CHALMERS

Emotional Intelligence and Project Leadership

An Explorative Study

Master of Science Thesis in the Master's Programme International Project Management

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Cover:
Iceberg – Picture is an adaption to visualize human intelligence, and furthermore emotional intelligence in relation to intellectual intelligence. The upper part of the iceberg, which is visible and top of the waterline, represents intellectual intelligence, but considers only minor part of the whole iceberg as well as human intelligence. Below the waterline exists the major part of the iceberg, which is however, invisible and represents emotional intelligence.

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ABSTRACT

Emotional intelligence has raised an increasing interest in leadership development, and the temporary nature of projects relates emotions to project management. The objective of this study is to investigate how project management professionals perceive the emotional dimension of leadership when managing projects, and whether these align with the current literature about the topic. An explorative qualitative research approach was used to investigate the lived experiences of project management professionals. As a method, a semi-structured open-ended interview design was used to explore the perceptions of five project managers, and to compare their perceptions with the proposed theoretical framework based on academic research published in the literature. The results revealed that most of the provided concepts of emotional intelligence can be identified in project management practices, but there is a need to review project managers' emotional self-awareness and self-management. As conclusions, it can be said that emotionally intelligent project managers could enhance project teamwork by identifying and understanding the emotions of team members and acting upon them in regards to what is best for the project and the individuals as project team members.

Keywords: project leadership, emotional intelligence, emotions, project manager

Table of Contents

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Notations

LIST OF FIGURES

LIST OF TABLES

1   Introduction

Project management frameworks and models are continuously developing through best practices and standards to improve productivity in project organisations. Many authors claim that project leadership is one of the most important elements in the delivery of successful projects (Müller and Turner, 2010; Srica, 2008). According to Association for Project Management Body Of Knowledge (APMBOK) (2006, p. 69): "The role of leadership in a project is to promote the project objectives, encourage positive relationships, support effective teamwork, raise morale, and empower and inspire individuals." Naturally many different situations arise during a project life cycle, but many times it is the skill set of the project manager that dictates the project outcome.

Problem-solving skills are also essential for the project manager, and according to Schön (1983), to become good at it an individual needs to consciously analyse their experiences and reflect-in-action. Furthermore, individual's emotional competences have been discovered to be associated as becoming a reflective practitioner (Winter et al., 2006). However, the project failure rates are high, and interestingly much of the project failure is not related to knowledge or know-how, but to project participants' lack of social intelligence, personal skills, poor leadership, inadequate communication and inability to solve conflicts (Srica, 2008). In other words, failure seems to depend largely on the human side of project management.

The management literature on leadership has shifted managerial perceptions over time due to various fields of science influencing it. Many organisations consciously focus on developing their leadership potential, which has encouraged researchers to investigate many aspects of human behaviour. One aspect of leadership development has raised increasing interest in the past decade, which is the concept of emotional intelligence (EI) (Sadri, 2012). Generally emotional intelligence is a person's ability to identify and understand one's own and others emotions correctly, and manage those emotions in a desired way (Goleman, 2006; Kunnanatt, 2008; Mayer, Salovey and Caruso, 2004). As a relatively new concept in the framework of leadership, emotional intelligence has had an impact to sort its researchers into different compartments, each having a different standpoint and evaluation of it. However, many authors have

acknowledged the link between leadership and emotions. Humphrey (2002), for example, states that leadership is intrinsically an emotional process, whereby leaders recognise followers' emotional states and try to manage them accordingly. Furthermore, Druskat and Druskat (2006) relate emotions to projects suggesting that the temporary nature of projects place a particular need for project managers to possess emotional intelligence.

Since emotional intelligence is fairly new and complex concept in the leadership literature, its value is highly debated (Kerr et al, 2006; Sadri, 2012). Many authors, such as Goleman, Bouyatiz and McKee (2002) found a clear correlation between emotional intelligence and leadership style of a manager and positive organisational performance. Herkenhoff (2004) argues that in environments of strategic change, successful leaders require both the intellectual competencies to meet cognitive challenges and the emotional capabilities to inspire and empathise with others. Clarke (2010) asserts that emotionally intelligent project managers are better equipped to solve new challenges and problems that each new project brings. Furthermore, emotional intelligence might enable project managers to inspire fellow project workers and generate higher levels of motivation and commitment toward change (Clarke, 2010). On the other hand, some critics do not believe in the contribution of emotional intelligence arguing that it offers nothing useful beyond the studies of cognitive intelligence and personality (Smollan and Parry, 2011).

Within the given background, I have chosen to investigate emotional leadership in project environments to gain a comprehensive understanding of the complex emotional intelligence concepts. According to Bolden et al. (2011) there remains a gap between the knowing and doing of leadership, which this dissertation aims to investigate. In order to do this, I have decided to use a twofold approach. At first, the literature about people side of project management will be examined and emotional intelligence as well as emotional leadership will be reviewed. I have set out to investigate what role emotional intelligence may play in project manager's preferred leadership style, and what would constitute to behave in an emotionally intelligent way in a project team environment. Then project manager's perceptions of emotions in project team environment and when managing projects will be explored through interviews. The research centralises around the views of several project management

professionals within various industrial sectors and tries to examine the gap between theoretical framework and practical application.

Within the literature review, the different accepted academic and non-academic concepts of emotional intelligence are examined, resulting in a preliminary framework, which has been further tested in interviews with project management practitioners. Particularly, the research aims to investigate the perceptions of emotional leadership in project environments, and whether these align with what the literature says about the topic. In order to be able to meet the aim of the study, the following research questions are posed:

What does the literature on emotional intelligence say about project leadership?

What role does emotional intelligence play in project management professionals' leadership?

Based on the existing literature of emotional intelligence, the exploration of the phenomena, research aims and objectives, and data collection technique, the nature of this research study required an explorative qualitative approach. Semi-structured open-ended interview design was used as a method to gather data from project management professionals, each representing different project-oriented organisation from different industrial sectors. The research strategy and various steps in the chosen approach and methodology will be demonstrated in detail in chapter three.

Considering the subjective nature of the research, it can be regarded as one of the main limitations of the study. The research was directed to evaluate only project managers' perceptions and experiences within the given phenomena using one interview for each research participant. The research included five participants to be interviewed. Another main limitation for the study was time. It limited the amount of time for conducting the research and going through the amount literature available, but it also limited other actions of the research. These limitations will be also discussed in detail in chapter three.

2 Literature Review

The literature review provides a comprehensive overview of emotional dimensions of leadership and its alignment to project management in order to provide a preliminary framework to design data gathering and data analysis of the views of project management professionals. First an overview of leadership and some of its contradicting dimensions will be presented, which then leads to emotional aspects of leadership. After that emotions and their influence in projects and project management will be discussed. Then three different models of emotional intelligence will be presented and the chapter ends with critical reflection of the covered topics.

2.1 Leadership

Leadership is ranked one of the most discussed and researched topics in the organisational sciences (George, 2000). According to Bolden et al. (2011) there exists so many competing and conflicting leadership styles and traits that it is almost impossible to point out a leader that represents them all. There is no universally applicable model of leadership that would represent the perfect style for every situation. Literature of leadership tended to be normative and prescriptive, focusing on leaders as individuals, and only little attention was paid to varying contexts and to followers. Most of the traditional leadership models offer a set of skills or attributes to which it is possible to judge the leader's capabilities by maintaining the focus on the individual leader (Bolden et al., 2011). This provides a benchmark of individual's capabilities and characteristics, and to predict his or her success in leadership roles.

Most of the leadership styles and traits theories assume that followers have rather passive roles and are simply guided towards a certain goal by the leader. Therefore, as Bolden et al. (2011) describe, attempting to predict leadership success by examining individual's capabilities or characteristics is problematic, since individual's identity and behaviour change over time and are constructed through their membership in social groups and surrounding environment. Bolden et al. (2011, p. 45) argue that it would be questionable to use solely 'leadership personality traits' in examining individual's leadership potential, since personality is likely to be taught and in a state of constant change. Therefore, if personality traits of leaders would be unlikely to

change, the assumption that "leaders are born, not made" would provide only a little space for leadership development (Bolden et al, 2011). Still, different leadership styles, such as autocratic and democratic or transactional and transformational styles, and behaviours remain attractive since they provide understanding of leadership due to their practical applicability in leadership development as well as an influence on the operational effectiveness of people at work (Bolden et al., 2011; Hughes, Ginnett and Curphy, 2012). Individuals can learn different behaviours and styles in their leadership positions through relationships and interactions, which are affected and regulated by other group members. Consequently, more emphasis should be targeted on leaders actions and behaviours as opposed to their personality and cognition, which provides a leadership platform of interactions and relationships with followers and other group members that are influenced by the social, cultural and economic context represented by a single part, the individual leader (Bolden et al., 2011; Hughes, Ginnett and Curphy, 2012).

George (2000) has another viewpoint and argues that research has mainly shown support or differentiated with the existing theories of leadership, but the aspect 'why' and 'how' leaders have or fail to have influence on their followers and organisations have remained a compelling question (George, 2000). As previously described she focuses on leaders as individuals, but emphasises the influence of feelings and emotions. According to George (2000) the effect of leaders' feelings, moods and emotions in the leadership process are rarely considered in the leadership literature. The emotional intelligence literature manifests the type of leadership behaviour that consider these factors, and focuses on leader's ability to manage emotions of their own and others (Bolden et al., 2011; Hughes, Ginnett and Curphy, 2012). Emotional intelligence places emphasis on leader's different behaviours as opposed to traditional leadership models providing another type of view to judge leaders capabilities, such as the ability to identify and understand emotions in followers as well as manage and act around those emotions.

2.2   Leadership and emotions

Leadership theories related to skills and behaviours have been mainly developed at the time, in the beginning of twentieth century, when organisations were seen as rational and bureaucratic entities (Bolden et al., 2011). At that time, emotions were

seen as irrational, dangerous for intelligence and intellectuality, and as a threat to standardisation of work outputs, since emotions were generally seen as something to carefully manage and restrain (Bolden et al., 2011). Emotions and feelings were seen as something that gets in the way of effective decision-making processes and rationality (George, 2000). Later in the 1960's, human-relation theorists started to acknowledge the social aspects of work as well as group relationships, which led to a revised view of emotions (Bolden et al., 2011; Hughes, Ginnett and Curphy, 2012). The growing literature exploring the role of moods and emotions in organisational environments changed the view of emotions from being simply an additional factor in the leadership process to more central (George, 2000). As Bolden et al. (2011) describe the practitioner-oriented literature of management and leadership started to view emotionality as an added value for organisational performance, and leader's emotions were found to strongly influence followers' performance. According to Hughes, Ginnett and Curphy (2012) around the twenty-first century, beside the Intelligence Quotient measure (IQ), other modes of intelligence, such as practical intelligence, creative intelligence and emotional intelligence (EQ) were suggested, which opened the research field for other types of skills. Gardner (1983) conceptualised personal intelligences as comprising intrapersonal and interpersonal intelligences, which are viewed as a theoretical forerunner to the concepts of emotional literacy and emotional intelligence (Bar-On et al., 2000).

The field of social intelligence influenced Salovey and Mayer (1990) to develop the concept of emotional intelligence. They focused on the individual's ability to understand the social environment, and argued that emotions are central for making analytical decisions. Their ability based model focuses on how emotions affect how leaders think decide, plan and act (Hughes, Ginnett and Curphy, 2012, p. 222). Other researchers, such as Daniel Goleman (1998), suggested that emotional intelligence played a more important role in workplace performance evaluation than did technical skills or IQ (Bolden, et al., 2011). His mixed-model provides broader and more comprehensive definition of emotional intelligence considering a number of other attributes (Hughes, Ginnett and Curphy, 2012, p. 224). Both, Mayer and Salovey's, and Goleman's models as well as third, Bar-On's (1997) mixed-model of EI, will be presented and discussed in detail later.

George (2000) viewed the emotions of a leader as a central part of the leadership process and therefore suggested that experiencing positive or negative emotions can be used to improve an individual's cognitive processes and decision-making through directing his or her attention to important concerns (Bolden et al., 2011; George, 2000). George's (2000) research connected emotional intelligence skills and leadership skills. She argued that five key aspects of leadership (table 2.1) are formed from four emotional intelligence skills: 1) appraisal and expression of emotion; 2) the use of emotion to enhance cognitive processing and decision-making; 3) knowledge about and awareness of emotions; and, 4) the ability to manage emotions successfully (Bolden et al., 2011; George, 2000).

Table 2.1 Leadership skills linkage to emotional intelligence (George, 2000)

Leadership Skill	Description of Emotional Intelligence Skill
The development of collective goals and objectives	Emotional intelligence helps leaders to process potential challenges and opportunities in organisation. They could also use their ability to connect followers emotionally to organisations vision.
Instil in others an appreciation of the importance of work	Emotionally intelligent leaders may sensitively manage the emotions of others to generate positive moods in them as they participate in important tasks.
Generate and maintain enthusiasm, confidence, optimism, cooperation and trust	Leaders ability to generate excitement requires skills in appraising the emotions of others and anticipating to the changes of moods. This enables leaders to maintain the collective commitment to organisational goals.
Encourage flexibility in decision-making and change	Emotional intelligence helps leaders to use emotional input in decision-making. By managing emotions in a desired way, leaders are able to approach problems with flexibility, create alternative solutions, and generate enthusiasm in followers, especially in challenging organisational change situations.
Establish and maintain meaningful identity for the organisation	Leaders ability to evoke affective commitment in followers through the creation of organisational culture narratives. Cultural forms and values often aim to generate emotions in followers.

Although a significant amount of research exists on leadership and project management, the emotional intelligence aspect of leadership has been under research and is controversial (Weinberger, 2009). According to Srica (2008), 80% of project failure is related, not to professional skill or knowledge, but to the human side of project management, i.e. lack of social intelligence, personal skills, leadership, inadequate communication and bad teamwork. Many project managers have a technical background and possess an "engineering mind-set" meaning that they see themselves as skilful, rational and technical experts, which preferably maintain constancy (Cameron, 2009). This technical rationality means that the knowledge applied in practice is acquired from professional education and experience.

In Schön's (1983) 'Reflective Practitioner', he describes the ways in which practitioners in professional environment face challenges in their work that they cannot always solve drawing on their educational knowledge. Schön (1983) describes professional practice as foundation in unique situations with all their messy, uncertain and unpredictable features. According to Schön (1983) when reflective practitioners deal with a problem, they must step out of their training, reject the centrality of technique and understand that unique problems may take unforeseen forms. In many cases, this is also the situation in project management since project managers have to confront uncertainty and unpredictable activities even though the framework itself holds many standardised processes. Researchers such as Winter et al. (2006) have suggested that project managers' emotional competences are related to his or her skills and intuition in order to become a reflective practitioner which results in better problem-solving skills and ability to solve project challenges. Therefore, it might be valuable to investigate if these emotional competences are utilised in project managers' way of working, leading project teams and facing unique project related challenges to become a reflective practitioner. Emotional intelligence might be a worthwhile concept to explore in relation to Schön's reflective practitioner framework.

2.3   Projects and emotions

Nowadays organisations are increasingly project-oriented, which underlines the importance of project managers, their leadership efficiency and influence on organisations operational effectiveness. Srica (2008) describes that the leadership concept in project management is seen as a topic of growing concern among project managers. Project management is standardised, structured and rational framework, which builds to improve professional skills and knowledge, leaving attitudes, values and the human side behind or for lower dignity (APMBOK, 2006; Srica, 2008). Although some research exists on emotional intelligence, and different models and tests have been implemented to judge leader's emotional intelligence, Bolden et al. (2011) emphasise that only little research has been conducted to examine how the leaders actually use emotional intelligence when leading. In other words, there remains a gap between the knowing and practical applicability in the context of emotional leadership (Bolden et al. 2011, p. 64).

A number of researchers have found that EI abilities are associated with a range of work-related behaviours and suggested that EI may hold the key to enhanced performance of project managers (Clarke, 2010; Müller and Turner, 2010). However, the basis for this argument requires effective interaction among project participants in which emotional awareness and emotional regulation might be essential factors (Lindebaum and Jordan, 2012). Furthermore, Druskat and Druskat (2006) suggest that the uncertain nature and complex characteristics of projects might place a severe importance for project managers to possess emotional intelligence competencies. They emphasise the temporary nature of projects, which requires rapid creation of trust and commitment of project manager toward the project team, which is linked in building interpersonal relationships. Emotional competences that are related to social skills are therefore essential in the creation of interpersonal relationships (Clarke, 2010).

Clarke (2010) states that these interpersonal relationships should support greater knowledge exchange and help the project manager to deal with uniqueness and complexity of projects. High emotional intelligence and empathy should also enable project manager to create higher levels of motivation in project workers and also help to successfully manage conflicts and misunderstandings as they occur (Clarke, 2010). However, the overwhelming evidence of positive results of emotional intelligence for project outcomes could open the gate for investigation of emotional intelligence in team building and team development.

2.4   The models of emotional intelligence

Before discussing more closely emotional intelligence (EI), it is valuable to define what is meant by the terms *emotion* and *intelligence*. According to Wiegand (2007, p. 393) emotions can be defined as "highly subjective, positively or negatively valenced feelings that arise in response to either an internal or external event". Generally emotions are intense and of short duration, such as fear or anger, compared for example to the concept of mood, which is generally broader and longer duration, such as cheerfulness or depression (Kelly and Barsade, 2001). Intelligence has many controversial definitions. The definition by Sternberg (2012, p. 19) defines it as "one's ability to learn from experience and to adapt to, shape, and select environments."

According to Salovey and Mayer (1990) many psychology researchers suggest that emotions can be adaptive and transform social interactions into positive experiences. However, there remains controversies among researchers about EI since in most cases it is seen as an ability or personality based concept. Smollan and Parry (2011) state that emotional intelligence is one of the most controversial concepts in organisational behaviour, because there lies considerable disagreement where emotional intelligence is based on, does it offer anything useful beyond the studies of cognitive intelligence or personality and how much it contributes to leadership effectiveness. These concerns also support the aim of this dissertation. Currently there are three main models of EI with many variations, each representing a different perspective. It is argued that whether EI is based on an individual's personality, ability or both, which then raises the questions of how it can be objectively measured, and whether it can be influenced. Some authors also have distinctive measures as they label EI as a trait defining it "a constellation of emotional self-perceptions located at lower levels of personality hierarchies… a domain… which clearly lies outside the taxonomy of human cognitive ability" (Petrides, 2010, p. 137). The three main models of EI are described in detail in the following sections.

2.4.1 Mayer – Salovey ability based model of EI

The most likely first scholarly article and conceptualisation of EI was published by Salovey and Mayer (1990), who began their study by reviewing research in intelligence neurology and clinical psychology (Wiegand, 2007). The authors pointed out that being emotionally intelligent might also have direct links to mental health and being empathetic (Bolden et al., 2011; Salovey and Mayer, 1990). In later studies they defined EI as "the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer, Salovey and Caruso, 2004, p. 197). This viewpoint, according to Mayer, Salovey and Caruso (2004) describes emotions and intelligence as a cooperative combination. These authors were the first to demonstrate empirically how EI could be tested as a cognitive ability (i.e. intelligence) in relation to personality traits that are measured by self-report (Wiegand, 2007).

Intelligence is generally viewed as the capacity to carry out abstract thought and ability to learn and adapt to the environment (Mayer, Salovey and Caruso, 2004). Mayer, Salovey and Caruso (2004) were specifically influenced by the intelligence field, which is also connected to social, practical, personal and emotional information. Emotional theory generally includes sets of identified signals, emotional information, which may be conveyed through its unique communication channels. Emotional signals communicate information about different phases of individual's appraisals, reactions and relationships (Mayer, Salovey and Caruso, 2004).

These models that focus exclusively on cognitive abilities view EI as a form of intelligence to process emotional information and are categorised as ability models (Kerr et al., 2006). One of the most widely accepted ability model was established by Mayer and Salovey (1997) and describes a four-branch hierarchical model. It is more widely accepted by the academic community (Sadri, 2012) and consists of four emotional abilities: identification of emotions, usage of emotion facilitating thought, understanding emotions, and managing them. They are described more in detail in figure 2.1. According to Mayer, Salovey and Caruso (2004, p. 199) the order of these branches "represents the degree to which the ability is integrated within the rest of an individual's major psychological subsystem – that is, within his or her overall personality". There is also developmental progression of skills within each branch, meaning that individual is able to develop the skills over time.
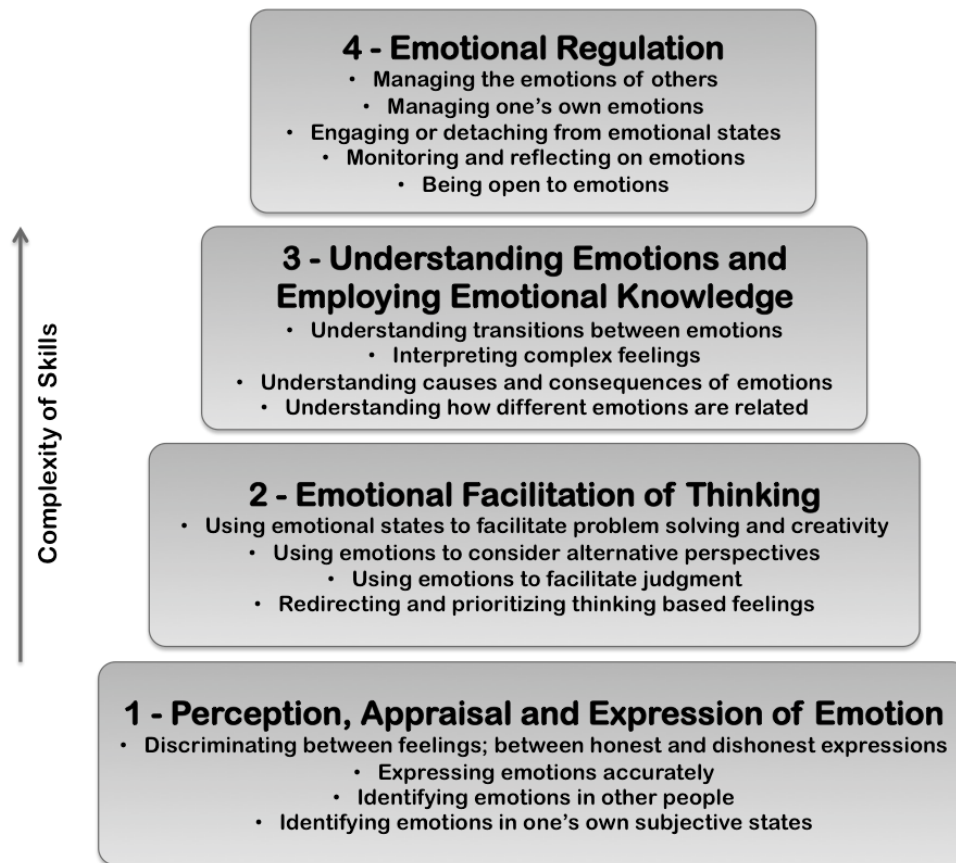
Figure 2.1 Four branch hierarchical ability model (Mayer and Salovey, 1997)

As illustrated in figure 2.1, the first branch, *perception, appraisal and expression of emotion*, describes an individual's ability to recognise others' facial and postural expressions and feelings, and interpreting what those mean. As Mayer, Salovey and Caruso (2004) explain, it involves nonverbal expression and perception of emotions. The second branch, *emotional facilitation of thinking*, involves the ability to use emotions to assist thinking and direct individual planning (Murphy, 2009). Individual's intelligence develops a knowledge base about experiences and the link between emotions and thinking can be used to determine how one should react (Mayer, Salovey and Caruso, 2004; Sadri, 2012). Lindebaum and Jordan (2012) suggest that accurate appraisal of emotions in others can facilitate the prediction as well as understanding individual's subsequent actions, which is the key feature of EI. The third branch, *understanding emotions and employing emotional knowledge*, involves the capacity to label and to understand complex feelings and the relationship that is involved in the shifts of emotion and their outcomes. The developing of an individual's ability to understand emotions runs in parallel with the growth of

language and propositional thought (Mayer, Salovey and Caruso, 2004). Positive moods, such as cheerfulness, can enhance creativity while negative moods, such as depression, can lead one towards exposure of error and problems (Lindebaum and Jordan, 2012). Therefore shifting one's emotions can lead to a broadened view of problems, alternative solutions and more flexibility. Lindebaum and Jordan (2012) also suggest a theoretical debate, which says that EI may be used to promote self-serving interest or to manipulate others. The fourth branch, *emotional regulation*, is closely linked elements of personality. It is to manage and regulate emotions in the context of individual's goals, social awareness and knowledge (Mayer, Salovey and Caruso, 2004). This includes the ability to manage emotions within oneself and others, for example calming down after being angry or ease anxiety. On the other hand, while some consider angry emotions as an indicator of weakness, emotionally intelligent individuals may also appraise controlled anger expressions to achieve desired outcomes (Lindebaum and Jordan, 2012). Negotiations, for example, many times involve various types of emotions.

Mayer, Salovey and Caruso (2002) have constructed a MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) to measure emotional intelligence. MSCEIT has eight tasks, two contributing to each branch of EI (Mayer, Salovey and Caruso, 2004). The test comprises 141 questions, which result in overall EIQ (Emotional Intelligence Quotient). The first branch, *perception, appraisal and expression of emotion*, is measured through faces and pictures in which participants have to identify different emotions. The second branch, *emotional facilitation of thinking*, is measured by feelings for which participants compare emotions to other tactile stimuli and by facilitation for which participants identify emotions that would best facilitate a type of thinking (e.g. birthday planning). The third branch, *understanding emotions and employing emotional knowledge*, is measured through persons ability to recognise under which circumstances emotional states change and how (e.g. frustration into aggression) as well as through blends, which asks participants to identify different emotions involved in complex affective states. The fourth branch, *emotional regulation*, is measured through emotional management and emotional relationships by asking participant how they would maintain or change feelings in certain scenarios and how they would manage other's feeling to achieve a desired outcome. (Mayer, Salovey and Caruso, 2004)

According to Mayer, Salovey and Caruso (2004) findings from MSCEIT in organisations suggested that in individual's career the EI might actually decrease when climbing the corporate ladder in environments where EI skills are not central or necessary. However, those lower in an organisational hierarchy appreciate EI in their supervisors. EI was also found to be significant in customer relations as well as in the contribution of job performance when maintenance of positive personal commitments is important for success (Mayer, Salovey and Caruso, 2004).

2.4.2   Goleman's mixed model of EI

In the late 1990's the hype around emotional intelligence and its influence on organisations and their leaders grew, and it gained widespread attention through New York Times' publication 'Emotional Intelligence' by Daniel Goleman (1995). Goleman views emotional intelligence as "abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to emphasize and to hope" (Goleman, 2006, p. 34). Goleman's loose definition of EI included many positive attributes that were not parts of intellectual intelligence, and opened gates for many researchers to capitalise the concept of EI (Wiegand, 2007). However, the model has been widely accepted by the non-academic community and practitioners (Sadri, 2012). Goleman suggests that his model has a direct relation to performance at work and organisational leadership, particularly in predicting the job excellence in jobs of all kinds (Goleman, 2006; Vakola, Tsaousis and Nikolau, 2004).

Goleman's model is considered as a mixed model of emotional intelligence and consists of five skill areas, which are divided into *personal* and *social competences*. The five skill areas are *self-awareness*, *self-management*, *motivation*, *social awareness* and *relationship management*, and they are categorised and described more in detail in figure 2.2. Goleman used psychological theories and neuroscience to form the basis for his model, arguing that emotional functions grow with the development of the brainstem and crucial emotional competencies can be learned and improved (Goleman, 2006; Murphy, 2009; Weinberger, 2009).

PERSONAL COMPETENCE

Self-Awareness
- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

Self-Management
- Self-control
- Transparency
- Adaptability
- Achievement drive
- Initiative

Motivation
- Emotional tendencies that facilitate to reach goals
- Passion to work for reasons that go beyond money or status
- Inspired by vision and values

SOCIAL COMPETENCE

Social Awareness
- Empathy
- Organisational awareness
- Service orientation

Relationship Management
- Inspirational leadership
- Developing others
- Influence
- Change Catalyst
- Conflict Management
- Building Bonds
- Teamwork and collaboration

Figure 2.2 Goleman's mixed model of emotional intelligence (Goleman, Boyatzis and McKee, 2002)

As illustrated in figure 2.2, Goleman's mixed model is divided into *personal* and *social competences*. *Personal competences* are illustrated on the left side of the figure 2.2, and they are defined as an ability of a person to understand and manage one's "own self", particularly mental moods and processes that do not distract the rational mind (Kunnanatt, 2008). *Self-awareness* consists of individuals' skills to analyse and assess their own emotions and feelings in-real time within a certain situation or environment. Self-aware individuals use their judgement for decision-making. *Self-management* relates to individuals' abilities to use self-awareness and adapt and react to changing environments. Effective self-control, conscientiousness and acting in an ethical manner are essentials for this skill area. *Motivation* represents individuals' emotional tendencies that facilitate to reach goals and objectives. Individuals may be inspired and motivated by vision or values and they have a passion to work for reasons that are not related to monetary rewards or promotions.

Social competences are illustrated on right side of the figure 2.2, and they are defined as an ability of a person to know and deal with the "self of others", particularly to gain insight into others' emotional worlds by using empathy and interrelation skills to produce socially desirable outcomes for themselves and others (Kunnanatt, 2008). *Social awareness* allows the individual to sense, perceive and respond appropriately to the emotions of others. It includes showing empathy and understanding others' behaviour, which could be seen for example in individuals' service-oriented mind-set. In many cases empathy forms an emotional connection that binds people for deeper and stronger connection with shared values and beliefs, since it allows a person to think from other person's point of view and understand his or her reactions in a particular situation (Kunnanatt, 2008). *Relationship management* consists of individual's abilities to use interpersonal skills to influence positive changes and outcomes in others. It may include realignment, calming and positively influencing others in conflict situations. The development of teamwork through effective communication and collaboration, building networks and leading by example are also considered to be in this skill area.

Goleman argues that while intellectual intelligence is essential to reach a threshold requirement for high performance and success, emotional intelligence is responsible for the progress beyond this minimum achievement (Murphy, 2009). According to Goleman (2006) the competences explained above are learned through experience, not pre-programmed in the individual, and must therefore be constantly developed and refined to reach a level of high performance. Goleman also argues that higher levels of management require increasingly higher levels of emotional intelligence (Goleman, 2006; Müller and Turner, 2010).

Goleman uses Emotional Competence Inventory (ECI) to measure person's EI and it consists of 10 questionnaires (Hughes, Ginnett and Curphy, 2012). It is a self-report and other-report measurement tool completed by the individual and nine others (Hughes, Ginnett and Curphy, 2012) to assess the emotional competences presented by Goleman, and it intends to measure 18 emotional competences that are organised into four clusters: *self-awareness*, *self-management*, *social awareness* and *social skills* (Byrne et al., 2007). In the ECI, *self-awareness* indicates the knowing of one's internal states and intuitions; *self-management* indicates the ability to manage one's internal states and impulses; *social awareness* indicates how people deal with

relationships and one's awareness of others' feelings and concerns; and *social skills* indicates the proficiency to persuade desirable responses in others (Byrne et al., 2007).

2.4.3 Bar-On mixed model of EI

Another mixed model of EI was developed by Reuven Bar-On (1997) characterising emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997, p. 14). Bar-On Emotional Quotient Inventory (EQ-i) is a method to assess emotional intelligence, which includes self-report instruments. EQ-i comprises 133 items covering the five skill areas listed in table 2.2. The questions employ a five-point self response format ranging from 1-5, where typically 1 represents characteristics that are true or very often true and 5 represent characteristics that are not true or very seldom true (Bar-On, 2006). It takes an average of 40 minutes to complete this inventory and it is applicable for individuals over 17 years of age or older (Bar-On, 2006). However, many argue that the subjectivity of these self-report responses is problematic, since most people tend to over emphasise their actual abilities and therefore provide inaccurate responses.

According to Bar-On et al. (2000) the model of "non-cognitive intelligence" appears to be the most comprehensive conceptualisation of emotional intelligence, and also correlated to personality traits. The model is based on Bar-On's research on well-being and consists of five broad areas of skills and competencies from the personality domain, and within each, more specialised skills contribute to success (Vakola, Tasousis and Nikolaou, 2004). These competencies and skills are illustrated in table 2.2.

Table 2.2 Bar-On's EQ-i scales and their description (Bar-On, 2006)

EQ-i Scales	EQ-i Descriptions
Intrapersonal Capacity	
Self-regard	Accurately perceive, understand and accept oneself
Emotional self-awareness	Be aware and understand one's emotions
Assertiveness	Effectively and constructively express one's emotions and oneself
Independence	Be self-reliant and free of emotional dependency on others
Self-actualisation	Strive to achieve personal goals and actualise one's potential
Interpersonal Skills	
Empathy	Be aware and understand how others feel
Social responsibility	Identify and be responsible and cooperative group member
Interpersonal relationship	Establish mutually satisfying and close relationships
Adaptability	
Reality testing	Objectively validate one's feelings and think against external reality
Flexibility	Adapt and adjust one's feeling and thinking to new situations
Problem-solving	Effectively solve problems of a personal and interpersonal nature
Stress Management	
Stress tolerance	Effectively and constructively manage emotions
Impulse control	Effectively and constructively control emotions
General Mood	
Optimism	Be positive and look at the good things in life
Happiness	Feel content with oneself, others and life in general

As illustrated in table 2.2, Bar-On's model consists of five key competencies. *Intrapersonal capacity* reflects the ability to be aware and understand oneself, one's emotions as well as to express one's feelings and ideas. *Interpersonal skills* relate to the ability to be aware of, understand and appreciate others' feelings and ideas. It also involves the ability to establish and maintain mutually pleasing relationships with others. *Adaptability* is the ability to verify one's feelings objectively and to accurately assess the immediate situation. It also refers to an individual's flexibility to adjust feelings and thoughts to changing situations as well as to solve personal and interpersonal difficulties. *Stress management* refers to individuals' strategies to handle stress and control strong emotions. According to Marsella (1994, p. 194), stress involves an emotional reaction, especially negative emotional states. Motivational and *general mood* factors are described as one's ability to be positive, enjoy oneself and others and to express and feel optimism. (Bar-On et al., 2000)

2.5   Critical reflection of emotional intelligence

The scientific field of EI has met entrenched criticism and debate over the past decades within the world of scholars of intelligence research, and especially those who embrace IQ as the sole acceptable measure of human aptitudes (Goleman, 2006). However, the main concerns of the debate around EI revolve around various issues. First of all, there is disagreement whether EI behaviour is based on personality, ability or both (Smollan and Parry, 2011). This raises questions how EI can be measured. As previously described, Mayer, Salovey and Caruso use MSCEIT, which measures individuals' EI abilities through an objectively scored test as well as self-reports. The Bar-On's EQ-i test uses only self-report as a measuring tool, which diminishes the validity of the measures. Many researchers also claim that the Bar-On model and other personality-based models may assess other items that are not actually associated with emotional intelligence (Murphy, 2009). On the other hand, according to Lindebaum and Jordan (2012) a recent meta analysis by O'Boyle shows that self-report EI measures in general are reliable performance predictors. Criticism has also been directed to Goleman's model as his work is not based on empirical evidence and his claims about the importance of EI and what it can predict are seen as unsubstantiated especially in the academic community (Wiegand, 2007). According to Wiegand (2007), Goleman's assessment measures were rapidly developed and

marketed under the guise of EI. Many researchers suggest that ability based EI should be objectively measured through performance based tests since self-reported tests are merely linked to perceptions of abilities and individuals do not have the means to accurately assess their own abilities (Smollan and Parry, 2011). Different models of EI, ability-model, mixed-model and trait model are either embraced by the academic or non-academic community, which also highlights the complexity of the topic (Kerr et al., 2006; Sadri, 2012).

Numerous different conceptualisations of EI and the arguments as to what it can really predict have led to misunderstandings and controversy (Wiegand, 2007). According to Bolden et al. (2011) theories of emotional intelligence in leadership do not clearly eliminate the rational-emotional dualism, on which Western organisational theories are based. George (2000) argues that emotional intelligence partly improves leadership skills since it allows leaders to reject emotions that might influence effective decision-making and lets them think in more rational and objective way. Bolden et al. (2011) highlight that the value of emotional intelligence lies in the acknowledgement of emotions as a part of leadership processes. Similar conclusions were found in Lindebaum and Jordan's (2012) research about project managers' emotional intelligence competencies in construction projects, as their findings suggested that EI is only one set of competencies that are required from successful project manager. They emphasise that the value of EI should not be overstated.

In a project management context, many articles suggest that EI may hold a key to improved project manager performance (Clarke, 2010; Müller and Turner, 2010). However, there is disagreement whether project managers with high EI would perform better regardless of the task and its complexity (Lindebaum and Jordan, 2012). Lindebaum and Jordan (2012) indicate that tasks involving more interpersonal actions (e.g. communication) are more likely to relate to EI than tasks requiring cognitive ability (e.g. material purchasing). However, this argument signifies that project manager should be equipped with high EI, since the role of project manager generally includes more interpersonal action and communication than traditional functional manager's role. This critical reflection emphasises the controversy of the researched phenomena. Even though many researchers see EI as valuable concept, many still see it as a binary concept with intellectual intelligence, and suggest an additional research concerning emotional intelligence.

3   Research Methods

Biggham (2008) highlights that it is essential to provide information for the reader how the study has been conducted and what is behind the findings. Studies without this crucial information of the research methods used and why it was implemented are worse than useless and cannot be trusted (Biggham, 2008), which strives this research methods chapter to describe the differences between quantitative and qualitative methodologies, and explain the fundamentals behind the chosen approach. The qualitative method is discussed more in-depth to explain semi-structured open-ended interviews as a method of data collection. Then interview structure is introduced as well as the framework for data analysis. The chapter ends with an overview of ethical considerations and limitations of the study.

3.1   Research aims and objectives

This research aims to investigate the perceptions of emotional leadership in project environments, and whether these align with what the literature says about the topic. Particularly it aims to examine how project management professionals perceive the emotional dimension of leadership and the application of emotions in their leadership styles when managing projects. In order to be able to meet the aim of the study, the following research questions are posed:

What does the literature on emotional intelligence say about project leadership?

What role does emotional intelligence play in project management professionals' leadership?

To be able to have an appropriate approach and find solutions for the research questions, four research objectives were set:

- o Conduct a comprehensive literature review to discover what the existing literature and researchers have said about the topic, and based on it create a theoretical framework to support the data collection

- o Conduct an adequate data collection based on the rationale of the study

- o   Identify and examine the gaps between the theoretical framework and practice

- o   Give realistic managerial recommendations to support the research questions

By comparing existing literature of emotional intelligence and project management professional in practice the research aims to gain a comprehensive understanding of emotional intelligence in project leadership. Emotional intelligence has been primarily measured through quantitative analysis using questionnaires or self-report measurement tools as a source of data collection. However, it is argued in an article such as Weinberger (2009) that qualitative methods would point out a differentiating angle for the emotional intelligence research. As quantitative measurement of emotional intelligence has resulted controversial, the qualitative perspective may provide unexplored nuances of individuals' emotional behaviour and approach to others contributing an additional understanding for the body of emotional intelligence in practical environments. According to Weinberger (2009) more in-depth understanding of emotional intelligence and its relationship to leadership could address the current gap in the literature and provide more substantial link between theory and practice, which this dissertation aims to investigate. However, in order to find out the appropriate research strategy for this dissertation, comparisons with different methodologies have to be made.

3.2   Research strategy

According to Rudestam and Newton (2007, p. 29) "the adoption of particular research strategy will affect the final form of the dissertation." There are several types of methodologies to incorporate in research, such as case studies, grounded theory, ethnography, experimental research, survey and so on (Biggham, 2008). Though, this chapter makes a comparison between quantitative and qualitative research and describes more in-depth the qualitative research and qualitative interviews as a methodology. Quantitative and qualitative research approaches have several distinctive features, and the chosen method will depend on the nature and discipline of the research problem and the purpose of the investigation (Kvale, 1996; Rudestam and Newton, 2007).

3.2.1 Quantitative vs. qualitative approach

The quantitative methods are useful when looking at relationships and patterns and expressing these patterns with numbers. Generally quantity refers to the amount of something (Kvale, 1996, p. 67) and quantitative research answers the 'how much' and 'how many' questions of the study (Biggham, 2008; Pope and Mays, 2006). The quantitative design is used to determine collective differences between groups or classes of subjects and to allow the researcher to draw conclusions from causal relationships between the variables of interest (Rudestam and Newton, 2007). However, as Rudestam and Newton (2007) emphasise, this method is often impractical in social science research with human subjects.

According to Rudestam and Newton (2007, p. 35) "qualitative methods are usually linked to a constructivist theory of knowledge, because qualitative methods tend to focus on understanding experiences from the point of view of those who live them." Generally quality refers to what kind, to the essential character of something (Kvale, 1996, p. 67) and qualitative researcher explores answers for the 'why' and 'how does' questions of the study (Biggham, 2008; Pope and Mays, 2006). It also emphasises the processes and meanings over measures of quantity, intensity and frequency that are indicated in quantitative methods (Biggham, 2008; Pope and Mays, 2006). The latest qualitative researchers often stress the socially constructed nature of reality, intimate relationship between the researcher and the object of the study, and the context that influences the research (Rudestam and Newton, 2007).

Qualitative and quantitative methods are tools and their usefulness depends largely on their influence to bear upon the research questions of the study (Kvale, 1996). However, Rudestam and Newton (2007) list eight distinctions that are generally noticeable between quantitative and qualitative research, which are illustrated in table 3.1.

Table 3.1 DIfferences between quantitative and qualitative research strategies (Rudestam and Newton, 2007, p. 38)

Quantitative	Qualitative
Data expressed in numbers	Data expressed in words
Hypothetico-deductive	Inductive
Controlled research situations	Naturally occurring and contextual
Isolations of operationally defined variables	Holistic view of phenomena
Seeks objectivity	Seeks subjectivity
Emphasis on prediction and explanation	Emphasis on description, exploration and meaning
Research directs, manipulates and controls	Research participates and collaborates
Statistical analysis	Text analysis

According to Rudestam and Newton (2007, pp. 26-38) the most noticeable difference between quantitative and qualitative research strategies is that the data in quantitative methods is expressed in numbers and in qualitative in words. Quantitative research also tends to use hypothetico-deductive approach that determines variables and hypotheses prior to data collection, whereas qualitative research relies on inductive and more explorative procedures when interpreting findings. Quantitative research also tends to stay in control about the context of the study by focusing on the limited number of variables and isolate them for observation and study. In contrast, qualitative research tries to understand the phenomena in its natural context and more holistic perspective. Standardised procedures and measures accent the objectivity of quantitative research. On the other hand, in qualitative approach, research participants' unique characteristics are highly valued, which accent the subjectivity of this approach. The goal in quantitative studies is prediction, control, or exploration and theory testing, whereas qualitative studies concentrate on the description, exploration of meaning, or theory building. Controlling and manipulating conditions

drives quantitative researcher in the study, but qualitative researcher lets the subject to participate and collaborate, and contribute knowledge from experiences. The final difference is that quantitative research relies on statistics when analysing data and determining the relationships between variables. In qualitative research, text analysis is used to determine responses and themes that are further evaluated subjectively. (Rudestam and Newton, 2007, pp. 26-38)

Based on the existing literature of emotional intelligence, the exploration of the phenomena, research aim and objectives, and data collection technique, the nature of this research study required an explorative qualitative approach. The following section will demonstrate the fundamentals in qualitative research and the reasons why it was chosen as the most appropriate approach for this dissertation.

3.2.2   Qualitative approach

Qualitative research explores people's subjective understanding of their everyday lives and it has been frequently adopted in many social science dissertations (Rudestam and Newton, 2007; Pope and Mays, 2006). Qualitative research is widespread in nature as it employs several different methods. As an example of these methods are interviews, observation, diary and the analysis of texts, documents, speech or behaviour. As an inductive approach, qualitative research design is not intended to test certain theory as the theory rather emerges once the data is collected (Rudestam and Newton, 2007). Qualitative research usually begins with qualitative analysis of the existing knowledge and observations about a phenomena and moves toward the development of general patterns that emerges from the study (Kvale, 1996). Assumptions are not made about the interrelationships of data to make observations, as the researcher rather prompts different methods of inquiry that allow more spontaneous and flexible approach to the phenomena in their natural context (Rudestam and Newton, 2007). The researcher forms a conceptual framework in the literature review and the framework may change as the study evolves. Data collection, data analysis and results reporting phases that follow are predominantly qualitative depending of the chosen method, which require qualitative interpretations of the meanings behind the gathered data (Kvale, 1996). The research questions of the qualitative study can be reformed during the research process (Pope and Mays, 2006). This has been also the approach integrated for this dissertation as the standing point of

qualitative approach supports what this study intends to find out. The literature review of emotional intelligence in project leadership has provided the basis for discussion by introducing the concept from different perspectives, and the qualitative method of semi-structured open-ended interview technique for empirical data collection is organised to identify how the dimensions of emotional intelligence are applied in project management practice.

3.3 Interview design and data collection

Easterby-Smith, Thorpe and Lowe (1997) indicate that the most fundamental part of all qualitative methods is in-depth interviewing. According to Kvale (1996) the redeeming feature of qualitative interviews is their openness. There are no standard techniques or rules, but there are choices of methods for different phases for investigating interviews, such as how many interviews are needed, should they be taped and transcribed and how should they be analysed (Kvale, 1996). The researcher should make a decision about the method on reflective level based on the knowledge of the topic and the methodological options available and their likely consequences for the study (Kvale, 1996).

Kvale (1996) proposes a seven-stage interview investigation process from the original ideas to the final report, which include 1) thematizing, 2) designing, 3) interviewing, 4) transcribing, (5) analysing, (6) verifying and (7) reporting. From these identified seven stages I decided to concentrate mostly on the stages 1) thematizing, (3) interviewing, (4) transcribing and (5) analysing in this dissertation. Interview design and data collection will be presented next through the stages utilised.

3.3.1 Thematizing

Thematizing refers to formulating the purpose of the investigation and describing the topic to be investigated before the interviews start. What and why of the investigation should be clarified before the question how (Kvale, 1996). In other words, before adopting a method of data collection, the objectives of the research need to be clearly identified (Easterby-Smith, Thorpe and Lowe, 1997)

After the analysis of the research proposal, and careful investigation of the existing literature of emotional intelligence and project leadership, the phenomena and

combination of these two topics formed two research questions for this dissertation, which aimed to identify what is the relation between theory and practice of these topics. Particularly the purpose of the investigation was to discover how the theoretical models of emotional intelligence are applied in project leadership practices. Based on this, it was decided that five interviews might provide appropriate amount of data of the researched phenomena within the given timeframe. The data was collected from five research participants that posed a role of project manager or equivalent in national or multinational, mostly project-based organisations from different industrial sectors, each employing more than 500 people in Sweden or in Finland.

3.3.2 Interviewing

Interviewing refers to conducting interviews based on an interview guide and with a reflective approach to the knowledge sought and the interpersonal reaction of the interview situation (Kvale, 1996). The researcher must conduct the interview to understand how the respondents construct the meaning of their situations from their personal framework of beliefs and values, which they have developed over their lives (Easterby-Smith, Thorpe and Lowe, 1997). Therefore, semi-structured or unstructured interviews are appropriate methods if it is necessary to understand the basis for the respondent's opinions about particular situation, or to develop an understanding of the respondent's "world" (Easterby-Smith, Thorpe and Lowe, 1997).

The research strategy was decided to be an explorative qualitative research, which relies on the method of semi-structured open-ended interviews to attain rich qualitative data, since the existing literature of emotional intelligence remains controversial and the contribution of emotional intelligence in project leadership is limited and rather unexplored. Also, as previously discussed, there remains debates about the various quantitative tools and models used in the measurement of person's emotional intelligence, which could open an opportunity for qualitative analysis in this phenomena.

The interviews were carried out in person, face-to-face conversations. Four of the interviews took place within each participants' workplace and one was conducted through a videoconference. This was done in order to ensure the most comfortable

setting for the participants to contribute in the interview. The interview structure was conducted by utilising the research objectives, and thematizing the topics covered in the literature review to attain appropriate information. The purpose was to outline the participants' experiences and knowledge bases in relation to emotional intelligence within project leadership. The semi-structured interview allowed some control for the interviewer to direct and steer questioning, while still maintaining the respondents' freedom for exploration and engagement into situational issues and examples from their organisation. The interviewers role in the dialogue was to maintain a good flow rather than being directive or put words into the respondents' mouth.

The interview was divided into four subsections: (1) personal thoughts of emotions and leadership, (2) perspectives of emotions in projects, (3) perspectives of emotions in an organisation and (4) personal task about what competences are sought in team members.

Personal thoughts of emotions and leadership covers the following questions:

1. What does leadership mean to you?

2. What three (3) words best describe you as a leader?

3. Please give an example how each of them are visible in your daily work?

4. What part do you think emotions play in leadership?

   o What do you know about emotional intelligence?

   o How do you think emotions might influence your leadership? Positively / Negatively?

5. How do you deal with emotions as a leader?

   o Your own?

   o Those of your followers?

   o How do you manage them?

Perspectives of emotions in projects covers the following questions:

6. How do you create your project team?

   o What is your procedure?

7. How do you motivate your team to fulfil the project goal?

   o What are the most common obstacles?

8. How do emotions or feelings figure when you interact with your project team members?

   o Do you have an example of negative / positive influences of emotions?

9. What do you think about managing other's emotions or feelings to achieve the desired outcome?

10. How are decisions made within the project?

    o Please give an example?

11. How do you solve problems and conflicts that arise within the project?

    o Please give an example?

Perspectives of emotions in an organisation covers the following questions:

12. What do you think your manager values in your way of leading a project team?

13. How does your organisation train its managers' people skills (interpersonal relationships)?

Personal task covers what competences are sought in team members included eighteen social and personal competences in total, nine representing respectively both. The research participants had to rank five out of these eighteen competences that they value the most in their team members. The interview respondents did not see which competence belonged to which category. It should be noted that Goleman's mixed-model of EI was used as a foundation for this personal task, however I incorporated the competences utilising all the three models of emotional intelligence introduced in

the literature review and interpreted them as personal or social competences. My interpretation of these competences is seen in table 3.2 below.

Table 3.2 Personal and social competences provided in the personal task of the interview

Personal Competences	Social Competences
Motivation	Ability to build relationships
Commitment	Ability to build trust
Independency	Organisational awareness
Self-confidence	Social responsibility
Transparency	Ability to build trust
Adaptability	Openness to others
Individual development	Teamwork and collaboration
Flexibility	Empathy
Stress tolerance	Ability to manage conflicts

3.3.3 Transcribing

Transcribing refers to preparing the interview material accessible for analysis, which generally includes a transcription from oral speech to written text (Kvale, 1996). Methods of recording interviews for documentation and later analysis includes audio and video recording as well as note taking and remembering (Kvale, 1996, p. 160). This usually helps the interviewer to concentrate on the dynamics and the topic itself. Audiotape recording puts words, tones and pauses in a permanent form that can be re-listened again and again (Kvale, 1996).

Transcripts are decontextualized conversations, which involves translating an oral language to a written language (Kvale, 1996). In this study, all the interviews were audiotape recorded to ensure none of the information would be lost, and notes taking during the interviews assisted audiotape recording and later analysis of the interviews.

Full interview transcripts can be seen in the appendices (Appendix A). Transcriptions in this study were made to clarify and distinct clearly as possible what the respondent said. However, three of the interviews were made in English and two were made in Finnish language. As none of the respondents had English as their native language, this set some challenges for the interpretation about what they said and meant each time. Furthermore, two of the interviews had to be translated from Finnish to English during the transcription, which slightly diminishes the reliability and validity. Minor adjustments had to be made in some of the transcriptions in order to transcribe stories into understandable form with the linguistic practices.

3.3.4 Analysing

Analysing refers to the decision on the basis of the study purpose, topic of the investigation and the nature of the interview material (Kvale, 1996). Theoretical conceptions should provide a basis for the method to be used for analysing the content. In explorative purposes it is appropriate to pursue different interesting aspects of the individual interviews and to interpret them in great depth (Kvale, 1996). As the data was collected through semi-structured open-ended interviews and the oral language was transcribed for written language, the framework for data-analysis was constructed from Kvale's (1996, p. 183) 1000-page question with the emphasis on transcriptions. The question to be asked is: How do I analyse what my interviewees told me in order to enrich and deepen the meaning what they said?

Kvale (1996, pp. 189-190) describes a six-step approach to interview analysis: subject description, subject discovery, interpretation in interview, interpretation of transcripts, re-interview, and action. From these steps I decided to use only the four first ones as a framework for analysing the interviews due to limitations of the study. The first step, subject description, is when subjects describe the respondents' lived world during the interview. The respondents' spontaneously describe what they experience, feel or do in relation to the topic. The second step, subject discovery, is that subjects themselves discover new relationships and meanings during the interview. In the third step, interpretation in interview, the interviewer interprets the meaning of what the respondent describes, and can "send" the meaning back to the respondent for confirmation. In the fourth step, interpretation of transcripts, the interviewer interprets the transcripts either alone or with other researchers. In this step it is essential to

clarify the material, develop meanings, bring the subjects' own understanding into the light and provide new perspectives from the researcher on the phenomena. Kvale (1996, pp. 189-190)

The above approach to interview analysis was to ensure in-depth analysis and variety of perspectives of the project management professional experiences and feelings about emotions in project leadership and what these could signify in the researched phenomena. Re-reading of the transcripts and re-listening of the audiotape recordings was carried out to explore meanings and specific topics related to researched phenomena. These meanings and topics are presented in results and data analysis chapter including transcript extracts from the respondents to address corresponding situations. Further identification and investigation of links and correlations between the gathered data and the theories are then discussed with the developed understanding of the researched phenomena. Once the discussion has made appropriate investigation in relation to research aims and objectives, conclusions and recommendations for further research can be drawn.

3.4   Limitations of the study

The subjective nature could be considered as one of the main limitations of the study. The aim of the research study was to explore how project management professionals perceive the emotional dimension of leadership and the application of emotions in their leadership styles when managing projects. Therefore, the research is directed to evaluate only project managers' perceptions and experiences within the given phenomena and does not consider for example project team members perceptions or other internal or external stakeholders influencing project teams. The research is conducted by one Master's student from the field of project management and relies only on his perceptions about the topic and the gathered data.

Time is another limitation for the study. It limits the timeframe for conducting the research and going through the literature available, but it also limits other actions of the research. For example, interviews are conducted only once for each research participant and re-interviews are ignored from this study. Re-interviews might have supported or opposed interpretations proposed in the study and therefore strengthen conclusions. The amount of interviews conducted is five, since the process is time

consuming. Larger pool of participants might have provided wider perspectives as well as supported or opposed interpretations. This would have also provided further classification of the research participants and for example the ability to concentrate only on one specific industry. With more generous time frame some of these limitations might have been avoided.

The qualitative data provided is in-depth and comprehensive, though it has to be accepted that the amount of data cannot provide a representative views and practices for the project management framework. However, it provides an insight and fresh thoughts from project management professionals about emotional dimension of project leadership.

3.5   Ethical considerations

Ethical guidelines are important considerations for a research study. They usually consist of informed consent, confidentiality and consequences (Kvale, 1996). In this research study, Northumbria University Research Ethics and Governance Handbook (2011) has been utilised to set the ethical guidelines. Particular consideration had to be made on informed consent and consequences. Informed consent means that each research participant has to be briefed about the purpose and procedure of the interview before any interview takes place (Kvale, 1996). A similar e-mail was sent to each participant introducing the researcher, explaining background of the study and purpose of the interview, and requesting their willingness to participate in the study. Before conducting each interview, the interview structure was sent via e-mail to research participants one day before the interview took place. This was done in order to give a bit of background information about the interview topics, and affirm that the interview would run smoothly and the respondents would have some thoughts in mind before the interview is conducted. Interviews were then conducted in the manner explained in the interview design and data collection subsection and the conversations recorded and transcribed for the later detailed analysis. Northumbria University standard consent form was sent or given to each participant and to be signed by both, the interviewer and the participant, to have a written agreement for the protection of both parties.

Consequences concern the study itself as well as the later effects of participating in the interviews (Kvale, 1996). Particularly in this research study, the study itself should not cause any harm for the research participants or their organisations. Before conducting each interview the participants were told the study would ensure full anonymity meaning that no names of persons or organisations would appear in the study. Furthermore, all audiotape recordings of the interviews would be stored securely and would be deleted after the completion of the study. The standard consent form consisted of agreements, which considered that participants have been briefed about the study purpose, requirements of anonymity and permission for audiotape recording in the interview. All participants signed the consent form for the agreement.

4   Results and Data Analysis

This results and data analysis chapter presents the data gathered from five interview respondents. Full interview transcripts can be seen in the appendices (Appendix A). The chapter is divided into four subsections: attitude and approach, situations and the meaning related to emotions, leadership styles of the respondents and competences sought among team members. The chapter ends with a summary and analysis of the gathered data.

The *attitude and approach* subsection discusses the respondents' attitudes toward the interview, and if they were willing or reluctant to talk about emotions. The *situations and the meaning related to emotions* subsection presents the most used words that the respondents used when referring to emotions in the interviews. This section also discusses what the respondents seemed to mean when they talked about emotions and in what situations and examples the respondents used when they talked about emotions. *Leadership styles of the respondents* discusses what type of leader the respondents see themselves as being and what style they seem to utilise when leading their teams. *Competences sought among team members* discusses what competences the respondents value the most in team members and if they are related to personal or social competences.

4.1   Attitude and approach

The respondents' willingness to participate and the attitudes they displayed in the interview were very positive. This was notable in that the respondents wanted to talk and the interviewer needed very rarely provide additional questions to get them to talk. Almost everyone seemed to be greatly interested about the topic, and most of them requested the final version of the dissertation once it is completed.

Most of the respondents said and showed through their body language that they appreciated the topic of the interview. They were engaged and well prepared to talk about emotions linked to their leadership. In most interviews, however, it was apparent that the respondents were more interested to talk about the emotions of their team members rather than talking about how they identified, managed or controlled their own emotions. This became especially obvious when answering "How do you

deal with emotions as a leader?" The response mostly covered how the respondents dealt with and managed others' emotions, and how they identified emotional behaviours in others. Here, a follow-up question was most often needed to get them to talk about how they deal with their own emotions.

Most of the respondents talked about emotions as an important part of leadership. When answering, "what part do you think emotions play in leadership?" almost all respondents stated that they played an important part. Two respondents expressed it in the following ways:

> "I think emotions have very influential role, both good and bad. I think as we work with people, there have to be emotions involved. Otherwise it is just mechanic repeating. When you try to get the most out of yourself and others, you have to be aware of emotions. I think they have a very big role."

> "I think emotions play quite a big part in leadership because if you don't believe the message yourself, you cannot convey the message. And there comes emotions in the picture, since if you're not emotionally correct, so to speak, when you transfer your message, you will not be trustworthy in what you're saying."

However, as can be noticed from the responses, emotions in leadership can be understood differently depending on the respondent. In the first quotation emotions are related to leading and working with people, but in the second quotation they are more related to conveying a message in a credible way. The second quotation also indicates that when the respondents talked about emotions, most of them seemed to mean that one needs to display some sort of emotion when interacting, otherwise the counterpart in the interaction will not take the message seriously, find it difficult to understand, or misinterpret the meaning of it. Meaning will be discussed more in the next subsection, situations and the meaning related to emotions.

Many times when talking about emotions, particularly in a team environment, the conversation led first to positive emotions and how the respondent tried to foster positivity in the team, and after that they talked about negative emotions, and how they approached these. Positivity was seen as an influential tool to improve team spirit, which could foster team members into better work performance. On the other

hand, if negativity was identified in others it should be addressed with the particular person that was responsible for spreading it. Two respondents expressed the former perceptions in the following ways:

> *"We have courses and we train people to use a language that is positive, to improve situations… Bad vibes give bad vibes. But then again, if you are having problems, you should not put them aside. It's better to lift up those problems and work those problems through."*

> *"It is important that there are good vibes, and I try to influence people if they are feeling bad. And of course through those positive emotions, positive results are usually achieved. If someone is feeling bad, or doesn't get along in the project, then we have to think what could we do about it, since most probably it won't be working in the future either."*

It was also notable that three out of the five respondents wanted to use examples from their current or previous projects when talking about emotions. It seemed to be easier for them to explain certain emotions in specific circumstances. They used examples concerning different cultures in global organisation, decentralised teams, project initiation, project delivery, company values, negotiations and feedback. The other two respondents described emotions in a broader spectrum and had more general approaches.

It was notable that in most of the interviews the respondents replied calmly to questions, leaning back in their seat without displaying many external gestures or emotions. In two interviews the enthusiasm of the respondent was more obvious when they gave examples about particular situations or talked about specific incidents in certain projects. In the other interview the respondent used many hand gestures to explain situations, maintained eye contact continuously and spoke at a rather rapid pace. In terms of credibility, this vivid body language could mean that the respondents' answers were trustworthy and reliable. The respondent also used many explanations when talking perspectives of emotions in projects to make sure that the message gets delivered in a desired way.

The other respondent's enthusiasm and willingness to participate was displayed through the respondent's actions by hitting the table when explaining the role of

emotions in leadership as well as laughing freely when describing funny situations from previous projects. The initial example is expressed in following.

"I think it is a prerequisite of a project manager that you must be able to be angry sometimes, at least in my business. Even thought you're not an angry person, sometimes you have to (hits the table with a fist) do that to get the result, because what you have agreed must be kept…

…

Me and my counterpart, the client, sometimes we don't agree, sometimes we almost yell at each other, but that's often due to delivery or money."

The above quotations also seem to highlight that individuals need to display some sort of emotion when interacting, which will be discussed more in the next section when explaining the meaning and identifying the words that the respondents used when talking about emotions.

4.2   Situations and the meaning related to emotions

All respondents referred to emotions as they talked about interaction and communication between the project manager and the project team. When the respondents' talked their personal emotions, they seem to mean that one's emotions need to promote the message they are sending. One respondent pointed out the influence of words when communicating with the project team and the ability to be aware what is signalised to others due to the strong collective impact of words.

"Also the words you use influence others… But if you are just complaining and complaining, it influences since everyone is human and they'll just think that 'it's ruined anyway'. You have to be really aware what you signalise to others and what you say."

Respondents had different styles to express themselves, and it seemed that most of them had a particular word, behaviour or process which they wanted to emphasise or mentioned multiple times when talking about emotions. These were "anger", "happiness", "fun", "reading signals" and "decision-making". One respondent said that decision-making should not be influenced by emotions, but conversely two other

respondents said that quick decisions could be made based on personal experience and gut feelings. One respondent said that individuals have to show their enjoyment of work if they are having fun at work, and also show emotions such as anger and happiness, as the following example describes:

> *"First of all, it is really ok to be angry, that's the first part. I think I encourage them to be angry, be happy, whatever. But if they are angry for long time you always have to think about the underlying reasons for that."*

Some respondents used the word "feeling" when referring to emotions as the quotations below describe. These excerpts also indicate the view the most respondents had that showing one's own emotions toward project team should be controlled and that openness should be emphasised from the project team side towards the project manager.

> *"My feelings could shift the whole balance of the team, so I try to keep on track of my personal emotions. Not show too much of them, but just enough that I can build trust."*

> *"It is more important for the people in the team to open and share things towards me about how are they feeling, and not judge them regarding that."*

Another respondent pointed out that it is important to keep negative emotions away from the workplace and foster positivity as much as possible once it occurs. However, the respondent emphasised the awareness to know team members' in person before acting in such way.

> *"Of course sometimes the most negative emotions have to be kept away, since you cannot bring them all to working life. Otherwise there is danger to go personal, which is not generally good in working life.*
>
> *...*
>
> *Usually good things start to spread when you just talk about those things. But of course you need to learn how emotions can be managed in person, since it does not fit for everyone that you try to cheer them up personally if they feel down. You need to be aware of personal sensitiveness as well."*

The most common words that the respondents used when talking about emotions were "trust", "openness" and "respect". These words are not directly related to emotions, but the respondents seemed to link these words with the word emotion. These words were mostly used in the beginning of the interview when the respondents described their personal thoughts concerning emotions and leadership as well as at the end when talking about the competences they sought in team members.

"Trust" was mentioned fifteen times and "openness" was mentioned nine times in different contexts concerning all the interviews in total. "Openness" will be dealt with more in detail in the subsection, leadership styles of the respondents. One respondent said that power to lead does not make a proficient leader, but it is the ability to build trust in other people. Furthermore, one respondent related trust into improved team performance, and another to building long-term relationships with the client or supplier, which has an effect to organisational performance. "Respect" was mentioned five times in different contexts concerning all the interviews in total. One respondent related trust also to respect saying that in order to make people follow a leader one needs to build trust, relations and respect. Other respondents said that respect needs to be mutual between the leader and the follower, and that respect means also the ability to think ahead. As an example, trust and respect was expressed in the following situations.

> *"Emotions play a big part in my business in the industrial world, which you may not see in the beginning, but to build relations and trust etc. in order to build long-term relationships. They actually buy a brand in the industry, which is also towards the emotions. …You want the same things you had fifteen years ago, or twenty years ago."*

> *"Trust is that you are able to start reading people's emotions, you don't step on toes, and that is why trust and emotions are so important."*

> *"Always try to give little bit more information than needed, and be very clear in what you want to do. You need to be thinking the next phases of the work and who will do it. That is respect."*

In addition to building trust, the second quotation signifies the usage of emotions to the ability to "read" different signals in others. When the respondents' talked the

ability to identify others' emotions, some of them seem to mean that one needs to be able to "read" signals about others' current state of mind and act in an appropriate way around them. Some respondents also emphasised that in project environments it is extremely important to be able to "read" others' (team members) emotional states in order to allocate tasks sufficiently to get the best performance out of team.

One respondent explained the challenges when working in decentralised teams such as difficulty to gather the whole team in one meeting due to different time zones. The respondent emphasised the importance of recognising team members' current work ethic by identifying signals about their style of writing or the way to communicate. The respondent asked the team members to write a short story about the current status of the work with their personal style. The following examples stress these perceptions:

> *"During stress we change… and as a leader you need to able to read those signals. It might be the way people change their writing or the way they express themselves, but to be able to read that can make you really good edge on getting your team to work, because then you could remove pressures from that person who is feeling too much stressed..."*

> *"I enforce in my team that instead of having a template how to fill a form of the status, I want them to write freely and put in some personal touch in it.*
>
> *…*
>
> *I want to know what they did over the weekend and so on. Because if I know that they are active that means that they are in a good sense of mind. If they describe that they have stayed at hotel the weekend and every night that raises some alarms. So instead of having a template and list things to bullet points, I would like to have a short story written by them to be able to read between the lines so to say."*

In some interviews there were also other interesting words and tools indicated when talking about emotions such as "arrogance" and "feedback". One respondent said that arrogance might be seen in project managers' behaviour if they are too bold or cheeky with their output. Other respondent said feedback was a valuable tool to motivate and help others to perform better in the future.

"I think it is to give feedback from the actions, both constructive and positive. Of course the positive feedback might motivate more, but on the other to be able to give the constructive feedback in the way that it is not taken from negative perspective, because its main purpose is to help the receiver to act better in the future…"

Two of the respondents referred to emotions when communicating with client. The other from these two respondents described the way working as a filter between the client and the project team by blocking or filtering requirements from the client side towards the team. The same respondent also mentioned that positive and negative emotions emerge naturally when communicating with the known people. One just needs to react correctly on them.

"…From the client perspective, there could be some unfair requirements, so I try to block some of them and stay as a filter in between the team and the client. You need to look what is best solution from both perspectives, from the client and our side."

"Sometimes of course one could lose his or her temper, because of the client or some internal person, and they might open up in a negative sense. But on the other hand that is normal as well, and when people know each other, it is common that both negative and positive emotions emerge. One just needs to be able to react those in a correct way."

Reasons referring into emotions in such situations might be related to industrial sectors and type of company the respondents work for. Some respondents might be working more in collaboration with clients and the project team could include team members from the client side as well, which might direct their viewpoint more towards the client itself. Other respondents might be working more on company's internal projects, which might direct their viewpoint more into the project team and its members. However, the above quotations stress the view that emotions are linked to multiple contexts and people can easily interpret emotions differently. One might relate them more to particular action such as "reading" signals or giving feedback and the other might relate them more to certain behaviour or interaction such as showing anger or building trust.

4.3　Leadership styles of the respondents

All the respondents seemed to have a participative leadership style, but emphasising different aspects of their personal behaviour. Some of the respondents wanted to emphasise their way leading by example, some emphasised being open and fair towards their team members, and one indicated the need for organisational awareness when leading. It was notable that in most interviews the respondents gave an impression that as the project team has a common goal to aim for, the project team needs to work as a unit utilising every team members' personal strengths and capabilities. Three respondents pointed out that they are leading their teams by example. The following quotation is excerpt from one respondent.

> *"I think leadership is that you lead people through your own example, and you try to influence your subordinates in way that they get the best out of themselves.*
>
> *…*
>
> *I try to be exemplary by following the schedule tightly and do things when they have to be done."*

Two respondents pointed out fairness in their style of leading. Fairness is to treat everyone equally and take everyone into account in the team, but it can also be linked towards the client, which was discussed in the previous subsection.

> *"The first thing is fairness. If I think about my own project team, I try to take everyone into account and I try not to do schedules, which we cannot follow, or push people right into the edge."*

Two respondents pointed out openness when describing themselves as leaders. It seemed that openness was mostly related to transparency, since some respondents said that project manager and team members should not have any other goals that are not common for the project. The respondents also linked openness to modesty, truthfulness and ability to admit one's weaknesses.

"To be humble is another word. I try to keep my office open that people can talk to me, and to be available. I always try to let them finish their point and not interrupt them when they speak."

"Also to be open and truthful. One of the hardest things is to admit your weaknesses, but if you do that your team gets stronger. So openness towards the team and ability to build good relations."

"I am not hiding anything from my team members; I am always open and try to inform them as much as possible regarding what I know is happening in the organisation."

It could be argued that the previous behaviours and styles are also linked to participative leadership style. However, the respondents' company and their values could have an effect to respondents' leadership styles. The project environment could also set some prerequisites for the respondents to represent certain way of leading.

4.4 Competences sought among team members

The respondents were asked to rank five out of the eighteen competences that they value the most in their team members. I interpreted the competences to represent either personal or social competence of an individual, nine representing both personal and social. The competences had been chosen from the three models of emotional intelligence introduced in the literature review.

The results were that twelve out of the eighteen competences were mentioned in the interviews. Of these twelve competences, eight represented individuals' personal competences and only four social competences.

The most valued competences by the respondents were the ability to build trust, respect of others, teamwork and collaboration, motivation and commitment, which were all ranked three times by all of the respondents in total. The first three of these represent social competence and the last two personal competence. Ability to build trust, respect of others and teamwork and collaboration represent all the social competences of an individual, and they were not only pointed out in this particular

task, but also came up throughout the interviews. The respondents explained these competences in the following ways.

> *"Ability to build trust is for me the top one. Again everything I do is build on trust, you need to be able to trust your co-workers, since you might be there at yourself."*

> *"Respect of others is one key of my values. I think it is important for the people to feel respected and also to respect others. In the way to get the commitment, which is also combined with the respect, if you are respected and appreciated of your knowledge and your capabilities then you will gain a lot in the projects, in any working culture."*

> *"I would put teamwork and collaboration there. You are as strong as your weakest link there. So if you have a motivated team with that openness and respect you win. You will get a good teamwork. One plus one is not two anymore, one plus one is three if you get the synergies working in a team."*

Motivation and commitment represent the personal competences of an individual. The respondents explain these competences in the following ways.

> *"Motivation, since with highly motivated people it is easy to work with."*

> *"The next is commitment, since people need to be committed for the project and the things we are doing. They need be committed in the way that they'll do their part for the common objective. Usually there are many people involved in the project and if one part cracks, it could easily ruin the whole project."*

One of the interesting points is that two-thirds of the competences ranked in total by the respondents were personal competences. Furthermore, each social competence that was ranked, at least two respondents ranked the same competence, whereas several personal competences were ranked only once by the respondents. This might explain that the ranked social competences are mainly the same regardless of the respondent, but the ranked personal competences differ more between the respondents.

It is also notable that some social competences such as empathy and ability to build relationships were not ranked as a valuable competence of a team member in this particular task. However, it could be inferred throughout most of the interviews that both or either of these competences are valued in team members and in project environments even though they were not directly mentioned. Many respondents mentioned the importance of relations in other questions than in this particular task, and empathy could be indicated through the significance of respect and understanding of others, which were also notable throughout most of the interviews. Another reason for such could be that the respondents were focused on the collective team rather than on individual team members, since the non-mentioned competences reside within the individual.

4.5   Summary of the data analysis

The gathered data suggests that openness, respect of others and ability to build trust are valued by project managers when working in projects. The interviews seem to indicate that through open communication it is possible to build trust and interpersonal relationships between the team members, which is seen by these respondents as a necessary and basic foundation for the a project team.

The respondents mentioned that trust allows the project manager to build close relations with team members. As these interpersonal relationships develop and the project manager learns to know the team members more in person, showing emotions becomes easier. This can facilitate project managers to motivate and demand commitment from their team members.

The interviews indicate that if the bricks of trust and openness are built as the foundation of a project team culture, it becomes easier for the project managers to show their feelings towards the project team and its members. However, most of the respondents also mentioned that they try to control their personal emotions and not show their feelings. Particularly they wanted to control and keep away any negative emotions, which might have an unfavourable effect on the team.

It could be inferred from the interviews that trust, openness and respect toward others help a project manager "read" various signals from followers and understand their

emotions. Furthermore, this might help the project manager to define the individuals' capacity in different situations in order to adjust the workforce in a suitable way. Sometimes the project manager could demand more and put higher pressure on some individuals, and in other cases the project manager might have "read" the signals of stress or low-motivation in order to act differently, such as one respondent indicated.

> *"I don't know if I manage peoples' emotions… I might adapt to peoples' emotions and try to act around them…"*

It could be understood that it is more important that the followers are open towards the project manager, and that they talk about emotions and feelings they are currently facing and share views about their personal life rather than the managers exposing their feelings. Thus, although these managers strove for an open climate and were conscious of the need to be aware of their team members' emotional states, most of them seemed uncomfortable or reluctant to share their own spontaneous feelings.

Most of the respondents had heard about emotional intelligence previously, but for most of them the interviewer had to explain and define it more specifically. Most of the respondents mentioned that their company offers leadership training in which they had also taken part, but emotional intelligence or influence of emotions had not been particularly part of the trainings. Mostly the training had been concentrated on team building and personal leadership analysis.

The data analysis suggests that emotional intelligence could be a beneficial tool for project manager to read signals of his or her team members' current capabilities to work in different situations and to find the greatest potential in each situation. However, in order to get there, interpersonal relationships and mutual trust needs to be built with each individual, and to fully build trust they would also need to reciprocate. Project manager should encourage team members to be open not only about the work-related issues, but also about their personal lives, since it might have an influential effect on work efficiency.

5 Discussion

First it should be pointed out that the research participants contributed in the study due to their own interest. Most of the research participants were interested in the topic and appreciated the interview situation, which was manifested in their body language. They were engaged to talk about emotions related to their work as project managers. As stated in the research methods chapter, a prerequisite for the interviews was that the research participants worked as project managers and had experience of project management practices as well as leading a project team. However, their preceding knowledge about emotional intelligence varied as most of the respondents had not heard previously much about emotional intelligence.

5.1 Emotions in project leadership

George (2000) mentions that the emotions of a leader play a central part in the leadership process and suggests that experiencing positive and negative emotions can be used to improve an individual's cognitive processes and decision-making through directing his or her attention to important concerns. This view was also partly demonstrated in the gathered data as almost all of the respondents stated that emotions play an important part in leadership. Some respondents said that spreading positivity through the project team was seen as an influential way to get the team members to work and perform better as a team. Some respondents said that showing their own emotions, such as anger, might lead to improved decision-making process or the ability to achieve results. Lindebaum and Jordan (2012) highlighted also this view by saying that while some consider angry emotions as an indicator of weakness, emotionally intelligent individuals can appraise controlled anger expressions to achieve desired outcomes.

One of the most emphasised issues in the gathered data was trust, openness and respect toward others, which might facilitate the project manager "read" various signals from the followers and understand their emotions. These were the words the respondents used together with the word emotion, and therefore emphasises their value in emotional intelligence concept. George (2000) suggests that generating and maintaining enthusiasm, confidence, optimism, cooperation and trust is one of the key

aspects of leadership, which she relates to emotional intelligence through leaders ability to appraise emotions of others and anticipating to the changes of moods. The respondents reinforced this, but openness and respect might be additional factors to generate and maintain in project leadership. The respondents also said that in project environments project managers ability to "read" and appraise signals from the followers helps them to adapt and act around followers' emotions, which might help in defining individuals' capacities in different situations and therefore adjust the workforce in a suitable way. However, the gathered data does not have adequate evidence how the project manager's "read" these signals in oneself and how they would manage and regulate them, since most of the respondents were reluctant to talk about their own emotions. The only thing the gathered data shows from managing and regulating one's own emotions is that the respondents tried to control their negative emotions by keeping them away from the project team and the project environment.

Druskat and Druskat (2006) emphasise that the temporary nature of projects requires rapid creation of trust and commitment of project manager toward a team, which is linked in building interpersonal relationships. Clarke (2010) states that these interpersonal relationships should support greater knowledge exchange and help the project manager to deal with uniqueness and complexity of projects. The gathered data shows that ability to build trust and commitment were both the most valued competences that the respondents sought among their team members. In most of the interviews these competences also represented some of the respondents way to lead their teams, even though leading by example was the most utilised way among the respondents. However, the gathered data might also suggest that in addition to Druskat and Druskat (2006) requirements of trust and commitment, also respect of others, teamwork and collaboration and motivation are worth to consider when project manager builds interpersonal relationships with team members.

5.2   The models of emotional intelligence

Mayer and Salovey's (1997) ability based model of EI focus exclusively on cognitive abilities and views EI as a form of intelligence to process emotional information. They describe their model through four branches as introduced in the literature review; *identification of emotions*, *facilitation*, *understanding emotions* and *managing emotions*, which include developmental progression within each branch as the

complexity of skills increases going from identification into managing emotions (Mayer, Salovey and Caruso, 2004).

The gathered data does not identify if the complexity of these emotional skills increases when progressing from the first branch to the last. However, it can be indicated from the gathered data that all these emotional skills can be identified in project manager's way of leading their teams and interacting with their team members, but places particular emphasis on the first branch, *identification of emotions*, and the third branch, *understanding emotions*. The respondents pointed out identification of emotions as they talked about how easy it is to identify emotions and feelings in other people through daily basis communication. They also said that if somebody is feeling positive or negative it very easily affects other people, which indicates that identification of emotions is rather easy for everyone. Understanding emotions became apparent through the respondents' attempts to "read" various signals from team members when communicating and interacting with them. One respondent pointed out that team members should more openly share feelings from their personal lives to project manager in order to understand them better, but project managers were not that willing to reciprocate. The fourth branch, *managing emotions*, was seen in most of the respondents' personal side as they first identified e.g. negative emotions in themselves, they understood the causes and consequences of bringing them up in project team environment, and after that they tried to control and keep those emotions away. However, the data shows that this could be only identified in project manager's personal side, but most of the respondents' were also willing and tried to foster openness and being open to emotions socially as well, in the follower side. These identifications address the importance of project managers also share openly their feelings toward team members in order to generate mutual openness and to enhance benefits from emotional intelligence.

Goleman's mixed model of EI (1995) is divided into *personal* and *social competences*, and consists of five skill areas: *self-awareness*, *self-management*, *motivation*, *social awareness* and *relationship management* (Goleman, 2006). Goleman's model was used as foundation for the research participants' personal task in the interview in which the respondents had to rank five competences that they would value the most in their team members. I incorporated all the competences

utilising all the three models of emotional intelligence introduced in the literature review and interpreted them as personal or social competences.

Interestingly, it can be pointed out from the gathered data that three out of five most ranked competences were social competences, which can be related to building interpersonal relationships and being socially aware of others. These competences were the ability to build trust, respect of others and teamwork and collaboration. The other two most ranked competences were personal competences, motivation and commitment. However, comparing these results into Goleman's mixed model, the major emphasis is on the social side and especially in the skill area of *relationship management*. Motivation and commitment were valued from the personal side, but *self-awareness* and *self-management* skill areas including self-confidence, transparency and adaptability were not as highly regarded in team members. These findings may suggest that in order for project manager to "read" signals from team members' emotional states, the team members should also be self-aware about their own emotions to signalise these things toward project manager. This may then lead to better teamwork and collaboration and conflict management abilities that belong to relationship management.

Bar-On et al. (2000) model of "non-cognitive intelligence" is based on Bar-On's research on well-being and consists of five broad areas of skills and competencies from the personality domain, and within each, more specialised skills contribute to success (Vakola, Tasousis and Nikolaou, 2004). These skill areas consist of *intrapersonal capacity*, *interpersonal skills*, *adaptability*, *stress management* and *general mood* factors.

Examining Bar-On et al. (2000) model through the gathered data, the data focuses mostly on the *interpersonal skills*, *stress management* and *general mood* and the specialised skills within each of these factors. In Bar-On et al. (2000) model interpersonal skills include empathy, social responsibility and interpersonal relationships. From these skills interpersonal relationships was the most emphasised throughout all the interviews. Many of the respondents stressed that the basis for good project team is to have close and mutually open relationships. However, it was stressed that even though one would not be able to build close relationships with another, the persons need to be at least able to work together. Empathy was another

skill that the data stresses though it was not mentioned as a particular word in the responses. Empathy forms an emotional connection that binds people for stronger connection with shared values, since it allows a person to think from other person's point of view and understand his or her reactions in a particular situation (Kunnanatt, 2008). Empathy can be indicated through most of the respondents' noteworthy emphasis of respect and understanding of others feelings as they said that it important to have the ability to put oneself on others' "shoes". Stress management and general mood could be indicated through the respondents' ability to control their negative emotions and feelings and managing them by keeping them away from the workplace. However, the respondents said that spreading positivity through the project team is highly encouraged since this may result in better work ethic and efficiency, which is more related to general mood factor.

What is notable here is that most the respondents did not bring up so much skills or behaviour related neither to intrapersonal capacity nor adaptability introduced in Bar-On et al. (2000) model. These factors include skills such as assertiveness and emotional self-awareness, in other words, the abilities to be aware and accurately perceive and understand one's own emotions. The gathered data shows that the respondents did not seem to have the kind of self-awareness what the Bar-On et al. (2000) model suggests. Adaptability includes skills related to flexibility, meaning one's ability to adapt and adjust one's own feelings related to new situations. However, one skill that the respondents brought up indirectly from intrapersonal capacity was self-actualisation, which means strive to achieve personal goals and actualise one's potential. Some respondents stressed that one should not have too much emphasis on their own personal goals, or at least they should not overcome the common project goals. However, one of the project manager's jobs is to find the greatest potential from each individual, and therefore from these responses it could be understood that in project environments, one's self-actualisation and self-awareness are not that eagerly stressed.

Mayer, Salovey and Caruso (2004) suggest that people lower in the organisational hierarchy appreciate emotional intelligence in their supervisors. Goleman (2006) argues that higher levels of management require increasingly higher levels of emotional intelligence. These two arguments may suggest that great amount of management positions require emotionally intelligent behaviour. Furthermore, a

number of researchers have found that EI may hold the key to enhanced performance of project managers (Clarke, 2010). However, the basis for this argument requires effective interaction among project participants in which emotional awareness and emotional regulation might be essential factors (Lindebaum and Jordan, 2012). The gathered data shows that emotional self-awareness and self-management of project managers are not clearly perceived, which links to the previous statement that this is one of the concerns in order to have more emotionally intelligent project managers and to extend the value of the emotional intelligence models in project environments.

6 Conclusion

This chapter concludes the research study and its results, and provides answers to previously defined research questions. It also reflects to limitations of the study and provides managerial recommendations and suggestions for future research.

6.1 Recap of the research

The rationale behind this research study was to investigate the people side of project management and how the controversial concept of emotional intelligence is seen in the practices of project leadership. The study was built up for comprehensive literature review about the topics of project leadership and emotional intelligence, and followed by explorative qualitative research approach to test what role does emotional intelligence play in project management professionals' leadership through semi-structured open-ended interview design. The aim of practical investigation was especially directed to what role emotions may play in project manager's preferred leadership style when managing projects, and what would constitute to behave in an emotionally intelligent way in a project team environment.

The first research question was: *what does the literature on emotional intelligence say about project leadership?*

The literature review explored the current knowledge of the researched topics and provided a preliminary framework for the study. The current knowledge on emotional intelligence in project leadership is limited and it provides mainly assumptions how individuals' emotionally intelligent behaviour might influence project leadership. The reviewed literature showed that only little research has been conducted to examine how the leaders actually use emotional intelligence when leading. Therefore, it was valuable to investigate three different models of emotional intelligence and the underlying concepts constructing those models. It was also suggested in the literature that EI abilities may hold the key to enhanced performance of project managers, since the uncertain nature and complex characteristics of projects might place a severe importance for project managers to possess emotional intelligence competencies. Particularly, the temporary nature of projects would require rapid creation of trust and commitment of project manager toward the project team, which is linked in building

interpersonal relationships. Project managers' emotional competences were also seen in relation to his or her skills and intuition in order to become a reflective practitioner, which might result in improved ability to solve project challenges.

The second research question was: *what role does emotional intelligence play in project management professionals' leadership?*

An explorative qualitative research approach was set to investigate solution for the role of emotional intelligence in project management practices. The gathered data shows that emotional intelligence can be recognised in project managers' leadership practices partly through all the three models of EI discussed in this study. In project leadership, the models of EI place a particular emphasis on the social aspect, especially in the importance to build interpersonal relationships with team members as well as identifying and understanding the emotions of team members. In other words, personal aspects of emotional intelligence did not have that strong emphasis as social. In order to have mutual benefit from emotional intelligence in project leadership, project managers should reinforce their emotional self-awareness and self-management, since the emotional recognition is mostly directed towards the project team members.

Through the comprehensive literature review and findings from the gathered data, it can be reinforced that temporary and uncertain nature of projects requires a rapid creation of trust and commitment from project manager towards the team members, but it also requires mutual respect, openness and highly motivated individuals. Emotionally intelligent project managers could benefit the project teamwork by identifying and understanding emotions of team members and act around them accordingly in regards to what is best for the project and the individuals as project team members. However, in order to become an emotionally intelligent project manager, one needs to place a particular emphasis on emotional self-awareness and self-management as an addition to social competences and interpersonal relationships between the team members.

6.2   Limitations of the study

The most of the research projects have limitations and so did this one. The subjective nature of this research study was one of the main limitations. This research was conducted by one Master's student from the field of project management and relied only on his perceptions about the topic and the gathered data. The research participants represented a role of project manager in their organisations, but they were selected purely on their availability and interest on the researched topic, and the study did not consider their previous knowledge about the topic as a limitation. As the research was directed to evaluate project managers' perceptions about the topic, the study did not take into account for example project team members perceptions or other internal or external stakeholders influencing project teams.

Another main limitation for this study was time. Time limited the research in multiple ways, such as the literature covered in this research, interview design concerning re-interviews and pool of research participants and their further classification to benefit the study's objectives better. Within more generous time frame some of these limitations could have been avoided.

However, the qualitative data provided was in-depth and comprehensive providing an adequate evidence for data analysis, discussion and comparison with the reviewed literature. Though, it has to be accepted that the amount of data and its analysis by a single researcher cannot provide a representative views and practices to applied for the project management framework. However, it provides an insight and fresh thoughts from project management professionals and the analysis of those insights concerning emotional dimension of project leadership. Based on the results and conclusion of this study, suggestions for future research are made in the next section.

6.3   Suggestions for the future research

Two suggestions for the future research were identified from this study. The first one rose from the limitations of this study as this study investigated only project managers' perceptions of emotions in project leadership. Involving another perspective for the study, for example project team members' perceptions about the emotional influence of project manager and project leadership could be beneficial.

This angle for investigation might provide supportive or depressive views for the findings in this research study. The study could be done with a similar manner and background as this study or it could be directed more to emotional intelligence concerning project team members and enrich the literature and data from that angle.

Another interesting angle for research could be found to investigate project managers work through additional observation of them in daily basis. The research could be directed to focus on project manager's emotional competences when they are having meetings, interacting with team members in ad hoc situations, and how emotions can be identified when problems and unexpected situations arise in projects.

7   Personal Reflection

This research study has been a great learning process to develop my knowledge about the impact of social skills in project management. Furthermore, emotional intelligence has provided new insights into my personal views about leadership.

During this research study, I landed a job in which I will have the possibility to practice the knowledge gained from the Master's programme studies of project management. Additionally, I got the possibility to participate in the company's induction training week, which was mainly directed to develop new employees team working and social skills. I decided to take field notes during the induction week about how new teams develop, how personal and social competences are utilised, and how emotions can be identified throughout the process in order to benefit the research process for this Master's dissertation. The main findings from these field notes showed that people in team environment feel comfortable to express themselves to others when mutual respect is created through interpersonal relationships, which further leads to decrease of emotional barriers and tensions between the people. This seems to be a valuable foundation in creation of effective team working environment and also emphasises the emotional dimensions in building stronger relationships within the team.

For the future career as project management professional, this research study has given insights for different leadership perspectives, mainly to have the emotional aspect of leadership in the personal project management toolbox in order to learn and act more comprehensively in ad-hoc situations requiring adaptive capabilities from the leader. As professional practice, so is emotional intelligence, a continuous learning process for an individual, which develops through experiences and knowledge to become a reflective practitioner. This will be one of the main principles I would like to pursue in my future career and continuously try to develop myself through own and others' experiences in order to adapt into complexities of projects and project management practices.

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