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The Influence of Supportive Organizational Climate and Shared Leadership on Project Success through AI-Driven Ideation Support in Higher Education Institutions

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Abstract

Artificial Intelligence (AI) has had a profound impact on the field of project management, specifically in knowledge-driven industries like higher education, where innovation, collaboration, and effective decision-making are critical to the success of projects. This study aims at examining how supportive organizational climate and shared leadership mediate project success among academic project-based organizations in Pakistan by providing support to their ideation process through artificial intelligence. The study suggests that project efficiency, creativity and innovation performance will benefit from the alignment between the social and technical aspects of organizational and team-based systems and the AI-enabled technical system. The research design adopted was quantitative cross sectional while data collected from 228 academic professionals engaged in project related activities from higher education institutions in Pakistan. The supportive organizational climate, the shared leadership, the support for ideas through AI, and project success were measured by using structured questionnaires based on validated measurement scales. The data was analyzed descriptively in SPSS, correlation analysis, multiple regression analysis and also mediation analysis. The results showed that supportive organizational climate was significant and positively related to project success ($\beta = 0.391$, $p < 0.001$), and shared leadership was significant and positively related to project success ($\beta = 0.348$, $p < 0.001$) as well. Moreover, the relationship between supportive organizational climate and project success was significantly mediated by AI-driven ideation support ($\beta = 0.273$; 95% CI [0.184, 0.367]) and the relationship between shared leadership and project success was significantly mediated by AI-driven ideation support ($\beta = 0.248$; 95% CI [0.162, 0.341]). The findings suggest that collaborating organizational climates and participatory leadership styles are more effective in leveraging the uses of an AI-based ideation system for creativity enhancement, information processing, knowledge sharing, and collaborative problem-solving, which in turn will enhance project efficiency, innovation quality, stakeholder satisfaction, and long-term institutional performance. The study adds to the project management and organizational behavior literature by adding Socio-Technical Systems theory to the realm of AI-based educational project management. It also offers practical implications for higher education institutions (HEIs) who are looking to achieve sustainable project success by organizational support, collaborative leadership, and the practice of digital innovation.

Keywords: Supportive Organizational Climate, Shared Leadership, AI-Driven Ideation Support, Project Success, Artificial Intelligence, Higher Education Institutions.

1. Introduction

The project management landscape has undergone significant change in the last ten years as a result of the speed of technological development, globalization, digital disruption and growing stakeholder demands. The traditional project management methods, which emphasized mainly time, cost, and scope, are no longer found to be sufficient in today's knowledge intensive and innovation based projects (Kerzner, 2022). In today's volatile and competitive world, organisations face conditions that are uncertain, unpredictable and ever-changing, and adaptability, creativity, collaboration, and constant innovation are essential factors that can make or break a project (PMI, 2021). In view of this, researchers have turned their focus to organisational and behavioural issues which affect project results in addition to the more traditional technical issues (Turner & Müller, 2005). Project success has grown beyond its operational definition to become a multidimensional construct that includes efficiency, satisfaction with the project, the quality of innovation, learning by the organization, and long-term strategic impact (Shenhar & Dvir, 2007).

Technical skills have to be accompanied by co-knowledge exchange and creative thinking in project-based activities such as curriculum development, accreditation projects, institutional digitalization, faculty development and quality enhancement programs in higher education institutions (Liedtka & Locatelli, 2023). Project situational elements, such as uncertainty, multiple actors, changing needs, and the interdependence of the project's intellectual products, are important in shaping the project situation, thereby influencing project performance in educational projects (Ben Mahmoud-Jouini et al., 2016). Supportive organizational climate is one of the organizational factors that has been identified as a key predictor of innovation and project effectiveness. Organizational climate is described as overall perceptions of employees about practices, leadership support, communication and conditions for the work environment (Schneider et al., 2013). A supportive climate fosters trust, openness, learning orientation, autonomy and psychological security and allows staff to try out new things and solve problems creatively (Edmondson 1999). Studies have shown that when organizations are successful in their innovation efforts and have more complex projects like new product development, they have a more supportive climate (Anderson & West, 1998; Elsbach & Stigliani, 2018).

Academic institutions are especially important settings where supportive organizational climate is especially important as faculty and academics value intellectual freedom, participation, and collaborative engagement (Micheli et al., 2019). Past research suggests that organizational support has a strong impact on employees' intention to accept new technologies and engage in innovation-related behaviors (Rhoades & Eisenberger, 2002). In “supportive” environments, employees believe that experimenting and sharing ideas are not risks but positive behaviors to engage in (Amabile et al., 1996). Thus, supportive organizational climate is related to positive knowledge sharing, creativity, learning behavior, and adaptability of the project, which all have positive effects on project success (Buvik & Rolfsen, 2015). On the other hand, companies in restrictive climates tend to discourage participation and creativity and discourage collaborative problem solving processes (Schein, 2010). Team leadership practices also have a significant impact on project results, beyond the organizational climate. Today's project environments are more complex, with parts of the project dispersed across a variety of locations and interdisciplinary team members making decisions together, with traditional hierarchical leadership structures no longer working as effectively (Pearce & Conger, 2003). Consequently, shared leadership has received considerable interest in the project management and organizational behavior literature. Shared leadership involves sharing the influence of leadership among team members, based on their expertise and the context (Carson et al., 2007). Shared leadership fosters team engagement, accountability, knowledge sharing and team problem solving (Wang et al., 2014). Shared leadership has been consistently found to positively affect the creativity and innovation capacity of teams and project performance (Hoch & Kozlowski, 2014).

Teams with shared leadership demonstrate greater trust, communication effectiveness, flexibility, and team efficacy (D'Innocenzo et al., 2016). Shared leadership also promotes integration of different views and enhances responsiveness to complex project issues in project-based academic settings, where the expertise rests with faculty, administrators, and technical staff (Loderer & Kock, 2025). Furthermore, shared leadership fosters psychologically safe teams in which team members can voice their ideas and opinions without fear of rejection or criticism (Edmondson, 1999). With the rise of artificial intelligence (AI), organizational and project management have also taken a quantum leap. AI is an artificial intelligence system that can mimic elements of human cognition, including learning, reasoning, decision making, and problem solving (Russell & Norvig, 2021).

AI is being used more and more in organizations to improve operational efficiency, predictive analysis, scheduling, risk management and strategic planning (Dwivedi et al., 2021). In the field of project management, AI-powered ideation assisting systems have come to the forefront due to their capacity to help brainstorm ideas, come up with various alternatives, structure information, and facilitate creative decision-making procedures (Pescher & Tellis, 2025).

AI as an augmentation tool for ideation systems is not a replacement for human creativity. They can help project teams process vast amounts of information, uncover patterns where none have been found before, think creatively and consider alternative approaches more efficiently than traditional methods (Chen, 2019). According to literature, cognitive overload in the project execution phase, collaborative learning, acceleration of the innovation process, as well as the improvement of the quality of the decision in the ideation phase are all benefits that emerge from the use of AI (Lehmann et al., 2025). AI ideation tools are now used in schools and universities for developing educational programs, digital learning initiatives, research planning and institutional development projects.

While these are all benefits, technological systems alone cannot ensure project success. Social and organizational environment play a crucial role in the effectiveness of AI-based ideation support. Theory of Socio-Technical Systems (STS) suggests that organizations perform best when the social and technical systems are coupled (Trist & Bamforth, 1951). The theory of STS highlights that the failure of technological changes to be effectively used is due to a lack of organizational culture, leadership and team dynamics (Pasmore et al., 1982). The social subsystem consists of a supportive organizational climate and shared leadership in project environments, whereas the technical subsystem is the support of project ideas using artificial intelligence. Successful integration of these systems improves creativity, collaboration and project outcomes (Wrigley et al., 2020).

The study suggests that organizational climates that allow for experimentation and leadership practices that foster participation are key factors in driving employees to embrace AI technologies (Fousiani, 2024). The supportive climate lowers the barrier of change by also evoking trust and psychological safety, and shared leadership allows teams to jointly understand and act on the insights gained from AI tools in project work (Pescher & Tellis, 2025). On the other hand, when hierarchical structures are strict and work environments are unsuitable, AI may only be implemented superficially, and they will not be able to effectively enhance project results (Elsbach & Stigliani, 2018).

The above mentioned problems are more relevant in developing countries like Pakistan where a lot of organizations are still relying on hierarchical organizational system and conventional management techniques (Ansari et al., 2019). While the use of digital technologies and systems that utilise artificial intelligence is growing in educational institutions in Pakistan, there is a growing issue of resistance from the organizations, lack of leadership support, and employees' reluctance to participate in the integration of these technologies (Khan et al., 2022). This means that many AI projects are still management-driven and not focused on innovation in their efforts, decreasing their impact on the success of the project.

HEIs in Pakistan are increasingly under pressure to modernize their curriculum and to improve the quality of their institutions, to use digital learning systems, and to competitively improve their research output.

Complex projects that involve collaboration between different stakeholders are essential to achieving the institutional goals. Empirically, however, it was found that communication is weak, knowledge sharing is limited, decision making is bureaucratic and there is lack of innovation practices in academic projects in Pakistan (Micheli et al., 2019). Therefore, the key to facilitating effective collaboration and the benefits of AI-driven ideation systems is supportive organizational climates and shared leadership structures.

While there is a significant amount of work on organizational climate, leadership, AI use and project success, the majority of the research considers the variables separately. Despite the proliferation of empirical research on the role of organizational and team-level factors for project success, their combined impact on project success supported by AI-based ideation assistance in academic institutions in developing countries has received little empirical attention (Wrigley et al., 2020). In addition, previous research mainly addresses the corporate and industrial contexts, which does not exist for higher education institutions.

To bridge this gap, the study investigates how the supportive organizational climate and two types of shared leadership—Between Leader and Follower and Between Leader and Leader—might affect project success in the context of AI-supportive ideation and in the medium of higher education institutions in Pakistan. The study suggests that supportive organizational climates foster openness to AI-driven innovation and shared leadership promotes collaborative interaction with AI-driven ideas and solutions. The social conditions are then translated into project results with the support of AI for ideation, creating better ideas, faster decision-making and effective knowledge integration.

The study makes a theoretical contribution by applying the principles of Socio-Technical Systems theory to AI-supported Educational Project Management and by incorporating organizational, leadership, and technological aspects within a single framework. In real-world terms, the findings offer insights for academic institutions looking to optimize project performance by fostering supportive climates, cultivating participatory leadership models, and effectively integrating AI.

Accordingly, the study seeks to achieve the following objectives:

1. To examine the effect of supportive organizational climate on project success within academic project-based organizations.
2. To investigate the influence of shared leadership on project success.
3. To analyze the mediating role of AI-driven ideation support between supportive organizational climate and project success.
4. To examine the mediating role of AI-driven ideation support between shared leadership and project success.

2. Literature Review

The idea of a successful project has changed in the past few decades. The traditional project management literature focused on measuring the success of a project using the “iron triangle” – cost, time and scope (Atkinson, 1999). Projects were deemed to be successful when they were delivered on time, within budget and met technical targets that had been set (Lock, 2020). However, today's researchers contend that these are not enough to assess modern projects, especially in knowledge-intensive work environments, where innovation, stakeholder satisfaction, learning and long-term strategic value are equally crucial (Shenhar & Dvir 2007). Baccarini (1999) was of the opinion that project success should be composed of two components: project management success and product success; while Serrador and Turner (2015) also pointed to the need to consider customer satisfaction, organizational impact, and future readiness in measuring project success outcomes.

Educational institutions offer a context rich in relevance for the multidimensional project success, in the case of universities, because they are now largely structured by projects such as curriculum development, accreditation, digital transformation, faculty training, institutional development, and quality improvement initiatives (Liedtka & Locatelli, 2023). This type of projects has several actors, changing needs, and

uncertainties, thus the social and organizational context plays a decisive role on the project's success or failure (Ben Mahmoud-Jouini et al., 2016). While commercial projects are primarily interested in profitability, projects with an educational goal have a focus on learning, institutional development, knowledge production, and stakeholder involvement (Thomas & Mengel, 2008). In educational projects, therefore, project success is crucial and relies on collaboration processes, organizational climate, leadership structures and technological integration.

Organizational perspective is the overall structure and culture where projects are carried out. Organizational theory states that an institution is an open system that is affected by the internal and external environment (Katz & Kahn, 1978). The contingency theory also suggests that matching organizational structure and environmental requirements is key to the effectiveness of the organization (Donaldson, 2001). Organizational perspective also affects the governance processes, communication channels, distribution of resources, and the attitudes towards innovation in project-based organizations, which have direct impacts on the project outcomes (Too & Weaver, 2014).

The importance of organizational structure on project performance has been proven by research over and over again. Burns and Stalker (1961) distinguished between mechanistic and organic forms of organization, the former of which they attributed to a lack of flexibility and innovation, the latter to increased creativity and adaptability. In the traditional educational environment, the structures of the educational institutions are bureaucratic, with a centralised authority, a formalised communication system and procedural control (Weber, 1947). While these provide stability and accountability, they can also be detrimental to innovation and creative problem solving in project settings (Meyer & Rowan, 1977). Organizational stovepiping is a common problem in many higher education institutions that results in slow decision making and capacity for interdisciplinary collaboration that is required to successfully complete projects (Kezar & Holcombe, 2017).

One of the key concepts of organizational perspective is that of supportive organizational climate. Organizational climate is the collective attitudes of employees toward their managers' level of support, the quality of communication, trust, autonomy and openness to innovation (Schneider et al., 2013). In supportive climates employees will be encouraged to be involved in the process of creative problem solving, to voice their ideas freely, and to learn from others together (Anderson & West, 1998). The authors, Amabile et al., (1996) suggested that an organisation's culture has to be supportive in order to develop employee creativity with the fear of criticism minimized and experiments encouraged. Likewise, Edmondson (1999) added a term, psychological safety, to the body of literature stating that employees will be more inclined to innovate and bring ideas to the table when they feel safe to take risks with one another.

Supportive organizational climate has been shown to have positive effects on employee engagement, organizational commitment, and innovative behavior (Rhoades & Eisenberger, 2002). Employees with positive perceptions of organizational support are more motivated, and more inclined to embrace new technologies and to be involved in organizational change efforts (Eisenberger et al., 1986). Elsbach and Stigliani (2018) also stated that the organizations that encourage openness, collaboration and experimentation are more likely to be able to implement innovation-oriented projects. In the context of the school organization, positive climate conditions nurture teacher engagement in institutional projects, collaboration across different disciplines, and digitalization (Micheli et al., 2019).

Supportive climates for organizational learning and project success are also important topics in the literature of knowledge management. Nonaka and Takeuchi (1995) claimed that the process of creating organizational knowledge relied on collaborative interaction and open communication. Likewise, Alavi and Leidner (2001) noted that groups or organisations with supportive cultures are better at facilitating knowledge sharing and collective learning than fragmented groups. In the implementation of a project, tacit and explicit knowledge sharing between faculty, administrators, and technical staff is especially important for education institutions (Sense, 2011). So, they strengthen the project results by providing better team working, learning ability and

innovation performance.

In teams, leadership is critical to the success of the project. A key feature of traditional approaches to leadership was the centralized decision-making structures, with project managers being decision makers (Müller & Turner, 2010). But project contexts are becoming more collaborative as knowledge is shared among team members and not in the leader (Pearce & Conger, 2003). The concept of shared leadership in project management and organizational behaviour then became important in project management and organizational behaviour literature.

Shared leadership is the interactive assignment of leadership, influence and responsibility within a team (Carson et al. 2007). Shared leadership practices are not reliant on formal leaders, but rather involve the entire team in decision-making, problem-solving, and project coordination (Wang et al., 2014). Shared leadership has been found to have a beneficial effect on the quality of communication, team cohesion, adaptability and innovation capability (D'Innocenzo et al., 2016). Work teams with shared leadership have greater creativity due to the fact that they believe they have the right to offer ideas and test ideas that they are not familiar with (Hoch & Kozlowski, 2014).

Shared leadership is relevant particularly in educational institutions, where academic activities have a strong collaborative and knowledge-based nature. Faculty and administrative and technical staff may be involved in the project and possess special expertise that is useful for the project to succeed (Kezar, 2014). Shared leadership promotes interdisciplinary cooperation and allows for the incorporation of multiple viewpoints in the process of implementing the project. Study and research has found that schools with participatory leadership are better at organizing learning and have a higher level of innovation than highly centralised schools (Bolden et al., 2009).

Another key mechanism that shared leadership has on project success is psychological safety. Edmondson (1999) suggested that collaborative lead-up relationships promote employees to experiment and participate in candid discussion without fear of criticism. These factors contribute to better collective learning and problem solving (West, 2002). Psychological safety is a key factor in innovation and adaptability in project environments that are uncertain and complex.

The emergence of AI has also revolutionized project management techniques. AI is defined as computer-based systems that can emulate human cognitive abilities like learning, reasoning, predicting, and decision-making (Russell & Norvig, 2021). AI technologies are increasingly being used in organizations to manage resources, forecast, manage risks, schedule, and strategize (Dwivedi et al., 2021). AI assisted ideation support systems have been a hot topic in more recent years because they can ease the brainstorming process, increase creativity, and support collaborative innovation processes (Pescher & Tellis, 2025).

AI-based support systems for ideation help project teams generate ideas, structure information, recognize patterns, and speed up decision-making.AI support systems for ideation can provide project teams with ideas, information structures, pattern recognition, and expedite decision-making (Chen, 2019). These technologies extend human creativity and do not take the place of it by reducing cognitive overload and enabling the co-construction of problems (Lehmann et al., 2025). AI empowering ideation tools have become a vital asset in education, aiding in curriculum innovation, institutional planning, digital learning, and research development initiatives in educational settings (Selwyn, 2016). Research suggests that the effective use of AI in project environments leads to better decisions, efficiencies, and outcomes in innovation (Fountaine et al., 2019).

But technological systems are not sole success factors in project implementation. Within the context of the organizations, the socio-technical systems theory (STS) offers a relevant framework to relate social and technical systems. The STS theory suggests that the performance of an organisation is a function of congruence between the social system (the organisational culture and leadership) and the technical system (the technologies and processes) (Trist & Bamforth, 1951). However, Pasmore et al. (1982) suggested that the benefits of technology innovations in an organization are often not realised simply by ignoring the

human and organizational aspects of the implementation.

The social subsystem in project environments is represented by supportive organizational climate and shared leadership, while the technical subsystem is represented by the AI support for ideation. Based on the STS theory, research shows that the outcomes of projects can be improved by the support of employees and collaboration of leadership's encouragement (Wrigley et al., 2020). In an unsupportive or hierarchical culture, employees may be reluctant to use technology and/or lack the understanding to use AI systems effectively, which hinders their ability to contribute to the project or innovation (Elsbach & Stigliani, 2018).

The theory of technology acceptance lends further credence to this argument. According to Rogers' (2003) diffusion of innovation theory, organizational communication systems, leadership support and institutional culture all have a significant impact on emerging technology adoption. In a similar vein, Venkatesh et al. (2003) proposed that workers' adoption of technological systems requires that they believe the technology is useful, easy to use, and supported by their employers. Training opportunities, institutional trust, and leadership commitment are key factors in shaping faculty members' receptivity to AI-driven systems in educational settings (Bond et al., 2018).

It is important to understand these relationships in the context of the Pakistani educational system. In Pakistan, the rate of higher education institutions pursuing digital transformation projects, accreditation, curriculum modernization and institutional development (HEC Pakistan, 2021) is on the rise. But many universities have a centralized management system, with strict hierarchy and bureaucracy, and lesser autonomy for employees (Ansari et al., 2019). This organizational context often stifles teamwork, slows innovation and undermines the project's effectiveness.

Many studies on digital transformation projects in the education system in Pakistan suggest that organizational readiness, leadership engagement and support and employee engagement are significant barriers to the success of such projects (Khan et al., 2022). Nawaz & Kundi (2010) suggested that the currently low rate of technology adoption in Pakistani universities is due to lack of infrastructure, lack of awareness of change and lack of digital literacy. Likewise, Iqbal et al. (2021) noted that ethical concerns, technological complexity, and a lack of support from the institutions are among the factors that are commonly expressed by faculty members while using AI technologies.

But despite of this, organizational culture that is supportive and participative leadership structures have a significant impact on enhancing the organization's innovation capacity in educational institutions. Institutions that encourage collaboration, autonomy and professional involvement in the projects are more successful in the execution of digital initiatives and managing complex projects (Kezar & Holcombe, 2017). Shared leadership improves communication and team problem solving, and conducive organizational climates foster trust and receptivity to technological innovation (Bolden et al., 2009).

Literature, therefore, shows that the organizational climate, leadership structures, collaboration systems and technological integration are all vital factors for success in projects in educational institutions. Organizational climate and culture is pro-innovation and promotes psychological safety and knowledge sharing and shared leadership promotes participation, adaptability, and effectiveness. The use of AI-powered ideation support systems further enhances project outcomes, fostering creativity, information handling and collaborative decision-making. However, meaningful engagement with technological systems is a crucial condition for the effectiveness of AI technologies, and is dependent on organizational and team conditions.

While there is considerable literature worldwide on organizational climate, leadership, AI adoption and project success, there is a lack of empirical work that has studied these variables together in Pakistani Higher Education Institutions. Previous research focuses on either organizational or technological aspects without considering the socio-technical relationship between supportive organizational climate, shared leadership, ideation support provided by AI tools, and project success. The present study aims to explore the effect of organizational and team factors on project success in an academic project environment in Pakistan,

framed by the use of AI tools to aid in ideation.
The study is guided by the following hypotheses:
H1: Supportive organizational climate has a significant positive effect on project success.
H2: Shared leadership has a significant positive effect on project success.
H3: AI-driven ideation support mediates the relationship between supportive organizational climate and project success.
H4: AI-driven ideation support mediates the relationship between shared leadership and project success.

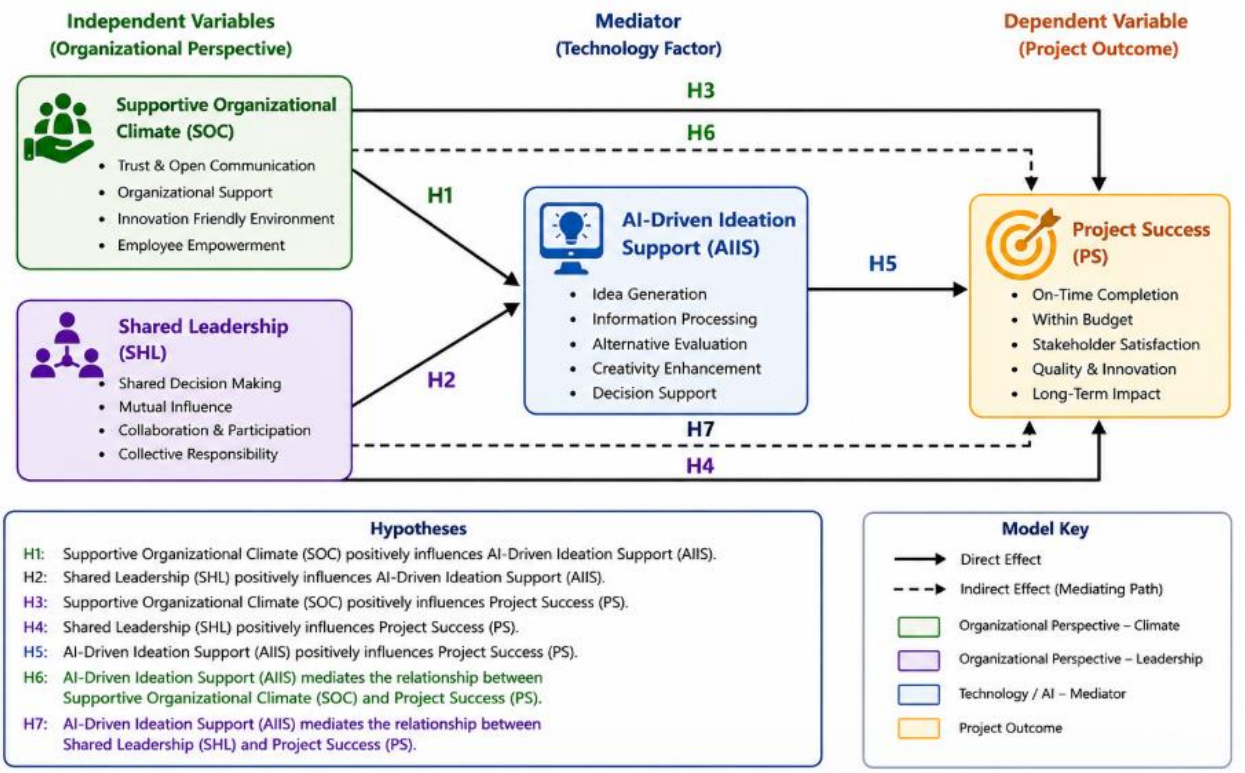

Figure 1 presents the conceptual framework of the study, illustrating the relationships among supportive organizational climate, shared leadership, AI-driven ideation support, and project success in higher education institutions. The model proposes that supportive organizational climate and shared leadership positively influence project success both directly and indirectly through AI-driven ideation support. The framework is grounded in Socio-Technical Systems (STS) theory, emphasizing the integration of organizational, team, and technological factors in achieving successful project outcomes.

3. Methodology

3.1 Research Design

The present study uses a quantitative research method for investigating the relationship between supportive organizational climate, shared leadership, AI support for ideation, and project success in higher education institutions in Pakistan. The potential use of quantitative methodology is deemed appropriate because the study aims to test the already established hypotheses from the theories and previous empirical studies in an empirical way. Quantitative methods are used to collect numerical data and analyze it using statistics to provide an objective measurement of organizational and behavioral constructs, which increases the reliability, generalizability, and analytical rigor (Creswell & Creswell, 2018).
The study specifically has a cross sectional survey design where data are collected at one time from respondents. The cross-sectional designs are widely used in organizational behaviour and project management studies as they are good in capturing the perception, experience, attitude of employees about

the organizational practices and project related activities (Sekaran & Bougie, 2020). The chosen design is also well suitable because the variables being investigated such as organizational climate, shared leadership, and AI-driven ideation support are perceptual constructs, which are easily measurable by using standardized survey instruments.

The research design looks at direct and indirect relationships between variables. The variables are the organizational climate, the shared leadership, project success, and AI ideation support as the intervening variable. The study has therefore used explanatory research to uncover the causal linkages between organizational, team and technological issues that impact on project outcomes in educational institutions.

The conceptual basis of the study is based on Socio-Technical Systems (STS) theory which states that the effectiveness of an organization is based on the synchronization of social systems and technical systems (Trist & Bamforth, 1951). In this context, the social subsystem is the supportive organizational climate and shared leadership, whereas the technical subsystem is the support for ideation using AI. The study aims to examine the relationship between these systems and how they can contribute to the success of projects in the academic project environment.

3.2 Research Philosophy

This study uses a positivist approach in research. In positivism, reality is assumed to be objective, measurable and independent of the interpretation of the researcher (Saunders et al., 2019). From this philosophical viewpoint, the organizational constructs like organizational climate, leadership behavior, project success can be determined quantitatively and analysed statistically by empirical observation.

The positivist philosophy is suitable for this study because a test of theoretical relationships by means of structured measurement and statistical analysis is the focus of this study. The study is not investigating subjective meanings or interpretive experiences, but rather making objective associations between variables with quantitative methods. The other advantage of positivism is that it facilitates in testing the hypotheses, causal analysis, and validation of theories, which are used in the present research.

The validated measurement scales that were adapted from previous empirical research also demonstrate positivist assumptions about the reliability, consistency, and replicability of research results. Furthermore, the study uses statistical techniques including correlation analysis, regression analysis and mediation analysis to analyze the proposed hypotheses in an objective way.

3.3 Research Approach

This study is based on deductive research. Deductive reasoning starts with existing theory and empirical data, and then draws out hypotheses which are then tested by gathering data (Bryman & Bell, 2015). This approach is suitable because it draws on theories which have been widely used to explain project success in educational institutions such as Socio-Technical Systems theory, organizational support theory and shared leadership theory.

The deductive approach enables systematic investigation of the impact of supportive organizational climate and shared leadership on project success and the mediating role of support for ideation using AI. Theories have been offered in the literature that support the hypotheses presented and empirical data are used to either support or reject these assumptions.

The deductive approach also contributes to the methodological rigor, since the path followed in the development of the research is structured from the development of theory, the formulation of hypotheses, the collection of data, the interpretation of results and the statistical analysis. These systematic processes enhance the validity and enable the transfer of the results to comparable environments for educational projects.

3.4 Population and Sampling

This study's target population comprises of academic professionals at the Higher Education Institutions of Pakistan actively engaged in project activities. The respondents are faculty members, department heads, academic administrators, project coordinators, and technical staff involved in projects like curriculum development, accreditation efforts, digital transformation, faculty development, and institutional quality enhancement.

Higher education institutions are suitable contexts since academic projects are increasingly implemented in a collaborative, innovative and tech-integrated manner. The people in these roles have relevant experience with organizational climate, leadership practices, systems for ideation using AI, and process of project execution.

The sampling method used for the study is a non-probability convenience sampling. The choice of convenience sampling is acceptable as it is assumed that people with the relevant project experience are available in academic institutions. Convenience sampling has been commonly used in previous organizational and project management studies for theory testing where probability sampling procedures are impractical because of accessibility and practicality (Etikan et al., 2016).

The number of respondents anticipated is 200 to 250. The sample size for quantitative analysis like regression and mediation tests is adequate. When using some form of structural or regression analysis in a multiple variable study, Hair et al. (2019) recommended that samples larger than 200 are adequate. The chosen sample size thus guarantees adequate statistical power and reliability of results.

3.5 Data Collection Procedure

Self-administered questionnaire is used to gather primary data. The methodology used in a survey is suitable because it allows to obtain standardized data from a relatively large number of respondents in an efficient way, and also to observe the consistency of the observations (Sekaran & Bougie, 2020). The questionnaire is sent to academic professionals in Higher Education Institutions in Pakistan both physically and electronically.

A pilot study is carried out to evaluate the clarity, reliability and appropriateness of the items of the questionnaire before the full-scale data collection. Pilot testing reveals unclear language and/or inconsistencies in items and possible measurement problems (Creswell & Creswell, 2018). Modifications made in the final questionnaire are then made necessary.

The respondents are briefed on the purpose of the study and they are assured that participation is voluntary. The anonymity and confidentiality throughout the research process is maintained to ensure honest and unbiased responses.

3.6 Measurement of Variables

The items used to measure all constructs in the study are obtained from previously validated scales from the literature. The items of measurement are rated on a 5-point Likert scale from 1 = strongly disagree to 5 = strongly agree. Likert scales are popular in organizational and behavioral studies due to their ability to reflect perceptions, attitudes and experiences (Joshi et al., 2015).

The supportive organizational climate is assessed by items borrowed from Dubina (2009). These are measures of perceived organizational support, innovativeness, communication, trust, autonomy and experimentation encouragement. The scales used for measuring shared leadership are based on Spedding and Wen (2023) and Mohsin and Amina (2020) and emphasize the aspects of collective decision-making, distributed authority, collaboration, and mutual accountability in project teams.

AI-driven ideation support, as a mediating variable, is assessed by items adapted from Erin and Celine (2014). The scale assesses the degree of creativity, brainstorming, information processing, idea generation, flexibility and collaborative problem-solving in AI systems during project execution.

Items adapted from Silva (2019) are used to measure the success of the project. The scale measures the

multifaceted nature of project success, encompassing the efficiency, quality, satisfaction of stakeholder, learning outcomes, innovation capacity, and organizational impact.
Some minor wording changes are adopted to make the measurement items compatible with the higher education context of Pakistan (educational and project based) to reflect the conceptual meaning of the original scales.

3.7 Data Analysis Techniques

The data that were collected are then analyzed using the Statistical Package for Social Science (SPSS). SPSS is popularly used in organizational and project management research due to its user-friendly procedures for descriptive and inferential statistical analysis (Field, 2018).
Descriptive statistics, such as frequencies, percentages, means and standard deviations are first calculated to give a summary of the demographic data and the perceptions of the respondents about the study variables. Descriptive analysis gives a general overview of how data are distributed and what the general response patterns are.
Correlation analysis is then conducted to explore the nature and directionality of the relationships between supportive organizational climate, shared leadership, ideation support with AI and project success. Pearson correlation coefficients can be used to establish a relationship between variables as positive or negative.
The direct impacts of supportive organizational climate and shared leadership on project success are tested using multiple regression analysis. Regression analysis can assess the predictive relationship between the independent and dependent variables, and can also be used to reduce statistical errors (Hair et al., 2019).
The mediation effect of the AI-based ideation support is analyzed by regression-based mediation analysis, as suggested by Baron and Kenny (1986) and Hayes (2018). To assess if the indirect relationship between organizational and team factors and project success is explained by the AI-driven support for ideation, mediation analysis is performed. The importance of indirect effects is further examined and the analytical quality is enhanced using a bootstrapping approach.

3.8 Reliability and Validity

To ensure accuracy and credibility of research findings, reliability and validity are critical. Reliability is consistency in measurement instruments and stability in measurement, whereas validity is the extent to which measurement scales accurately capture intended constructs (Hair et al., 2019).
The Cronbach's alpha coefficient is used to measure the reliability. The Cronbach alphas for the items above 0.70 are generally accepted as good measures of internal consistency (Nunnally & Bernstein, 1994). Each of the supportive organizational climate, shared leadership, AI-ideation support, and project success scales are analyzed separately using reliability analysis.
Convergent and discriminant validity procedures are used to test for construct validity. Convergent validity checks the degree of correlation among items measuring the same construct, and discriminant validity examines whether a construct has different constructs in it. (Fornell & Larcker, 1981). Factor analysis is also conducted to validate dimensional structure and the measurement items.
Content validity is enhanced by adapting measurement scales from existing empirical research and by having academic experts who are knowledgeable about organizational behavior and project management research review the content.

3.9 Ethical Considerations

Ethical principles are duly followed in the course of research. Participant information includes the goal and intent of the study. All participants are informed of the study, and participation is completely voluntary.
Confidentiality is ensured by not sharing any personal details (names, identifying information, institutional information) in the analysis or reporting process.Anonymity is ensured by not sharing any personal details

(names, identifying information, institutional information) in the analysis or reporting process. Respondents' information will only be used for academic research and will be kept confidential.

The study also guarantees that the respondents do not suffer from any physical, mental or professional injuries during data collection. The research process abides by ethical guidelines ensuring honesty, transparency, and ensuring academic integrity thus maintaining credibility and professionalism.

This methodological approach serves as a structured backbone to empirically explore the connections between supportive organizational climate, shared leadership, AI-supported ideation support, and project success in higher education institutions in Pakistan.

4. Data Analysis and Results

4.1 Introduction

The statistical analysis and empirical results of the study on how supportive organizational climate and shared leadership influence project success in higher education institutions in Pakistan while mediated by the use of AI driven ideation support are presented in this chapter. The analysis was conducted with the help of Statistical Package for Social Sciences (SPSS). This chapter presents descriptive statistics, demographic analysis, reliability and validity test, correlation test, regression test, and mediation test. The statistical techniques used to test the proposed hypotheses and to examine the interrelationships between the study variables were used.

The results presented in this chapter from the empirical study offer empirical evidence for the role of organizational and team perspectives in improving the success of projects through the use of AI-based ideation mechanisms. The analysis is conducted by following a systematic process starting with the demographic data of the respondents, reliability and validity of the measurement, and hypothesis testing using inferential statistical techniques.

4.2 Demographic Profile of Respondents

The demographic analysis was carried out to determine the profile of the respondents who engaged in study. The academic professionals of the higher education institutions of Pakistan were sampled and 228 valid responses were obtained. The participants in this study were faculty, project coordinators, department heads, academic administrators, and technical staff who are engaged in the project activities of curriculum development, accreditation, digital transformation efforts, and institutional quality enhancement programs.

Gender distribution showed that 58.3% of the respondents were male, and 41.7% were female. The age distribution showed that most respondents belonged to the 26–35 years age category (44.7%), followed by 36–45 years (31.6%), 18–25 years (13.2%), and above 45 years (10.5%). As far as educational qualification, majority of the respondents held Master's Degree (52.2 %), Master of Philosophy/Masters of Science (29.4 %) and PhD qualification (18.4 %).

As to the work experience in academic project environment, 39.9% of respondents had 1–5 years of experience, 34.2% had 6–10 years of experience, and 25.9% had more than 10 years of experience. The demographic results indicated that respondents had adequate levels of professional background and project-related experience to provide accurate answers about their organizational climate, leadership practices, AI support for ideation, and project success.

4.3 Descriptive Statistics

Descriptive data was calculated to analyse the general distribution, central tendency and variability of the study variables. The mean score and standard deviation was computed for supportive organizational climate, shared leadership, support for AI-driven ideation, and project success.

The results showed that the mean score of supportive organizational climate was $M = 4.02$, $SD = 0.61$, which was relatively high, suggesting that the respondents had a positive perception of their organization's environment regarding the innovation, cooperation, and employees' participation.

4.4 Reliability Analysis

Shared leadership also showed a high mean score (M = 3.94, SD = 0.67), and moderate to strong practice of shared leadership in academic project teams.

The mean score for AI-driven ideation support was 3.88 (SD = 0.72), which demonstrates a growing level of use of AI-enabled systems in higher education institutions for ideation, information processing, and decision-making related to projects. The mean value of project success (M = 4.11, SD = 0.58) showed its highest value, which represents the fact that most respondents saw the academic projects as successful in terms of efficiency, satisfaction of the stakeholders, and innovation outcomes.

The standard deviation values were within acceptable limits suggesting that the data were consistent and there was no excessive variation within the data set of respondents' perceptions.

The internal consistency of the measurement scales was assessed by reliability analysis, which was assessed using Cronbach's alpha coefficient. Cronbach's alpha scores over 0.70 are deemed acceptable measures of scale reliability (Nunnally & Bernstein, 1994).

The reliability tests showed that there is a good internal consistency among the study variables. The Cronbach's alpha value of the organizational climate was 0.891, which is an excellent reliability. The alpha value was 0.874 for Shared leadership and 0.903 for AI-driven Ideation support. The Cronbach's alpha for the project was 0.886 when the project was successful.

The present results demonstrate that all measurement scales have good internal consistency and are suitable for further statistical analysis. The reliabilities of the questionnaire items were also high, which further suggests that questionnaire items were reliable in measuring their intended constructs within the educational project environment.

4.5 Validity Analysis

Convergent and divergent validity tests were used to assess construct validity. The adequacy of constructing measurement items and dimensional structure of the constructs were evaluated using factor analysis.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy obtained a value of 0.914, which is more than the recommended value of 0.70, suggesting that it is suitable for factor analysis. The Bartlett's Test of Sphericity was statistically significant ($p<0.001$), indicating that there were adequate correlations between the items of measurements.

Factor loadings of all items were above the acceptable level of 0.60, which shows good convergent validity. Further, the Average Variance Extracted (AVE) scores of all the constructs were higher than 0.50, which implies that more than 50 percent of the variation was accounted for by the constructs in the respective indicators (Fornell & Larcker, 1981).

The inter-construct correlations were compared with the square root of the AVE values to check for the discriminant validity. The findings indicated that all constructs were empirically differentiated from each other, thus providing evidence for discriminant validity.

The findings of overall validity analysis showed that the measurement scales reflected the supportive organizational climate, shared leadership, support for ideating using AI, and project success in the study context.

4.6 Correlation Analysis

Pearson correlation analysis was used to explore the direction and magnitude of relationships between the variables of the study. The results showed that there were significant positive relationships between all variables.

Supportive organizational climate had a strong positive relationship with project success ($r = 0.684$, $p < 0.01$), meaning that an organizational climate that is supportive is a significant factor for a successful

project. There was also a positive and significant correlation between shared leadership and project success ($r = 0.651$, $p < 0.01$), indicating that shared leadership contributes to the effectiveness of projects in universities.

The ideation support from AI showed positive and robust relationships with supportive organizational climate ($r = 0.719$, $p < 0.01$) and shared leadership ($r = 0.693$, $p < 0.01$). Additionally, there was a strong positive correlation between AI-enabled ideation systems and project success ($r = 0.741$, $p < 0.01$), showing that the ideation systems facilitated creativity, decision making, and collaborative problem-solving during project execution.

The results from the correlation analysis offered preliminary empirical evidence in support of the proposed hypotheses, and gave the justification for proceeding with the regression and mediation analysis.

4.7 Regression Analysis

To investigate the direct effect of supportive organizational climate and shared leadership on project success, multiple regression analysis was performed.

The regression results showed that supportive organizational climate was significant for predicting project success ($\beta = 0.391$, $p < 0.001$). This finding aligns with the above mentioned Hypothesis 1 and indicates that project success rates are greater in educational settings for organizations that foster trust, collaboration, innovation, and support their employees.

Shared leadership also showed a significant positive effect on project success ($\beta = 0.348$, $p < 0.001$), which helps to support Hypothesis 2. The results suggest that collaborative leadership structures have a positive impact on the quality of project coordination, communication within Academic project teams, and on the sense of collective accountability.

A substantial amount of variance in project success was explained by the regression model ($R^2 = 0.586$). Overall, the model proved statistically significant ($F = 92.47$, $p < 0.001$) where supportive organizational climate along with shared leadership together have a significant effect on the success of the project.

4.8 Mediation Analysis

To test for mediation, Hayes' Process Macro was used to analyze the relationships between supportive organizational climate, shared leadership, and project success with AI-driven ideation support as a mediator.

The results showed that supportive organizational climate was a significant predictor of the use of AI for ideation support ($\beta = 0.612$, $p < 0.001$), suggesting that the supportive climate of the organization is a factor that encourages employees to actively use AI-based ideation tools. Likewise, shared leadership had a significant effect on the AI support for ideation ($\beta = 0.557$, $p < 0.001$), indicating that a shared leadership model enhances team engagement with AI tools.

AI support to the brainstorming process, information processing, and collaborative decision-making showed a significant predictive relationship with project success ($\beta = 0.446$, $p < 0.001$), demonstrating a positive impact of these processes on project achievements.

Mediation relationships were also found to be significant at the B level of bootstrapping analysis for both relationships. The indirect effect of supportive organizational climate on project success via AI support for ideation was statistically significant ($\beta = 0.273$, 95% CI [0.184, 0.367]). Likewise, the indirect path of shared leadership on project success via AI support for ideation was significant ($\beta = 0.248$, 95% CI [0.162, 0.341]).

The results corroborate Hypotheses 3 and 4, thus affirming the partial mediation of the relationships between supportive organizational climate, shared leadership and project success, by the role of ideation support provided by AI.

4.9 Discussion of Findings

The empirical results showed that the supportive organizational climate is significantly associated with the success of projects in higher education institutions. The organizations that foster trust, innovation, communication and psychological safety allow employees to be more willing to work together, experiment and share their ideas in new ways to achieve project goals. The results are in line with previous research highlighting the role of organizational support and climate for innovation in project success (Anderson & West, 1998; Elsbach & Stigliani, 2018).

The results also show that shared leadership has a positive effect on project success, contributing to a better collaboration, participation, and collective accountability in academic project teams. Teams with participatory leadership structures have higher levels of adaptability, communication and problem-solving. The results are in accordance with those of Carson et al. (2007), and Wang et al. (2014), who asserted that shared leadership boosts the performance of teams in terms of effectiveness and innovation.

The findings from the mediation analyses support the theory of Socio-Technical Systems as it shows that AI-mediated ideation support mediated the effects of organizational and team factors on project success. AI-powered systems empower employees to brainstorm, analyze information, and solve problems creatively, as supported by collaborative leadership structures and favorable climate. This translates to improved decision-making, innovation, and project effectiveness with the support of AI ideation tools.

In summary, the results underscore the significance of not just technological systems, but also of organizational and leadership aspects that enable meaningful interaction with the use of AI in innovation practices within the educational institution.

5. Discussion, Conclusion, and recommendations

5.1 Introduction

This chapter provides the findings discussion, theoretical and practical implications, conclusions, limitations and recommendations from the study. The aim of this research was to analyze how the supportive organizational climate and shared leadership affects project success via the mediation of AI-based ideation assistance in higher education institutions of Pakistan. The results offer relevant contributions to the understanding of the combination of organizational, team and technological viewpoints in academic project settings.

The study extends the theory of Socio-Technical Systems (STS) into the realm of AI-enhanced learning project management, offering valuable insights for both the field of project management and organizational behavior. The findings showed that effective project outcomes in higher education require, in addition to technical systems, an organizational environment that supports and a leadership system that collaborates to enable meaningful use of AI for ideation systems.

5.2 Discussion of Findings

The results of the study revealed that supportive organizational climate has a significant positive relationship with the project success. In academic settings, there was a correlation between project performance and the presence of a supportive environment for the project, which was manifested by trust, collaboration, openness, innovation, and support. The results are in line with Anderson and West's (1998) arguments that supportive climates bolster the creativity and innovativeness of an organization's capability. Likewise, Amabile et al. (1996) suggested that workers in supportive climates are more likely to take risks in experimenting and solving problems creatively.

The findings also showed that a supportive organizational climate helps to increase employees' willingness to accept and use ideation systems powered by AI tools during project implementation. Those who felt strong organizational support were more open to technological innovations and collaborative learning. This result is consistent with organizational support theory, which advocates that workers have good attitudes about their jobs and act innovatively when they feel supported and encouraged by their organization

(Rhoades & Eisenberger, 2002). In the education sector, organizational support is crucial for the successful adoption of AI technologies in project workflows.

The study also revealed that the shared leadership is significant on academic project teams' project success. Groups that engaged in collaborative leadership had higher levels of communication, participation, coordination, and collective accountability. The results are consistent with the study done by Carson et al. (2007) and Wang et al. (2014) which found that shared leadership improves team performance in terms of effectiveness, adaptability, and innovation. Shared leadership is best suited for academic institutions, where the skills and knowledge needed are spread out among faculty, administrative and technical staff, and the project needs to be carried out in a collaborative fashion.

The results also indicate that the shared leadership has a positive impact on employee involvement in AI-based ideation support systems. Teams with participatory leadership models were more likely to try out and use AI-generated ideas and technology-generated outputs in collaborative decision making. This finding is consistent with the theory of Socio-Technical Systems which asserts that technology can have a positive impact upon organizational performance only if it is compatible with the social systems that support it (Trist & Bamforth, 1951).

One of the key findings of the study is that the effect of supportive organizational climate, shared leadership, on project success is mediated by the use of AI-based ideation support. The findings show that ideation support using AI has a highly positive effect on the creativity, brainstorming, information processing, collaborative learning and decision-making efficiency of project teams. The results were consistent with recent research which highlights the importance of Artificial Intelligence (AI) in the innovation and project management processes (Pescher & Tellis, 2025; Dwivedi et al., 2021).

The mediation results also show that organizational and team characteristics alone are not enough to achieve optimum project success if not made effective through technological systems in the project practices. Positive working environments and leadership models foster an active role among staff in using AI technologies, thus enhancing the innovation potential and effectiveness of projects. This makes the AI based ideation support a socio-technical mechanism that links organizational and behavioral condition with successful project outcomes.

The results in the Pakistani higher education context bring up a number of salient issues and opportunities in higher education institutions. Education institutions still exist with a hierarchical structure of governance, in which very little employee involvement is present. These circumstances frequently hinder innovation and limit the efficient use of AI-powered systems. But, collaborative, autonomous, and supportive leadership in the university shows better project results and willingness to digital transformation.

The results, therefore, highlight that technology investment is not enough if projects are to be successful. To fully leverage the advantages of AI-based project management systems, educational institutions need to cultivate a supportive organizational culture, establish collaborative leadership frameworks, and nurture an innovation approach that prioritizes employees.

5.3 Theoretical Implications

The study makes several important theoretical contributions to the project management, organizational behavior and artificial intelligence literature.

First, the study takes Socio-Technical Systems (STS) theory to the world of AI-assisted educational project management. Most of the previous studies based on STS theory were for the context of industry and operation. This study shows that a harmonisation of social and technical systems, such as organisational climate and leadership, with AI-supported ideation, can have a significant positive impact on project success in higher education institutions.

Second, the study makes a contribution to the literature on organizational climate by showing that supportive organizational climate positively affects project success both directly and indirectly by raising

technological engagement. The discovery expands the view of supportive climates in the context of digital transformation and AI use in Education.

Third, the study adds to the shared leadership literature by empirically connecting collaborative leadership practices and AI support for ideation to project success. Studies often focused on shared leadership or team performance without considering it as part of a technological system. The present results show that shared leadership leads to higher willingness to use AI tools, which helps to improve the innovation capability and cooperative problem-solving skills among employees.

Last but not least, the study adds to the ongoing research on AI and innovation by considering AI-based ideation support as a socio-technical mediating mechanism, not just as a technical tool. Findings indicate that meaningful technological utilization is only effective when there is a supportive social and leadership condition that encourages the effective use of AI technologies.

5.4 Practical Implications

The results have significant practical implications for the higher education institutions, policy makers and project managers in order to achieve organizational and technological innovations to enhance the performance of projects.

Development of supportive organizational climates that foster trust, openness, collaboration and psychological safety in educational institutions should be emphasized. The effectiveness of the project and the ability to innovate will be improved significantly by management practices that promote employee participation, experimentation, and the sharing of knowledge. Universities should thus be equipped with communication mechanisms and reward systems for collaborative project environments along with professional development.

Participative and shared leadership practices should also be emphasized when developing leadership. Academic project managers should foster team decision making, team responsibility, and interdisciplinary teamwork in project teams. These practices contribute to increased adaptability, better communication, and team learning, which leads to better project results.

The results further suggest that strategic investments in AI-driven ideation support systems are needed in educational institutions. Universities must deliver training, technical assistance and digital literacy courses so that the employees can properly use AI technologies in the implementation process of the projects. AI systems should not be seen as administrative tools, but as tools that facilitate brainstorming, information analysis and innovation.

Policymakers and higher education authorities should also foster institutional preparedness for digital transformation through the introduction of innovative governance arrangements and less bureaucracy. AI-powered project management practices can be challenging for institutions with rigid hierarchical structures to fully achieve the benefits.

5.5 Conclusion

The aim of this study was to explore the relationship of supportive organizational climate with project success and the role of AI support for ideation as a mediator between supportive organizational climate and project success in higher education institutions in Pakistan. The results demonstrated that positive climate and collaborative leadership in an academic project environment can have a significant impact on the success of projects.

The study highlights that in a supportive and participatory environment, employees are more open to using AI-based ideation systems to brainstorm ideas, gather information, and make decisions together. AI-assisted ideation support then enhances creativity, the innovation potential, communication, and project efficiency, which further bolsters project results.

The results provide strong support for the theory of Socio-Technical Systems, as they validated that project

success is related to the alignment between the social and the technical systems. AI-based ideation is only impactful when organizations develop a culture and leadership team that encourages impactful technological engagement.

In general, the study points out that a combination of organizational, leadership and technical perspectives is essential in order to conduct a successful project in the context of higher education institutions. In order to achieve sustainable project success, educational institutions have to shift away from the old, bureaucratic methods and use collaborative, innovation-oriented and technology-based management practices.

5.6 Restrictions of the Study

There are some drawbacks to the study that should be noted.

The study was of a cross-sectional design which prevented from achieving long-term causal relationships between the variables. Longitudinal research studies could be conducted to explore shifts in organizational climate, leadership practices, and AI usage over time.

Secondly, the study was conducted on higher education institutions in Pakistan only. Generalization of results to other sectors or countries is therefore to be taken with a grain of salt. Exploring such connections in the corporate, healthcare, government, or international project settings could be explored in further research.

Thirdly, the data was gathered using the self-report method in the form of questionnaires, which can be affected by social desirability and respondent bias. In future studies, mixed methods (interviews, case-based or observations) can be adopted to allow for more depth of analysis.

Lastly, the study examined organizational and team variables in specific with regards to supportive organizational climate and shared leadership. Beyond these, other factors like organizational culture, transformational leadership, employee preparedness, digital competency, and innovation capability could impact the success of AI projects and merit further investigation.

5.7 Recommendations for Future Research

Future researchers should examine the role of additional organizational and technological variables influencing project success in AI-enabled environments. Variables such as organizational learning capability, digital literacy, employee resilience, and innovation culture may provide further understanding regarding successful technological integration.

Longitudinal studies should also be conducted to examine how organizational and leadership practices evolve during digital transformation initiatives. Such approaches may provide stronger insights regarding causal relationships and long-term project outcomes.

Future studies may additionally compare public and private educational institutions to identify differences in organizational climate, leadership structures, and AI adoption practices. Comparative international studies may further enhance understanding regarding cultural influences on AI-driven project management.

Finally, qualitative and mixed-method research approaches may provide deeper understanding regarding employees' perceptions, experiences, and challenges associated with AI-driven ideation support within project environments.

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