for project managers and project teams have indeed attracted the interest of research although essentially focused on the private sector. The need for project management competences of NPO leaders as one of the conditions to sustain in the longer run has been underlined (Saidoun 2020).

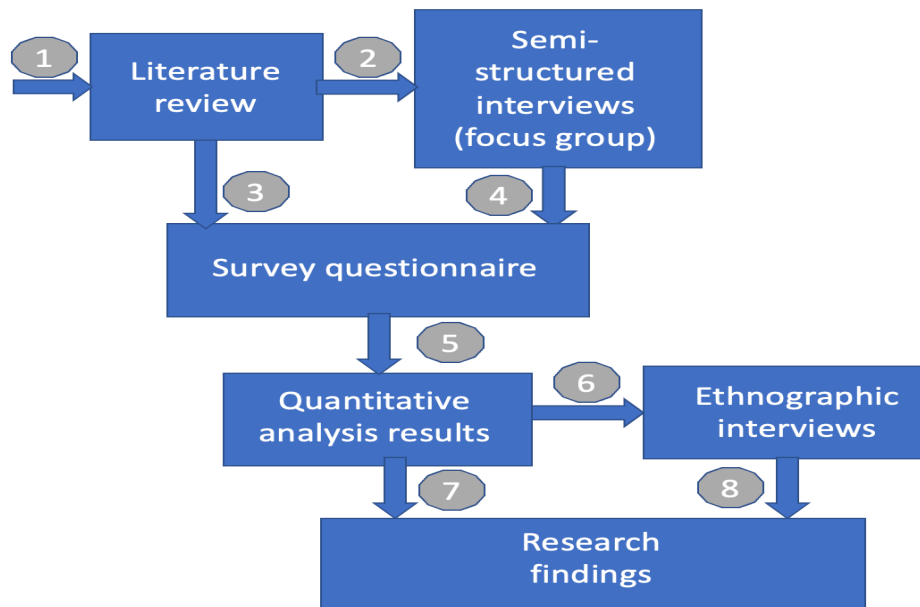
From an empirical side, practitioners often mention that projects fail because of major difficulties in the relationship between project leaders and the project team. Empirical evidence is provided that indicates that project managers' success becomes more likely as the degree of collaboration improves between these two parties. The thesis's discoveries fill a crucial void in existing literature by delving into the intricate factors that influence trust, collaboration, and project management (PM) success. This is also done by examining the robustness of the connections between these elements. Project managers gain valuable insights when they attentively consider the unique factors associated with each project, fostering collaboration and creating an environment of trust in the project team.

Lastly, there is no indication in the literature that impact studies on the relationship between project leaders and project teams were performed in an NPO context. Most of the studies are carried out in essentially the private and business-related profit-making sectors as previously mentioned. The next section will clarify the research approach taken in this thesis.

2.2. Research approach

In this thesis, as briefly mentioned in the introduction, we used a mixed research approach, consisting of 8 steps (Figure 1) which will be explained in more detail in the research methodology part in chapter 3.

Figure 1: Mixed method research



Source: Original contribution.

Mixed-methods studies have become a widely utilized method of inquiry, arising from the conflict between qualitative and quantitative research approaches known as the paradigm wars (Terrell 2012, 255). According to Terrell (2012), mixed-method approach is one “in which the researcher incorporates both qualitative and quantitative methods of data collection and analysis in a single thesis”. This type of approach enables a policy researcher to understand complex phenomena qualitatively as well as to explain the phenomena through numbers, charts, and basic statistical analyses” (Creswell 1999). Rossman and Wilson “employing a multi-method approach in policy research has the potential to enhance understanding of the intricate aspects of the social world” (Rossman and Wilson 1985). This approach involves viewing the world from various perspectives and utilizing diverse methodologies, which are more effective in addressing the diverse stakeholders involved in policy issues compared to a singular method or approach (Creswell 1999, 1).

As mentioned above, in this thesis, we used a mixed research approach consisting of 8 steps. After the literature review, a qualitative approach is used in the form of a focus group discussion. Then quantitative method is used combining the Structural Equation Analysis with a Bootstrap

method. Then another qualitative method is used consisting of ethnographic interviews carried out with experts working in or for NPOs. Penultimately feedback from the practice and the summary of the findings are resumed. Lastly, the findings are discussed, and conclusions are drawn in the last step.

2.3 Underlying theories related to project management in NPOs

2.3.1 Social exchange theory (SET) and project management in NPOs

Social exchange theory (SET) is among the most influential theories for understanding workplace behaviour as well as behaviour in projects (Cook et al. 2013). It dates back to the early 1920s (Hart 2014), when anthropology, social psychology and sociology were bridged together. Although different views of social exchange do exist, researchers in the field agree that social exchange involves a series of interactions that generate obligations (Cook and Emerson 1987, p.23).

From the social exchange theory perspective, a project manager has a different social exchange relationship with his/her supervisor (Mehta et al. 2009, 1027-1028; Gong et al. 2013, 27; Huang 2012, 2127), both in the profit and non-profit sectors. According to some studies, knowledge sharing at the project level is not something natural and many team members of project managers tend to withhold the sharing of knowledge (Wu et al. 2006). The social exchange theory helps to understand how this knowledge sharing can be eased to contribute to the achievement of project success.

In many NPOs, it is generally a board member or the director (sometimes the term secretary general is used) who acts as the project sponsor (Gillespie and Mann 2004) and needs to exchange knowledge in a project. What happens rather frequently, is that different projects in the same NPO are sponsored by different persons who should interact with each other to make sure that projects are aligned with the strategy, not duplicated and run within the golden triangle and benefits expectations.

According to some other authors (Alonso-Vazquez et al. 2018), social exchange theory (SET) helps to study social behaviour in the interaction of two parties that implement a cost-benefit analysis to determine risks and benefits. The theory also involves economic relationships - the cost-benefit analysis occurs when each party has goods that the other parties value. SET suggests that these calculations occur in romantic relationships, friendships, professional relationships, and ephemeral relationships as simple as exchanging words with a customer at the cash register (McRay 2015). In the NPO project context, this means that project leaders and project team members undertake according to SET a professional relationship, in which both parties must have a cost-benefit approach, in which the benefits prevail. This is even more complex in the case of a NPO where volunteers work together with paid staff and contractors to achieve the NPO's mission. SET says that if the costs of the relationship are higher than the rewards, such as if a lot of effort or money were put into a relationship and not reciprocated, then the relationship may be terminated or abandoned (Cook et al. 2013). This means that NPO volunteers might leave the organisation, disengage in projects or even worse get bad publicity for the organisation. This in turn can jeopardize the sustainability of the organisation in case bad publicity is related to NPO members which form a critical part of the income of the organisation. The importance of the theory becomes clear in light of the relationships between a project manager and his project team, between the leaders of the project and the project manager or between the leaders of the NPO as a whole. If the costs of the relationships between these stakeholders are higher than the rewards, then some stakeholders might drop out of the project with all its consequences and risks of not achieving project success. This can be observed in the reality of an NPO context where most project managers and project team members work on a volunteer basis. Finally, by better understanding the SET and its impact on the stakeholder's relationships, measures can be identified to mitigate the previously mentioned risk. One example is assuring that some competences are needed by project stakeholders at the team and project leadership level. Deriving from SET, leadership theory is inherent to project management and often mentioned in the interaction between project leaders and their teams and will be described in the next sub-section.

2.3.2 The leadership theory and project management in NPOs

Deriving from social exchange theory, the important theory related to organisations including NPOs on which the dissertation is building on in the leadership theory. Some authors (Benmira and Agboola 2021) have analysed the evolution of leadership theories over time which can be summarised in Table 1.

Table 1: Summary of the main leadership theories

Era	Period	Theory	Description
Trait	1840s	Great Man	Focus on natural born leaders
	1930s– 1940s	Trait	Focus on identifying traits and characteristics of effective leaders
Behavioural	1940s– 1950s	Behavioural	Focus on the actions and skills of leaders
Situational	1960s	Contingent and Situational	Focus on leaders adapting their style taking into account the environment
New leadership	1990s	Transactional	
	1990s	Transformational	
	2000s	Shared	
	2000s	Collaborative	
	2000s	Collective	
		Servant Inclusive Complexity	

Source: Benmira and Agboola 2021.

Deriving from the new leadership theories, a subset of leadership theory emerged: the exchange relationship between the project manager and the project team members emerged or the leader-member exchange (LMX) theory (Fein and Tziner 2021; Atkinson et al. 2021). LMX focuses on the two-way relationships between leaders and subordinates, by explaining the effects of

leadership on members, teams, and organizations. The work environment becomes more collaborative and supportive, the values are better shared, and the participants have a higher level of result orientation and motivation for performing their tasks (Day and Miscenko 2016, 120).

What is less frequently quoted in the literature is the exchange relationship between the project manager and a supervising role. This is called Leader-Leader exchange (LLX). When LLX works better, it could be assumed that this has generally a positive influence on LMX and, as a consequence, on the leader's influence on the team. This in turn can be assumed to lead to success in the project work of the subordinates (Erdeji et al. 2016).

LLX is the exchange relationship between the project manager and a supervising role (Chen and Lin model (2018)). As previously mentioned, the assumption is that if the Leader-Leader exchange works better, a positive influence on the leader-member exchange. However, this assumption still needs to be proven. Effects of LLX have shown that LLX positively affects knowledge sharing in NPOs (Farooq and Tripathi 2021) which in turn can positively affect project success.

Based on the literature review and to the author's best knowledge, LLX impact has not yet been investigated in an NPO context, nor could impact studies be found where LLX is interrelated with other competence elements regarding project stakeholders in NPOs.

This thesis aims to fill up this research gap by addressing project management competences that together with LLX have different impacts on project success in NPOs. Understanding this impact and how the factors differ in their significance even at a marginal level remains of utmost interest and will contribute to closing the previously mentioned need for further research.

This is why the next part focuses on leadership characteristics in NPOs.

2.3.3 Leadership characteristics in NPOs

(Mazur et al. 2014) analysed 144 articles selected from a database by renowned authors to address some of the actual limitations in the management of NPOs, including the lack of qualified leaders. This lack is also indirectly considered by some authors who underline the need

to ensure “continuous innovation processes” (Jaskyte et al. 2018, 48-50; Laurett and Ferreira 2018, 882) in NPOs, which are induced by adequate leadership. Some authors (Laurett and Ferreira 2018, 885) have tested several hypotheses linking leadership to project success in NPOs. When addressing further impact studies related to project success, the research model Chen and Lin (2008) has particularly addressed the impact of goal orientation of project teams, Leader-Leader exchange, and trust on overall project performance in auditing companies. These are merely privately owned companies and For-profit organisations. Although the research of Chen and Lin is focused on project success in a corporate environment, the research approach taken to address the research problem in an NPO context is sound and significant. In this model, the authors distinguish between team result orientation and team performance orientation as well as mediating and moderating competences taken as variables. The approach was essentially a quantitative approach that addressed the goal orientation of team members in auditing companies while working on auditing projects. The main objective of the research of Chen and Lin is to analyse how through Leader-Leader exchange (LLX) and trust, achievement goal orientations affect overall project success. This approach found in the literature review has led us to focus on the particular needs of NPOs in terms of project management competences which will be addressed in the next section.

2.4 Project management competences in NPOs

When analyzing recent developments within project studies, researchers observe the emergence of what they refer to as type 3 research, which reconciles “the need for theoretical development and engagement with Practice” (Geraldí and Söderlund 2018, 55). Type 3 research proposes practical paths to shift away from widely accepted but unproductive assumptions regarding projects and project organisation. The researchers also observe the increasing recognition of the importance of individuals to projects (Palm and Lindahl 2015) but also of projects to individuals, their careers, project management competences self-management, self-esteem, motivation and competence development (Ekrot et al. 2016). According to Söderlund, this is called level 1 in his project studies framework. In this level 1 where individuals and project teams work together in an NPO context, project management tools and methodologies were created and adapted exclusively for NPOs/NGOs. However, there is still no significant evidence of the wide

application of these methodologies in the NPO sector (Keleckaite and Meiliene 2015). Some research has revealed the importance of project management, including agile management methods and their positive effect on the “effectiveness of a non-profit corporation” (Sodhi et al. 2020). What justifies the research model is the need for more project management competences in NPOs. Even if there is an agreement among researchers that NPO organizations have to meet the increasingly high expectations of their (public and private) donors who are more and more attentive to transparent and efficient management methods (do Adro and Leitão 2020, 51) project management competences of NPO actors are still not directly considered and the need for these competences is striking.

In the context of the increasing professionalization of NPOs previously mentioned, a competence-based approach such as the one promoted by the International Project Management Association (IPMA) since the late 1960s helps to increase the professionalization of project managers in NPOs. Indeed, IPMA as an umbrella organisation of NPOs focussing on project management is advocating the dissemination of project management competences in their organisation. However, for different reasons, this dissemination of competences in NPOs outside the PM profession has remained rather modest.

Project management competences for NPO project managers and project teams have however attracted the interest of research although the available data remains scarce in general. Some authors mentioned the criticality of project management competences for NPOs to sustain in the longer run (Saidoun 2020). Moreover, to improve success in NPOs that realise their mission through projects, project management competences are critical (Ekrot et al. 2016). The same authors underline in a study among 177 middle and senior managers in the private sector that project management competence retention (PMCR) is essential for organisations to sustain. This retention is even more important for NPOs who essentially rely on volunteers who are not bound by the organisation by a working contract. These volunteers have often the choice to engage with many different NPOs. Retaining these qualified volunteers for a single project in a specific NPO requires the development of their project management competences.

Therefore, the thesis focuses in the next section on a few critical project management competences needed in NPOs.

2.4.1 Project management competences

According to research performed (Nijhuis et al. 2018), 30 publications on project management competences were made on a total of 721 competences containing 572 unique competences. 21 were used in 3 or more studies, however not necessarily intending the same definition, using a skewed set of competences, not asking the right question, favouring common competences like communication, problem-solving and analytical thinking, therefore not supplying an answer for improvement. Nijhuis also notes that internal factors like knowing the organisation, personal responsibility, and motivating others without using authority influence both practitioners and academics in the thesis of particular competences. In addition to this, Niehus mentions in his research external factors on needed competences which he calls a “multilevel monster”. External factors are budget, product (ICT vs. Engineers), Phase (Atkinson et al. 2006), Novelty, Complexity, Pace (Busser 2010), application area (Health vs. Government vs. Business) (Dias et al. 2014), application area complexity, strategic importance, and culture (Müller and Turner 2007). There are many more external factors such as experience and project management knowledge of the project (research) sponsor, acceptance of project goals by stakeholders, employee satisfaction, competing challenges, company values and culture. Therefore, there is a need to focus the scope of the research on a small number of project management competences to be able to contribute to a better understanding of the research area. When choosing the competences of leadership, sharing values, result orientation, and personal communication and their impact on project success, the author was influenced by the literature review on competence-based approaches to project management and standards (Individual Competences Baseline of IPMA), and the article of Chen and Lin "Goal orientations, leader-leader exchange, trust, and the outcomes of project performance published in 2018. In the meantime, the Chen and Lin article did not mention any findings in the NPO sector which is a different context. The selection of the main thesis topic was also influenced by the emerging new meanings in the literature of project success looking beyond the iron triangle which ultimately was well addressed in an article published by Ika and Pinto on "The “re-meaning” of project success: Updating and recalibrating for a modern project management” in 2022. Lastly, the choice of selected competence elements was also shaped by the author’s own empirical experience

working on projects in a non-profit context, both a team, project manager and sponsor level. The observations made at the board level of NPOs and in many steering committee meetings of projects where portfolio decisions are made certainly contributed to choosing certain competence elements and scope limitations of the research topic.

2.4.2 Leadership in NPO

According to some authors (Hogan and Kaiser 2005, 169), “Leadership is a real and vastly consequential phenomenon, perhaps the single most important issue in the human sciences. Second, leadership is about the performance of teams, groups, and organizations. Good leadership promotes effective team and group performance, which in turn enhances the well-being of the incumbents; bad leadership degrades the quality of life for everyone associated with it”. The authors further underline that “leadership is usually defined in terms of the people who are in charge of organizations and their units; by definition, such people are leaders. But reflect for a moment on the skills needed to successfully negotiate the status hierarchy of a large bureaucratic organization. Think about the people who are in charge of the organization where you work and try to find examples of real leadership. The people who rise to the tops of large organizations are distinguished by hard work, intelligence, ambition, political skill, and luck but not necessarily by talent for leadership” (Hogan and Kaiser 2005, 171).

Servant leadership (Aboramadan et al. 2022), and transformational leadership (Aboramadan and Kundi 2020) are also referred to when it comes to studying leadership in NPOs and project management. LLX or LMX are however not or seldomly referred to in the NPO context. However, as is explained in this chapter, one recent form of leadership studied by Chen and Lin 2018 and adapted to study leadership in auditing companies on project performance is the Leader-Leader-Exchange. This is explained in more detail in the next section.

Finally, it is a reminder that project success depends on the foundation of project effectiveness which begins with a proficient workforce, where talented personnel constitute the primary pillar. A team enriched with exceptional skills consistently outperforms those lacking in such capabilities. “Identifying and recruiting these talented individuals necessitates robust selection methods and effective leadership” (Katz and Kahn 2015, 178).

2.4.3 Leader-Leader exchange

As mentioned earlier, Leader-Leader exchange is the exchange relationship between the project manager and a supervising role (Chen and Lin 2018). The assumption that if the Leader-Leader exchange works better, a positive influence on the leader-member exchange and, as a consequence, on the leader's influence on the team members can be understood (Erdeji et al. 2016) but needs to be proven. Positive effects of LLX have shown that LLX positively affects the knowledge-sharing (Farooq and Tripathi 2021) which is part of the measurement items addressed in this thesis to measure the impact on project success. LLX is increasingly addressed by the same authors who identify the moderating factors affecting LLX and other elements of leadership.

In further literature review, several authors urge to improve leadership as a professional competence in NPOs to increase project management success (Janke and Dickhäuser 2019). From a methodological viewpoint, some rare studies made on NPO have taken an ontological approach based on the international project management competence baseline to address a project management competence model (Preston et al. 2015, 16). Other authors worked with leaders of project teams with different cultural backgrounds (Bodea, Elmas, et al. 2010, 178), using quantitative methods. This is precisely why it will be interesting to address a mixed method which will be addressed in chapter 3. Studies on teams with different cultural backgrounds is an invitation to address an important competence aspect in leadership which is the sharing values, an element that will be explained in the next section.

2.4.4 Sharing values

Sharing values is another essential component of leadership in projects. As mentioned in the introduction of this paper, sharing values (including intercultural values) gains importance in the leadership (Whyte et al. 2022).

The term 'sharing values' is often utilized to address guiding principles and normative values that are shared by groups and refer to cultural values more generally (Kenter et al. 2015; Khan et al. 2020). The term can however be equivocal depending on the environment in which a project takes place (Aronson and Henriques 2022).

While communication and goal orientation as determining factors in project leadership have extensively been researched (Chen and Lin 2018; Anantatmula 2010; Geoghegan and Dulewicz 2008; Müller and Turner 2010; Rodney Turner et al. 2009), little can be found of the relevance of sharing values as a determining factor in leadership. Even some authors addressed sharing values from a transformational leadership perspective (Gillespie and Mann 2004). They described sharing values as the building block of trust in the organization, not indicating if private or in an NPO context. Also, no reference in the literature could be found in a project context. Table 2 presents the summary of the main types of shared and social values, as made by Kenter et al. (2015), with definitions and dimensions along which they can be discriminated.

Table 2: Main types of shared and social values with definitions and dimensions along which they can be discriminated.

Type of shared/social values	Definition	Associated dimension
Transcendental values	Conceptions about desirable end states or behaviours that transcend specific situations and guide the selection or evaluation of behaviour and events	<i>Concept</i>
Cultural and societal values	Culturally shared principles and virtues as well as a shared sense of what is worthwhile and meaningful. Cultural values are grounded in the cultural heritage and practices of a society and pervasively reside within societal institutions Societal values are the cultural values of a society; societies may be more or less homogenous, so there may be multiple sets of cultural values in one society that overlap to a greater or lesser degree with each other	<i>Provider</i>
Communal values	Values held in common by members of community (e.g., geographic, faith/belief-based, community of practice or	<i>Provider</i>

Type of shared/social values	Definition	Associated dimension
	interest), including shared principles and virtues as well as a shared sense of what is worthwhile and meaningful	
Group values (within valuation)	Values expressed by a group as a whole (e.g., through consensus or majority vote, or more informally), in some kind of valuation setting	<i>Provider</i>
Deliberated values	Value outcomes of a deliberative process; typically, but not necessarily, a deliberative group process that involves discussion and learning	<i>Process</i>
Other-regarding values	As contextual values: the sense of importance attached to the well-being of others (human or non-human). As transcendental values: regard for the moral standing of others	<i>Intention</i>
Value to society	Benefit, worth or importance to society as a whole	<i>Scale</i>

Source: Kenter et al. 2015.

It is needed a company's leadership to view the creation of social value as a competitive advantage which can drive innovation and support the long-term adaptation and prosperity of the company (Kenter et al. 2015). Furthermore, a growing number of studies have examined the "sharedness" of leadership processes in teams (i.e., shared leadership, collective leadership, and distributed leadership) (Wang et al. 2014). The present dissertation addressed sharing values as a factor that combined with other project management competences influences projects and their success. Sharing values were studied in the private sector, i.e. in auditing companies where projects were run and where the interaction between project teams and project leaders was studied (Chen and Lin 2018). The proposed research model in this dissertation differs from the one proposed by Chen and Lin as it develops a model which integrates concepts researched in the private sector and translates them to the NPO context.

Therefore, the present thesis aims to validate the relevance of sharing values in the leadership

model derived from Chen and Lin (2018). The other competence element of project team members that will be studied in this thesis is result orientation which is a critical factor that impacts project success in NPOs.

2.4.5 Result orientation

“Result orientation is the critical focus maintained by the individual on the outcomes of the project. The individual prioritises the means and resources to overcome problems, challenges, and obstacles to obtain the optimum outcome for all the parties involved” (IPMA 2015, 110) and will be integrated into the research model of this thesis.

Result orientation is also “when an individual concentrates intensively on the outcomes of the project” (Barki and Hartwick 2001, 197). Following some findings of the author from interviews performed with project managers and executives in previous research, the result orientation of the project team plays an important role among other competences in achieving project success and for the NPO to remain sustainable (Saidoun 2020; Gong et al. 2013; Carvalho and Rabechini Jr 2017; Omura and Forster 2014; Searcy 2012). It is an important competence in many careers as it can be pivotal to the success of a temporary organisation.

When it comes to measuring result orientation, measurement items are used to address a person’s ability to communicate, make decisions and show leadership.

Result orientation involves not only achieving outcomes but also the capacity to set appropriate priorities within project-oriented organizations (Purnus and Bodea 2014; Bodea, Dascalu, et al. 2010).

Some measurement items of result orientation found in the literature are RO1: “The project manager must see me as a good project team member,” and “RO2: I want my co-workers to consider me a good project team member”.

The result orientation of a project team is essential for achieving successful outcomes in any project. The individual prioritises the means and resources to overcome problems, challenges, and obstacles to obtain an optimum outcome for all the parties involved. The results are continuously maintained at the forefront of the discussion and the team drives towards these outcomes. One critical aspect of results-orientation is productivity which is measured as a

combination of effectiveness and efficiency. Result orientation also includes individual needs to deploy resources efficiently to realise the agreed results and be effective (IPMA 2015). It involves setting clear objectives, defining key performance indicators (KPIs), and aligning efforts toward achieving those goals efficiently. In other words, a result-oriented approach emphasizes delivering tangible and valuable outcomes rather than just completing tasks or activities (Bhushan 2021).

While a project team is a group of individuals with diverse skills and expertise who come together to work on a specific project, the team members collaborate to achieve the project's objectives within a defined timeframe and budget. In NPOs, project teams can be temporary and may include members from different areas of expertise, depending on the project's complexity and scope (Reinhardt and Enke 2020). While a project team can have many characteristics, one of the conditions to be result-oriented is to have effective leadership while running a project that is supposed to become successful. Interestingly, this aspect is not researched in detail in the literature. One of the assumptions for this fact is that the correlation between effective leadership and a result-oriented team seems obvious. However, the extent to which the combination of both factors achieves project success can vary in significance, especially if the factors might vary between moderating and mediating functions.

A result-oriented project team is driven by the desire to achieve specific outcomes, and their collaboration and collective efforts are directed towards reaching those objectives (Bhushan 2021). This combination is highly effective because it ensures that the team's work is purposeful and focused on producing meaningful results. Result-oriented teams are more likely to stay motivated, innovate, and overcome obstacles to achieve success. Moreover, an effective project team that communicates well and collaborates efficiently contributes to the overall result orientation of the project.

As a conclusion, the result orientation of the project team is one of the project management competences that will be studied in more detail in Chapter 3. An important role is the motivational climate created by leaders (Bhushan 2021). It is common to consider that the work-related behaviour of the project team members depends on how they are treated by the project manager. The interpretation of the leaders' responses/reactions allows project team members to

learn what is valued and preferred by the project manager. During the project execution, project team members change their behaviour, becoming more engaged and result-oriented in their work. This in turn is influenced by project management competence: personal communication which will be depicted in the next sub-section.

2.4.6 Personal communication

Personal Communication plays a vital role in effective leadership in projects. It serves as a cornerstone for building trust, fostering collaboration, inspiring action, setting expectations, and achieving organizational goals (Koester and Lustig 2012). Some key reasons why communication is essential for effective leadership are the following (Broadbent 2020; Nestsiarovich 2020):

- Building Trust: Transparent and open communication cultivates trust between leaders and their teams. When leaders communicate openly and honestly, employees feel valued and respected. Trust allows for increased engagement, loyalty, and a sense of psychological safety, enabling individuals to express their ideas and concerns freely (Hartman 2002; Tyagi et al. 2022)
- Assuring Vision and Direction: Leaders shall effectively communicate their vision, goals, and strategies to guide their teams and align their efforts. Clear communication helps employees to understand the purpose and direction of their work, enabling them to make informed decisions and prioritize tasks accordingly (Osterwalder and Pigneur 2010)
- Fostering Collaboration and Teamwork: Communication is crucial for fostering collaboration and teamwork within a project. Effective project leaders encourage open dialogue, active listening, and constructive feedback among team members. By facilitating communication channels, leaders create an environment that encourages the exchange of ideas, promotes creativity, and leads to more innovative solutions (Feilhauer and Hahn 2019; Giudici and Filimonau 2019)
- Maintaining Employee Engagement: Communication is an essential tool for engaging and motivating employees. Regular and meaningful communication keeps employees informed about organizational changes, updates, and growth opportunities. Leaders who communicate effectively can provide feedback, recognize achievements, and offer support, boosting morale and job satisfaction (Yusrisal and Heryanto 2019; Pongton and Suntrayuth 2019).

-Enabling Conflict Resolution: Conflict is inevitable in any workplace. However, effective communication can help leaders manage and resolve conflicts more efficiently. By encouraging open dialogue, active listening, and empathy, leaders can understand different perspectives, find common ground, and facilitate peaceful resolutions, minimizing the negative impact on team dynamics (Huang 2012; Katz et al. 2020).

In what concerns personal communication at the project level in NPOs, studies have addressed the development of a structural model that aims for a better understanding of the impact of effective communication mechanisms on the success of humanitarian projects (Pereira and Lima 2018, 291 ff). Personal communication covers the sharing of adequate information, delivered precisely and consequently to all relevant parties (Villa et al. 2017, 126-128) in a project. When this is not done professionally, it could reduce the level of trust among the project stakeholders. Personal communication is an essential competence element, so the project manager and his team members need to work together. Be it verbal or nonverbal, communication is an essential part of leadership aspect. As an impacting variable between different project management competence elements, impact studies distinguish between moderating and mediating variables. To which extent personal communication moderates the relationship between leadership and overall project success was poorly studied, in particular in an NPO context. Some authors wrote on personal communication as the critical factor in successful project implementation (IPMA 2015, 10 ff). Taking into consideration the criticality of personal communication as a factor that influences project success, it was integrated into the developed research model of this thesis (see Figure 2). According to some authors, personal communication impacts project success as it brings clarity to objectives and goals. Clear and open communication ensures that all team members have a shared understanding of the project's objectives, goals, scope, and priorities for example in the construction industry (Wu et al. 2017). Effective personal communication helps in assigning tasks to team members based on their skills and expertise. It also clarifies individual roles and responsibilities, reducing the chances of duplication or gaps in work, also in the ICT sector (Blaskovics 2016). Regarding innovation and creativity, open communication as an important cultural factor and competence element of the project manager encourages the sharing of diverse ideas and perspectives (Kerr et al. 2017). This can lead to innovative solutions and creative approaches that might not have been apparent without collaborative discussions. Lastly, and related to lessons learned and continuous improvement effective communication allows the

team to discuss what worked well and what could be improved (Booth and Stewart 2003). These insights contribute to organizational learning and can be applied to future projects for continuous improvement.

In summary, personal communication within a project team is a foundational competence element that influences coordination, collaboration, decision-making, and overall project success. It facilitates the smooth execution of tasks, helps manage challenges, and ensures that the project stays on track to achieve project success.

2.5 Project success in NPOs

In this research, it was adopted the following overall project success model which “includes the elements project schedule, project quality, project benefits and project innovation” (Ika and Pinto 2022).

Even if project success is focused throughout the thesis on project success in an NPO context, we shortly remind the peculiarities of project success in NPOs that could be found in the literature:

- Primary Goals and Objectives: NPOs are typically focused on achieving social or humanitarian goals. Their projects are centred around providing benefits to a specific community, addressing social issues, or promoting a cause. NPOs’ understanding of project success is opposed to FPOs whose aim is to generate profit and create value for their shareholders. Projects in corporate organizations are often designed to increase revenue, market share, and shareholder value (Drucker 2012).

- Success Metrics in NPOs: Success in NPOs is often measured by the impact they make on their target beneficiaries or the community. Metrics might include improvements in quality of life, reduced poverty rates, increased access to education or healthcare, etc. In opposition to NPOs, success in corporations is typically measured by financial indicators such as return on investment (ROI), profitability, revenue growth, and market share.

- Stakeholder Orientation: NPOs focus on serving the needs of their beneficiaries and the community. Their stakeholders include donors, volunteers, beneficiaries, and partners who are invested in the social mission. Corporations prioritize the needs and interests of shareholders,

customers, and employees. Their primary goal is to generate value for shareholders and provide products or services that meet customer demands.

- Funding and Resources: NPOs often rely on grants, donations, and fundraising efforts for their funding. Resources can be limited, and the success of a project may depend on securing adequate financial support. Corporations typically generate revenue from the sale of products or services. They may have greater financial resources available to invest in projects, but they also need to carefully manage costs to maintain profitability.

- Risk Tolerance: NPOs may be more willing to take on higher levels of risk if it aligns with their mission and potential for impact. This is because their primary focus is not on financial returns but rather on achieving social goals. Corporations often have a lower tolerance for risk, as their primary aim is to maximize profitability and shareholder value. Projects with uncertain outcomes or high potential for financial loss may be approached more cautiously.

- Long-Term vs. Short-Term Orientation: NPOs often work on long-term projects that require sustained efforts to bring about social change. Success might be measured over years or even decades. Corporations may focus on shorter-term projects that can yield quick returns on investment and contribute to quarterly or annual financial goals.

- Accountability and Transparency: NPOs are often expected to demonstrate transparency and accountability to their donors, beneficiaries, and the public due to the ethical and social nature of their work. For FPOs, while transparency is important as well, their primary accountability is typically to shareholders and regulatory bodies.

Success factors in projects are numerous (Radujković and Sjekavica 2017; Radujković et al. 2010; Radujković et al. 2021). So are the approaches to project success. In an NPO that sets annual mission-critical goals and objectives, success is often measured by whether or not it achieved the set of goals. These goals in turn are metrics such as number of volunteers, number of clients helped and number of funds raised, as well as reputation and brand building.

When it comes to defining project success in the NPOs, some sources define project success as “the effective and efficient use of resources to achieve results” (Janssen and Van Yperen 2004, 368-369; Bruthiaux 2000, 269). Project success in NPOs may also be assessed by different interest groups—stockholders, managers, customers, employees, and so on. Over recent years, some authors called for multi-facets of project success measurements and called for the need to

include multidimensional measures of project success (Galvin et al. 2014).

In other sources, scholars emphasize the significance of stakeholders' perceptions, particularly in international development and social upliftment projects (Ika et al. 2011). Recently, the concept of project sustainability, considering economic, social, and environmental impacts, has gained prominence (Martens and Carvalho 2016) among NPOs.

In this dissertation, a multidimensional project success framework is used (Gelbard and Carmeli 2009; Ahmed and Philbin 2022; Ika and Pinto 2022). It includes a multi-item scale measure of project success, including project schedule, project quality, project benefits and project innovation.

In the previous part, the main competence elements are considered in the literature in an NPO context. This clarified the approach towards project success taken in the thesis. The dissertation essentially deals with the NPOs at the project level and addresses the interrelation between the project manager and other project leaders and the relation between the project leader and his team to achieve project success.

After conducting a thorough literature review, the research has substantiated the existence of a clear research gap and highlighted the need to delve into the impact of project management competences, specifically focusing on leadership, on project success within NPOs.

2.6 The research questions and the research model

2.6.1 The research questions

Based on the literature review and the described theories related to this dissertation, the main research question (MRQ) can be formulated as follows:

“What are the relationships between LLX, result orientation (RO), sharing values (SV), personal communication (PC) and project success (PS) in Non-profit organisations ?”

The following research sub-questions are derived from the main research question:

SRQ1: How does LLX relate to PS in NPOs?

SRQ2: How does SV relate to PS in NPOs?

SRQ3a: How does the RO of the project team mediate the relationship between LLX and PS in NPOs?

SRQ3b: How does the RO of the project team mediate the relationship between SV and PS in NPOs?

SRQ4a: How does PC moderate the relation between LLX and PS in NPOs?

SRQ4b: How does PC moderate the relation between SV and PS in NPOs?

SRQ4c: How does PC moderate the relation between SV and RO of the project team in NPOs?

SRQ4d: How does PC moderate the relation between LLX and RO of the project team in NPOs?

The research hypotheses are the following:

Hypothesis 1: Leader-Leader exchange is positively related to the overall project success (H1).

Hypothesis 2: Sharing values is positively related to the overall project success (H2).

Hypothesis 3a: Result-orientation of the project team members positively mediates the relationship between Leader-Leader exchange and overall project success (H3a).

Hypothesis 3b: Result orientation of the project team members positively mediates the relationship between sharing values and overall project success (H3b).

Hypothesis 4a: Personal communication positively moderates the relationship between Leader-Leader exchange and overall project success (H4a).

Hypothesis 4b: Personal communication positively moderates the relationship between sharing values and result orientation of the project team members (H4b).

Hypothesis 4c: Personal communication positively moderates the relationship between Sharing values and result orientation of the project team members (H4c)

Hypothesis 4d: Personal communication positively moderates the relationship between and Leader-Leader exchange and result orientation of the project team members (H4d).

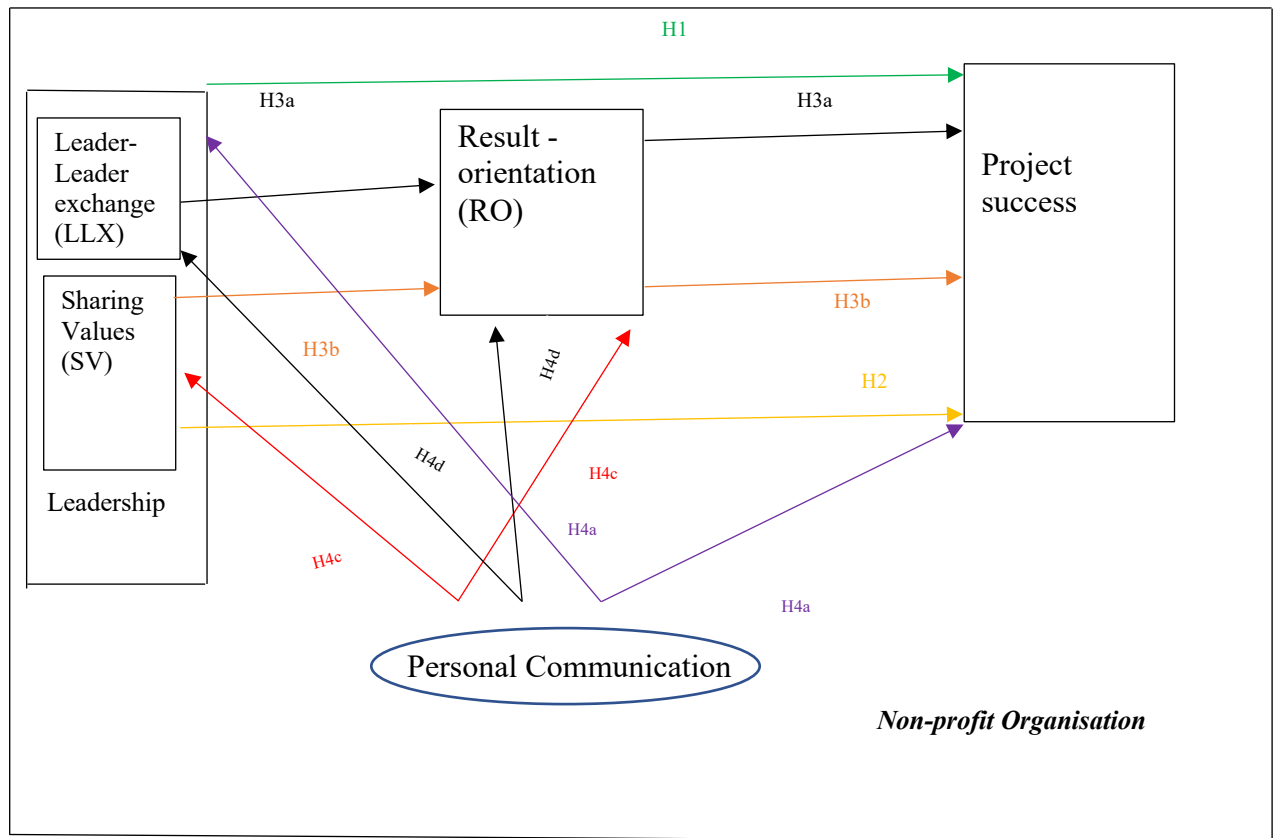
To better understand how these SRQs interrelate with each other in addressing the MRQ, the author developed a model which was derived from an existing model applied to the private

sector (Chen and Lin 2018). The model used different competence elements at the project manager and project team level and was applied to the private sector.

2.6.2 Presentation of the research model

The research model shows four competence elements at the project manager and project team level. These elements interact with each other and impact project success in the NPO context. Explained in terms of variables, we can identify that the independent variable in the model (the one that is impacted) is Project Success (PS), which was defined to some extent. The four dependable variables are LLX, SV, PC and Result orientation (RO). The research model was inspired by Chen and Lin (2018) who applied the model in a corporate environment by assessing the interrelationship of the variables among auditors and their project teams who perform different types of audits essentially within private companies.

Figure 2: The research model



Source: Saidoun et al. 2023, adapted from Chen and Lin (2018).

To systematically investigate the various hypotheses outlined earlier, a comprehensive mixed-methods research approach has been adopted. The qualitative method will be strategically applied to delve into the complexities of the focus group and to explore the significance of sharing values (H2) as a dimension of leadership competence.

The pivotal focus group discussion serves as a cornerstone for shaping crucial segments of the questionnaire required for the quantitative research phase. This quantitative approach will be employed to scrutinize all hypotheses within the model comprehensively.

In a later phase, a qualitative method, employing ethnographic interviews, will be utilized to explore all hypotheses, excluding H4c and H4d. Following the transcription and coding of these interviews, a meticulous analysis of the research findings ensued, aligning, and corroborating

them with the outcomes derived from the quantitative methodology. The synthesis of these two distinct approaches gives additional insights, outlined in the summary of new findings.

3. RESEARCH METHODOLOGY

3.1 The triangulation, as the main methodological option

“Triangulation in research is the use of more than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures” (Heale and Forbes 2013, 1).

As can be drawn from Table 3, a literature review, consisting of an analysis of the main scientific publication related to the keywords, the research question and the research proposal was formulated. Later additional questions were raised which led to an additional literature review. This in-depth review focused on the examination of the main theory lying behind the main research question, i.e. the leadership theory that explains the relationship between project managers and project teams as well as the relation between the project manager and the management of the NPOs. Using the keyword search that included sharing values, LLX, result orientation, personal communication, project success and NPOs, it became evident that this theory is the most frequently mentioned to address the research model.

Second, an exploratory approach was taken and focused on qualitative methods including interviews with experts from NPOs in the format of a focus group discussion. This was done to verify the newly introduced competence element of leadership: sharing values.

Focus group research is a type of research that involves bringing in a small group of subjects (typically 6 to 10 people) at one location and having them discuss a phenomenon of interest for a period of 1.5 to 2 hours (Bhattacharjee, A. 2012, 41). The facilitator guides the discussion by setting the agenda and presenting an initial set of questions for participants. They ensure the inclusion of all participants' ideas and experiences, striving to create a comprehensive understanding of the problem based on their input. However, due to the absence of controls, internal validity is not established, and the findings cannot be generalized to other settings due to the small sample size. Consequently, focus groups are typically better suited for exploratory research rather than explanatory or descriptive studies. The focus group discussion was performed to find valuable information on the subject and complete the limited sources found in the literature. The focus group discussion also helped to construct a robust survey

questionnaire to produce results that could help to formulate the questions of the survey that will be used in the quantitative research method of the thesis.

Before carrying out the focus group discussion, the questions were made available before the workshop. During the workshop, which took place virtually via Zoom online communication tool, notes were taken, and the main statements were written down during the workshop.

The interest was primarily to confirm that sharing values was not only relevant in the impact of leadership on project success. It was also a way to show how sharing values would interact with result orientation and personal communication.

Third and fourth, based on some findings of the qualitative approach in step 2, a quantitative survey questionnaire was developed including scientifically proven and applied measurement items. The quantitative survey was conducted to test the previously established sub-research questions and hypotheses. The survey was made available to over 600 NPO professionals at the international level between 01 March and 15 June 2023 who were contacted directly via SurveyMonkey platform. The questionnaire was validated with the help of several independent experts before publication. Taking into consideration that the collected data were not normally distributed, a special quantitative method has been applied which has proven to be the most adequate in such situations according to the literature review: the integration of bootstrap method and the Structural Equation Method (SEM).

Fifth, the quantitative results were summarized, and some findings were established, which resulted in a publication together with my two supervisors.

In step 6, ethnographic interviews were conducted in August 2023 to proceed with a triangulation of the hypothesis and corroborate the results from the survey.

Ethnography is a research method central to knowing the world from the standpoint of its social relations. It is a qualitative research method predicated on the diversity of culture at home (wherever that may be) and abroad. Ethnography involves hands-on, on-the-scene learning and it is relevant wherever people are relevant. Ethnography is the primary method of social and cultural anthropology. It is also integral to the social sciences and humanities generally and draws its methods from many quarters, including the natural sciences. For these reasons,

ethnographic studies relate to many fields of thesis and many kinds of personal experience – including study abroad and community-based or international internships.

After the transcripts of the interviews and their coding, the research findings were analysed, and the findings were corroborated with the ones from the quantitative approach. Additional new findings were summarized.

In step seven, the empirical research results are discussed, including feedback from practitioners to investigate the practical relevance of the presented results of each sub-research question. Their implications for project leaders and team members on future projects are described. To address the contribution to the practice, a workshop format including a group discussion was organized. A group discussion is a qualitative method to gain multiple data, based on the outcome of the dynamic discussion of various individual experts (Weber 2015,100; Maylor et al. 2017, 190).

In steps 8 and 9, the conclusions are drawn and recommendations for further research are made. In addition to the research steps, we describe in two paragraphs the research scope and the scientific and social relevance of the research methodology.

The research plan is also summarized chronologically in Table 3.

Table 3: The research plan

	Step 1	Step 2	Step 3 and Step 4	Step 5	Step 6	Step 7, 8 and 9
Research steps	Literature review	Qualitative method (Focus group)	Quantitative method (survey questionnaire)	Quantitative result analysis	Ethnographic interviews	Feedback from Practice, discussion of research findings and conclusions
Time Frame	January 2022- September 2022 and June 2023 - September 2023	September 2022- November 2022	January 2023- June 2023	June 2023	July-August 2023	August- September 2023
Main question addressed	-What impact has leadership on project success in NPOs ?	-How is leadership characteri- zed in NPOs ? the relevance of LLX and sharing values	-How do sharing values, Result orientation of the project team and personal communicatio n in association with leadership (LLX) impact project success in NPOs	Result analysis of the 8 sub- research questions	1.LLX is positively related to the project success (H1) 2. RO of project team positively mediates the relationship between LLX and PS (H3a) 3. PC positively moderates	See questions in step 6

					between LLX and PS (H4a) 4. PC positively moderates between SV and RO of the project team (H4c)	
Research activities	<ul style="list-style-type: none"> -Reading relevant literature -Summarizing main ideas -Focussing on main relevant theories -Addressing the next phases 	<ul style="list-style-type: none"> -Carrying out interview in the format of a focus group discussion -Collecting data and observations 	<ul style="list-style-type: none"> -Survey among international NPOs to measure the impact of sharing values, LLX, result orientation of the project team and personal communication on project success - Measuring the significance of each factor 	-Writing the analysis	<ul style="list-style-type: none"> -Develop questionnaire -Carrying out Ethnographic interviews and coding 	-Corroborate research findings
Key results	-Social Exchange Theory and	-Empirical findings enabling to	-Quantitative survey results with testing	-Summarize the findings -Discussion	-Definition of codes and categories in	Confirmation of results from

	Leadership Theory explain the model -List of references prepared	confirm some sub-research questions for the next phase -Scientific article published	the hypothesis and discussion of results	of results - Scientific article published	the descriptive and structural line by line coding	quantitative analysis and discovery of new findings
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Source: Author's contribution.

-Research scope

The main focus of this research is to better understand how the interrelation between project leaders with leadership competences and project team member competences influence the success of the overall project in non-profit organisations.

The scope of the research is narrowed down to leadership competences that are declined into sharing values and Leader-Leader exchange.

The term 'sharing values' is often utilized to address guiding principles and normative values that are shared by groups and refer to cultural values more generally (Kenter et al. 2015; Khan et al. 2020).

Leader-Leader exchange (LLX) is the exchange relationship between the project manager and a supervising role.

The scope of the research focuses on the impact of leadership as a project management competence on project success in NPOs, where the result orientation of the project team as a project management competence has a critical role that is further described in this thesis.

The term project success is understood as described by a recent approach described in a multidimensional model and includes the success elements "project schedule, project quality, project benefits and project innovation" (Ika and Pinto 2022).

-Scientific and social relevance of the research methodology

First, the results of this research and their discussion are a contribution to the literature on NPOs, using international NPOs as examples.

Second, by applying leadership theory to project leaders and project teams, the interrelationship of project management competences is analysed to better understand their impact on project success at the NPO level.

Third, the result of this research shows what is the level of significance of each competence element in their interaction with each other. Here, the mediating role of result orientation of the project team becomes clear and helps to better understand its significance for project success

Fourth, the role of the various competence elements on project success in NPOs is clarified. This way, the competence elements for both project teams and project leaders become not only visible but show their relevance to achieving project success.

Finally, recommendations for leadership and its combination with a moderating factor like personal communication in NPOs to achieve project success are made.

In this chapter, the research design for each research method is described. The results are described and discussed, before producing the conclusions. This approach will help in the section on the ethnographic interviews to complete the triangulation between quantitative and qualitative data and verify the confirmation of the results from the different SRQs.

3.1.1 Focus group design

The literature review has shown that sharing values gains importance in leadership and their impact on overall project success, particularly in an international project environment (Ibarretxe 2019).

The rather scarce findings from the literature review on the importance of sharing values as a leadership element and the need to produce a robust questionnaire for a survey have led to the necessity to organize a focus group discussion. This will address the relevance and importance of sharing values as a leadership competence element and its impact on project success in NPOs. It is reminded here that a focus group is carried out in a group setting on a topic and engages in reflection on the topic (Morgan 1997). The focus group can be positioned as a method between the group interview/discussion and the participatory (Maylor et al. 2017). The focus group discussion will therefore help to build a questionnaire needed to address SRQ2 “How does SV

relate to PS in NPOs?”

To test the relevance of sharing values as a determining factor in leadership, eight participants from both For-profit and non-profit organizations were chosen to participate in a focus group discussion. They responded to nine questions related to the relevance of sharing values in leadership in a project context.

The method involves gathering data from a specifically chosen group of individuals, rather than relying on a statistically representative sample from a larger population. Despite its widespread use in conservation research, there has been a lack of critical assessment regarding the application of this technique.

3.1.1.1 Selection of participants

The persons and their functions in their respective organisations that participated in the focus group discussions are summarized in Table 4.

Table 4: Participants of the focus group discussion

Person (function)	Organisations	Origin
Project Director	PMA-Austria (NPO)	Austria
Project director in project excellence division	Member of Société Management de projets (NPO)	France
Project Director	Member of Société Management de projets	France
Professor for project management	Public Polytechnic School of Cologne (NPO)	Germany
Professor for project management	Public University of Vylnius (NPO)	Lithuania

Source: Author's contribution.

The qualifying project managers are experienced leaders with dealing project management and have a robust project management culture based on internal and external qualification certification systems. The organisations are both large private companies and non-profit organizations from the education sector. The reason for doing so is to find out if there is a difference in the perception of sharing values in NPOs and FPOs.

The answers to the questions were written and notes were taken regarding the reactions and comments of the participants of the meeting through detailed observation.

3.1.1.2 The questions for the focus group discussion

Nine questions were raised. Each person shared their opinion about each question, which led to both answers and a debate that will be addressed in the discussion part of this paper. The questions are summarized in Table 5.

Table 5: Questions for the focus group discussion

	Questions
1	What means sharing values?
2	Does sharing values matter in leadership?
3	Why are sharing values important in leadership?
4	What are shared values in a project team?
5	What do have shared value project leaders have in common?
6	What type of values do you share as project leader in your organization?
7	Why project managers need shared value to be engaged?
8	Do you think that sharing values has an impact on project performance in a project?
9	How are values shared in your organization?

Source: Author's contribution.

The results will be described and discussed at a later stage.

3.1.2 Survey design: introduction to quantitative method

The research will analyze the gap between the current determining factors in leadership as found in the literature and the one applied in the research model of leadership chosen by the author in a wider piece of research derived from Chen and Lin (2018). The survey is based on a questionnaire that was designed to address the project team members and the project manager in the project of an NPO.

The NPO run projects to fulfil their missions. The NPOs cover different sectors such as humanitarian, professional associations, NGOs and education.

NPOs have different types of internal organizational structures and also different types of working agreements. In general, the roles of the person receiving the questions from the survey are either leading roles (CEO, top management), middle management (head of departments, PMOs, head of smaller business unit), project managers or staff/volunteers with both operational and project tasks

The size of the organisation might differ from less than 10, between 10 and 50, 50 and 100 and

more than 100 employees and volunteers. The collected data was analysed using a quantitative method.

3.1.2.1 Sources of data

The sources of data are respondents from non-profit organisations, which are professional associations, associations working in the humanitarian sector, non-governmental organisations or education organisations. They are part of government institutions or government-funded organisations. The main sources of data are the networks of the author who has 20 years of experience working in NPOs, social media LinkedIn and subgroups of professional (IPMA, PMI, PRINCE2) and non-governmental organisations (ex. WHO, UN, UPU, ITU, ILO) and universities.

The roles of the respondents are project team members with meaningful experience in projects in an NPO context. The second roles categories are the project leaders who can be sponsors, project, programme or portfolio managers, and directors of NPOs with professional experience in the sector ranging from 3 years to over 30 years of experience.

The questionnaire included around 50 questions (see Annex A). Respondents needed on average 15 (fifteen) minutes to respond to the questionnaire. Responses were collected in the period 21 March 2023 to 30 May 2023.

The questionnaire was sent to 600 persons from 100 countries (see Table 6). A total number of 236 responses were received, but only 205 were considered as usable responses.

From Table 6 we can see that 45 % of the respondents came from Europe.

Sample demographic characteristics and some of NPOs characteristics are outlined and will be described in Tables 6 to 15.

Table 6: Country of origin of the NPOs

	Percent
Valid	
Algeria	10,0
Austria	2,0
Canada	1,0
China	10,0
Estonia	1,0
Ethiopia	1,0
Finland	2,0
France	22,0
Germany	6,0
Greece	1,0
Guayaquil, Ecuador	1,0
Iceland	1,0
Iran	2,0
Italy	3,0
Lesotho	1,0
Mexico	1,0
Middle East	1,0
Nepal	1,0
Netherland	2,0
Norway	1,0
Pakistan	2,0
Panama	1,0

Peru	2,0
Portugal	2,0
Russia	2,0
Slovakia	1,0
Spain	2,0
Sweden	1,0
Switzerland	12,0
The Netherlands	1,0
Thailand	1,0
UK	1,0
USA	1,0
Total	100,0

Source: Author's calculation.

In tables 7 to 15, there are mentioned the distribution of responses based on different characteristics. As can be seen in these tables, not all the responses were completed correctly or formulated.

Table 7: Gender of the respondents

		Number responses	Percent	Valid Percent	Cumulated Percentage
Valid	Male	123	60,0	60,3	60,3
	Female	79	38,5	38,7	99,0
	Other	2	1,0	1,0	100,0
	Total valid responses	204	99,5	100,0	
Missing	System	1	0,5		
Total		205	100,0		

Source: Author's calculation.

Out of the 204 valid responses, 60% were male 38,5% were female and 1% were other.

In the context of gender statistics, "other" typically refers to a category that encompasses genders beyond the traditional binary classification of male and female. It acknowledges and includes individuals who may identify as non-binary, genderqueer, genderfluid, agender, or any gender identity that does not strictly align with the conventional male or female categories.

Including the "other" category in gender statistics is important for several reasons:

- Inclusivity: It acknowledges and respects diverse gender identities beyond the binary, ensuring that individuals who don't fit within the male/female dichotomy are represented.

- Accurate Data Representation: Allowing individuals to self-identify their gender, provides a more accurate reflection of the population and prevents the erasure of those whose identities fall outside the male/female spectrum.

- Policy and Decision Making: Having comprehensive data enables policymakers, researchers, and organizations to develop inclusive policies and programs that cater to the needs of all gender identities. It's crucial to note that the terminology and categories used to describe gender diversity may vary across different surveys, studies, or regions. Some surveys might use terms like "non-binary," "gender diverse," or "unspecified" instead of "other" to describe this category. The goal is to ensure that the language used is respectful, and inclusive, and allows individuals to express their gender identity accurately.

Non-profit organizations (NPOs) work across a wide range of sectors and areas, focusing on various causes and societal needs. Some of the prominent sectors where NPOs operate include:

- Social Services: NPOs working in social services focus on addressing poverty, homelessness, and hunger, and providing social welfare services to vulnerable populations.

- Healthcare: Non-profits in the healthcare sector may focus on medical research, providing healthcare services to underserved communities, disease prevention, or advocating for better healthcare policies

- Education: NPOs in education work on improving access to education, supporting schools, providing scholarships, and educational resources, and advocating for educational policies.

-Environmental Conservation: Non-profits dedicated to environmental causes focus on conservation efforts, climate change mitigation, promoting sustainable practices, and protecting ecosystems and wildlife.

-Human Rights and Advocacy: NPOs working in human rights advocate for civil liberties, equality, and justice, and work towards ending discrimination, supporting marginalized communities, and promoting fair treatment for all.

-Arts and Culture: Non-profits in this sector support artistic endeavours, cultural preservation, and arts education. They may run museums, galleries, and theaters, or support artists and cultural events.

-International Development: Non-profits involved in international development work on issues like poverty alleviation, providing aid during emergencies, promoting sustainable development, and improving living conditions in developing countries.

-Community Development: These organizations work within specific communities to enhance economic development, infrastructure, social programs, and overall community well-being.

-Philanthropy and Grant-making Foundations: These organizations provide funding and support to other non-profits and initiatives that align with their mission and goals.

Table 8: Sector of NPOs

		Number of responses	Percentage	Valid Percentage	Cumulated Percentage
Valid	Other (please specify)	51	24,9	25,1	25,1
	Charity (ex. humanitarian aid, education of girls, etc..)	48	23,4	23,6	48,8
	Professional (ex. association of consultants, association of project managers, etc..)	104	50,7	51,2	100,0
	Total valid responses	203	99,0	100,0	
Missing	System	2	1,0		
Total		205	100,0		

Source: Author's calculation.

Out of the 203 valid answers, 51% work in professional organisations (essentially project management organisations), and 49% work in the sectors previously mentioned (see Table 8).

Table 9: Geographical area of NPO activities

		Number of responses	Percent	Valid Percentage	Cumulated Percentage
Valid	Regional	56	27,3	27,9	27,9
	National	78	38,0	38,8	66,7
	International	67	32,7	33,3	100,0
	Total valid responses	201	98,0	100,0	
Missing	System	4	2,0		
Total		205	100,0		

Source: Author's calculation.

Out of the 201 valid answers, most of their NPOs work almost equally at regional, national and international levels, with a slightly higher percentage (38%) for the respondents whose NPOs work at the national level (cf. Table 9).

Table 10: Nature of the projects of NPOs

		Number of responses	Percent	Valid Percentage	Cumulated Percentage
Valid	Other (please specify)	49	23,9	24,1	24,1
	Humanitarian	46	22,4	22,7	46,8
	Professional association	89	43,4	43,8	90,6
	Significant IT-component included	19	9,3	9,4	100,0
	Total valid responses	203	99,0	100,0	
Missing	System	2	1,0		
Total		205	100,0		

Source: Author's calculation.

As 51% of NPOs are representing professional organizations, 43,4% of the respondents replied that their project concerned professional organisations. This is coherent. Only 9,3% replied that their projects had an IT-component, which shows that the digital transformation on NPOs remains low and that many NPOs still work more traditionally (Table 10).

Table 11: Number of persons working in the NPO

		Number of responses	Percent	Valid percentage	Cumulated Percentage
Valid	less than 10	57	27,8	27,9	27,9
	between 10 and 50	78	38,0	38,2	66,2
	more than 50	69	33,7	33,8	100,0
	Total valid responses	204	99,5	100,0	
Missing	System	1	,5		
Total		205	100,0		

Source: Author's calculation.

38,2% of the 204 valid respondents work in organisations that have between 10 and 50 members of staff and 27,9% of respondents work in NPOs with less than 10 persons (Table 11).

Table 12: Average number of volunteers per NPO

		Number of responses	Percent	Valid Percentage	Cumulated Percentage
Valid	less than 10	77	37,6	38,3	38,3
	between 10 and 50	74	36,1	36,8	75,1
	between 50 and 100	17	8,3	8,5	83,6
	more than 100	33	16,1	16,4	100,0
	Total valid responses	201	98,0	100,0	
Missing	System	4	2,0		
Total		205	100,0		

Source: Author's calculation.

Interestingly, the number of volunteers working in the organisations varies a lot, ranging from 8,5% for volunteers between 50 and 100 and 38,3% for less than 10 volunteers per NPO (Table 12). This is important to notice as this also is part of the limitations of the thesis since the results could be different if the focus was made only on one type of NPO. In other words, the heterogeneity of the number of volunteers in each of the NPOs needs to be taken into account when discussing the results of the thesis.

Table 13: Position in a project management role in the NPO

		Number of responses	Percent	Valid percentage	Cumulated Percentage
Valid	Top management (CEO, Director)	38	18,5	18,6	18,6
	Senior management	44	21,5	21,6	40,2
	Project manager	43	21,0	21,1	61,3
	Team member in project	71	34,6	34,8	96,1
	Other	8	3,9	3,9	100,0
	Total valid responses	204	99,5	100,0	
Missing	System	1	0,5		
Total		205	100,0		

Source: Author's calculation.

As the questionnaire was destined for different type of audiences (project team members and project leaders), Table 13 shows that most of the respondents have leadership positions in their NPOs (61,3%) against 38,7% of team members.

Table 14: Years of experience of the respondents in a project management role

		Number of responses	Percent	Valid percentage	Cumulated percentage
Valid	up to 3 years	39	19,0	19,5	19,5
	between 3 and 5 years	20	9,8	10,0	29,5
	between 5 and 10 years	23	11,2	11,5	41,0
	between 10 and 20 years	50	24,4	25,0	66,0
	more than 20 years	68	33,2	34,0	100,0
	Total valid responses	200	97,6	100,0	
Missing	System	5	2,4		
Total		205	100,0		

Source: Author's calculation.

Most of the respondents (34%) had more than 20 years of experience in a project management role, whereas the less experienced respondents represented 19,5% of the total number of respondents (Table 14).

Table 15: Certification of the respondents

		Number of responses	Percentage	Valid percentage	cumulated percentage
Valid	yes level A	13	6,3	6,4	6,4
	yes level B	20	9,8	9,9	16,3
	yes level C	14	6,8	6,9	23,3
	yes level D	12	5,9	5,9	29,2
	I'm not familiar with it	37	18,0	18,3	47,5
	I have another certificate in project management to consider as equivalent to IPMA (please specify)	16	7,8	7,9	55,4
	I do not possess any certificate in project management	54	26,3	26,7	82,2
	I think I have all the powers necessary to conduct a project in the non-profit sector	36	17,6	17,8	100,0
	Total valid responses	202	98,5	100,0	
Missing	System	3	1,5		
Total		205	100,0		

Source: Author's calculation.

Most of the respondents (18,3%) did not have a professional certification in project management and 17,8% confirmed they had enough experience and qualification in projects in the NPO sector. 29,1% of the respondents mentioned they had an IPMA certification and only 7,9 % mentioned that they had another certificate in project management other than IPMA. Among

the respondents who have an IPMA 4 LC certification, 9,9% have a level B, 6,9% a level C, 6,4% a level A and 5,9% a level D certification (Table 15).

3.1.2.2 Data collection

The respondents indicated their gender, type of projects and years of experience in the general data which remained strictly anonymous. Interval and a Likert scale were used to address the different measurement items the respondents addressed to measure the intensity of response.

Control measures between groups were introduced to make sure their responses are coherent and to improve the research design.

3.1.2.3 Sampling

Well-known ways of obtaining a representative sample are random sampling and some types of non-probability sampling that target specific characteristics of the respondents (Haq et al. 2019). In the thesis, the sample comprises key informants from non-profit organizations who possess expertise on the research topic.

All respondents were contacted personally either by email, social media or telephone. Some admitted not having enough knowledge about the subject and declined to respond. This way accurate inferences about the population can be drawn from the thesis sample (Hair Jr et al. 2021). A way of obtaining a representative sample is random sampling.

3.1.2.4 Number of observations

A frequently asked question in the quantitative method is the sample size. A frequent rule of thumb is to collect at least 10 observations for each variable (Hair et al. 2019). The minimum recommended sample size for normally distributed data is 30 observations. One statistical method which does not need normally distributed data or large sample sizes is partial least squares structural equation modelling (Hair Jr et al. 2021). In this thesis, 204 observations were collected out of 600 distributed to 60 different non-profit organisations from 34 countries (see Table 6).

3.1.2.5 Measurements

This section outlines the measurement items and constructs for the testing of the hypothesis. All measures use a 7-point Likert scale in which 1 means “strongly disagree” and 7 means “I strongly agree”. The following describes the complete survey questionnaires:

-Result orientation of the team

Multi-item scales to measure result orientation were used with four-item scales based on (Chen and Lin 2018). For a result orientation and project success result orientation, the Cronbach's α are respectively 0,79 and 0,93.

Items are “R01: a tough project is very satisfying for the project team”, “R02: an important part of being a good project team is continually improving our project management skills”, “R03: Making mistakes when doing the project is just part of the learning process for the team”, “R04: it is important that the project team needs to learn from each project experience”, “R05: it is important that the project manager sees us as a good project team”.

-Leader-Leader exchange

The following measurement items for LLX were taken from Chen and Lin (2018). The Cronbach α equals 0,88.

LLX1: my supervisor would personally be inclined to help me solve problems in my work, “LLX2: my working relationship with my supervisor is effective”, LLX3: I have enough confidence in my supervisor that I would defend and justify his/her decisions if he or she were not present to do so “, “LLX4: my supervisor considers my suggestions for change”, “LLX5: my supervisor and I are suited to each other, “LLX6: my supervisor understands my problems and needs”, and “LLX7: my supervisor recognizes my potential”.

-Personal Communication

The following measurement items for personal communication were taken from the authors (Ahmed and Philbin 2022). Cronbach's α equals 0,6.

The measurement items used were:

PC1: “I established with the team members an informal communication channel”, “PC2: I tailored the communication to the team members according to my interest and one of the other

team members”, “PC3: I employed communication for coaching and mentoring the project team”, “PC4: I communicated a clear vision of the project's future direction to meet organisational needs”.

Therefore, the first question was removed to obtain a Cronbach α higher than 0,7.

-Project Success

The following measurement items for project success were taken from (Ahmed and Philbin 2022) and measured project success as schedule and quality. The respective Cronbach's α are respectively 0.86 and 0.93.

The following measurement items were used:

“PS1: The project was completed on time or earlier”, “PS2: The project was completed within or below budget”, “PS3: The project had only minor changes in scope”, “PS4: The customer was satisfied with the deliverables”, “PS5: The project met the customers technical and functional requirements”, “PS6: The project team was highly satisfied and motivated”

3.1.2.6 Reporting procedures

The software SPSS is used to process all the data. The multivariate regression analysis and the main results it has brought will be elaborated in the discussion part and survey items along with definitions will be reported in the appendix.

3.1.2.7 Validity, reliability and objectivity

-Validity refers to “how accurate are the results” (Maylor Harvey. 2017, 320).

Firstly, a pilot was made before the survey was sent out to make sure the questions were clear and understandable. This also relates to the design of the survey which was precisely thought throw under the guidance of the supervisor. Furthermore, the measurement items used and described under Annex A were based on previous literature used measurement items. Lastly, with the 205 complete responses received out of 600 persons asked to respond to the survey it is considered to have enough data in the findings to justify the hypothesis outlined in this paper.

The validity is also the extent to which the thesis correctly measures the construct (Hair et al. 2021).

The validity of the data was checked with the coefficient of reliability (or consistency) test Cronbach α (Annex C). For the individual variables, all presented a Cronbach α test higher than 0.7, except for the variable personal communications (PC).

Therefore a question related to that measurement item was removed and the Cronbach α also became superior to 0,7.

For the project managers-related questions, the Cronbach α test equals 0,876 revealing a strong correlation between constructs.

For the project team-related questions, the Cronbach α test equals 0,792 revealing a medium. This means that in total (project managers + project team members) the Cronbach α test equals 0.926.

-Regarding reliability, the survey link was sent at different points in time during 2,5 months. This way of proceeding increased the reliability of the measurement method.

-Regarding the objectivity of the research approach, it is to be underlined that the questionnaire in the survey was standardised, i.e. the two target groups (project managers/leaders and project team members received the same questions except for the questions related to Leader-Leader exchange). The second aspect to be underlined is that the measurement tool is independent of the researcher, i.e. the respondent is not influenced in any way by the researcher.

3.1.2.8 Mediation and Moderation

According to (Sharma et al. 2022) and (Hair Jr et al. 2021), “Project management researchers examine theoretical models that involve moderated relationships, and increasingly moderated mediation models”. A bit further the authors explain that “this can be useful when researchers obtain results that are inconsistent with theorized relationships, examining moderation possibilities can be a method to clarify and explain unanticipated results”.

Lastly, it could be of interest to look at predictive and improved research methods of testing mediating and moderation, according to Huemann and Hair (2021) as this could help to identify unknown relationships and confirm potential new theories.

3.1.3 Ethnographic study design: introduction to the qualitative method

In addition to the quantitative research method used, ethnographic research was conducted, to complement the results gathered from the survey and focus group discussion and allow a triangulation of these results. With the coding programme NVIVO, a series of codes were produced. The coding results are summarized in Table 20. Triangulation is a broad methodological strategy that involves investigating the convergence, complementarity, and discordance of findings related to research questions. This exploration is conducted through diverse methodological approaches, sources, theoretical perspectives, or researchers.

“Ethnography is concerned with the thesis of culture and is an important research approach in areas such as anthropology and sociology” (Maylor et al. 2017, 110).

Furthermore, “qualitative research is much better at finding out about meaning rather than measurement, through investigating feelings, attitudes, values, perceptions or motivations, and the state, actions and iterations of people, groups and organisations. In interpreting these, researchers consider their properties – hence the association of ethnography with qualitative research” (Maylor et al, 119).

In this research, a limited number of project managers and project team members (in total 8 persons) were selected based on their experience of having managed or being part of a project team in a national and/or international NPO. The ethnographic method was applied to gather observations and experience shared by the project manager and project team. The ethnographic interviews are in-depth interviews, allowing one to observe and understand behaviour and personal communication skills and discover new findings/results.

In his analysis of the key discussions and future directions of ethnographic research, (Hammersley 2006) highlights that ethnographers commonly link interview and observational data primarily to juxtapose verbal statements with actual behaviours. In that sense, we articulated the methodological stance (Table 16) about the researcher’s role with the ethnographic paradigm. While this thesis doesn't purport to be entirely ethnographic, I can reasonably argue that prolonged engagement significantly contributes to bolstering the credibility and trustworthiness of a qualitative thesis. Throughout the data collection and analysis process, I raised several recurring questions: Did my close immersion in the setting impact the research process, the nature and comprehensiveness of the data, and the

interpretations made by the researcher? Would similar data have emerged if an unfamiliar researcher suddenly appeared? Are the data more extensive and profound due to an established relationship? Has my involvement introduced bias?

Table 16: Researcher and participant in ethnographic research

Researchers'role	My role as participant and researcher
The researcher is:	My role can be described in terms of :
in immersed in a social setting for extended period of time	Sustained engagement as observer and participant
Makes regular observations of the behaviours of members of that setting	Access to unsolicited information emerging from informal conversations (ex. after the recording of interviews)
Listen to an engages in conversations	Observation of behaviours that reveals tacit assumptions
Develops an understanding of the culture of the group and people behaviour within the context of that culture	Reflection about the changes in members' beliefs and practices
Writes up a detailed account of that setting	Reflection on the role of the researcher

Source: Bryman 2012.

3.1.3.1 Ethnographic Research Objective

The participants of the ethnographic interviews had the chance to introspect and articulate, clarify, and delve into their thoughts and actions concerning existing practices in their environment. So the questions related to the SRQs were on purpose not distributed to the interviewed persons before the interview. Indeed, ethnographic research's essence is hence jointly shaped by both participants and the researcher, viewing the respondent as a collaborator rather than solely an informant following the researcher's agenda (Hammersley 2006, 61). The researcher actively engages as a participant in constructing knowledge rather than solely observing the studied phenomenon (Patnaik 2013). This leads us to the description of the

respondents in the next sub-section.

3.1.3.2 Respondent profile

The persons interviewed had between 10 and 30 years of experience in managing projects or working in a project environment of non-profit organisations from different NPO-related disciplines (Table 17). Among these persons, 4 worked in national associations principally humanitarian aid and professional associations. One person worked in an international NPO and three worked in an international professional project management association.

Similar to numerous qualitative studies, this exemplified the use of 'purposive sampling' aimed at pinpointing 'thesis units likely to provide the most pertinent and abundant data in line with the thesis's topic. The individuals involved in this thesis were not chosen to represent a broader sample. The components used for data collection in this thesis do not function as 'sampling units' (Yin 2015), and there was no effort made to generalize the findings to a larger population.

Table 17: Profile of respondents

Respondent	Career Stage (Early career, Mid-career, Experienced)	Field	Data collection
R1	Experienced	NPO-Education	Online Interviews
R2	Mid-Career	NPO-Project Management	Online Interviews
R3	Experienced	NPO-Social aid	Online Interviews
R4	Mid-Career	NPO-Higher Education	Online Interview
R5	Experienced	NPO-Coaching	Online Interview

Source: Author's contribution.

3.1.3.3 Ethnographic research questions, data collection and analysis

In Creswell's discussion on qualitative data collection methods (Ivankova and Creswell 2009) he delineates diverse relationships between observation and participation. My predominant role involved being a participant as an observer, focusing on gathering field notes while engaging more extensively as a participant than strictly as an observer.

The reflective guides and interview transcripts underwent a recursive process of category identification and open coding, aiming to capture the respondents' perspectives and the significance they attributed to their experiences. This analytical process adhered to the generalized method of inductive data analysis outlined by Creswell. Creswell advises researchers to progress from specific instances to more general insights, encompassing various levels of analysis by devising codes, formulating themes and their corresponding explanations, establishing connections among these themes, and interpreting their significance: "Qualitative researchers construct their patterns, categories, and themes from the ground up, organizing data into progressively more abstract units of information."

As it is mentioned in Table 3, in phase 6 of the research, we collected data through six online interviews, i.e. one group interview and five one-to-one interviews. The questions addressed all the eight sub-research questions, amounting to 8 questions per sub-research question.

The questions were closely linked to the scientific measurement items described in the quantitative data which helped to measure project success.

The questions raised to address SRQ1 (How does LLX relate to PS in NPOs?) were:

Q1: Could you describe the relationship with your supervisor at work during the project?

Q2: Could you describe what happened at one of the project meetings you had with your supervisor?

Q3: How did LLX affect the project budget?

Q4: How did LLX impact customer satisfaction?

Q5: How did LLX impact that customer's requirements (technical and functional were met? Please give an example

Q6: How did LLX affect the project schedule?

Q7: How did LLX help you to improve your negotiation skills? Give an example.

Q8: what else do you want to add to this topic?

The question raised to address SRQ3a (How does the RO of the project team mediate the relationship between LLX and PS in NPOs?) (H3a) were:

Q1: Could you describe the result orientation of your project team?

Q2: Please describe a situation where the RO of the project team went down and how LLX changed that situation.

Q3: How did you motivate your team in a difficult situation and which role played LLX?

Q4: How did you improve the management skills of your project team?

Q5: Please describe how LLX helped you accept mistakes in the project.

Q6: How did LLX help to make sure that you as PM recognize the project team as a good project team

Q7: How did LLX contribute to effective teamwork?

Q8: How did tolerating mistakes influence result orientation and how did LLX contribute to that influence?

Q9: What else do you want to add to this topic?

The questions raised to address SRQ3b (How does RO of the project team mediate the relationship between SV and PS in NPOs ?) were:

Q1: How did the RO of the project team influence the sharing of values to improve your skills?

Q2: How did the RO of the project team influence sharing values to learn from your experience?

Q3: How did RO impact sharing values to improve your management skills?

Q4: How did the RO of the project team impact the team satisfaction?

Q5: How did the RO of the project team affect sharing values so the team is seen as a good project team?

Q6: what else do you want to add to this topic?

The questions raised to address SRQ4a “How does PC moderate the relation between LLX and PS in NPOs? (H4a) were:

Q1: How did PC efficiency impact the relationship between project leaders (LLX) and influence the project's success? Please give an example.

Q2: Could you describe how the project leaders when you communicated with them at a personal level affected the project schedule

Q3: How did PC affect LLX and the project budget?

Q4: In a situation of conflict between two project leaders, how did you use PC to avoid any change in project scope?

Q5: How did your PC in LLX influence customer satisfaction?

Q6: How did your PC in LLX impact the requirements of the customer?

Q7: What else do you want to add to this topic?

The question related to SRQ4c “How does PC moderate the relationship between SV and RO of the project team?” (H4c) raised were:

Q1: How did your PC affect the empowerment of the project team ? Give an example.

Q2: How did your PC affect the building of trust with and in the project team ?

Q3: When you shared your expertise with the project team, how did PC help to do so? Give an example.

Q4: How did you use PC to cope with challenges in the project?

Q5: How did your PC affect the project team in resolving a particular challenge? Give an example.

Q6: When you used PC, how did this energize the project team?

Q7: what else do you want to add to this topic?

'The data was collected in the form of notes and recordings and summarized in Word format before being coded through a tool called NVIVO in September 2023.

Codes were initially assigned to specific ideas, which were further organized into larger units by NVIVO. These categories and themes underwent a comparative analysis with themes derived from interviews, and the initial set of codes, aiming to link additional data to specific themes.

From the main code (Project success as dependent variable), a subcode 1 was determined, consisting of LLX (independent variable), RO of the project team mediates between LLX and PS), Personal Communication (relationship between PC and PS) and Shared Value (Independent variable) and high workload. A second sub-code 2 was produced consisting of Behaviour LLX, Behaviour Leader-Project Team, benefits of LLX, challenges of LLX, characteristics of the exchanges, characteristics of RO, Benefits of RO, Actions, Benefits, challenges and characteristics of PC and well as characteristics of SV. All mentions made by the interviewed persons are summarized in Table 20.

3.2 Analysis of Data

First, we analysed the data obtained in phase 2 of the research, i.e. the data obtained from the focus group discussion, in particular regarding the relevance and importance of sharing values as an element of the leadership of the project manager and if it can affect the project success in the NPO.

Second, we will analyse the data from the survey which was carried out among 205 respondents from 100 NPOs using a questionnaire that was designed taking into consideration some of the results from the focus group discussion.

Third, we will analyse the results from the ethnographic interviews that were carried out with 6 different respondents from NPOs in the form of individual and group interviews.

3.2.1 Analysis of data from the focus group

Q1: What means sharing values?

On the question regarding the meaning of sharing values, the respondents had mostly converging answers. They agreed that sharing values is a prerequisite for building trust and being able to communicate with each other in a project. It was underlined that sharing values was fundamental at the organization level first and that this is why the corporate charter and values charter were established after a lengthy consultation process. This needs to be broken down at the project level, as a project is a temporary organization within the larger corporate organization. It was also underlined sharing values means using the right communication to do so, via written documents and corporate communication initiatives. It was even more important that sharing values is done through leading by example on an everyday basis. This means, that it is a top-level process by which management has a role model. Sharing values means being compliant with regulations in place on an everyday basis.

Q2: Does sharing values matter in leadership ?

All participants of the discussion concurred with no exception that sharing values was important regarding leadership both at the organization and project level. One participant mentioned that in the absence of a value-sharing project manager, self-organizing could be a consequence, which is not an obvious thing to do in all project teams.

Q3: Why are sharing values important in leadership?

the reason for importance of sharing values was essentially justified as a trust-building component of leadership. Sharing values is bringing stability to the team.

It was underlined that if values change throughout the project (ex. a change of the project manager or project sponsor), this will be difficult for the team to understand and could lead to demotivation. An example from the construction industry was quoted, in which a project manager asked his members to falsify some critical project data. This was not accepted by an important team member who left the project and ultimately the company following this change in shared values.

Q4: What are shared values in a project team ?

In a project team, a member mentioned that shared values mean focusing on top values and making sure they are shared through different means. This could be a charter displayed in some offices or project sites, it could be values that are lived, or it could be values that are derived from the organization to the project.

Q5: What do shared value project leaders have in common?

On the question of what shared values leaders do have in common, the answer focused on communication in its various formats (oral, written), clarity of expression, balance and tone.

Q6: What type of values do you share as a project leader in your organization?

on the question on the type of values shared by the project leader, the participants mentioned compliance, concern for the environment, health and safety, fairness, innovation, honesty and innovation. Openness was mentioned further.

These values are needed to share the same vision and give a solid basis to common project work; they represent the core of the project culture; the stronger they are communicated, the more the team will act in the same direction. Living values is a sentence that was repeated by several participants. Furthermore, it was underlined that company values should be broken down consistently to project values by the leaders. One example quoted was agility.

Q7: Why project managers need shared value to be engaged ?

The reason why project managers need shared values to be engaged is the need for stability of the project team who often work in a complex and demanding environment which includes heavy workload, time constraints and deadlines, risks, threats, and pressure from multiple stakeholders.

Q8: Do you think that sharing values has an impact on project performance in a project?

All participants agreed that sharing values has an impact on project performance. The reason for this is that the role model, the exemplarity of the project manager will lead to

project engagement. It creates a project identity as a symbol for the project. An example was quoted from Renault, in which the model Logan was associated with the effectiveness. Sharing values has a positive impact on people's well-being.

It is critical to make a gap analysis regarding sharing values at the team and project manager levels. Special tools were developed for that.

Q9: How are values shared in your organization?

the way that values are shared is through an onboarding process. This starts with the signing of a business code of conduct, a non-disclosure agreement, systematic training, kick-off meetings and having a project manager who has a role model.

One participant underlined that writing values are not enough. It should be a bottom-up process. An example was mentioned the development of a speak-up culture. This has to be lived. It was underlined that there was a gap between what top management lives and the values which are written in the companies. Values can be shared by carrying out social activities before project kick-off. The summary of the transcripts of focus group interviews is presented in Annex B.

3.2.2 Analysis of data from the survey

A synthesis of the research results is done, to assure convergence, corroboration and correspondence of the results (Fielding and Fielding 2008, 559). The integration of research findings is recommended especially when using a mixed methods approach. This is because, after the literature review in Step 1, we undertook a focus group workshop with NPO experts in a more explorative second step. Then in step 3, a quantitative survey was conducted and the data was analysed. Results can be found in chapter 6 of this dissertation.

3.2.2.1 Analysis of the latent variables

The measurement model contains the team result orientation, team project success, sharing values, Leader-Leader exchange and overall project success. To test the convergent validity, the standardized factoring loadings, composite reliability (CR) and average variance extracted (AVE) to evaluate the relative convergence among item measures.

If the loadings on a factor are high, this means the relative convergence among measurement items is high, i.e. high convergence validity. All standardized loading factors range from 0.72 to 0.79 and are significant at a $p < 0,01$ level suggesting the existence of convergent validity.

In Table 18 we can see the descriptive statistics, correlations, AVEs and CR of the measurement model. As seen in the table, the respective Cronbach α and CR for LLX, sharing values, result orientation, personal communication and project success are respectively (0,88,0,759, (0,86, 0,89), (0,7,0,83), (0,6,0,83), (0,93,0,86); all are above (0,7,0,6) benchmarks, which indicates an adequate convergence of all the constructs.

The table also shows the AVE value for each construct which ranges from 0,52 to 0,62 which is above 0,5 and confirms a reasonable convergence for all the constructs (Fornell and Larcker 1981).

Table 18: Descriptive statistics, correlations, average variance extracted and composite reliability

	Mean	SD	1	2	3	4	5
Leader-Leader exchange	2.16	0.76	0.74				
Sharing Values	1.83	0.63	0,712**	0.78			
Result orientation of TM	1.85	0.53	0,479**	0,550**	0.79		
Personal Communication	2.03	0.59	0,496**	0,658**	0,388*	0.79	
Project success	2.58	0.94	0,427**	0.224	0.164	0,356*	0.72
Cronbach's α			0.88	0.86	0.703	0.60	0.93
Average variance extracted (AVE)			0.54	0.61	0.62	0.62	0.52
Composite reliability			0.75	0.89	0.83	0.83	0.86
Note: N=205 * <0,5** p <0,01 SD= standard deviation; and the square root of the AVE is on the diagonal, p=significance							

Source: Author's calculation.

To test the discriminant validity that assesses the uniqueness of the construct against other constructs, the paper compares the square root of a construct's AVE with the correlation estimate between that construct and any other constructs. As shown in Table 1, the square root of the Leader-Leader exchange is 0,74 (on the diagonal) which is greater than the correlation estimate between the Leader-Leader exchange and any of the other constructs. The square root of the sharing values of the project manager is 0,78 (on the diagonal), which is greater than the correlation between sharing values of the project manager and other constructs. In the same way, the square root of the AVEs of results orientation, personal communication and project success is all greater than their respective correlation estimates. This comparison provides strong evidence of the discriminant validity among those constructs (Fornell and Larcker 1981). The result of the measurement model was also made with 1000 bootstrap samples. The result shows a fairly reasonable fit with the data.

3.2.2.2 Testing of hypothesis

After having made the Shapiro-Wilk test to verify the type of data distribution obtained, it resulted that the sample data does not show a normal distribution as in the last column (Sig) the numbers are not close to zero. Hence the classic multivariate regression analysis can't be used for the testing of the hypothesis (see Table 19a and 19b)

Table 19a: Normality test for the variable Leader-Leader exchange

Tests of Normality^{c,d,e,f,g,h,i,j,k,l}							
	Mean LLX	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Mean PS	1,00	,333	4	.	,828	4	,163
	1,14	,385	3	.	,750	3	<,001
	1,29	,282	5	,200*	,914	5	,492
	1,57	,252	6	,200*	,916	6	,480
	1,71	,193	4	.	,988	4	,946
	1,86	,260	2	.			
	2,00	,258	11	,039	,824	11	,019
	2,14	,156	8	,200*	,945	8	,662
	2,29	,209	6	,200*	,937	6	,632
	2,43	,260	2	.			
	2,57	,153	5	,200*	,980	5	,936
	2,86	,175	3	.	1,000	3	1,000
	3,29	,260	2	.			

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Author's calculation.

Table 19b: Normality test for the variable Sharing Values

Tests of Normality^{c,d,e,f,g,h,i,j,k,l,m,n,o,p,q}							
	Mean SV	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Mean PS	1,00	,189	5	,200*	,979	5	,927
	1,50	,299	3	.	,915	3	,433
	1,60	,368	3	.	,792	3	,094
	1,70	,191	4	.	,973	4	,861
	2,00	,215	5	,200*	,906	5	,447
	2,20	,374	3	.	,776	3	,058

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Author's calculation.

We also see in Table 19b that in the last column, the Shapiro-Wilk test shows that the Sig value is not close to zero, i.e. the data are not normally distributed.

Therefore we use the bootstrap sampling method for the mediation and moderation tests (Hayes 2012) which is a proven method to be used when the data is not normally distributed.

3.2.3 Analysis of data from ethnographic interviews

The analysis is structured around distinct themes, with each interpretation of these themes considering the encompassing categories within the entire body of data. For instance, themes like "Leader-Leader exchange" amalgamate various categories initially recognized concerning topic selection, later restructured to underscore respondents' pursuit of relevance. The results and their interpretation inherently underscore connections among themes and categories, acknowledging the challenge of entirely isolating ideas, despite diligent efforts to identify all respondent-mentioned issues and appropriately code each one.

The codes of the ethnographic interviews with the NVIVO software tool show 90 mentions, which are related to the dependable variable of project success (see Table 20). This table showcases the progression of theme development, transitioning from specific codes to broader categories and comprehensive themes. Descriptive subcategories were assigned codes to illustrate the various topics addressed by the respondents. These subcategories, examined throughout the interviews, were subsequently organized into categories, which were further aggregated into broader themes.

The first sub-codes which were identified correspond as expected to the three independent variables (LLX, SV and PC) and one dependable variable (RO).

Surprisingly a new code was produced which is a consequence of the high workload, which has only 4 mentions and which can only very indirectly be related to the research and sub-research questions.

The second most frequently mentioned sub-code 1 is LLX, which has 5 sub-codes, namely behaviour LLX, Behavior LLX-project team, the benefits of LLX, the challenges of LLX and the characteristics of the exchange.

Table 20: NVIVO Coding results: Project success (dependent variable), 90 mentions.

<i>Main Code</i>	<i>Sub-code 1</i>	<i>Sub-Code 2</i>	<i>Number of Mentions</i>
<i>PS (dependable variable)</i>			
	LLX (independent variable)		25
		Behavior LLX	8
		Behavior L-Project Team	8
		Benefits of LLX	13
		Challenges	3
		Characteristics of the exchange	5
	RO of the project team mediates between LLX and PS		17
		Characteristics of RO	5
		Challenges of RO	6
		Benefits of RO	6
	PC (relationship between PC and PS)		34
		Actions	4
		Benefits	18
		Challenges	5
		Characteristics	3
	Shared Value (independent variable, relationship between SV and RO)		9
		Characteristics	2
		Benefits	6

Challenges	1
Consequences of high workload	4

Source: Author's contribution.

Table 21 provides mentions with the theme of LLX with a selection of relevant quotes.

Table 21: Mentions with the theme of LLX with a selection of relevant quotes

LLX	Quotes
Behaviour LLX	<ul style="list-style-type: none"> -She replied quickly -She supported me and the project team -The communication with the sponsor it helped to change the situation into a positive one -When I asked about the supervisor she tried to find -some way out but she was not the only person whose project was put aside so she didn't make a decision on if we continue or not. -Listening helped me to grow in an international area. -At some point in the project, some project stakeholders refused to provide the requested data to move the project forward. Delays incurred. -The PM could reassure the project team, the project sponsor the project manager and the project steering committee the project sponsor to obtain the additional justified budget. -Put the people on stage so they have their egos satisfied and value them
Behaviour Leader-Project team	<ul style="list-style-type: none"> -I said to the team you are a good team, which was repeated by the sponsor on many occasions, project meetings and publicity by emphasizing the internationally motivated project team. -I congratulate the team for its achievement and so did the project sponsor at the various project meetings. We also spent time explaining the reason for this decision, after having liaised with different persons at the board level to express the frustration to the project team that was very focused on the results and that was suddenly stopped in their efforts to pursue the project. -LLX helped to keep the team informed and with updates

	<p>-LLX helped to make sure that the project sponsor and project manager had the same position on that topic and helped the team to be reassured in their efforts to achieve project results.</p> <p>-Personally, I motivated the team every time I could.</p>
Benefits of LLX	<p>-The team is prepared through the bonding generated to work together again on another project in the future.</p> <p>-LLX helped get the endorsement of my sponsor as the project was moving on.</p> <p>-Through regular written, oral and video conferences we were able to regularly communicate with the sponsor to get her endorsement and keep the result orientation of the team effectively.</p> <p>-LLX helped to make sure that the project sponsor and project manager had the same position on that topic and helped the team to be reassured in their efforts to achieve project results.</p> <p>-We needed to agree on one common project. I organised a brainstorming session which kept us occupied several afternoons at all the levels in the hierarchy of the organisation.</p> <p>-Views were collected with bottom-up and top-down approaches.</p> <p>-LLX helped to reassure the PM and his team.</p> <p>-Promote researchers in a new market (introducing research fellow)</p>
Challenges of LLX	<p>-At some point in the project, the budget was overspent by nearly 50%.</p> <p>-This happened once at some point another board member interfered directly and indirectly in the project.</p>
Characteristics of the exchange	<p>-the relationship was respectful, easy and trustful</p> <p>-Leading by example through self-motivation and self-organisation helped to improve our PM skills.</p> <p>-LLX helped to resolve misalignment of some project questions</p> <p>-Listening helped me to grow in an international area.</p>

Source: Author's synthesis.

My observations were based primarily on the general lack of familiarity with Leader-Leader exchange which came as a surprise as most participants are dealing on a day-to-day basis with leaders of organisations or sponsors). The concern for using and justifying LLX may have been generated by the fact that the terminology is not yet widespread in the literature or which could be likely, is the lack of awareness of its importance when managing projects in NPOs.

Concern for the lack of awareness about LLX can be linked to “the lack of skills and maturity of the NPOs” regarding project management (Esteves 2013, 7).

The results show that LLX is understood as a need for achieving project success in NPOs.

4. ASSUMPTIONS, LIMITATIONS AND RESTRICTIONS

4.1 Assumptions

To carry out the thesis, several assumptions were made.

First, each NPO has board members, a president, project managers and project teams. All these stakeholder categories provide honest replies to the questions, and this allows us to properly test the hypothesis regarding Leader-Leader exchange and its impact on project success. There is no evidence that all stakeholders interviewed do have such a project governance structure consisting of the previously mentioned stakeholders in their NPOs. Hence, the structure that the authors Chen and Lin (2018) found in auditing companies when using their model was probably more homogenous.

The survey questionnaire was established after a focus group discussion which helped to test the relevance of some questions related to a competence element that impacts project success. The survey questionnaire was used to collect data which is needed to explore a series of factors such as result orientation of the project team, values in connection with leadership and scientifically proven measurement items that allow to better understand the interrelationship between the factors impacting project success.

Second, assumptions are necessary because quantitative research inquiry requires that the interviewed stakeholders understand the background and the importance of the research. So the introduction to the survey was critical and assumed it was understood.

Third and about the qualitative research method related to the ethnographic interviews, it was assumed that both in the group and one-to-one interviews the persons would focus on answering the questions as precisely as possible and avoid becoming out of scope. On several occasions, they were requested to stick to the question when starting to deviate on another related topic which was certainly interesting but too far away from the theme of this research.

Fourth, the research assumed that based on the literature review on the subject and frequency of the mentioned theories, social exchange theory and leadership theory would be the most relevant and appropriate founding theories to build the research upon, to test the model.

4.2 Limitations

The research also has a series of limitations.

Firstly, the modelling and the related questionnaire are focused on project managers and project team members who performed projects of different sizes and types (sector-specific) of NPOs. This means that the answers from respondents of small NPOs could tremendously differ from the answers of respondents of large NPOs.

Second, due to time limitations, it was not possible to conduct any comparative or long-term research which would have probably been more representative and with more significant results. Time limitation also led to a limited number of methods applied, although two qualitative and one quantitative method were used to increase the quality of the results found.

Third, the thesis that examines the model is based on a cross-sectoral analysis of 205 persons from around 100 different types of non-profit organisations. The sample size is large enough but does not consider the variable time. This means that result orientation at time 1 can affect LLX at time 2, which in turn has an impact on the relationship between LLX and project success in time 3. In other words, if one would have mentioned that the project should have been carried out in the last 2 years or the last 10 years, the results would have probably been different.

Finally, the 205 non-profit informants from 100 NPOs replied to the questionnaire.

The number of volunteers in these NPOs varies a lot from one organization to the other. While some NPOs have only volunteers, others have essentially paid staff, others have a mixture of volunteers and paid staff. Future research could focus on studies where the informants work mainly as paid staff. Other research could focus on NPOs that work only with volunteers. The result of the significance of the various factors of the research model would then most probably vary from one study to the other.

4.3 Restrictions

A theoretical framework consists of addressing project success elements addressed by leadership theory. The limited number of participants amounting to 205 out of 600 persons contacted in the survey allowed to finalise the thesis within the limited time framework. It is also assumed that at some stages of the research, there was a lack of access to some relevant data, which could lead to a reduction in the size of the sample. In some cases, the limitation could simply be due to data confidentiality, meaning that some respondents were not allowed by their employers to answer the questions despite the confidentiality of collected data mentioned to the respondents of the questionnaire.

A last restriction that needs to be mentioned is the cultural difference of the sample. Cultural difference not only means the country of origin of the respondents of the questionnaire. The difference in culture is also related to the size of the NPO, whether or not the NPO works rather with paid staff or only with volunteers. The nature of the replies might have changed if the target audience had been focused on a more homogeneous type of NPO in the sense of organisation culture.

5. FEEDBACK FROM PRACTICE AND DISCUSSION

5.1 Introduction

The relevance of this research is important as conclusions could be extended to many other NPO sectors than the ones which will be studied and also to the intergovernmental organisations sector at large such as NGOs (Shenhar and Dvir 1996, 608 ff.).

In the previous chapters, the literature review was performed to give an overview of the state-of-the-art research that was made related to sharing values, LLX, result orientation of the project team and their interlinkage and impact on project success on NPOs. Later we formulated the sub-research questions and used a quantitative method and qualitative method to better address the main research question and made some findings. The objective of this section is now to see to which extent these findings can be used by practitioners from NPOs to manage their projects and what are the main benefits or takeaways they have from the research findings.

To do this, the author made a presentation to practitioners from NPOs to explain the research approach leading to the findings of the workshop. On that occasion, the main variables of the research model were explained, especially the concept of project success. Then the findings related to all sub-research questions were presented, both the findings gathered from the focus group discussion, the quantitative survey and the ethnographic interviews.

The audience was asked to take notes during the presentation of the findings. After the presentation of the research results, the following questions were raised to trigger the discussion:

- 1) Did you expect these findings /could you foresee them?
- 2) Regarding the unexpected findings, do they make sense to you and are there other findings you could have imagined?
- 3) What is the finding you would first use when you would start a new project tomorrow?

5.2 Research design

To get feedback on the various findings related to my research in particular to each research Sub Research Question, the previously mentioned group discussion was organized. A group discussion is a qualitative approach for gathering diverse data, derived from the dynamic interaction among different individuals during the discussion (Maylor et al. 2017).

The format of the group discussion took the form of an online workshop with 4 project managers from a professional NPO. The chosen NPO was the International Project Management Association. The project managers and team members were chosen based on their experience in managing projects in NPOs. They also have experience in managing international teams and work with project sponsors that can have different viewpoints on how a project should be managed.

5.3 Discussion

The results from these group interview are highly subjective and based on attitudes, with the facilitator of the research workshop playing an active role in guiding the discussion process. (Zagheni and Weber 2015). They also include recommendations, comments and limitations on the presented findings.

The members of the group discussion agreed that the topic was not only of great interest to the NPO world but was in particular of great importance for the NPO they are working for and dedicating a lot of time and energy to as volunteering project managers. According to the interviewed persons, the findings described can be used for practice at different levels. The interviewees acknowledge that Results Orientation (RO) of the project team in NPOs is pivotal for project success but can lead to setbacks regarding the respect of schedules (Finding from H4d). Establishing a robust project governance framework is therefore critical to achieving project success as otherwise, one has to rely on the self-organizing and result-driven project team to make sure the project succeeds.

-Recruiting Project Managers with adequate project management competences

The findings help to draw the attention of leaders and project sponsors to the competence profile that project managers in NPOs should possess the four competences outlined in the research model (LLX, Sharing Values, Personal Communication).

-Leadership and Learning (LLX): This competence element should be, according to the interviewed persons emphasized in particular in the relation between the project sponsor and the project manager.

Thanks to mastering LLX, the project sponsor and project manager can better align their views and better motivate the project team. This was a particular eye-opener to one of the interviewed project managers.

-Values Alignment: Project managers should share values within the project team. This assertion goes either way. The project manager finds it not only important that he values the project team as being a good team. It was important to him that the team values him as a good project manager to achieve project success.

-Effective Communication: When fostering personal communication, the effect of LLX is enhanced (H4a) and this was another eye-opener and important contribution to practice mentioned by a member of the discussion group

- Result Orientation: Prioritize a result-oriented mindset while recruiting team members for NPO projects is a finding that can be used by a project manager “right away”, as was mentioned by a member of the discussion group

On the final question “3) What is the finding you would first use when you would start a new project tomorrow?”, the members of the discussion group responded as follows:

1. “I will use it because the relationship between the project manager and project sponsor is fundamental to be able to run the project smoothly, so I will be more attentive to paying attention to LLX”

2. The Personal Communication (PC) of the Sponsor is a strong moderator for project success and therefore “even the presence of the sponsor at project meetings is something I will cherish in the future to foster trust among stakeholders”
3. PC is not always accelerating the project but can lead to delays (H4d, see Figure 2) and therefore “I will pay attention to the quality of my personal communication”
4. Result Orientation of the project team can delay the project. “RO is not always accelerating in some circumstances but can delay a project. “Too much focus on results is counterproductive. This will be alert to me in future projects I will address”.

5.4 Results

The results from the feedback from practitioners who were both project leaders and project team members have shown that LLX is perceived as an aspect of leadership that positively influences project success. It does this in the sense that it helps the team focus on results, achieve customer satisfaction, deliver the project on time, contribute to budget increase and improve the development of skills of the PM. Also sharing values is confirmed as a fundamental aspect of leadership and this is a precondition to being able to work on a project.

It was underlined that finding out together the values on which the project and the project management are built was key to project success. This correlates with an important conclusion from research on IT organizations that adopt the confirmed project success model must develop a project management culture based on shared cultural values of the organization's members that support the adoption of the project management (Kendra and Taplin 2004).

The fact that positive personal communication was moderating the relationship between LLX and the result orientation of the PM and the relation between result orientation and success was somehow expected by some of the members of the discussion team. What surprised most members was the fact that PC reduced the time of delivery of the project. Although they could give explanations, especially referenring to the public sector where similar results can be observed, this fact is an important takeaway and leads some participants to assess PC in a more careful manner in the future to achieve successful projects and successful project management as defined by some authors (Gido et al. 2018).

5.5 Conclusion

Regarding SRQ1 “How does LLX relate to PS in NPOs?”, the practitioners recognized that LLX positively impacts project success in NPOs and that the concept of LLX so far not well-known should be further considered in practice. The reason for this is that it will smoothen the running of the project with the project team and keep the team engaged to achieve project success. The project manager is recognized by the project sponsor as being a good project manager.

Regarding (SRQ2) “How does SV relate to PS in NPOs?” it was confirmed by the practice that SV is seen as an essential competence element in NPOs. However, is not considered as an essential factor of project success. It is seen as a fundamental precondition to start a project in good conditions.

6. THE RESEARCH RESULTS

6.1 Answers to the sub-research questions

In terms of research methodology, the thesis has helped to realise the collaborative character of the ethnographic approach, another feature that can best be understood by direct experience. The research is thus generated through the researcher's involvement in the interview setting. The collection of notes during the interviews (one-to-one and group interviews) helped me to expand my role as a researcher in this particular setting rather than collecting secondary data through a thorough literature review. Acknowledging the co-creation of results related to this piece of research, the credit goes also to all the contributors to the research, i.e. the respondents and the supervisors who guided in structuring and presenting the results.

6.1.1 Results for sub-research question 1

The first sub-research question, “How does LLX relate to PS in NPOs?” was raised to address a question found in literature that mainly relates to social exchange theory. This was addressed in 1997 (Sparrowe and Liden 1997; Liden et al. 1997) although from a leader-member exchange (LMX) perspective. Here, it is argued that although role theory has provided the framework for LMX research, much can be gained by introducing concepts from social exchange theory. Using reciprocity in the social exchange framework allows for an examination of how LMXs are embedded in a larger network of exchange relationships.

A review of the literature revealed that in a project context, “each project manager established a unique relationship with his or her supervisor (Leader-Leader exchange) (Chen and Lin 2018, 718). However, the literature seldom considers how the Leader-Leader exchange relationship affects overall project success. On top of that, it is even rare to find consideration of Leader-Leader exchange and its impact on project success in non-profit organisations even though at economic and societal levels, the literature confirms (Reinhardt and Enke 2020), that project management associations have had an increasing role over the last years in contributing to the project society (Wagner et al. 2022).

However, less attention has been given to the impact on project success (Aga 2016). By using 224 development projects of the Non-Governmental Organization (NGO) sector in Ethiopia, the authors of that study have found that leadership is positively related to project success.

The results of the quantitative survey demonstrate that LLX positively relates to project success. The bootstrap-based method integrated with the SEM analysis has shown that the direct effect on project success is relatively low (0,155 in figure).

The many quotes collected during the ethnographic interviews of the thesis confirm that Leader-Leader exchange positively impacts project success in different ways which corroborates the result from the quantitative method.

First, LLX helps to achieve a planned schedule, especially if some delays were cumulated at the beginning of the project due to different viewpoints of project leaders.

Second, LLX reassures the project team members who can be working by focusing on results instead of dealing with stumbling blocks such as politics, process management and other aspects that prevent them from focusing on their work and the best way to achieve results and project success. This was explicitly mentioned several times with four mentions.

LLX has contributed to increasing the budget and reducing funding challenges, thereby allowing the project team to receive adequate means needed to implement the project.

LLX plays a critical role in achieving customer satisfaction. This was characterized by the fact that listening to the customer, letting him explain his challenges, and being present at the customer-contractor meeting was performed while running the project.

Furthermore, LLX led to project success in the sense that the project manager convinced stakeholders to achieve understanding. He informs properly the client and does this on time. He also achieves customer satisfaction when supporting the independence of working and building trust with his project team. This is sensed by the customer and thereby an important part of project success. An interviewee underlined that LLX helped to motivate the project manager in difficult situations and that tolerating mistakes helped him to become self-confident in the management of the project. What the ethnographic interviews revealed is the fact that LLX contributed to letting the project manager become successful and put the merits on him and not on the project sponsor.

Project success was also achieved as LLX helped to improve the negotiation skills of the PM.

The first new aspect that the ethnographic interviews revealed and that did not come out in the quantitative research method was the fact that LLX balances the lack of project governance. Despite the importance of stakeholders in project governance, project management literature lacks an inclusive framework that defines the relationships and positions of internal and external stakeholders inside and outside of the organization's governance structure (Derakhshan et al. 2019). The fact that interviews underline the criticality of LLX in balancing a lack of project governance underlines this aspect.

The second new aspect revealed by the ethnographic interview although less frequently mentioned is leadership style as an element of LLX and linked to project success. As mentioned by some authors underline although in the construction sector (Liphadzi et al. 2015), although leadership styles are rarely included in project success factors, they influence project success through various patterns, like collaboration of teamwork, management of sources and personal communication with various stakeholders (Jiang 2014).

So the answer to the first sub-research question is that LLX positively relates to PS and the way it does this was described above.

6.1.2 Results for sub-research question 2

From the literature review, the answer to the question on how sharing values (SV) of the project manager relates to project success was not so clear. The reason for this was essentially the scarce literature. Some authors (Kendra and Taplin 2004) found from a qualitative thesis in the IT sector, organizations that adopt the confirmed project success model must develop a project management culture based on shared cultural values of the organization's members that support the adoption of project management. Although this was performed in the private sector one could assume that this might apply also to the non-profit sector which needed to be proven. Some authors also referred to as the “giants and project success” hinting at Pinto, Slevin and Prescott for their great contributions to the subject in the 1980s and looked at critical success factors impacting project success (Müller and Jugdev 2012). The concept of sharing values was totally absent from a critical success factor quoted.

Also later, the same concept was barely mentioned and if so to the best knowledge of the author in the for-profit sector.

This answer to the research question of sharing values positively relates to project success became more clear in the focus group discussion with experts having experience both in the non-profit sector as well as in the business context.

Not only have most experts underlined the relevance of shared values at the project level to achieve project success, but they also underlined that sharing value is a much broader success factor at the organisation level. Sharing values needs to be a top-down process and be lived by project managers and leaders at the top of the pyramid of the organisation in which the project is embedded. The focus group also revealed what is commonly known as a contribution of practice to the research in this area.

The focus group discussion confirms that sharing values is a pre-condition of project success as they allow the building of trust and create a positive intrinsic atmosphere in the project team. The presented findings earlier on offer insight into the possibility of qualifying sharing values in leadership as a determining factor to achieve project success.

The results of the quantitative survey demonstrate that sharing values positively relates to project success. The bootstrap-based method integrated with the SEM analysis has shown that the direct effect on project success is relatively low (0,155 in figure) but that its total marginal effects and significance are high when combined with other success factors such as personal communication and the result orientation of the project team.

From the ethnographic interviews, it became clear that the importance of sharing values will also grow in the future in the context of digital transformation and the era of artificial intelligence as sharing values forms part of personal competences. This is why in NPOs, the development and updates of the code of ethics and in the private sector the development and communication of value charters have become increasingly strategic. They are discussed widely and intensively in each part of the organisation and decided at the highest level of the organisation. The interviews also clearly confirmed what the quantitative method has proven. Lastly, the ethnographic interview revealed that sharing values is the most credible and impactful at the project and organisation level when they are lived daily.

We can therefore conclude that sharing values has a positive impact on project success.

6.1.3 Results for sub-research question 3a

The third sub-research question SRQ3a “How does Result orientation (RO) of the project team mediate the relationship between LLX and PS in NPOs?” is critical because this is probably the first time that this question is investigated in a non-profit organization context.

The interaction between the project manager and the project is mediated in the model by the RO of the team in many ways.

From the ethnographic interviews, we learn first that LLX motivates the project team to achieve results. It could be observed that the relationship between the project manager and the project sponsor was constructive, built on trust and with an easy reach between both persons.

Second, self-motivation and self-organisation of the project team improved PS through the increase of PM skills. Indeed, the project manager informs that she listens to her project team members which helps to learn from their experience and knowledge. The fact that she let project members speak is a good sign of learning from one another and developing one's project management skills

Third, the RO of the project team is characterized by a project environment that allows mistakes and LLX secures this environment which in turn helps the project team to work focus on their tasks and achieve PS. One could observe that the project manager is putting effort into achieving mutual understanding not by strict hierarchical order (speaking and command) but through convincing others with arguments.

Fourth, RO is supported by LLX which favours developing team building and achieving project success. One could observe that the project manager tries to inform the team properly. This happened at a moment when the project steering committee decided to stop the project. To reduce the frustration of the project team, the project manager organised a dedicated meeting and explained the background of the delicate situation. Also, the project manager consulted the project sponsor who exchanged arguments with the steering committee.

Fifth, RO is supported by LLX which helps alignment of different views. One could observe that the project manager motivated the team in such a difficult situation which is independent from the quality and efforts of their work. It was important for the project manager to

communicate appropriately the reason for stopping the project and value the team for the work performed.

Lastly, LLX favours trust building and team motivation which in turn helps the team work towards success. This could also be observed when the project manager asked the project sponsor on several occasions to congratulate at official meetings on the great work performed by the project team to let them become successful.

The quantitative survey shows that RO of the project team positively mediates between LLX and PS with a significance of 0,743.

The answer to the SRQ3 is that RO positively mediates the relationship between LLX and PS.

6.1.4 Results for sub-research question 3b

“How does RO of the project team mediate the relationship between SV and PS in NPOs? is the fourth sub-research question (SRQ3b). The answers to this question can’t be found in the literature. Some authors argue that project performance as one facet of project success depends on the goal orientation of the project team (Chen and Lin 2018) (which to some extent could be understood as a form or result orientation) according to achievement goal theory. Furthermore, the “literature pays less attention to work engagement and performance in temporary organisations such as projects than to permanent organisations” (Chen and Lin 2018, 716). Lastly, even if some studies were made in the area of NGOs addressing the leadership impact on project success (Aga 2016), do not address the specific question of the mediating role of the result orientation of the project team.

The answers to the SRQ 3b were found essentially through the research methods applied. The focus group discussion has shown without ambiguity the critical role of sharing values regarding its impact on project success, especially allowing a culture of allowing mistakes in the project team, building trust between the PM and the project team and creating a positive intrinsic atmosphere in the project team.

The quantitative method has shown the most straightforward answers to SRQ3b.

It became clear that although the RO of PT negatively impacts PS (-0,019), the mediation effect of RO between SV and PS impacts the PS positively with an impact of $+0,329 - 0,019 = +0,31$.

Also taking into consideration the different measurement items of the result orientation of the project team, all positive mediating direct effects between SV and PS resulted in values between 0,56 and 0,73 using the integrated bootstrap and sequential equation modelling.

Furthermore and taking into consideration the high level of direct or mediating effect of RO, **we can conclude that the RO of the project team significantly mediates the relationship between SV and PS in a positive sense.**

6.1.5 Results for sub-research question 4a

The sub-research question SRQ4a asks: “How does PC moderate the relation between LLX and PS in NPOs?”

In the literature, we found some indirect answers to the question. Indeed, personal communication plays a vital role in effective leadership in projects. It serves as a cornerstone for building trust, fostering collaboration, inspiring action, setting expectations, and achieving organizational goals (Koester and Lustig 2012). Some key reasons why communication is essential for effective leadership are the following (Broadbent 2020; Nestsiarovich 2020). We can mention that PC fosters collaboration and teamwork, considering that the project manager forms a crucial part of the project team. Effective project leaders encourage open dialogue, active listening, and constructive feedback among team members. By facilitating communication channels, leaders create an environment that encourages the exchange of ideas, promotes creativity, and leads to more innovative solutions (Feilhauer and Hahn 2019; Giudici and Filimonau 2019). Some authors emphasize the moderating role of communication in special contexts such as determining identity and adjustment (Clément et al. 2001). To our knowledge, the literature does not refer in any thesis to a moderating role between LLX and project success. Therefore we referred to the results from the survey.

The moderating effect of PC between LLX and PS remains positive (+0,04) although low. However, what is interesting is that in combination with the direct effect of LLX on PS scoring high (0,326), the significance of the moderation of PC between LLX and PS amounts to 0,33

which is of reasonable significance. This result is also corroborated by the moderating effect of PM on LLX. According to the different measurement items used, the scoring ranked between 0,676 and 0,721 which is really significant.

We can conclude that PC positively moderates the relation between LL and PS.

When carrying out the ethnographic interviews, the results were rather homogeneous and also corroborated the results of the quantitative data in different ways.

First, brainstorming PC helped to moderate the relationship between LLX and project success. Second, LLX delayed the project, which explains in the low moderating effect of PC previously mentioned (+0,04).

Third, PC increased the effect of LLX which increased project success. Indeed, PC helped to increase the clarification of governance-related matters in the project.

Fourth, PC brought balance among the project leaders and eased the decision-making process

Fifth, PC helped to add flexibility in the project implementation phase.

Sixth, PC reduced the tensions in the project. It was also underlined that PC is often nonverbal and the simple presence of the project leader helped to clarify the way of working

A new aspect that was revealed in the interviews. PC brought alignment of views among the project leaders. This aspect needs further discussion in light of PS impact.

We can therefore conclude that personal communication positively moderates the effect of LLX on project success.

6.1.6 Results for sub-research question 4b

The sub-research question SRQ4b raises the question how PC moderates the relation between SV and PS in NPOs. From the literature review, we found out that personal communication plays a vital role in effective leadership in projects. It serves as a cornerstone for building trust, fostering collaboration, inspiring action, setting expectations, and achieving organizational goals (Koester and Lustig 2012). Furthermore, it helps build trust in the sense that it enables individuals to express their ideas and concerns freely (Hartman 2002) which is particularly in a context where values might change when people change and not necessarily share the same values as their predecessors. Personal communication provides vision and direction which helps

them to make informed decisions and prioritize tasks accordingly (Osterwalder and Pigneur 2010). This helps to sharpen the shared values and increases the achievement of success through shared value-based project management.

While collaboration and teamwork are for many stakeholders a pre-condition to project success, personal communication is crucial and represents the clue for implementing teamwork. By facilitating communication channels, leaders create an environment that encourages the exchange of ideas, promotes creativity, and leads to more innovative solutions (Feilhauer and Hahn 2019; Giudici and Filimonau 2019). Personal communication is also a determining factor in fostering employee engagement and motivation. Leaders who communicate effectively can provide feedback, recognize achievements, and offer support, boosting morale and job satisfaction (Yusrisal and Heryanto 2019; Pongton and Suntrayuth 2019). Without personal communication, the moderation between sharing values and project success would be impossible. This is particularly the case when it comes to conflict resolution where project leaders encourage open dialogue, practice active listening and empathy, find common ground, and facilitate peaceful resolutions by minimizing the negative impact on team dynamics (Huang 2012; Katz et al. 2020).

In what concerns personal communication at the project level in NPOs, personal communication covers the sharing of adequate information, delivered precisely and consequently to all relevant parties (Villa et al. 2017, 126-128) in a project. When this is not done in a professional, reliable and regular manner, it could reduce the level of trust among the project stakeholders.

In the ethnographic interviews, the participants underlined that PC moderates the SV of the project team by giving value to people and with an appropriate communication style, trust is built among the project team members who can rely on each other and achieve project success in the foreseen schedule. Interviewees also emphasized that personal communication helped to achieve project success in a broader NPO context, namely that project success was indirectly achieved by generating new projects/side projects or sometimes a portfolio of projects. This is a new side effect of how personal communication moderates between sharing values and project success

One interviewee mentioned that PC helped to find dedicated project team members. In the pre-

project phase, the idea was clear but the way of implementing it was only possible with the support of a dedicated team that was competent, shared the same values of commitment and reliability helped to achieve the deliverables within the quality requirements and achieve customer satisfaction. PC moderated the sharing of values as it acted as a translator of the passion for projects which in turn detained many stakeholders within and around the project.

We could observe by listening to the same interviews project leader that PC helped to embed the project in a larger context or project portfolio. We could observe the interviews ability to share values such as empathy putting himself in the shoes of his main project stakeholders and his ability to understand the wider context of the project.

The quantitative survey with the bootstrap method has shown that PC positively moderates the relationship between sharing values and the project success of the project members and the project leaders. The respective direct effects are $(0,155-0,101+0,824=1,08)$ and $(0,155-0,101+0,902=1,05)$ (see Figure 2).

6.1.7 Results for sub-research question 4c

The sub-research question 4c is closely related to the previous one.

“How does PC moderate the relation between SV and RO of the project team in NPOs?”

From the literature, we discovered as previously mentioned that personal communication is a determining factor to foster employee engagement and motivation. Leaders who communicate effectively can provide feedback, recognize achievements, and offer support, boosting morale and job satisfaction (Yusrisal and Heryanto 2019; Pongton and Suntrayuth 2019). According to our knowledge, there is no specific reference in the literature on moderating factors in NPOs of PC and SV and RO of the project team.

From the focus group discussion, we learned that when managing projects sharing values is a critical part of the project leadership. The way they are communicated for example through a charter at the organisation level, or through living the values by example in a top-down approach impacts the result orientation of the team. PC increases the building of trust between project

members between project team members and between the project leadership and the project team.

The quantitative survey with the bootstrap method has shown that there is **a negative moderating direct effect of PC** in the relationship between SV and RO of the project team with a value of $0,338+0,825-0,09=1,073$ (See Figure 2)

Finally, it could be observed in the findings from the ethnographic interviews that still some positive effects that PC has on SV and RO in several ways.

First, the project manager listens carefully to the questions and answers them in a precise and clear manner. One could assume that in doing so with his project team, the results to be achieved are also precise. Secondly, by listening to questions and the assertions of the interviewer, the project manager shows respect and values the questions, which he does with his project team members. And lastly, it could also be deducted from a friendly, positive and smiling face that he is approachable, and close to his team which puts them in a situation of comfort and a constructive project working environment.

So finally, we can answer that PC has a dual role. It negatively moderates the relation between SV and RO of the project team but also has some positive effects described above.

6.1.8 Results for sub-research question 4d

The sub-research question SRQ 4d is “How does PC moderate the relation between LLX and RO of the project team in NPOs?”

The literature has emphasized the importance of PC as a moderating factor of LLX. Whether its effect is positive or negative as a moderator between LLX and RO could not be found according to the best of our knowledge.

In one thesis we found that power distance does not moderate the relationship between LLX and knowledge-sharing (Farooq and Tripathi 2021). Assuming that power distance contains an indirect influence on personal communication between a project manager and a project team, it is likely that personal communication also has no impact as a moderating factor between LLX and RO of the project team.

The survey has confirmed this fact as the moderating role of PC with a direct effect according

to the bootstrap method has a low and negative value of $-0,023 + 0,015 = -0,038$.

This means that PC seems although with a low significance negatively moderate between LLX and the RO of the project team.

The answer to the sub-research question 4d is that PC negatively and with a low level of significance moderates the relationship between LLX and RO. **Therefore, H4d is not confirmed.** This can be explained by the fact personal communication as mentioned by several interviewed persons can lead to substantial delays in the project. This is specifically the case when the personal communication is not well managed. Instead of executing the tasks and stick to the plan, more time is spent on personal communications that ends up in discussions and loss of “getting things done approach”.

Tables 22 and 23 summarise the results of the eight hypothesized relationships H1, H2, H3a, H3b, H4a, H4b, H4c, and H4d in the research model.

As shown in Table 22, the total effect of the significance level at the significance level $P < 0.001$ (see Hypothesis H3a and H3b) shows the test result for

H1: LLX has a significant impact on the project's success.

In the same manner, the significance of the effects at $P < 0.001$ (Hypothesis H3b) reveals the test result for H2, namely that sharing values significantly affects project success. Finally, the significance of total effects reveals that mediation definitively exists.

What Table 22 also shows, is the significance of the indirect effect of H3a at $P < 0.001$, implies that result orientation mediates the relationship between LLX and project success. Thanks to the bias-corrected 95% CI and percentile 95% CI excludes zero, it is conclusive that the indirect effect is statistically significant, confirming H3a: that result orientation positively mediates the relationship between LLX and project success.

Similar conclusions can be drawn from the significance of the indirect effects at $P < 0.001$, supporting H3b: that the result orientation of the project team positively mediates the relationship between sharing values of the project manager and project success.

In addition, the significance of the direct effects on $P < 0.001$ (H3a, H3b, H1, H2) suggests that result orientation partially mediates the relationship between sharing values and project success.

Table 22: Results of the bootstrap-based method of the Leader-Leader exchange and project success

				Product of coefficients			Bias-corrected 95% CI		Percentile 95% CI	
			Estimate	SE	t	Z	Lower	Upper	Lower	Upper
Mediation: Result-orientation (hypothesis 3)										
Between leader-leader exchange and project success (Hypothesis 3a)										
	Total effect		0.483	0.201	2.409		0.267	0.821	0.267	0.821
	Direct effect		0.487	0.198	2.462		-0.008	0.982	-0.008	0.982
	Indirect effect		-0.004	0.129		0.027	-0.717	0.695	-0.192	0.316
Between shared values and project success (Hypothesis 3b)										
	Total effect		0.375	0.238	1.579		-0.176	0.926	-0.176	0.926
	Direct effect		0.332	0.402	0.825		-0.337	1.002	-0.337	1.002
	Indirect effect		0.043	0.258		0.150	-0.694	0.878	-0.293	0.774

Note: 1000 bootstrap samples. SE standard error, t = student t-statistics Z= z Score based on the Sobel test, CI=confidence interval

Source: Saidoun 2023.

Table 23: Results of the bootstrap method for testing moderation by result orientation

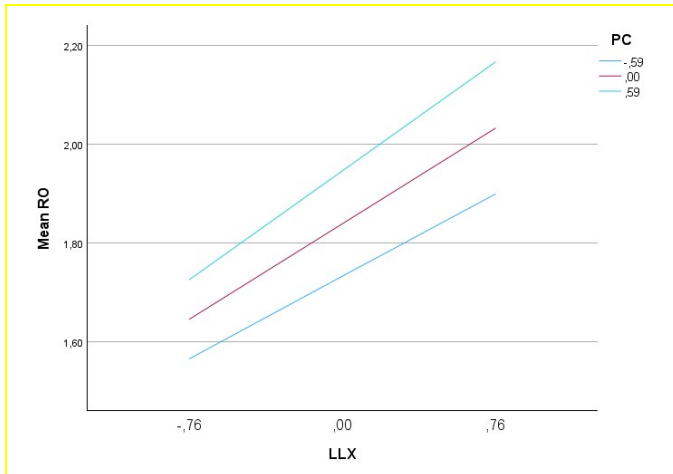
Variables and sources	Products of coefficients			Bias-corrected 95% CI	
	Estimate	SE	t	Lower	Upper
Intercept					
Leader-leader exchange	2,705	0.660	4,100	1,364	4,046
Shared values	2,413	0.719	3,354	0.949	3,876
Leader-leader exchange x result orientation	1,839	0.082	22,446	1,673	2,006
Shared values x result orientation	1,837	0.087	21,132	1,660	2,013
Independent variables					
Leader-leader exchange	0.254	0.121	2,103	0.009	0.498
Shared values	0.412	0.169	2,442	0.069	0.755
Moderating effects					
(Hypothesis 4a)					
Personal communication x leader-leader exchange	-0.393	0.279	1.409	-0.960	0.174
(Hypothesis 4b)					
Personal communication x shared values	-0.431	0.392	-1.099	-1.229	0.367
(Hypothesis 4c)					
Personal communication x leader-leader exchange x result orientation	0.059	0.136	0.438	-0.216	0.335
(Hypothesis 4d)					
Personal communication x shared values x result orientation	0.102	0.177	0.576	-0.258	0.463
R-square (%)					
Leader-leader exchange	15.9%				
Shared values	21.6%				
Leader-leader exchange x result orientation	31.1%				
Shared values x result orientation	26.4%				
Improved R-square (%)					
Leader-leader exchange	12.1%				
Shared values	7.8%				
Leader-leader exchange x result orientation	21.9%				
Shared values x result orientation	26.4%				
F-value					
Leader-leader exchange	1,561				
Shared values	2,338				
Leader-leader exchange x result orientation	5,112				
Shared values x result orientation	4,178				

Note: 1000 bootstrap samples. SE standard error, t = student t-statistics, CI=confidence interval, p <0,001, p<0,01 p<0,05

Source: Saidoun 2023.

To illustrate the structurally quantitative relationships in the hypothesized model, we will use SEM (structured equation modelling) with the bootstrap sampling method (Kline 2010).

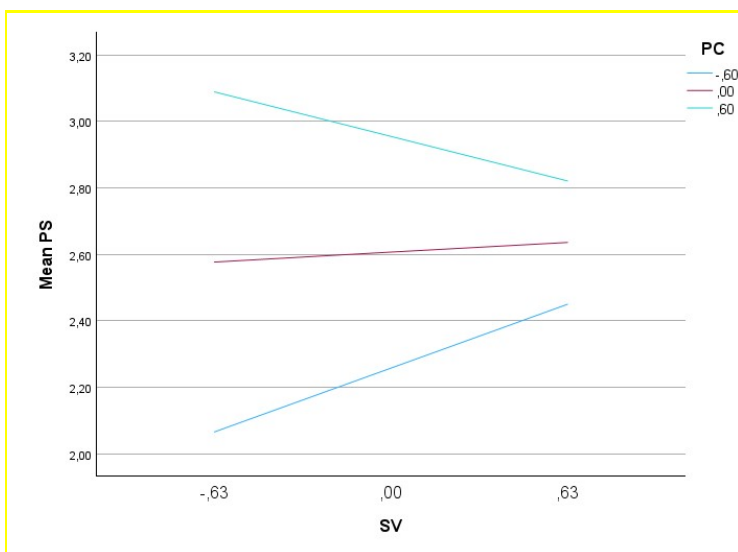
Figure 3a: Relationship between LLX and project success for different levels of PC following the bootstrap method applied to the data



Source: Own calculation.

This research also argues that the relationship between result orientation and LLX is stronger when the level of communication is high, as shown in Figure 3a.

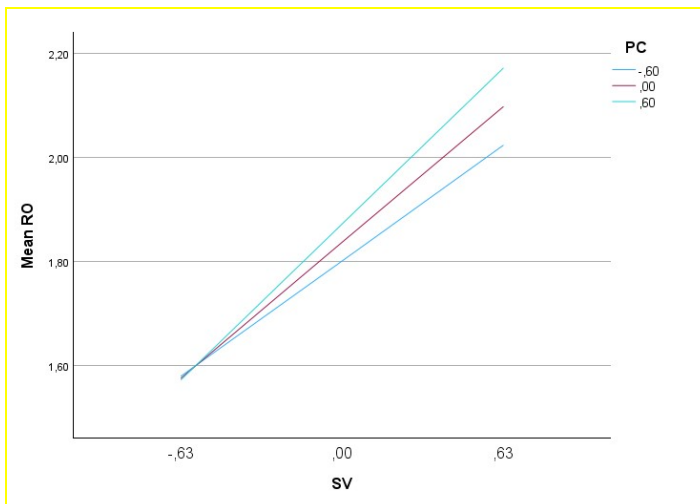
Figure 3b: Relationship between sharing values and project success for different levels of personal communication following the bootstrap method applied to the data



Source: Own calculation.

This research also argues that the relationship between project success and sharing values is stronger when the level of communication is low, as shown in Figure 3b.

Figure 3c: Relationship between sharing values and result orientation for different levels of personal communication following the bootstrap method applied to the data

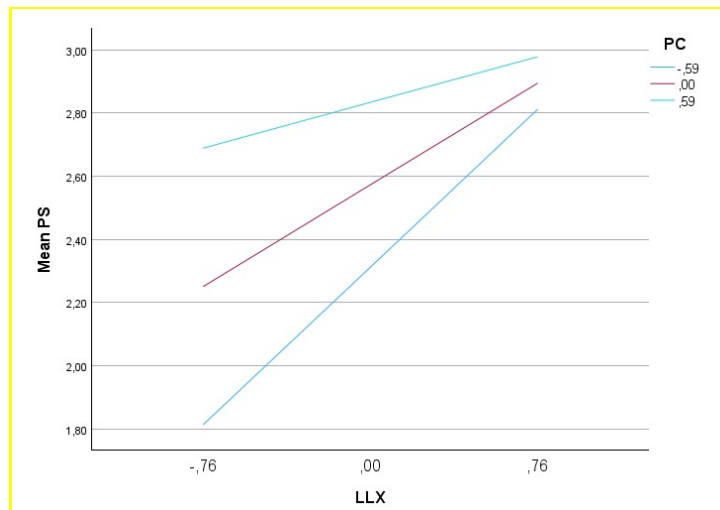


Source: Own calculation.

This research also argues that the relationship between result orientation and sharing values is stronger when the level of personal communication is high, as shown in Figure 3c. This seems obvious as through a higher level of personal communication, the project manager can better share values or explain them in a clear manner. This in turn increases the level of result-orientation of the project team. This supposes that the behaviour of the project leader and what he communicates to the project team is coherent.

In other words, and to give an example from real life, if a project leader declares a travel ban in the project to his team, he can't travel himself without any explanation as to why he acts according to a double standard. So, in this case, the behaviour of the project leader must be in line with what he communicates to the project team.

Figure 3d: Relationship between LLX and project success for different levels of personal communication following the bootstrap method applied to the data



Source: Saidoun 2023.

The research results show that the relationship between project success and LLX is stronger when the level of personal communication is high, as shown in Figure 3d.

The research results provide new insights into Leader-Leader exchange in what concerns the relationship between two groups of persons (the project manager and the project team). In a project setting of an NPO, project managers are the project's most important agents for team members because they fix the critical objectives of the project. LLX contributes to effective leadership and good communication if the leader-member relationship increases the motivation of all parties involved. The results also provide theoretical and empirical evidence that LLX and project success are related to the quality of social exchanges between project managers and their supervisors and by extension between project managers and their team members (LMX).

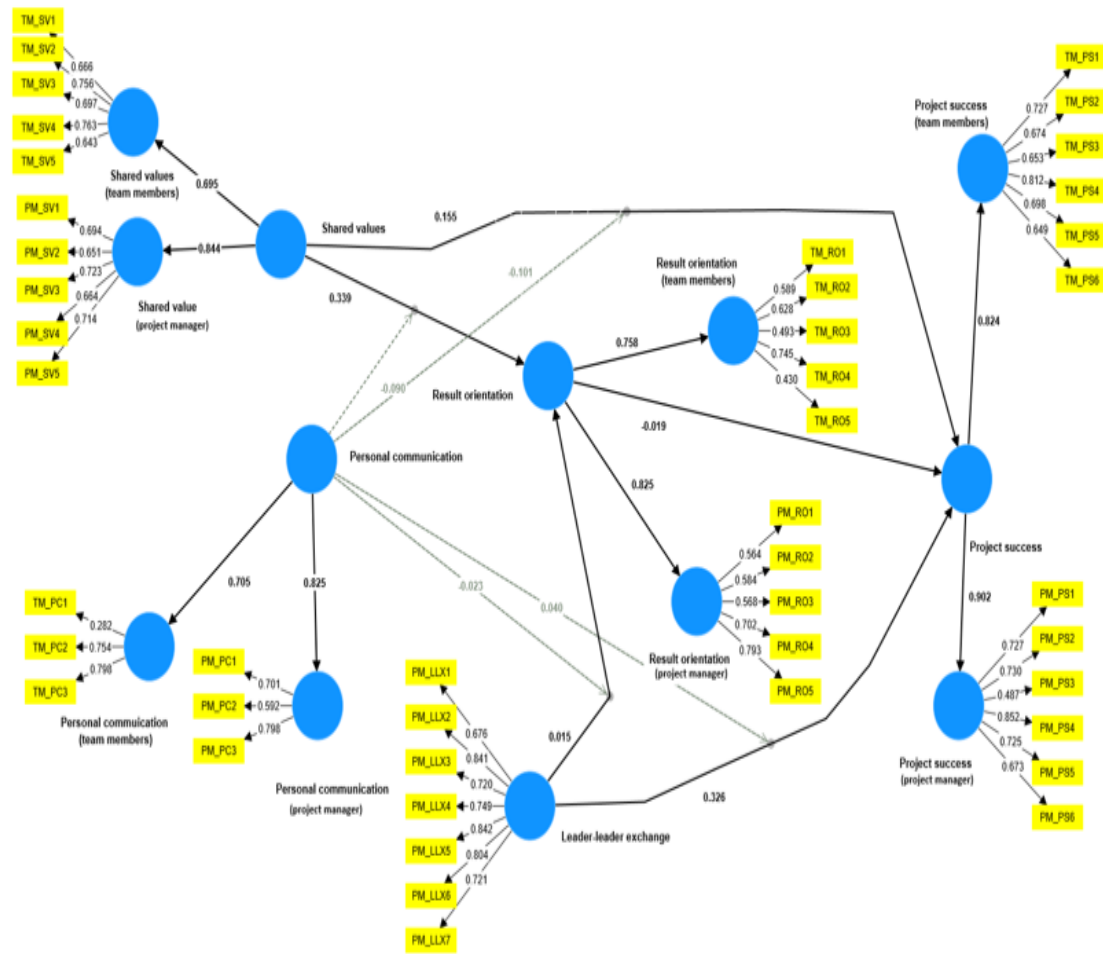
The results of this thesis give a new understanding of the relationship between LLX, personal communication, and result orientation as shown in Figure 4.

In projects, project team members are motivated to achieve their objectives. High motivation clarifies the positive influence of LLX and project success in this thesis and project success as we can confirm from the literature (Yao et al. 2023; Saidoun 2022).

The findings provide theoretical and empirical evidence that LLX and sharing values are related to the quality of personal communication developed between project managers and their project sponsors in an NPO context. Expressed differently, teams are more result-oriented teams when the quality of personal communication increases.

We can conclude the quality of personal communication helps project teams to increase project success thereby providing additional evidence to the hypothesized relationship between personal communication and success in project work.

Figure 4: Results of the model with 1000 bootstrap samples in the causal-and-effect relationships, showing a mediator and a mediator-moderator, result orientation and personal communication specifically



Source: Saidoun 2023.

This research also shows that the impact of result orientation on project success is stronger when the quality of communication is high. This finding is confirmed by the hypothesized relationship between personal communication and the quality of the social exchange as postulated in the leader-member exchange theory (Huang et al. 2020). This is also confirmed in the literature

which underlines the positive interaction between LMX and LLX (Herdman et al. 2014; Tangirala et al. 2007).

Table 24 summarises the quantitative results of the bootstrap-based method integrated with SEM analysis for the marginal effects (MEs), defined as the change in percentage in a model construct that results in a quantitative change in project success. More specifically, a 1% increase in LLX results in 0,015 result orientation, causing a 0,326 increase in project success. In the same manner, we can say that a 1% increase in sharing values results in a 0.339 increase in result orientation, which in turn incurred a 0,32 increase in project success.

The analysis of the bootstrap-based method integrated with SEM reveals that LLX has the largest direct impact (ME=0,326) on project success and shared values have the second largest impact on project success. This result suggests that the relationship between project managers and their supervisors are not just strong moderators, but critical factors for project success.

Table 24: Results of the bootstrap-based method integrated with the SEM analysis for direct, indirect and total marginal effects (MEs)

Variable	Shared Values				Leader-leader exchange				Result orientation		
	DE	IE	TE		DE	IE	TE		DE	IE	TE
Result orientation	0.339	-0.019	0.320		0.015	-0.019	-0.004				
Project success	0.155		0.155		0.326		0.326		-0.019		-0.019
Note: 100 bootstrap samples: DE= direct effect, IE=indirect effect and TE= Total effect											

Source: Author's calculation 2023.

This result implies that for practice the focus on LLX of the project leader will help him to increase project success, even if the result orientation of the project team might be relatively low.

6.2 Answer to the main research question

Taking into consideration the answers to the sub-research questions outlined in the previous section, we can now answer the main research question “*What are the relationships between LLX, result orientation (RO), sharing values (SV), personal communication (PC) and project success (PS) in Non-profit organisations ?*”

This research is the first time that based on the social exchange theory Leader-Leader exchange and Sharing values of the project manager and the result orientation of the project team are systematically analysed in terms of impact on project success in a non-profit context. From the literature review in the first part, we could not find an answer to this question which was barely studied.

The scarce number of mentions found on the subject only refer indirectly to the question when some project management competence elements are studied. Furthermore, if they are studied it is essentially in a private business and For-profit context.

Following the systematic application of three research methods in Chapter 3 we can say that LLX positively relates to project success (1).

The focus group discussion in the second part of the research has established that although seldom mentioned in the literature Sharing Values has a positive influence on project success (2). The quantitative part of the research and the ethnographic interviews confirm that LLX positively RO of the project team mediates the relationship between LLX and PS (3) in a positive manner and that RO of the project team positively mediates the relationship between SV and PS (4). PC positively moderates between LLX and PS (5) and PC positively moderates between SV and PS (6). However, PC has also a dual role. It negatively moderates between SV and RO of the project team (7) and PC ~~positively~~ negatively moderates between LLX and RO of the project team (8).

What the thesis also mostly reveals are the different levels of significance of the competence element impact on project success.

The most significant impact on project success is definitively the result orientation of the project

team. The role of personal communication as moderator is more significant between LLX and PS and SV and PS. On the contrary, the moderating role of PC is less significant and unclear between SV and RO and LLX and RO.

The answers to the main research question reveal the result orientation of the project team is the most impactful factor in the chosen model to achieve project success.

What is also interesting is the fact that personal communication as a moderating factor is not so clear and will need further investigation in the future.

7. DISCUSSION

In this section, a summary of the discussion research results is made, which includes the corroboration of the results/findings of the mixed research methods used in this thesis as outlined in the figure below:

We carried out a literature review, a focus group discussion, then a survey and finally ethnographic interviews, thereby using two qualitative and one quantitative research method. The detailed results of the research can be found in Chapter 6.

We will also check if the research questions proposed for our quantitative research and the related hypotheses formulated initially can be confirmed by the qualitative data.

7.1 Discussion of results from the focus group

During the focus group discussion, it became evident that shared values are fundamental to effective leadership, fostering a collaborative environment where a project team can unite for the project's success. Despite diverse organizational backgrounds, participants displayed remarkable homogeneity in their opinions and behaviour. They exhibited careful listening, thoughtful reflection before responding to questions, and a respectful approach to allowing others to speak without interruptions.

The results have shown, that when addressing sharing values, the type of values meant by the participants were slightly differing. The fact that values such as compliance, concern for the environment, health and safety, fairness, innovation, honesty, innovation and openness were underlined, we can observe a combination of what Kenter (2015) describes as cultural and societal values as well as communal values and group values. The latter are values expressed by a valuation set named by the participants as “charter” at the organizational level, which is broken down to the project level.

The participants of the focus group discussion mentioned on several occasions that sharing values as a critical element of leadership makes a difference as it allows the building of trust and creates a positive intrinsic atmosphere in the project team.

For research this means that the findings on the importance of sharing values in an NPO context is filling a gap mentioned by Kenter (2015), namely “that the relationship shared values” to competence elements, “has not yet been established and empirical evidence about the importance of shared values for valuation of ecosystem (including NPOs) is lacking”.

One could observe that in practice, the trust-building aspect of sharing values makes this latter leadership element accepted among all members of the focus group discussion. Hence, these Sharing Values should be considered in more detail when elaborating the questionnaire for the quantitative research method. Adequate measurement items should be looked for to allow a robust analysis of the interplay with other competences elements of the research model and their impact on project success.

7.2 Discussion of results from the survey

In the general statistics of the survey, we found out that only 9,3% of the respondents worked on IT-related projects. Here we could assume that IT-related projects still have a low penetration rate in NPOs and that the degree the professionalisation mentioned in the introduction of the thesis is still rather low as confirmed by some sources of the literature. This assertion assumes that there is a correlation between the use of IT and related platforms and the professionalisation of NPOs. Moreover, since 50 % of the replying MAs were professional organisations one would have assumed a higher level of IT-related projects in which the respondents work.

Another facet to be taken into consideration when addressing the results from the survey in Chapter 6, is that the responding organisations came from to a large extent from Europe with less than 40% of volunteers and over 50% working at the national level. We could imagine that the results would have been different if the organisations had operated from other regions of the world with fully employed persons, which would deserve further research. The results could also be biased by the gender and experience factor since one could assume that female respondents with 30 years of experience (20%) in the field of NPOs would have led to different results than the male respondents (60%) just with less than 3 years of experience (19%) in NPOs. Lastly, 26% of the respondents did not have any project management certificate. We could assume that the results form Chapter 6 would have been different if the vast majority of the respondents held a recognized professional certificate.

For research, the results from the survey endorse what some authors found out, namely that “there is a positive relationship between empowering leadership and employee psychological empowerment, however, this was significant only when the leader enjoyed a high-quality relationship with his or her own boss” (Lorinkova and Perry 2017, 1631), which is namely called LLX. In that sense, the survey corroborates the results from previous research.

Authors found that “empowering leadership is related positively to LMX” (Hassan et al. 2013, 133, which in turn helps to achieve project success. In a parallel way, this thesis confirms that the leadership competence (LLX) of the project manager is positively related to project success. More precisely LLX explains why result orientation mediates the relationship between Leader-Leader exchange and project success. This piece of research also develops and tests the idea that LLX and sharing values motivate project managers to develop high-quality result orientation of the project team, which in turn helps the project teams to increase project success. This was to some extent confirmed by other authors who underlined that “LLX contribute to effective leadership since high-quality LMX relationships can develop swiftly” (Tyssen et al. 2013, 59). For the practice, this means that LLX should get more emphasis in the future, in particular when it comes to exchanges among members of the steering committee of an NPO, which are often the board members of the NPOs. The emphasis on LLX would reduce a fact that is often observed in practice: a few members of the NPO board make unilateral decisions without informing other board members. This can have damaging consequences for the whole projects of the NPOs and thereby on the NPO itself.

For research, this means that further investigation should be made on the exchanges among members of the steering committee of an NPO, in particular on how the results of these exchanges are communicated to the project manager and how this relates to project success.

7.3 Discussion of the results from the ethnographic interviews

The codes which were derived from the ethnographic interviews are summarised in the table below:

Table 25: Summary of codes obtained through NVIVO coding

Sub-codes 1	Sub-codes 2
LLX	Behavior LLX
	Benefits of LLX
	Challenges
RO of the project team mediates between LLX and PS	Characteristics of RO
	Challenges of RO
	Benefits of RO
Personal Communication (relationship between PC and PS)	Actions
	Benefits
	Challenges
	Characteristics
Shared Values (relationship between SV and RO)	Characteristics
	Benefits
	Challenges
Consequence of high workload	

Source: Own contribution.

The sub-codes 1 are the main moderating variables identified in the research model, which per se is not a surprise. Interestingly, sub-codes 2 related to sub-code 1 are repeating themselves and we find that characteristics, challenges and benefits are all related to the different sub-

codes 1. Some exceptions can be found like behaviour that is related to LLX and action that relates to personal communication.

7.3.1 LLX and project success

Regarding SRQ1 “How does LLX relate to project success in NPOs?” the ethnographic interviews confirm the findings from the literature review and the quantitative method. LLX definitively has a strong positive impact on project success in NPOs (13 mentions, see Table 20). It also shows that LLX provides a series of benefits which characterize the project success in NPOs. This is confirmed by Chen and Lin (2018) although these authors carried out their research in the private sector. One benefit of LLX is the strong team bonding generated by LLX which positively impacts project success. Another LLX benefit is that it helps to have a smooth relationship between the project sponsor and the project manager. LLX favours the alignment of positions between project sponsor and project manager which in turn helps the team to be reassured in its work. This way, the expected project results are achieved. This is also confirmed by Chen and Lin (2018) and can therefore be considered as an important leadership aspect for the practice of project management in NPOs.

Regarding SRQ2 “How does sharing values relate to project success in NPOS?”, participants mentioned that although the team was composed of strong individuals, they could rely on each other for the good of the project. Participants further mentioned that reliability, passion and the interest of the host were the common values and that PC was targeted to them accordingly. Reliability, passion and the interest of the host were the common values and the PC was targeted to them accordingly. Thanks to sharing values, the competition mindset was reduced which made it easier to work with each.

According to the participants, sharing values was also critical as it helped to better manage conflicts and to reduce and to prevent crises. SV helped to build trust according to another interviewee to foster confidence and increase the speed of decision. This is how the sharing values impact project success.

Another interviewee underlined the importance of being considered a good project team by the project manager. Interestingly, it was mentioned that this goes in both senses. It was important

for the project manager to be considered a good project manager by the project manager to achieve project success.

Finally, through the shared values, the teams became more result-oriented as they realised they were closer to each other than they thought. That was a fundamental eye-opener for all participants as was underlined by an interviewee. For practice, this means that the ability to sharing values is encouraged by management, both in the recruitment or appointment process of members of the steering committee of an NPO or at project management level.

For research, this means that sharing values could be considered as a contribution to project leadership “which needs to advance transitional knowledge of how to achieve collective future objectives at the project level” (Whyte et al. 2022, 6).

7.3.2 RO as a mediator between LLX and PS

Before addressing the mediating effect of result orientation, we will recall sub-codes and related quotes this competence element englobes.

Table 26: Characteristics of result-orientation with quotes

Sub-codes 2	Quotes
Characteristics of Result Orientation	<i>The team with Ms. x and Ms. y was very result-oriented in the sense that we were allowed to make mistakes (R1), which formed part of the result orientation</i>
	<i>-we looked for clarification</i> <i>-We also spent time explaining the reason for this decision, after having liaised with different persons at the board level to express the frustration to the project team that was very focused on the results and that was suddenly stopped in their efforts to pursue the project</i>
Challenges of Result Orientation	<i>At some point in the project, the budget was overspent by nearly 50%.</i> <i>Customer satisfaction can be perceived differently by each stakeholder.</i> <i>in the short run, customer satisfaction was low as in many change projects.</i>

Source: Own contribution.

Research evidence (Todorović et al. 2013) suggests that result-oriented teams make efforts to achieve project success and develop measurement tools and items to achieve this success.

The RO of the project team is a mediator between LLX and PS. This was confirmed by the quotes from interviewed persons in Table 26.

A culture in which one is allowed to make mistakes has a direct positive effect on the well-being of the project team. Moreover, this is also reflected in one of the measurement items “Making mistakes when doing the project is just part of the learning process for the team” (Chen and Lin 2018). This is a valuable takeaway for the practice and project management in NPOs.

The time spent by the project manager to communicate with the project team is a characteristic that shows how LLX impacts project success to the mediator RO. At some point in time, the RO of the project team was affected when the project was stopped. One could imagine the impact the stopping of a project by the project steering committee had on the project manager and the project team.

Leading by example through self-motivation and self-organisation helped to improve our PM skills showing that LLX was critical in that particular project phase. This prevented the team from quitting the project and waiting for new instructions from the project manager spending his time congratulating the team for past achievements and praising their performance to the project sponsor. This confirms again the strong significance of the positive impact of result-orientation on project success identified in the results from the survey.

An interesting aspect showing that the RO of the project team mediates between LL and PS is the following: *the project team is prepared through the bonding generated to work together again on another project in the future.*

-Challenges of RO

Some respondents (R3 and R4) faced important challenges in their project.

In the project context described by the participants as above, the project success from both a budget and stakeholder perspective is at stake. Such quotes reveal the suffering of the result orientation of the project team. These quotes were in complete agreement with my observations where the tone, the face and the emotions shown by the participants emphasized the difficulties the project was facing at some point in time. As shown in the literature, (Sundström and Zika-

Viktorsson 2009), RO helps to mediate the interplay between leadership skills, individual competences, attitude and motivation and project characteristics to achieve project success.

-Benefits of RO

RO benefits were referenced with the same number (6) as the characteristics and challenges of RO.

-We learned to get confidence in each other and build trust (R6)

-It improved the team satisfaction and the team was able to show self-management to achieve a common goal (R6)

These two quotes from the interviewed persons confirm that RO's mediation between LLX and RO can be assured by building trust. This is underlined by some authors (Tyagi et al. 2022) about project teams in an agile world. The quotes also endorse what other authors observe in product development (Barczak and Wilemon 2001), namely that project team satisfaction is triggered by RO. RO also induces self-management (Lorig and Holman 2003, 1), which in the absence of leadership (LLX) can make sure the project team continues to deliver the outcomes to achieve project success.

For the research, the finding that the result orientation of the project team is such a strong factor of project success in NPOs adds value to missing research on the topic in the literature.

7.3.3 Personal Communication (PC) as moderator of Project Success (PS)

Table 27 provides the codes identified within the theme Personal Communication (PC), the relationship between PC and Project Success.

Table 27: Characteristics of personal communication with quotes

Sub-codes	Quotes
Actions	<i>We also spent time explaining the reason for this decision, after having liaised with different persons at the board level to express the frustration to the project team that was very focused on the results and that was suddenly stopped in their efforts to pursue the project (R1).</i>
Benefits	<p><i>Sit and listen to people in meetings, which is part of my PC”.</i></p> <p><i>PC helped to achieve project success by raising additional funds when presenting the project to another club by convincing the right people to bring together their strengths (funding plus realistic project idea)</i></p> <p><i>PC brought the people together to build a team among the board members should did not have the same view on the objective of the project and the way it should be conducted.</i></p> <p><i>PC helped to achieve alignment of views” (R2).</i></p> <p><i>PC helps to agree on the process which is not always clear to everybody.</i></p> <p><i>PC helped to clarify the roles of the people (creation of commissions to apply shared leadership)</i></p> <p><i>PC helped to achieve alignment of views</i></p> <p><i>It helped to let everybody express himself.</i></p> <p><i>PC helped to address some tensions and review the project governance. (R2)</i></p>
Challenges	<i>PC first delayed the pre-project phase as a lot of communication took place and the notion of time in an NPO is different than the one in a business (R2).</i>
Characteristics	<i>PC helped to clarify the roles of the people (creation of commissions to apply shared leadership) and PC helps to increase the decision-making phase for the next project phase</i>

Source: Authors’ contribution

To understand why PC is a moderating factor based on the a.m. respondent quote, we remind the following: one of the important factors for volunteers to engage in NPO projects is self-determination (Güntert et al. 2016). This plays a crucial role in their motivation, satisfaction, and commitment to their volunteering activities. There is no doubt that organizations and volunteer coordinators should strive to create an environment that fosters self-determination among volunteers. This can be achieved by providing flexibility in roles, offering choices, soliciting feedback, and respecting volunteers' autonomy while ensuring alignment with the organization's goals and needs. Overall, recognizing and valuing self-determination among volunteers is crucial for maximizing their engagement, satisfaction, and overall impact within the organization or community they serve. So if personal communication allows for self-determination, then project success in the sense of generating well-being and other a.m. positive effects is likely to materialize.

PC first delayed the pre-project phase as a lot of communication took place and the notion of time in an NPO is different than the one in a business (R2).

This quote confirms what was found in the quantitative method, namely that personal communication can delay a project in the pre-project phase. As part of self-determination, there is a need for the project leader to

“sit and listen to people in meetings, which is part of my PC”.

On the other hand, it is critical to understand that the notion of time in NPOs can be different than in the private business where the time-is-money approach prevails. In practice, one can observe that the decision-making process often needs time in NPOs. This in turn often leads to the disengagement of volunteers, which per se can be seen as a reduction of project success. Indeed, the meaning of project success (Ika and Pinto 2022) suggests that the value contribution of people in the project is fundamental. If a volunteer leaves a project or reduces his level of engagement as the project is stopped without explanation through personal communication, then the value given to the project diminishes or even disappears.

Also deriving from the concept of project success according to (Ika and Pinto 2022), the *“PC helped to achieve project success by raising additional funds when presenting the project to another club by convincing the right people to bring together their strengths (funding plus realistic project idea)”*

confirms the positive effect of PC on budget, through its adequate funding. Indeed, funding is one of the biggest challenges of NPOs Non-profit organizations (NPOs) that acquire funding from various sources to support their operations, programs, and projects. Some common sources of funding for NPOs may be recalled as also mentioned by the interviewed persons: donations from individuals, grants from foundations, corporate donations and sponsorship, membership dues, fundraising events and government grants and contracts, crowd-funding and online donations.

An important benefit of PC moderating the PS is the amelioration of the project governance which was shown in the quotes:

“PC helped to clarify the roles of the people (creation of commissions to apply shared leadership) and “PC helps to increase the decision-making phase for the next project phase”.

Improving project governance within Non-profit Organizations (NPOs) involves implementing effective structures, policies, and processes to ensure that projects are well-managed, aligned with the organization's goals, and achieve their intended impact. With this regard some authors, notably (Katz and Kahn 2015) stand as a prominent resource on the improvement of organisational effectiveness, even at the project level. Despite acknowledging its complexity, Katz and Kahn proposed an idiographic approach to defining organizational effectiveness (the project being here a temporary organization) - focusing on an organization's adeptness in converting resources into outputs efficiently.

Nevertheless, when contemplating leadership as a collective phenomenon vital to the performance and survival of a project team, project effectiveness inherently becomes an integral part of any discussion on leadership. From the perspective of other authors (Hogan and Kaiser

2005), understanding project effectiveness involves delineating it through five distinct components.

The initial facet of organizational effectiveness pertains to having a team of skilled personnel. Holding all else constant, a highly skilled team with project management competences will invariably surpass a less proficient one. Identifying talented individuals necessitates effective selection methods and recruiting strategies facilitated by adept leadership. Subsequently, the second pivotal element of organizational effectiveness revolves around having motivated personnel: individuals who exhibit a willingness to perform at the peak of their capabilities. The level of motivation within a project team directly correlates with the project manager's ability to master personal communication directed to the project team.

“PC helped to clarify the roles of the people (creation of commissions to apply shared leadership)” and “Make sure the project is always embedded in a larger context that follows the intrinsic interest of the main stakeholder of the project”

call for an enhancement project governance in NPOs in which talented people can work on their own.

Ultimately, the last benefit of PC that was mentioned by the second respondent was the alignment of different views:

“PC brought the people together to build a team among the board members should did not have the same view on the objective of the project and the way it should be conducted. PC helped to achieve alignment of views” (R2).

Aligning different views within a Non-profit Organization (NPO) is crucial to foster collaboration, enhance decision-making, and ensure everyone works towards a common goal. The project leader used personal communication in various ways: he cleared the communication channels, applied inclusive decision-making processes, used conflict resolution mechanisms and finally engaged in team building and collaboration.

By actively promoting an environment that values and respects diverse viewpoints, Non-profit Organizations can leverage the richness of different perspectives to drive innovation, and creativity, and ultimately achieve greater impact in pursuing their mission.

The quote “Choosing the communication style is critical to have effective communication to build trust.”(R2) raised the question of trust-building which relates to the result of the focus group discussion, in which the trust-building was emphasized by many members of the discussion in the group, although about sharing values. Relating some authors (Karlsen et al. 2008, 7), they emphasize that “stakeholder management” is one of the most important tasks for a project manager because a project’s success depends upon many individuals, including several who do not report directly to the project manager”. The authors further underline what the respondent from the ethnographic highlight, namely that

“To achieve well-working relationships the parties need to develop from a low-trust base to a high-trust base in their relating. Trust is seen as being particularly important in projects since it is viewed as “essential for stable relationships, vital for the maintenance of cooperation, fundamental for any exchange and necessary for even the most routine of everyday interactions.”

-Benefits of PC (18 mentions in Table 20)

“Personal communication is critical and should have been done more thoroughly with a good communication plan for the project” (R1).

With this quote, the respondent underlines that on top of the communication on-site during the project implementation phase between the project stakeholders, the communication should have been planned. This way, the alignment of the whole communication process during the project phase would put the project team in a safe working environment. Moreover, this means that despite uncertainties and risks that were mentioned in the project canvas before the start of the project, the regular communication milestones (status reports, LLX exchange etc..) are set beforehand. This in turn leads to increased team engagement and project success (Pongton and Suntrayuth 2019, 90).

“A vote took place and PC helped to agree on the building extension project” (R2).

With this quote, the respondent underlines the role of PC as a decision-making accelerator. In projects, this saves money for NPOs where the speed of decision-making varies in general to the one encountered in the private sector where the paradigm “time is money” still prevails.

“PC helped to achieve project success by raising additional funds when presenting the project to another club by convincing the right people to bring together their strengths (funding plus realistic project idea)” (R2).

The benefit of PC as a mediator for project success in NPOs was not only reflected in terms of time-saving but also from a fundraising perspective.

In the particular project context mentioned by the respondent, addressing different potential sponsors for the project with intensive personal communication has de facto led to an increase of funds against initial expectations. As in many NPOs, fundraising remains one of the most important aspects to realise their mission. Many Non-profit organizations apply a priority strategy to their donors instead of treating donors equally (Scherhag and Boenigk 2013, 1), which was the case of the respondent from a national NPO dealing with disabled persons.

“PC helped to reason a person who was only defending her project and needed to be informed that in the end, it was not her but the board of directors to decide”.

With this quote, personal communication emerges again as a means to achieve project success. Convincing and including people in the diversity of interests needs to be underlined and leads us back to the social exchange theory (Cook et al. 2013). This reminds us that if a person shares information, through personal communication, the recipient of the information will also share some information about the project. This sharing of information is not implicit or can't be taken for granted as we explained in Chapter 2 of the thesis.

PC helps to agree on the process which is not always clear to everybody.

PC helped to clarify the roles of the people (creation of commissions to apply shared leadership)

PC helped to achieve alignment of views

It helped to let everybody express himself.

PC helped to address some tensions and review the project governance. (R2)

All the preceding quotes give examples of the real benefits provided by personal communication for the achievement of project success. They can be summarized with the following keywords: clarification and alignment in the project team, reduction of conflicts and improvement of the project governance, in general, to obtain stakeholder engagement in a context of open and fair communication. These aspects are recalled by some authors (De Vries et al. 2010) who underline that leadership and communication go hand in hand and that leadership style needs to be aligned with the leader's personality to be authentic, and credible to build trust in the team.

-Challenges of personal communication (5 mentions in Table 20)

PC first delayed the pre-project phase as a lot of communication took place and the notion of time in an NPO is different than the one in a business.

The project could be delayed in case of a lack of craftsmen but that is another story (R2)

Although we found among the benefits that PC can help the project to gain in time and make sure that the project schedule is respected, in some cases, personal communication can provoke substantial delays in the project. This is the case when personal communication is not well managed by the project leader. Then, the decision-making body (which is usually the project steering committee) ends up in a talking club, with no decision or decision being postponed, provoking some irritations for the project manager and his team.

PC is critical when one works with "knowledge-based" people.

The most difficult step (0-1), 1-99 is the most easy step. This means it is essential to find the key people to communicate within the project environment

The PC must value the people and the SV to achieve project success. (R3)

The third interviewee realizes how important it is to find the right way to master personal

communication. In a project management context, the project manager is supposed to master the jargon and taxonomy of the subject. This basic rule of communication is often overlooked and this is why the respondent underlines the difficulty of engaging with the people in the first step. Once the persons are valued, i.e. the project team members' importance for the success of the project is recognized by the project team (including the project manager and sometimes the project sponsor), then trust is built and motivation towards project success is fostered.

-Characteristics

The communication was non-linear, and not logical in the sense that it was not focusing on the project "research conference" as the first aim.

The communication was reactive in the sense that it focused on listening to the people understanding their interests and following them.

At the end of the day, it is the passion for people and research that helped to communicate in the right way and help to energize the project team and lead the conference to success (R5)

This is an interesting and unexpected result.

First of all, in terms of content, personal communication was not directly linked to the project team to lead the project to success. It was directed to value people by addressing higher objectives than the project itself (in this case a research conference).

Second in terms of way of communication, according to the principle "it is the tone that makes the music", the personal communication from the leader to the project team was full of passion, reflecting a particular dialectic: listening vs. communicating with passion.

For the research, the determining of the moderating role of personal communication confirms the research findings of other authors, namely that "a project team's performance or success and enhance innovation is determined by: a clear vision – accompanied by freedom in the realization of that vision, transparency in the product architecture, enhanced communication and problem ownership" (Sundström and Zika-Viktorsson 2009, 1).

7.3.4 RO as a mediator between SV and PS

The good is that although we were in the team we were strong individuals. We could rely on each other for the good of the project.

People sharing the same values are difficult to find (R1)

These quotes underline the importance of the mediating role of RO between SV and PS, especially when team members are diverse. The diversity of the project team members can have various aspects: diversity of career aspirations, priorities (project vs. line work) and attitude to work and working abilities. In that project context, RO will encourage the achievement of project success even if the values of the project manager are different from the values of the diverse team members in terms of social, societal and contextual values as we saw in Chapter 2 (Kenter et al. 2015).

Reliability, passion and the interest of the host were the common value (R2)

This is a rather different perspective of result orientation with a much wider-ranging implication that is worth taking into account. Indeed, by “host” the respondent meant the project team of an NPO that hosted an event where success was achieved thanks to RO. This in turn was characterised by a high level of passion, interest and dedication as well as reliability, which is endorsed in the literature (Gillard and Price 2005, 48).

For the research, the finding that the result orientation of the project team is a mediator between SV and project success in NPOs with the particular mediation facets described above contributes to missing studies in the literature on project success in NPOs.

7.3.5 SV as a mediator between RO and PS: characteristics and benefits

Another example of the mediating role of the competence element SV is revealed through some characteristics and benefits it provides to achieve project success.

-Thanks to the sharing of value, it made management easier for me as project responsible and better manage conflict and crisis

- It also helped to build trust and confidence and increase the speed of decision*
- Sharing the same values as both departments belong to the same non-profit organisation.*
- Top management considers us to be a good team.*
- Through the shared values, the teams became more result-oriented as they realised they were closer to each other than they thought. That was a fundamental eye-opener for all. (R6)*

The importance of sharing values as a mediating factor between RO and PS is reflected by the fact that sharing values allows the creation of a working atmosphere built on trust. Furthermore, the consideration by the project manager towards the project team “as being a good team” is a manifestation of giving value to persons that are confirmed in the literature (Chen and Lin 2018). The respondent does not only underline that SV has a positive mediating effect on the result orientation of the project team. He also recognizes the positive effect of reducing the social distance between the team members, which in turn favours the social exchange and the reciprocity of exchange of important information, according to the social exchange theory.

Not only does it reduce internal competition and favours alignment of views and actions taking into consideration the strong individual in the project. It also positively mediates the result orientation of the project team. It made the management easier for the project manager and it fostered the building of trust, which in turn increased the speed of decision-making. This is an important consideration for the practice of project management in NPOs, especially when it comes to recruiting or appointing the project manager which is also confirmed by (Müller and Turner 2010).

Lastly, we can mention an unexpected sub-theme that emerges in the ethnographic interviews. It could not be directly related to the research topic. It dealt with the consequences of high workload. However, as it was mentioned in 4 mentions, we will address this topic under Chapter 10 “Directions for Further Research”.

For research, these findings confirm that shared values enhance the cohesiveness of team and more particularly what some authors consider as the building block of trust in the project team of NPOs (Gillespie and Mann 2004).

8. CONCLUSION

This dissertation addresses the growing demand for specialized project management skills within Non-profit Organizations (NPOs) to enhance project success. This imperative arises within the backdrop of intensified competitive pressures arising from critical economic and societal challenges, coupled with the rising trend of professionalization within NPOs (Sanzo-Pérez et al., 2017).

The unique landscape of NPOs has evolved in the wake of the commercialization and transformation of the sector that gained momentum in the late 1990s (Weisbrod, 1997).

Following the literature review, the main research question of this dissertation was formulated “*What is the impact of LLX, result orientation (RO), sharing values (SV) and personal communication (PC) on project success (PS) in Non-profit organisations ?*”. This main research question was detailed into a series of sub-research questions.

This thesis aims to advance the existing knowledge on project management competences essential in Non-profit Organizations (NPOs) by introducing an innovative research model in this domain. The proposed model seeks to illuminate the intricate dynamics between a specific category of leadership competences (specifically, Leader-Leader exchange and Sharing Values competences), the result-oriented approach of project teams, and the communication competency embedded within this framework. The synthesis of these project management competences and their collective influence on project success represents a novel exploration aimed at contributing to the ongoing professionalization of the Third Sector, as previously mentioned.

Drawing on leadership theory, the thesis established how project leaders within NPOs, possessing the identified leadership competences, can effectively impact project success. This examination carefully consider the pivotal role of result orientation within project teams, seamlessly integrated into the research model.

In Chapter 4, the assumptions, limitations, and constraints of our research are depicted, and Chapter 10 summarises recommendations for researchers and practitioners.

The main focus of the dissertation was to understand the interplay between the competence elements and to measure their significance.

In this thesis, we used a mixed research method consisting of 8 steps (Figure 1 in Chapter 3). After the literature review, a qualitative approach is used in the form of a focus group discussion. Then quantitative method is used combining the Sequential Equation Analysis with a Bootstrap method. In a final step, another qualitative method was used consisting of ethnographic interviews carried out with experts working in or for NPOs. Penultimately feedback from the practice and the summary of the findings are resumed. Lastly, the findings (chapter 6) were discussed in order to come up with conclusions.

To begin, the research findings make a substantial contribution to Non-Profit Organization (NPO) literature by providing fresh insights into the attainment of project success through the adept utilization of project management competences by both project leaders and teams. This underscores the ongoing professionalization of NPOs, initiated several years ago, and anticipates its continued development in response to a progressively competitive environment.

Secondly, by incorporating leadership theory into the research model, the thesis pioneers the application of mixed research methods across diverse NPOs globally. This comprehensive methodology, inclusive of specific measurement items, serves as a guide for future studies delving into the impact of various competence elements on project success.

A third key finding of the thesis is the revelation that the result orientation demonstrated by project teams exerts a more positive influence on project success than the direct effect of Leader-Leader exchange on project success.

Additionally, the thesis uncovers a significant discovery regarding the mediating role of result-orientation between the leadership of project leaders and project success. This mediation enhances the direct effect of leadership on project success, illuminating the intricate dynamics involved.

Furthermore, the thesis underscores the critical role of communication as a moderator in the relationship between Leader-Leader exchange, shared values, and project success. This underscores the importance of effective communication strategies within NPOs.

Lastly, the thesis lays the groundwork for further research into the essentiality of project management competences for stakeholders engaged in project management within Non-Profit Organizations. This paves the way for ongoing exploration and comprehension of the nuanced factors influencing project success in the NPO sector.

The subsequent two chapters delve into the scientific contributions of the thesis and provide recommendations for both research and practice. The use of Social Exchange Theory and Leadership Theory have helped to develop a new research model for understanding their interplay in NPOs and has opened up avenues for further investigation in diverse dimensions. In this regard, the culmination of this research signifies a return to its roots, drawing inspiration and support from decades of field experience. The insights gained from this work aim to make a significant contribution to society, inspiring future researchers on the Third Sector and project management to further the collective well-being and successful realisation of NPOs' mission thanks to projects.

The main originality of the thesis contribution comes from the fact that for the first time NPOs to such a large sample are confronted with an analysis of the interplay of project competences of their main stakeholders in projects and how this impacts the successful realisation of their mission through projects. So far this approach and research was only performed in the private sector where the project context and profit-making paradigms are fundamentally different.

9. CONTRIBUTION TO SCIENCE

This dissertation deliberately contributes to uncovering several new insights into the field of project management within the growing third sector. Indeed, while some success factors regarding NPOs were studied in the literature (Nencini et al. 2016; Reinhardt and Enke 2020; Aboramadan et al. 2022; Brink et al. 2020), project management competences in NPOs and their impact on project success were not specifically researched although limits of NPOs success are mentioned (von Schnurbein and Fritz 2017).

Firstly, the research results significantly contribute to the Non-Profit Organization (NPO) literature by shedding new light on how Leadership, Result-Oriented and Personal Communication contribute to project success through of both project leaders and teams. This underscores the ongoing professionalization of NPOs, initiated several years ago, and foresees its continued growth in response to an increasingly competitive environment.

Second, this research offers the unique use of mixed research methods to address the theoretical contribution of who to address the formulated sub-research questions.

Third, the results were found based on a large sample of NPOs from 33 countries operating locally, regionally and globally addressed in the quantitative method. The measurement items used provide a blueprint for future studies exploring the impact of critical project management competences on project success.

Fourth, prompted by the research on leadership at an organisational level (Hogan and Kaiser 2005) and stimulated by (Chen and Lin 2018) at a project level, the thesis reveals a noteworthy finding—specifically, that the result orientation exhibited by project teams exerts a more positive influence on project success than the direct effect of Leader-Leader exchange on project success.

Fifth, a better understanding of an original combination of result-orientation of the project team as mediating project management competence and personal communication as moderating project management competence that impacts project success is an original contribution to the

body of knowledge of NPOs. This implies that the enhancement of project management standards and literature at the mezzo level, specifically concerning Non-profit Organizations (NPOs), contributes to a more profound comprehension of how the combination and interplay of project management competences facilitates NPOs in successfully achieving their missions through projects.

Sixth, the thesis emphasizes the critical role of communication as a moderator in the relationship between Leader-Leader exchange, shared values, and project success. This insight underscores the importance of effective communication strategies within NPOs.

Seventh, the approach taken with the research model, i.e. combining the booth strap method with SEM and applying it to NPOs is the first of its kind. and helps to better understand the mediating variables LLX, sharing values, result orientation and moderating personal communication that impacts project success in NPOs. It also responds to a call from authors like (Martens et al. 2018, 2) “to include in the research niche moderating and mediating factors between Result-orientation and project success”.

Lastly, the thesis paves the way for further research into the criticality of project management competences for stakeholders involved in managing projects within NPOs. This sets the stage for continued exploration and understanding of the nuanced factors influencing project success in the NPO sector.

10. RECOMMENDATIONS

The thesis gives some essential recommendations for practice as well as for research. These refer to the results of the research as well as to the limitations described.

10.1 Recommendations for practice

Following the literature review (chapter 2) the empirical part of the thesis (chapter 3) and feedback received from practice (chapter 6), the essentials of the recommendations for further practice are condensed in this following section.

At the project level, recruiters of project managers and project team members must make sure that having the right profiles on boards is essential to project success. This means assessing competence elements such as LLX, Sharing Values and Personal Communication with the project manager candidate before assigning him/her the project. However, it would be recommended not to neglect the assessment of many other key competences needed for a project manager during his/her recruitment process.

In addition to this, as we found from Chapter 3, project managers should pay more attention to customer focus and stakeholder satisfaction, meaning to consider the well-being of the team members and people/clients benefitting from the project outcomes. Focusing on project deliverables and the result orientation of the project team only could jeopardize project success. Leadership-leader exchange (LLX) is a competence element that should be more emphasized among project managers as still not yet widely known as the empirical part of the thesis has shown. This concerns particularly the relationship between the project manager and project sponsors.

Sharing values on which the project and the project management are built is key to project success in an NPO and therefore time should be dedicated to this subject before kicking off a project. Furthermore, it was recognized, that sharing values within the project team is a two-direction competence element. The project manager finds it not only important that he/she values the project team as being a good team. It was important to him that the team values him as a good project manager to achieve project success.

When reinforcing one-to-one personal communication, the effect of LLX is enhanced and this was another eye-opener and important contribution to practice mentioned by some members of the discussion group. In other words, the personal communication of the sponsor is a strong moderator for project success and therefore “even the presence of the sponsor at project meetings is something I will cherish in the future to foster trust among stakeholders.

Lastly, as Chapter 3 has shown, the result orientation of the project team can delay the project. Too much focus on results can be counterproductive. Often, the understanding and the focus of “the big picture” of the mission of the NPO that needs to be achieved through projects needs to be reminded to the project managers and their teams. Focusing too strongly only on the “ion triangle” and some benefits through a strong result orientation of the project generates delay. This delay can be provoked by a side effect of strong result orientation such as stress, the perception of heavy work and forgetting about the well-being of the project stakeholders. Absenteeism reduced production and motivation resulting in project delays. This should be alert to some interviewed project managers in future.

10.2 Directions for further research

As this research was conducted among NPOs with strong and different dynamics which need to be understood (Daley and Angulo 1994, 172), the cultural environment has a strong impact on the respondent's answers. It would be therefore recommended to focus the research on particular areas, such as NPOs working only at the national level or only at the regional level.

In addition to this element of diversity, this research was conducted in NPOs with a diverse number of volunteers. It would be recommended to carry out the research using the same research approach and model but focussing on NPOs with volunteers only or with NPOs working with paid staff only. The results are likely to differ from the results obtained in this thesis.

As we found from the ethnographic interviews, the theme “consequences of high workload in NPOs” appeared with 4 mentions. The respondents underlined the tension in NPO projects related to lack of resources, overload in tasks, or the work amount that project managers put on a project. The role of LLX and sharing values in balancing workload and lack of time and resources in NPOs could be an interesting topic for further research. Indeed, LLX in conjunction with fostering a culture of sharing values is instrumental in achieving a harmonious balance of workloads within projects. Effective leadership, characterized by strategic vision and efficient decision-making, serves as a guiding force in distributing tasks equitably and ensuring optimal utilization of team members' competences. Additionally, the emphasis on shared values in NPOs cultivates a cohesive team environment where individuals align their efforts with common goals, fostering collaboration and mutual support. This dual approach facilitates a more even distribution of work responsibilities but also promotes a collective commitment to project success which is at the heart of many organisations that have for many years try to implement ESG strategies, either because of the changing environment or in the context of market-driven requirements. Research on NPOs in this area remains scarce and deserves more attention in the future.

Conflict of interest

The author declares no conflict of interest regarding the publication of this paper

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<https://chat.openai.com/>

ANNEX

Annex A: Survey questionnaire to project team members and project managers

The questionnaire for the project team members

If you were a team member, please answer the questions below. If you were a project manager, please move to the next part of the questionnaire:

SV1 The project manager (PM) provided an environment of empowering to enhance efficiency, trust and vision of the team (source: Riaz and Philbin 2022)

Strongly disagree			Relevant			Strongly agree
1	2	3	4	5	6	7

SV2 The PM encouraged the team to cope with the challenges of existing practices and policies from a broader perspective (source: Riaz and Philbin 2022)

Strongly disagree			Relevant			Strongly agree
1	2	3	4	5	6	7

SV3 The PM encouraged teamwork for the successful accomplishment of the project (source: Riaz and Philbin 2022)

Strongly disagree			Relevant			Strongly agree
1	2	3	4	5	6	7

SV4 The PM shared knowledge and expertise with his project staff (source: Riaz and Philbin 2022)

Strongly disagree		Relevant		Strongly agree
1	2	3	4	5
			6	7

SV5 The PM stimulated and energized the team to achieve project objectives (source: Riaz and Philbin 2022)

Strongly disagree		Relevant		Strongly agree
1	2	3	4	5
			6	7

R01 A tough project is very satisfying for the team (Chen and Lin 2018)

Strongly disagree		Relevant		Strongly agree
1	2	3	4	5
			6	7

R02 An important part of being a good team is continuously improving our management skills (Chen and Lin 2018)

Strongly disagree		Relevant		Strongly agree
1	2	3	4	5
			6	7

R03 Making mistakes when doing the project is just part of the learning process for the team (Chen and Lin 2018)

Strongly disagree		Relevant		Strongly agree
1	2	3	4	5
			6	7

R04 It is important for the team to learn from each project experience (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

R05 It is important for the team member that the PM sees us as a good project team (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PC1 The PM established with me as a team member informal communication channel
(Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PC2 The PM tailored the communication to me as a team member according to my interest and the one of the other team members (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PC3 The PM employed communication for coaching and mentoring the project team
(Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PC5 The PM communicated a clear vision of the project's future direction to meet organisational needs (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PS1 The project was completed on time or earlier (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PS2 The project was completed within or below budget (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PS4 The project had only minor changes in scope (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PS5 The customer was satisfied with the deliverables (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PS6 The project met the customer's technical and functional requirements (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PS7 The project team was highly satisfied and motivated (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

Questions The questionnaire for project managers

If you were a project manager, please answer the questions below:

LLX1 My supervisor (management) would be personally inclined to help me solve problems in my work (Chen and Lin 2018)

Strongly disagree	Relevant		Strongly agree	
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1 2 3 4 5 6 7

LLX2 My working relationship with my supervisor is effective (Chen and Lin 2008)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

LLX3 I have enough confidence in my supervisor that I would defend and justify his/her decision if he/she were not present to do so (Chen and Lin 2018)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

LLX4 My supervisor considers my suggestions for change (Chen and Lin 2018)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

LLX5 My supervisor and I are suited for each other (Chen and Lin 2018)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

LLX6 My supervisor recognizes my potential (Chen and Lin 2018)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

1 2 3 4 5 6 7

LLX7 My supervisor understands my problems and needs (Chen and Lin 2018)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

SV1 I provided an environment of empowering to enhance efficiency, trust and vision of the team (source: Riaz and Philbin 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

SV2 I encouraged the team to cope with challenges of existing practices and policies in a broader perspective (source: Riaz and Philbin 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

SV3 I encouraged teamwork for the successful accomplishment of the project (source: Riaz and Philbin 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

SV4 I shared knowledge and expertise with his project staff (source: Riaz and Philbin 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

SV5 I stimulated and energized the team to achieve project objectives (source: Riaz and Philbin 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

R01 A tough project is very satisfying for the team (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

R02 An important part of being a good team is to continuously improving our management skills (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

R03 Making mistakes when doing the project is just part of the learning process for the

team (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

R04 It is important for the team to learn from each project experience (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

R05 It is important for the team member that the PM sees us as a good project team (Chen and Lin 2018)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PC1 I established with the team members an informal communication channel (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PC2 I tailored the communication to the team members according to my interest and the one of the other team members (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
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1 2 3 4 5 6 7

PC3 I employed communication for coaching and mentoring the project team (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PC4 I communicated a clear vision of the project's future direction to meet organisational needs (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PS1 The project was completed on time or earlier (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PS2 The project was completed within or below budget (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PS4 The project had only minor changes in scope (Source: Riaz and Philbin, 2022)

Strongly disagree	Relevant		Strongly agree			
1	2	3	4	5	6	7

PS5 The customer was satisfied with the deliverables (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PS6 The project met the customer's technical and functional requirements (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

PS7 The project team was highly satisfied and motivated (Source: Riaz and Philbin, 2022)

Strongly disagree			Relevant		Strongly agree	
1	2	3	4	5	6	7

Annex B: Summarizing transcript of focus group interviews

This is the summary of the transcript of responses from the focus group discussions mainly composed of project leaders from non-profit organisations and two from private multinational organisations. The summarization was done in Word.

Q1: On the question regarding the meaning of sharing values (SV), the respondents had mostly converging answers.

- SV is a prerequisite for building trust
- SV is a pre-condition to communicate with each other in a project.
- SV is fundamental at the organization level first
- SV needs to be included in a corporate charter
- SV is a top-down approach that needs to be reflected at the project level
- SV assume to find the right way to communicate with them (ex. code of ethics and written documents, corporate communication initiatives.
- SV is most effective through leading by example on an everyday basis.
- SV supposes role model of top management

Q2: On the question if SV matters in leadership, participants concurred that:

- SV was critical both at the organisation and project level
- in the absence of SV by the project manager, self-organizing could be a consequence, which is not an obvious thing to do in all project teams.

Q3: Why are sharing values important in leadership ?

- to build trust
- to bring stability to the team
- to avoid members leading the team data.

Q4: What are shared values in a project team?

-to focus on top values defined and commonly agreed upon in a charter

Q5: What do have shared values in common ?

-should be clearly communicated

-focus on balance and tone

Q6: What type of values should be shared by the project leader?

-insist on compliance

-focus on environment, health and safety,

-advocate fairness, innovation, honesty and innovation.

-be open

-be agile

-live the values

Q7: Why do project managers need shared value to be engaged ?

-the need for stability

-to cope with a heavy workload

- to cope with time constraints

- to manage risks properly

- to manage pressure from project stakeholders

Q8: Do you think that sharing values has an impact on project success in a project?

All participants agreed that:

-SV sharing values have an impact on project success.

-SV defines the exemplarity of the project manager

-SV created a project identity as a symbol for the project.

-SV helps to associate certain projects with effectiveness

-SV has a positive impact on team members well-being

Q9: How are values shared in your organization ?

- assuring a robust recruiting and onboarding process

- signing the business code of conduct, a non-disclosure agreement is a must
- training staff systematically
- insist on SV during kick-off meetings
- having a project manager acting as a role model.
- Developing a speak-up culture

Annex C: Reliability statistics

Cronbach-Alpha statistics

Reliability_total TM

Scale: All variables

Summary of the case processing

		N	%
Cases	Valid	113	55,1
	Excluded ^a	92	44,9
	Total	205	100,0

a. Excluded on the basis of all variables in the process

Reliability statistics

Cronbachs Alpha	Number of items
,792	19

Reliability_SV_TM

Scale: All variables

Summary of case processing

		N	%
Cases	Valid	116	56,6
	Excluded ^a	89	43,4
	Total	205	100,0

a. Excluded on the basis of all variables in the process.

Reliability statistics

Cronbachs Alpha	Number of Items
,745	5

Reliability_RO_TM

Scale: ALL VARIABLES

Summary of case processing

		N	%
Fälle	Gültig	131	63,9
	Ausgeschlossen ^a	74	36,1
	Gesamt	205	100,0

a. Excluded on the basis of all variables in the process.

Reliability statistics

Cronbachs Alpha	Number of Items
,513	5

Reliability_LLX_PM

Scale: ALL VARIABLES

Summary of case processing

		N	%
Cases	Valid	140	68,3
	Excluded ^a	65	31,7
	Total	205	100,0

a. Excluded on the basis of all variables in the process.

Reliability statistics

Cronbachs Alpha	Number of Items
,882	7

Reliability_PC_TM

Scale: ALL VARIABLES

Summary of case processing

		N	%
Cases	Valid	131	63,9
	Excluded ^a	74	36,1
	Total	205	100,0

a. Excluded on the basis of all variables in the process.

Reliability statistics

Cronbachs Alpha	Number der Items
,264	3

Reliability_PC_PM

Scale: ALL VARIABLES

Summary of case processing

		N	%
Cases	Valid	146	71,2
	Excluded ^a	59	28,8
	Total	205	100,0

a. Excluded on the basis of all variables in the process.

Reliability statistics

Cronbachs Alpha	Number of Items
,456	3

Annex D: Povzetek Slovenian summary

UVOD

a disertacija se ukvarja z naraščajočo potrebo po kompetencah projektnega vodenja in njihovem medsebojnem delovanju v neprofitnih organizacijah (NPO), da bi dosegli uspeh projekta. To se postavlja v kontekst konkurenčnih pritiskov, izhajajočih iz kompleksnih gospodarskih in družbenih izzivov, ter naraščajoče profesionalizacije NPO (Sanzo-Pérez et al. 2017).

Poseben okvir NPO je predhodil komercializaciji in transformaciji sektorja od konca 90. let (Weisbrod 1997). Danes so NPO, ki svoje poslanstvo uresničujejo pretežno prek projektov, izjemnega pomena. Prvič, NPO, imenovane tudi Tretji sektor v literaturi, predstavljajo povprečno 13 % delovne sile (Enjolras et al. 2018). Drugič, Tretji sektor je pomemben tudi za družbo, saj se ukvarja z misijami, pri katerih zasebni sektor in javni sektor pogosto ne uspeta zadovoljiti rastočih socialnih in ekonomskih potreb ter se spopadati s družbenimi izzivi (Nencini et al. 2016).

Opaziti je, da se kompetence projektnega vodenja pogosto omenjajo kot zahteva za upravljanje projektov v zasebnem sektorju, vendar to pogosto ni primer v Tretjem sektorju.

Kompetence projektnega vodenja, zlasti vodstvo, usmerjenost k rezultatom in komunikacija, so pomembne in kritične tako za vodje projektov, kot so sponzorji projektov in vodje projektov, kot tudi za ekipe projektov, da dosežejo uspeh projekta.

Znano je, da se hitrost naraščanja števila NPO ne ujema s hitrostjo njihove profesionalizacije v zadnjih letih. To ne glede na to, ali NPO delajo z zaposlenimi, prostovoljci ali mešanico obojega, kar je pogosto.

Professionalizacija NPO prek projektnega vodenja s strokovnjaki, ki imajo ustrezno znanje in izkušnje s projektnim vodenjem, je kritična, vendar hkrati slabo raziskana tema. V zasebnem sektorju so bila sicer izvedena nekatera študije za boljše razumevanje vpliva medsebojnega delovanja kompetenc projektnega vodenja na uspeh projekta (Chen in Lin 2018).

Vendar pa je glede boljšega razumevanja medsebojnega delovanja kompetenc projektnega vodenja in vpliva na uspeh v neprofitnem kontekstu literatura redka. Poleg tega v literaturi NPO

niso bile najdene posebne modele, ki bi nam omogočali razumevanje medsebojnega delovanja kompetenc vodij projektov in kompetenc članov njihovih ekip v kontekstu NPO ter kako to vpliva na uspeh projekta.

Namen te disertacije je povečati znanje o potrebnih kompetencah projektnega vodenja v NPO z zagotavljanjem edinstvenega raziskovalnega modela na tem področju. Ta model bo pomagal bolje razumeti medsebojno delovanje določene oblike vodstvenih kompetenc (razčlenjenih na izmenjavo med vodji in deljenje vrednot) s usmerjenostjo k rezultatom ekipe projekta ter kompetenčnim elementom komunikacije, ki je del tega modela. Medsebojno delovanje teh elementov kompetenc projektnega vodenja in njihov vpliv na uspeh projekta še ni bilo izvedeno, da bi prispevalo k profesionalizaciji omenjenega Tretjega sektorja.

Na podlagi teorije vodenja bo ugotovljeno, kako in v kolikšni meri bodo vodje projektov NPO s kompetencami vodenja lahko vplivali na uspeh projekta. To bo narejeno ob upoštevanju, da je usmerjenost k rezultatom projektov kritičen faktor, vgrajen v raziskovalni model.

Teorija socialne izmenjave bo pomagala razumeti, kako bo komunikacija kot kritičen element kompetence vplivala na analizo stroškov in koristi, ki se zgodi, ko vodje projektov vrednotijo usmerjenost k rezultatom članov projektne ekipe.

Disertacija povzema ugotovitve naše raziskave. Poleg temeljitega pregleda literature disertacija zajema tudi raziskovalni del z mednarodnimi strokovnjaki iz NPO v obliki fokusnih skupin.

Rezultati te fokusne skupine pomagajo oblikovati ključna vprašanja za kvantitativno disertacijo, ki sledi. Ta vprašalnik se osredotoča predvsem na sredstvo učinka usmerjenosti k rezultatom projektne ekipe in moderiranje komunikacije med različnimi kompetenčnimi elementi raziskovalnega modela.

Čeprav imajo rezultati disertacije omejitve, kot je raznolikost odzivajočih NPO, lahko oblikujemo pomembne zaključke glede vpliva kompetenc na uspeh projekta. Ugotovitve ponujajo nove načine obravnavanja specifičnih kompetenc projektnega vodenja in njihovega medsebojnega delovanja ter vpliva na uspeh. Dodatno, konvencionalna perspektiva o

razumevanju uspeha projekta je ponovno ocenjena, kar lahko pomembno vpliva na strateške odločitve NVO, ko si prizadeva izboljšati svoja prizadevanja za profesionalizacijo.

Literatura o NVO in uspehu projekta pogosto poudarja pomanjkanje kulture upravljanja projektov v NVO (Lannon 2018). Nekateri avtorji pozivajo k boljšemu razumevanju uspeha projekta tako na splošno kot njegovih določilnih dejavnikov tako z teoretičnega kot praktičnega vidika (Radujković in Sjekavica 2017, 610).

Glede na projekte in programe, izvedene s strani NVO, obstaja splošno mnenje, da preživetje NVO odvisno od vodstvenih sposobnosti organizacije, da zagotovi uspeh projektov in programov s prostovoljci (Ilyas et al. 2020). Pri pregledu literature o dejavnikih uspeha projekta v NVO se tudi redko najdejo sklice na vodstvo v NVO, imenovano tudi vodstvo neprofitnih organizacij (Osula and Ng 2014), in njihova kombinacija z drugimi elementi kompetence (Bish and Becker 2016, 369) (Jaskyte 2012, 451) (McMurray et al. 2013, 369).

Glavna raziskovalna vrzel je pomanjkanje študij o tem, kako različne projektno vodstvene kompetence ključnih deležnikov NVO vplivajo na uspeh projekta, ob upoštevanju večdimenzionalne opredelitve uspeha projekta v področju NVO (Ika and Pinto 2022).

Poleg tega je raziskava o merilnih elementih, zasnovanih za oceno uspeha projekta v neprofitnih organizacijah (NVO), omejena, z malo ali videti neobstoječimi ugotovitvami.

Naraščajoča odvisnost od dobro vodenih projektov, skupaj z uvajanjem praks zasebnega sektorja v neprofitni sektor, kaže na naraščajočo potrebo po učinkovitem izvajanju projektov (Anderson and Lannon 2018). To pa lahko poveča verodostojnost NVO pri učinkoviti porabi sredstev in privabljanju novih sredstev od potencialnih donatorjev.

Izziv pri zagotavljanju uspeha projekta je kulturni element, ki še vedno vpliva na mnoge NVO (Helmig et al. 2004). "Ideološko zavračanje komercialnih vrednot in praks", kjer računovodstvo in revizija nista bila priljubljena v krogih NVO (Panozzo and Zan 1999, 8). Ob odsotnosti takšne kulture in prakse v mnogih NVO ni presenetljivo, da imajo te težave pri doseganju uspeha projekta s kritičnimi projektnimi vodstvenimi kompetencami.

Nazadnje, Tretji sektor je zelo kompleksen okolje, ki zahteva izkušene voditelje z različnimi spretnostmi. "Vendar pa sektor trpi zaradi pomanjkanja usposobljenih izvršnih direktorjev in članov uprave. Raziskovalna vrzel obstaja glede potrebnih kompetenc in usposabljanja voditeljev neprofitnih organizacij, kar vodi v pomanjkanje znanja o praksah in kompetencah vodstva neprofitnih organizacij, kar ovira, kako neprofitne organizacije, podporne organizacije in akademija lahko najboljše izbirajo in usposablajo usposobljene voditelje NVO" (Tyler 2018, iii).

Naslednji cilji naj bodo doseženi s temo:

Prvi cilj je potrditi pomembnost in ključnost deljenja vrednot kot ključnega vidika vodstva v NVO. To bo doseženo s kvalitativno raziskovalno metodo, izvedbo skupinskega razpravljanja s projektnimi vodji, ki delujejo v različnih NVO.

Drugi cilj bo analizirati povezavo med izbranimi kompetencami upravljanja projektov in njihovim vplivom na uspeh projekta. To bo doseženo z uporabo kvantitativne metode, ki vključuje integracijo metode bootstrap in analize zaporednih enačb.

Tretji cilj je določiti pomembnost vsakega od elementov kompetence glede na njihov vpliv na uspeh projekta v kontekstu NVO in razpravljati o rezultatih.

Zadnji cilj je pokazati, kako prilagojena kombinacija opisanih elementov kompetence projekta prispeva k praksi pri iskanju ustrežnejših voditeljev za NVO, ki bodo vodili projekte s svojimi sponzorji in projektne ekipe.

Po temeljitem pregledu literature in seznanitvi z različnimi teoretičnimi pristopi k temi je sledila kvalitativna naloga s skupinsko razpravo, ki ji je sledila obsežna kvantitativna naloga. Slednja je bila usmerjena k projektom in projektom vodjem iz NVO na mednarodni ravni, da bi obravnavala osrednje raziskovalno vprašanje in podvprašanja raziskave.

V tej nalogi smo uporabili mešano raziskovalno metodo, ki vključuje 8 korakov (slika 1 v poglavju 2). Po pregledu literature se uporablja kvalitativni pristop v obliki skupinske razprave. Nato kvantitativna metoda združuje analizo zaporednih enačb z metodo bootstrap. Nato se uporablja še en kvalitativni pristop, ki vključuje etnografske intervjuje izvedene s strokovnjaki,

ki delajo v ali za NVO. Predzadnje se ponovno vzame povratne informacije iz prakse in povzetek ugotovitev. Nazadnje se razpravljajo ugotovitve in sklepajo zaključki.

Tema prispeva več pomembnih prispevkov, ki so opisani kot sledi:

Prvič, rezultati raziskave pomembno prispevajo k literaturi neprofitnih organizacij (NVO) z novimi vpogledi v to, kako lahko projekti dosežejo uspeh s pomočjo spretnih projektivnih kompetenc tako vodij projektov kot tudi ekip. To poudarja nenehno profesionalizacijo NVO, ki se je začela pred nekaj leti, in predvideva njeno nadaljnjo rast v odziv na vse bolj konkurenčno okolje.

Drugič, uporaba teorije vodstva v raziskovalnem modelu predstavlja pionirsko uporabo mešanih raziskovalnih metod, ki naslavlja številne NVO po svetu. Ta metodologija, vključno z določenimi merilnimi elementi, ponuja vzorec za prihodnje študije, ki raziskujejo vpliv različnih elementov kompetence na uspeh projekta.

Tretjič, naloga razkriva pomembno ugotovitev - natančneje, da ima usmerjenost rezultata, ki jo kažejo projektne ekipe, bolj pozitiven vpliv na uspeh projekta kot neposreden učinek izmenjave med vodji na uspeh projekta.

Četrtrič, pomembno odkritje je v vmesni vlogi usmerjenosti rezultata med vodstvom voditeljev projektov in uspehom projekta. Ta posredovanje povečuje neposreden učinek vodstva na uspeh projekta, kar poudarja zapletene dinamike, ki delujejo.

Petič, naloga poudarja kritično vlogo komunikacije kot moderatorja v razmerju med izmenjavo med voditelji, deljenimi vrednotami in uspehom projekta. Ta vpogled poudarja pomembnost učinkovitih strategij komunikacije znotraj NVO.

Nazadnje, naloga odpira pot nadaljnjim raziskavam o ključnosti kompetenc upravljanja projektov za deležnike, ki sodelujejo pri upravljanju projektov v neprofitnih organizacijah. To postavlja oder za nadaljnje raziskovanje in razumevanje niansiranih dejavnikov, ki vplivajo na uspeh projekta v sektorju NVO.

Iz raziskovalnega pristopa lahko predstavimo jasno in logično strukturo naloge.

Po uvodu v poglavju 1 bo teoretični del naloge v poglavju 2 prikazal svet neprofitnih organizacij in njihovo potrebo po kompetencah upravljanja projektov. To poglavje vsebuje tudi osnovno teorijo vodstva naloge in predstavitev raziskovalnega modela. Na podlagi pregleda literature so opisane pomembnosti kompetenc upravljanja projektov, zlasti izmenjave med vodji (LLX), deljenja vrednot, usmerjenosti rezultatov in osebne komunikacije za dosego uspeha projekta. Zato bo Poglavlje 3 obravnavalo empirični del, vključno z raziskovalno metodologijo in pojasnitvijo uporabljenih mešanih metod. V Poglavlju 4 bomo opredelili nekaj predpostavk, omejitev in omejitev teze. V Poglavlju 5 so opisane in razpravljane povratne informacije iz prakse o raziskovalnih rezultatih, pridobljenih z izmenjavami s praktiki iz NVO. V Poglavlju 6 so rezultati raziskave sintetizirani. V Poglavlju 7 se izvede končna razprava, preden se povzame glavno zaključno Poglavlje 8. V Poglavlju 9 sledi vprašanje, kakšen je prispevek te raziskave k znanosti in praksi. V Poglavlju 10 so podane priporočila za prakso in raziskovanje. Nazadnje so vse reference, slike, tabele in dodatne informacije dokumentirane v prilogah.

PREGLED LITERATURE

Tože poglavje predstavlja pregled literature. Pregledana je literatura o osrednjih temah zanimanja (Neprofitna organizacija, Osebna komunikacija, Vodstvo projekta, Uspeh projekta, Deljenje vrednot, Orientacija na rezultate).

V razdelku 2.1 opišemo svet neprofitnih organizacij z njihovim družbenim pomenom, značilnostmi, izzivi pri zagotavljanju uspeha projektov, pomembnostjo kompetenc vodenja projektov ter odnosi med vodji projektov in člani njihovih ekip.

V razdelku 2.2 podrobneje predstavimo izbrani raziskovalni pristop, ki temelji na mešanih raziskovalnih metodah.

V razdelku 2.3 bomo navedli pregled temeljnih teorij, povezanih z raziskovalnim pristopom in razvito metodo.

V razdelku 2.4 opišemo kompetence vodenja projektov, uporabljene v raziskovalnem modelu, ki so izpeljane iz dela Chena in Lina iz leta 2018.

Razdelek 2.5 je posvečen novemu konceptu uspeha projekta.

Pregled literature se zaključi z razdelkom 2.6, posvečenim razvoju raziskovalnih vprašanj in raziskovalnega modela.

2.1 Svet neprofitnih organizacij

Neprofitne organizacije so del tretjega sektorja in predstavljajo pomemben del družbe (Caramidaru 2019, 2, 10; Suykens et al. 2019, 625-627; Laurett in Ferreira 2018; Anheier 2000; Maylor et al. 2017). Eno glavnih razlogov, zakaj njihovo število narašča po vsem svetu, je, da "neprofitne organizacije izvajajo vrsto funkcij, ki so običajno povezane z vlado, zagotavljajo socialne storitve, podpirajo kolektivne storitve, kot so muzeji in šole, ohranjajo okolje, financirajo medicinske raziskave in podobno. Vendar pa, ko so populacije zelo raznolike, storitve, ki zadovoljijo večino, lahko pustijo veliko ljudi zelo nezadovoljnih; neprofitne organizacije predstavljajo alternativni mehanizem za zagotavljanje kolektivnih storitev" (Weisbrod 1997, 3). Poleg njihove naraščajoče pomembnosti je med raziskovalci soglasje, da neprofitne organizacije s svojimi značilnostmi delujejo v vse bolj konkurenčnem okolju (Omura in Forster 2014), medtem ko izvajajo svojo misijo. Ta misija se pogosto izvaja prek projektov v okolju, kjer

RAZISKOVALNA METODOLOGIJA

3.1 Triangulacija kot glavna metodološka izbira

"Cilj triangulacije je preučiti raziskovano s različnih zornih kotov in vključiti več razlag za to, kar smo odkrili" (Maylor Harvey. 2017, 221).

Kot je razvidno iz Tabele 3, je bil izveden pregled literature, ki zajema analizo glavnih znanstvenih publikacij, povezanih z ključnimi besedami, raziskovalnim vprašanjem in raziskovalno predlogo. Kasneje so se postavila dodatna vprašanja, ki so vodila do dodatnega pregleda literature. Ta temeljit pregled je bil osredotočen na preučevanje osnovne teorije, ki leži v ozadju osnovnega raziskovalnega vprašanja, to je teorije vodenja, ki pojasnjuje odnos med

vodji projektov in projektom ter odnos med vodjo projekta in vodenjem NVO. S pomočjo iskanja ključnih besed, ki vključujejo deljenje vrednot, LLX, orientacijo na rezultate, osebno komunikacijo, uspeh projekta in NVO, je postalo jasno, da je ta teorija najpogosteje omenjena za obravnavo raziskovalnega modela. Drugič, uporabili smo raziskovalni pristop, osredotočen na raziskovalne metode kvalitativnega značaja, vključno z intervjuji z eksperti iz NVO v obliki fokusne skupine. To je bilo storjeno za preverjanje novo uvedenega elementa kompetence vodenja: deljenje vrednot. Raziskava fokusne skupine je vrsta raziskave, ki vključuje majhno skupino udeležencev (običajno od 6 do 10 ljudi) na eni lokaciji, ki razpravljajo o pojavu zanimanja v obdobju 1,5 do 2 uri (Bhattacharjee, A. 2012, 41). Facilitator vodi razpravo z določanjem dnevnega reda in predstavitvijo začetnega nabora vprašanj za udeležence. Skrbi za vključitev vseh idej in izkušenj udeležencev, se trudi ustvariti celovito razumevanje problema na podlagi njihovega prispevka. Kljub odsotnosti nadzorov ni vzpostavljena notranja veljavnost, in rezultatov ni mogoče posplošiti na druge okoliščine zaradi majhnega vzorca. Zato so fokusne skupine običajno bolj primerne za raziskave, ki raziskujejo kot za razlage ali opisne študije. Razprava fokusne skupine je bila izvedena za pridobitev dragocenih informacij o temi in dopolnitev omejenih virov, najdenih v literaturi. Razprava fokusne skupine je tudi pomagala oblikovati robusten vprašalnik za anketiranje, ki bi proizvedel rezultate, ki bi pomagali oblikovati vprašanja ankete, uporabljena v kvantitativni raziskovalni metodi disertacije. Pred izvedbo razprave fokusne skupine so bila vprašanja na voljo pred delavnico. Med virtualno izvedeno delavnico preko platforme Zoom so bile zabeležene opombe, in glavne izjave so bile zapisane med delavnico. Osnovni interes je bil predvsem potrditi, da deljenje vrednot ni pomembno le za vpliv vodenja na uspeh projekta. Bil je tudi način, kako pokazati, kako deljenje vrednot vpliva na orientacijo na rezultate in osebno komunikacijo. Tretjič in četrtič, na podlagi nekaterih ugotovitev kvalitativnega pristopa v koraku 2, je bil razvit kvantitativni vprašalnik za anketo, vključno z znanstveno dokazanimi in uporabljenimi merilnimi elementi. Kvantitativna anketa je bila izvedena za preizkus predhodno postavljenih podraziskovalnih vprašanj in hipotez. Anketa je bila na voljo več kot 600 strokovnjakom iz NVO na mednarodni ravni med 1. marcem in 15. junijem 2023, ki so bili neposredno kontaktirani prek platforme SurveyMonkey. Vprašalnik je bil pred objavo validiran s pomočjo več neodvisnih strokovnjakov. Upoštevajoč, da zbrani podatki niso imeli normalne porazdelitve, je bila uporabljena posebna kvantitativna metoda, ki se je izkazala za najprimernejšo v takih situacijah

po pregledu literature: integracija metode bootstrap in metode zaporedne enačbe (SEM). Petič so bili kvantitativni rezultati povzeti, in nekatere ugotovitve so bile ugotovljene, kar je privedlo do objave skupaj z mojima dvema mentorjema. V koraku šest so bile avgusta 2023 izvedene etnografske intervjuje za nadaljnjo triangulacijo hipotez in potrditev rezultatov ankete. Etnografija je raziskovalna metoda, osredotočena na poznavanje sveta s stališča njegovih socialnih odnosov. Gre za kvalitativno raziskovalno metodo, ki temelji na raznolikosti kulture doma (kjer koli že to je)

PRETPOSTAVKE, OMEJITVE IN RESTRIKCIJE

4.1 Predpostavke Za izvedbo disertacije smo postavili več predpostavk. Prva predpostavka je, da imajo vse neprofitne organizacije (NPO) člane upravnega odbora, predsednika, vodje projektov in projektne ekipe. Vse te kategorije deležnikov pošteno odgovarjajo na vprašanja, kar nam omogoča ustrezno preizkušanje hipoteze v zvezi z izmenjavo vodje in njenim vplivom na uspeh projekta. Ni dokazov, da imajo vsi anketirani deležniki takšno strukturo upravljanja projektov, kot so jo prej omenjeni deležniki v njihovih NVO. Zato je struktura, ki so jo avtorji Chen in Lin (2018) našli pri revizijskih družbah pri uporabi njihovega modela, verjetno bolj homogena. Vprašalnik za anketiranje je bil oblikovan po razpravi v fokusni skupini, ki je pomagala preizkusiti relevantnost nekaterih vprašanj v zvezi z elementom kompetence, ki vpliva na uspeh projekta. Z vprašalnikom za anketiranje smo zbirali podatke, ki so potrebni za raziskovanje različnih dejavnikov, kot so rezultat usmerjenost projektne ekipe, vrednote v povezavi z vodstvom, in znanstveno dokazani merilni elementi, ki omogočajo boljše razumevanje medsebojnega vpliva dejavnikov na uspeh projekta. Druga predpostavka je potrebna, ker zahteva kvantitativno raziskovalno vprašanje, da anketirani deležniki razumejo ozadje in pomen raziskave. Torej je bil uvod v anketiranje kritičen in predpostavljeno je bilo, da je bil razumljen. Tretja predpostavka v zvezi s kvalitativno raziskovalno metodo etnografskih intervjujev je bila, da se bodo osebe tako v skupinskih kot tudi ena-na-ena intervjujih osredotočale na čim natančnejše odgovarjanje na vprašanja in se izogibale odstopanju od teme. Večkrat so jih pozvali, naj se držijo vprašanja, ko so začeli odstopati na drugo povezano temo, ki je bila zagotovo zanimiva, vendar predaleč od teme te raziskave. Četrta del raziskave predpostavlja, da bodo na podlagi pregleda literature o tej temi in pogostosti omenjenih teorij

socialna teorija izmenjave in teorija vodenja najbolj relevantni in ustrezni temeljni teoriji za gradnjo raziskave in preizkus modela.

4.2 Omejitve Raziskava ima tudi nekaj omejitev. Prvič, modeliranje in pripadajoči vprašalnik se osredotočata na vodje projektov in člane projektne ekipe, ki so izvajali projekte različnih velikosti in vrst (specifičnih za sektor) v NVO. To pomeni, da bi se odgovori anketiranih iz majhnih NVO lahko zelo razlikovali od odgovorov anketiranih iz velikih NVO. Drugič, zaradi omejenega časa ni bilo mogoče izvesti nobene primerjalne ali dolgoročne raziskave, ki bi verjetno bila bolj reprezentativna in z večjimi rezultati. Omejitev časa je prav tako privedla do uporabe omejenega števila metod, čeprav sta bili uporabljeni dve kvalitativni in ena kvantitativna metoda, da bi povečali kakovost najdenih rezultatov.

Tretjič, disertacija, ki preučuje model, temelji na presečnem analiznem pristopu 205 oseb iz približno 100 različnih vrst neprofitnih organizacij. **DISKUSIJA**

V tej sekciji je narejen povzetek raziskovalnih rezultatov razprave, ki vključuje potrditev rezultatov/ugotovitev mešanih raziskovalnih metod, uporabljenih v tej disertaciji, kot je opisano na spodnji sliki: Izvedli smo pregled literature, razpravo v fokusni skupini, nato anketiranje in nazadnje etnografske intervjuje, pri čemer smo uporabili dve kvalitativni in eno kvantitativno raziskovalno metodo. Podrobni rezultati raziskave so navedeni v poglavju 6.

Preverili bomo tudi, ali se lahko raziskovalna vprašanja, predlagana za naše kvantitativno raziskovanje, in povezane hipoteze, prvotno oblikovane, potrdijo s kvalitativnimi podatki.

7.1 Razprava o rezultatih iz fokusne skupine

Med razpravo v fokusni skupini se je izkazalo, da so deljene vrednote temeljne za učinkovito vodenje, spodbujajoč sodelovalno okolje, kjer se lahko projektne ekipe združijo za uspeh projekta. Kljub raznolikim organizacijskim ozadjem so udeleženci pokazali opazno homogenost v svojih mnenjih in vedenju. Kažejo previdno poslušanje, premišljeno razmišljanje pred odgovarjanjem na vprašanja in spoštljiv pristop, ki omogoča drugim, da govorijo brez prekinjanja. Rezultati so pokazali, da so se pri obravnavanju deljenja vrednot pojmovanja vrednot, ki so jih mislili udeleženci, nekoliko razlikovala. Dejstvo, da so bile poudarjene

vrednote, kot so skladnost, skrb za okolje, zdravje in varnost, pravičnost, inovativnost, poštenost, inovativnost in odprtost, kaže na kombinacijo tega, kar Kenter (2015) opisuje kot kulturne in družbene vrednote, pa tudi skupnostne vrednote in skupinske vrednote. Te zadnje so vrednote, izražene s sklopom vrednot, imenovanim s strani udeležencev kot "poveljstvo" na organizacijski ravni, ki je razdeljeno na projektne ravni.

Udeleženci razprave v fokusni skupini so večkrat omenjali, da deljenje vrednot kot ključni element vodenja naredi razliko, saj omogoča gradnjo zaupanja in ustvarjanje pozitivne notranje atmosfere v projektu. Opaziti je bilo, da v praksi gradnja zaupanja pri deljenju vrednot naredi ta zadnji element vodenja sprejet med vsemi člani fokusne skupine. Zato bi morali te Deljene Vrednote podrobneje obravnavati pri oblikovanju vprašalnika za kvantitativno raziskovalno metodo. Iskati je treba ustrezne merilne elemente, ki bi omogočili robustno analizo medsebojnega delovanja z drugimi elementi kompetence raziskovalnega modela in njihov vpliv na uspeh projekta.

7.2 Razprava o rezultatih iz ankete

V splošni statistiki ankete smo ugotovili, da je le 9,3% anketiranih delalo na IT-projektih. Tu bi lahko sklepali, da imajo IT-projekti še vedno nizko stopnjo penetracije v NVO in da je stopnja profesionalizacije, omenjena v uvodu disertacije, še vedno precej nizka, kot potrjujejo nekateri viri literature. Ta trditev predpostavlja, da obstaja povezava med uporabo IT in povezanimi platformami ter profesionalizacijo NVO. Poleg tega, ker je bilo 50% odgovarjajočih NVO profesionalnih organizacij, bi pričakovali višjo raven IT-projektov, na katerih sodelujejo odgovori.

ZAKLJUČEK

Ta disertacija se ukvarja s vedno večjim povpraševanjem po specializiranih spretnostih vodenja projektov v neprofitnih organizacijah (NPO), da bi povečala uspeh projektov. Ta nujnost izhaja iz intenzivnega konkurenčnega pritiska, ki izhaja iz kritičnih ekonomskih in družbenih izzivov, povezanih z naraščajočim trendom profesionalizacije v NPO (Sanzo-Pérez et al., 2017). Edinstvena pokrajina NPO se je razvila v ozadju komercializacije in preoblikovanja sektorja, ki

je pridobil zagon konec 90. let (Weisbrod, 1997). Po pregledu literature je bilo postavljeno glavno raziskovalno vprašanje te disertacije: "Kakšen je vpliv izmenjave med voditelji (Leader-Exchange - LLX), usmerjenosti k rezultatom (Result Orientation - RO), deljenja vrednot (Sharing Values - SV) in osebne komunikacije (Personal Communication - PC) na uspeh projekta (Project Success - PS) v neprofitnih organizacijah?". To glavno raziskovalno vprašanje je bilo razčlenjeno v vrsto podraziskovalnih vprašanj. Ta disertacija si prizadeva napredovati v obstoječe znanje o bistvenih kompetencah vodenja projektov v neprofitnih organizacijah (NPO) z uvajanjem inovativnega raziskovalnega modela na tem področju. Predlagani model si prizadeva razsvetliti kompleksno dinamiko med specifično kategorijo vodstvenih kompetenc (zlasti izmenjavo med voditelji in kompetencami deljenja vrednot), rezultatno usmerjenim pristopom projektne ekipe in kompetenco komuniciranja, vgrajeno v ta okvir. Sinteza teh kompetenc za vodenje projektov in njihov skupni vpliv na uspeh projekta predstavlja novo raziskovanje, namenjeno prispevanju k nenehnemu profesionaliziranju tretjega sektorja, kot je bilo že omenjeno. Na podlagi teorije vodenja disertacija ugotavlja, kako lahko vodje projektov v NPO, ki imajo prepoznane vodstvene kompetence, učinkovito vplivajo na uspeh projektov. To preučevanje skrbno preučuje ključno vlogo usmerjenosti k rezultatom v projektih, ki je brezhrebno integrirana v raziskovalni model.

V poglavju 4 so prikazane predpostavke, omejitve in omejitve naše raziskave, v poglavju 10 pa so povzeta priporočila za raziskovalce in praktike.

PRISPEVEK K ZNANOSTI

Ta disertacija namenoma prispeva k odkrivanju več novih vpogledov na področju vodenja projektov v rastočem tretjem sektorju. Dejansko, čeprav so bili v literaturi raziskani nekateri dejavniki uspeha glede neprofitnih organizacij (Nencini et al. 2016; Reinhardt in Enke 2020; Aboramadan et al. 2022; Brink et al. 2020), kompetence vodenja projektov v NPO in njihov vpliv na uspeh projekta niso bile posebej raziskane, čeprav so omenjene omejitve uspeha NPO (von Schnurbein in Fritz 2017).

Prvič, raziskovalni rezultati bistveno prispevajo k literaturi o neprofitnih organizacijah (NPO) s tem, da razjasnijo, kako lahko projekti dosežejo uspeh s pomočjo strokovnih vodstvenih kompetenc tako voditeljev projektov kot tudi ekip. To poudarja nenehno profesionalizacijo NPO, ki se je začela že nekaj let nazaj, in predvideva njeno nadaljnjo rast kot odziv na vse bolj konkurenčno okolje.

Drugič, ta raziskava ponuja uporabo mešanih raziskovalnih metod, ob upoštevanju velikega vzorca NPO po vsem svetu, obravnavanega v kvantitativni metodi. Uporabljene merilne enote nudijo osnovo za prihodnje študije, ki raziskujejo vpliv ključnih vodstvenih kompetenc na uspeh projekta.

Tretjič, spodbujeni z raziskavami vodstva na organizacijski ravni (Hogan in Kaiser 2005) in spodbujeni s strani (Chen in Lin 2018) na ravni projekta, disertacija razkriva pomembno ugotovitev - in sicer, da ima rezultat, dosežen s strani projektne ekipe, bolj pozitiven vpliv na uspeh projekta kot neposreden učinek izmenjave med voditelji na uspeh projekta.

Četrto, boljše razumevanje izvirne kombinacije rezultatov usmerjenosti projektne ekipe kot posredovanje kompetenc vodenja projekta in osebne komunikacije kot omilitve kompetenc vodenja projekta, ki vplivajo na uspeh projekta, prispeva k znanju NPO. To pomeni, da izboljšanje standardov in literature s področja vodenja projektov na srednji ravni, še posebej v zvezi z neprofitnimi organizacijami (NPO), prispeva k bolj poglobljenemu razumevanju, kako kombinacija in preplet kompetenc vodenja projektov omogoča NPO-om uspešno doseganje njihovih misij prek projektov.

Petič, disertacija poudarja ključno vlogo komunikacije kot omilitve v odnosu med izmenjavo med voditelji, deljenimi vrednotami in uspehom projekta. Ta vpogled poudarja pomembnost učinkovitih strategij komuniciranja v NPO.

Šestič, pristop, ki ga je uporabil raziskovalni model, torej kombinacija metode pasu z metodo SEM in njeno uporabo v NPO, je prvi takšen. Pomaga tudi boljše razumevanje posrednih spremenljivk izmenjave med voditelji, deljenja vrednot, rezultatov usmerjenosti in omilitve osebne komunikacije, ki vplivajo na uspeh projekta v NPO. Prav tako odgovarja na klic avtorjev,

kot so (Martens et al. 2018, 2), "vključitev v raziskovalno nišo omilitvenih in posrednih dejavnikov med rezultatno usmerjenostjo in uspehom projekta"

PRIPOROČILA

10.1 Priporočila za prakso

Na podlagi pregleda literature (poglavje 2), empiričnega dela disertacije (poglavje 3) in povratnih informacij iz prakse (poglavje 6) so bistvena priporočila za nadaljnjo prakso povzeta v tem naslednjem odstavku. Na ravni projekta morajo rekruterji vodij projektov in članov projektne ekipe zagotoviti, da imajo pravilne profile vodij projektov, saj je to ključno za uspeh projekta. To pomeni oceno kompetenčnih elementov, kot so LLX, deljenje vrednot in osebna komunikacija s kandidatom za vodjo projekta, preden mu/ji dodelijo projekt. Priporočljivo pa je, da ocena mnogih drugih ključnih kompetenc, potrebnih za vodjo projekta, ne bi bila zanemarjena med postopkom zaposlovanja. Poleg tega, kot smo ugotovili v poglavju 3, naj vodje projektov namenjajo več pozornosti osredotočenosti na stranke in zadovoljstvu deležnikov, kar pomeni, da upoštevajo dobrobit članov ekipe ter ljudi/strank, ki imajo koristi od rezultatov projekta. Osredotočanje samo na izdelke projekta in rezultatno usmerjenost projektnega tima lahko ogrozi uspeh projekta. Izmenjava med vodji (LLX) je kompetenčni element, ki bi ga morali vodje projektov bolj poudarjati, saj ni še dovolj široko prepoznan, kot je pokazal empirični del disertacije. To še posebej velja za odnos med vodjo projekta in sponzorji projekta. Deljenje vrednot, na katerih temelji projekt in upravljanje projekta, je ključ do uspeha projekta v NVO, zato bi bilo treba temu vprašanju nameniti čas pred začetkom projekta. Poleg tega je bilo ugotovljeno, da je deljenje vrednot znotraj projektnega tima dvosmerni kompetenčni element. Vodji projekta ni le pomembno, da ceni projekt kot dober tim. Pomembno mu je tudi, da tim ceni njega kot dobrega vodjo projekta za doseganje uspeha projekta. Ko krepite ena-na-ena osebno komunikacijo, se učinek izmenjave med vodji poveča, kar je še eno pomembno odkritje in prispevek k praksi, ki so ga omenili člani skupine za razpravo. Drugače povedano, osebna komunikacija sponzorja je močan moderator za uspeh projekta, zato "je prisotnost sponzorja na sestankih projekta nekaj, kar bom v prihodnosti cenil, da spodbudi zaupanje med deležniki".

Nazadnje, kot je pokazalo poglavje 3, lahko rezultatna usmerjenost projektnega tima zavlačuje projekt. Preveč osredotočanja na rezultate lahko kontraproduktivno vpliva. Pogosto je treba vodje projektov in njihove ekipe spomniti na razumevanje in osredotočanje na "veliko sliko" misije NVO, ki jo je treba doseči skozi projekte. Prekomerna osredotočenost le na "ionski trikotnik" in nekatere koristi s trdno rezultatno usmerjenostjo projekta povzroča zavlačevanje projekta. Do tega zavlačevanja lahko pride zaradi stranskih učinkov močne rezultatne usmerjenosti, kot so stres, zaznava težkega dela in pozabljanje na dobrobit deležnikov projekta. Odsotnost, zmanjšana proizvodnja in motivacija ter posledično zavlačevanje projekta so posledice.

Ker je bila ta raziskava izvedena med NVO z močnimi in različnimi dinamikami, ki jih je treba razumeti (Daley in Angulo 1994, 172), kulturno okolje močno vpliva na odgovore respondentov. Zato bi bilo priporočljivo osredotočiti raziskavo na določena področja, na primer na NVO, ki delujejo samo na nacionalni ravni ali samo na regionalni ravni.

Poleg tega elementa raznolikosti je bila ta raziskava izvedena v NVO z različnim številom prostovoljcev. Priporočljivo bi bilo izvesti raziskavo z enakim raziskovalnim pristopom in modelom, vendar s poudarkom na NVO, ki delujejo le s prostovoljci ali z NVO, ki delujejo izključno s plačanim osebjem. Rezultati se verjetno razlikujejo od rezultatov, pridobljenih v tej disertaciji.

Kot smo ugotovili iz etnografskih intervjujev, se je tema "posledic visoke delovne obremenitve v NVO" pojavila s 4 omemdami. Respondenti so poudarili napetost v projektih NVO, povezano s pomanjkanjem virov, preobremenjenostjo nalog ali obsegom dela, ki ga vodje projektov namenijo projektu. Vloga izmenjave med vodji (LLX) in deljenja vrednot pri uravnoteženju delovne obremenitve ter pomanjkanju časa in virov v NVO bi lahko bila zanimiva tema za nadaljnje raziskave. Pravzaprav sta LLX v povezavi s spodbujanjem kulture deljenja vrednot ključna pri doseganju harmoničnega ravnovesja delovnih obremenitev v projektih. Učinkovito vodenje, zaznamovano s strateškim pogledom in učinkovitim odločanjem, deluje kot vodilna sila pri pošteni distribuciji nalog in zagotavljanju optimalne uporabe kompetenc članov ekipe. Poleg tega poudarek na deljenih vrednotah v NVO spodbuja celovito ekipo, kjer se posamezniki usmerjajo k skupnim ciljem, spodbuja sodelovanje in medsebojno podporo. Ta dvojni pristop

olajša bolj enakomerno razporeditev delovnih odgovornosti, hkrati pa spodbuja kolektivno zavezanost k uspehu projekta, kar je v središču številnih organizacij, ki že vrsto let poskušajo izvajati strategije ESG, bodisi zaradi spreminjajočega se okolja bodisi v kontekstu tržnih zahtev. Raziskave o NVO na tem področju so redke in si zaslužijo več pozornosti v prihodnosti.

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