Project
ON

EMOTIONAL INTELLIGENCE
AND PROJECT LEADERSHIP
(IT Firm)

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DECLARATION

I Rahul Dev student of EMBA 2014-2016 batch of Delhi School of Management, Delhi Technological University, Bawana road, Delhi-42 declare that term project A Study on Emotional Intelligence and Project Leadership in an IT Firm submitted in partial fulfilment of Executive MBA programme is the original work conducted by me.

The information and data given in the report is authentic to the best of my knowledge.

This Report is not being submitted to any other University for award of any other Degree, Award and Fellowship.

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Prof. Shikha N Khera

Place: New Delhi

Date: 11th April' 2016

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It is indeed a matter of great pleasure to present this project report on the topic "A Study on Emotional Intelligence and Project Leadership in an IT Firm" to The Head, Delhi School of Management.

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1   INTRODUCTION

Project management models and frameworks are continuously developing through best practices and standards to improve productivity in project organizations. Project leadership is one of the most important elements in the successful delivery of projects (Müller and Turner, 2010; Srica, 2008). According to Association for Project Management Body Of Knowledge (APMBOK) (2006, p. 69): "The role of leadership promotes the project objectives, encourage relationships that are positive, support teamwork that is effective, raise morale and inspire individuals." Naturally, different situations arise during a project life cycle, but 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 analyze their experiences and reflect-in-action. Furthermore, individual's Emotional Competences have been discovered to be associated as becoming a reflective practitioner (Winter etal., 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 organizations consciously focus on developing their leadership potential, which has encouraged researchers to investigate many aspects of human behavior. 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. Humphrey (2002), states that leadership is intrinsically an emotional process, whereby leaders recognize followers' emotional states and try to manage them accordingly. 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 a fairly new and complex concept in the leadership literature, its value is highly debated (Kerr et al, 2006; Sadri, 2012). Goleman, Bouyatiz and McKee (2002) found a clear correlation between Emotional Intelligence and leadership style of a manager and positive organizational 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 empathize 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).

During the last two decades there has been a fundamental shift in the management styles. The roles performed by the individuals are more customer orientated and knowledge based. The roles demand the need to work as a team.

This has created less autocratic organization cultures with few levels of management. This nature of organizations has allowed highly developed social skills to be as successful as those who excel academically. The historical Social or Emotional Intelligence is not a new concept but one that over time has gained general agreement as a key element of workplace success.

Emotional Intelligence can be abbreviated as (EI) and can also be referred to as Emotional Quotient (EQ).

When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important.

Robert Thorndike, wrote about "social intelligence in the late thirties (Thorndike & Stein, 1937).

David Wechsler in 1943, defined intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment. He referred to "non-intellective" as well as "intellective" elements by which he meant affective, personal, and social factors.

Office of Strategic Services in 1948 developed a process of assessment based on the earlier work of Murray that included the evaluation of non-cognitive, as well as cognitive, abilities. This process evolved into the assessment center, which was first used in the private sector at AT&T in 1956. Dimensions measured in assessment centers then and now involve social and emotional competencies such as communication, sensitivity, initiative, and interpersonal skills.

Under the direction of Hemphill (1959), the Ohio State Leadership Studies suggested that consideration" is an important aspect of effective leadership. Leaders who are able to establish mutual trust, respect, and a certain warmth and rapport with members of their group are more effective.

Numerous books have been written on Emotional Intelligence. There is some common agreement between all the researchers:

- Emotional Intelligence exists.
- It is a factor in personal and professional success.
- It can be improved.

Within the given background, I have chosen to investigate Emotional Leadership in IT 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 study 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 study centralizes 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 study aims to focus on 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 study 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 study required an explorative qualitative approach. Semi-structured open-ended interview design was used as a method to gather data from IT Project Management professionals, each representing various departments of the company.

Considering the subjective nature of the study, it can be regarded as one of the main limitations of the study. The study is directed to evaluate only Project Managers' perceptions and experiences within the given phenomena using one interview for each participant. The study included five participants to be interviewed.

2 RESEARCH METHODOLOGY

Biggham (2008) highlights that it is essential to provide information for the reader as how the study has been conducted and what are 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. This section describes the differences between quantitative and qualitative methodologies, and explains 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.

2.1 Objective of Study

The main aim of the study is to understand the influence of Emotional Intelligence on Project Managers in an IT firm. This study 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 Managers 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:

- 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
- Conduct an adequate data collection based on the rationale of the study
- Identify and examine the gaps between the theoretical framework and practice
- Give realistic managerial recommendations to support the research questions

By comparing existing literature of Emotional Intelligence and Project Managers 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 study. As quantitative measurement of Emotional Intelligence has resulted controversial, the qualitative perspective may provide unexplored nuances of individuals' Emotional Behavior 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 study aims to investigate. However, in order to find out the appropriate research strategy for this study, comparisons with different methodologies have to be made.

2.2 Need of the Study

IT industry is one among those industries which help in generating revenue in India. Without noise and smoke, this industry faces many fever and fret. Professionals are the backbone of this industry. But they face many problems in society and in workplace. The work environment that is able to fulfil employees' personal need is considered to provide a positive interaction effect, which will lead to an excellent quality of work life. The personal needs are satisfied when rewards from the organizations such as compensation, promotion, recognition and development meet their expectations. When stress arises in the process of interaction between a person and the work environment, it threatens the individual's psychological and physiological well-being. Physical illness and psychological disorders increase when pressure at work increases. Stress causes problems to the muscular system and circulation thus increasing the risk of heart attack which is well documented in psychosomatic studies. Employees who have been exposed over two years in high strain work environment are likely to develop higher systolic blood pressure. The nature of work of IT professionals reflects a similar situation. A continuously demanding and monotonous work environment affects the brain resulting in exhaustion and degenerate cognitive abilities. Depression and anxiety are also another form of stress that contributes towards the deterioration of health. The prevention strategies must be healthy and humanistic in nature in order to evolve IT professionals work comfortably.

2.3 Scope

The Scope of the current study is limited but not restricted to an IT Firm. The study is being done for an organization having three locations in India; Five Locations in United Kingdom, One location each in France, Germany, and Singapore etc. to name a few in Europe.

The findings of the study will have wide ramifications for the policymakers and HR managers in IT industry in creating conducive environment. Trait of Emotional Intelligence of Project Managers could derive higher organizational commitment from the employees. It is hoped that the findings of the study will be applicable for Project Managers only as the study has been focused mostly on the interview between me and Project Managers of the company.

2.4 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. I have tried to make 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.

2.4.1   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 and quantitative research answers the 'how much' and 'how many' questions of the study. 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) emphasize, 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 emphasizes 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 below in the table.

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. Standardized procedures and measures accent the objectivity of quantitative research. On the other hand, in qualitative approach, research participant's 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 analyzing data and determining the relationships between variables. In qualitative research, text analysis is used to determine responses and themes that are further evaluated subjectively.

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.

2.4.2   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 behavior. 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 organized to identify how the dimensions of Emotional Intelligence are applied in project management practice.

2.4.3   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. The redeeming feature of qualitative interviews is the 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 analyzed. 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) Analyzing, (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) Analyzing in this study.

2.4.3.1 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. In other words, before adopting a method of data collection, the objectives of the research need to be clearly identified.

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 study, 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 respondents that posed a role of Project Manager in a multinational, mostly project-based organization employing more than 40,000 people in India, UK, France, Germany, Sweden to name a few.

2.4.3.2 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. 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. 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".

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. All the Five interviews took place within each participant's workplace. 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 utilizing the research

objectives, and Thematizing the topics covered in the literature review to attain appropriate information. The purpose was to outline the participant's 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 respondent's freedom for exploration and engagement into situational issues and examples from the organization. The interviewer's role in the dialogue was to maintain a good flow rather than being directive or put words into the respondent's mouth.

The interview was divided into four subsections:

- Personal thoughts of emotions and leadership
- Perspectives of emotions in projects
- Perspectives of emotions in an organization
- 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?

- What do you know about Emotional Intelligence?
- How do you think emotions might influence your leadership? Positively / Negatively?

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

- Your own?
- Those of your followers?
- How do you manage them?

Perspectives of emotions in projects cover the following questions:

6. How do you create your project team?

- What is your procedure?

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

- What are the most common obstacles?

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

- 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?

- Please give an example?

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

- Please give an example?

Perspectives of emotions in an organization cover the following questions:

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

13. How does the organization train its manager's 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 utilizing all the three models of Emotional Intelligence introduced in the literature review and interpreted them as personal or social competences.

Personal Competencies	Social Competencies
Motivation	Ability to build relationships
Commitment	Ability to build trust
Independency	Organizational 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

2.4.3.3 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 include audio and video recording as well as note taking and remembering. 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.

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

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.

2.4.3.4 Analyzing

Analyzing 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 analyzing the content. In explorative purposes it is appropriate to pursue different interesting aspects of the individual interviews and to interpret them in great depth. 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 analyze 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 analyzing the interviews due to limitations of the study.

The first step, subject description, is when subjects describe the respondent's lived world during the interview. The respondent's 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.

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.

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.

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 section. 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.

2.4.4   Limitations of the Study

The subjective nature could be considered as one of the main limitations of the study. The aim of the study was to explore how Project Managers perceive the Emotional dimension of leadership and the application of emotions in their leadership styles when managing projects. Therefore, the study is directed to evaluate only Project Manager's 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 study 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 study. For example, interviews are conducted only once for each respondents 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 Manager's about Emotional dimension of project leadership.

2.4.5   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, basic ethical guidelines were taken into consideration. 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. A simple verbal communication happened between the interviewer and 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 interviews, a brief on the literature was explained to all the five respondents

and the interview structure made available to them. a 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. Particularly in this study, the study itself should not cause any harm for the research participants or their organizations. Before conducting each interview the participants were told the study would ensure full anonymity meaning that no names of persons or organizations would appear in the study.

2.5   Summary of Research Methodology:

__Research Design:__ A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Qualitative Method of data collection is used to perform the study.

__Sampling Design:__ Sampling design refers to the technique or procedure the researcher would adopt in selecting items from the sample.

__Sample Area:__ An IT Firm in NCR region.

__Sample Size:__ 5 Project Managers were selected purely based on the availability.

__Sample Unit:__ Employees of an IT Firm.

__Sampling Method:__ Semi Structured Interview method is used to collect the information from the respondents.

3 LITERATURE REVIEW - EMOTIONAL INTELLIGENCE

Someone who is incredibly bright in studies is not able to pull the life together. A brilliant student at college or a very intelligent worker of the organization doesn't seem to go ahead in the company. They have a good to superior intelligence level but that doesn't seem to be enough to ensure success. There are certain traits or behaviors that have nothing to do with intelligence. Standard Intelligence alone is not enough to predict the performance of an individual. The other type of intelligence that isn't related to the standard cognitive intelligence is called as the Emotional Intelligence.
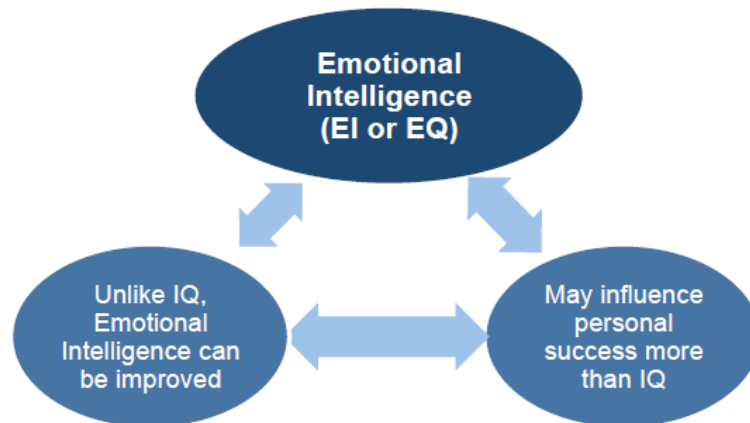
The study of Emotional Intelligence has its roots in the work of Darwin, who posited that emotional expression was essential for survival.

Emotional Intelligence can also be defined as the ability to be aware of your emotions and the emotions of others and then to use that knowledge to help manage the expression of emotions so that they foster success instead of cause roadblocks.

Emotional Intelligence involves a combination of competencies which allow a person to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others.

People who have high level of Emotional Intelligence are able to understand the physical, mental and social impact that negative emotions have on their bodies, minds, relationships and ability to pursue and achieve goals. They moderate their own emotions so that their emotions support their activities and enhance their quality of life.

3.1 Theories of Multiple Intelligences

Howard Gardner published a ground breaking work entitled Frame of Mind: The Theory of Multiple Intelligences. Gardner believed that the additional intelligences were as important as traditional intelligence in predicting performance and success. His model for multiple intelligences focused mainly on:

- Intrapersonal Intelligence: The ability to understand one's own feelings, motivations and intentions.

- Interpersonal Intelligence: The ability to understand other and their desires, motivations and intentions.

Salovey and Mayer originally coined the term 'Emotional Intelligence' in 1990. They described Emotional Intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action."

Daniel Goleman popularized it in 1995 in the title of his best-selling book "Emotional Intelligence: Why it can matter more than IQ".

Goleman defined Emotional Intelligence as "Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living." His two claims that made his book so popular were firstly "Emotional Intelligence may be more important for personal success than IQ" and secondly "Unlike IQ, Emotional Intelligence can be improved". These two claims resonated with people and made the idea of Emotional Intelligence a hot topic amongst professionals who were involved with personal development.

Goleman's book made a compelling case for the Emotional Intelligence theory; there was no practical means discussed as how it can be implemented in management situations.

3.2 Importance of Emotions

Emotions serve a biological purpose – they tell us when our needs are not being met. Failure of not getting regularly results in anger, fear, disappointment, depression or any other negative emotion. Ignoring emotions ensure unhappiness and it can also lead to physical illness and even early death. It has been proven by research that people with a high Emotion Intelligence are not only more successful in their careers but also healthier, happier and enjoy better relationship with others.

Those with a high level of Emotional Intelligence tend to experience a healthy balance of feelings like:

- Motivation
- Friendship
- Focus
- Fulfillment
- Peace of Mind
- Awareness
- Balance
- Self-Control
- Freedom
- Autonomy
- Contentment
- Appreciation
- Connection

- Desire

But those with a lover level of Emotional Intelligence tend to feel more:

- Loneliness
- Fear
- Frustration
- Guilt
- Emptiness
- Bitterness
- Depression
- Instability
- Lethargy
- Disappointment
- Obligation
- Resentment
- Anger
- Dependence
- Victimization
- Failure

3.3 Emotional Intelligence at Work Place

As per John Gottman, "In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life".

Companies have realized that IQ alone cannot predict an individual's performance or success. The way they conduct themselves, the way they express themselves and the way they interact with others are all as important if not more important than the persons score on an intelligence test.

An individual who has not developed there Emotional Intelligence tends to get stopped by setbacks. They either can't get past the difficult situations or they struggle past it after long period of time. The negative reactions towards other involved people results in increased animosity and difficulty in being productive. They take things negatively, personally and feel like a victim rather than feeling empowered.

Individuals having high level of Emotional Intelligence also face similar types of situations. But their way of reaction is different. They analyze what their feelings and understand how those feelings are impacting their behavior. They choose their behavior and actions that will help them to move past such situations and resolve them too within themselves and not impacting the relationship between peers, superiors and subordinates. They take these setbacks as learning experiences and chances to improve on their relationship with others. So such situations never look to be roadblock for them.

In a workplace were all the employees have high developed Emotional Intelligence, the environment at the work place would be

- Everyone's ideas are respected
- Teams work at their optimum
- Gossip and other negative behavior stops
- Everyone encourages and celebrates each other's success
- Stumbling blocks are quickly surmounted
- Decisions are value based
- Integrity is valued
- Work relationships are rewarding
- Individuals performance is continually developed

3.4 Cost Savings from Emotional Intelligence

Hiring employees who have high levels of Emotional Intelligence gives you a better chance of hiring the right people the first time and reduces employee turnover, resulting in significant cost savings.

When hiring, organizations have started using Emotional Intelligence test as part of the Selection Process. It has been found and researched too that the individuals who performed the best were the ones who had scored the highest in Emotional Intelligence Test particularly in the competencies of emotional self-awareness, empathy, happiness and assertiveness.

Some IT organizations could increase the chances of hiring successful recruiters by three times as much if they used Emotional Intelligence Test. Organizations have been able to save millions of pounds / dollars annually by hiring the right people the very first time. Looking at the success in recruitment and selection process and lowering of attrition rate in the organizations, Emotional Intelligence Test are used during Aptitude and reasoning tests conducted during hiring.

3.5 Emotionally Intelligent Leaders

Multiple studies have shown that the most successful leaders in the organization are those that have higher levels of Emotional Intelligence. When a leader fails, it can usually be attributed to a lack of emotional competence.

During a study on 300 leading executives in 15 international organizations, exceptional performers in the group were strong in six particular competencies – drive for achievement, leadership, team leadership, self-confidence, organizational awareness and influence.

The difference in hiring methods was also studied in a beverage company. During traditional method of hiring, 50% of joiners would leave the organization within 2 years. The main reason for leaving used to be Poor Performance. After the shift to Emotional Competencies as a key selection factor, there was a drastic decline in the percentage of joiners leaving the company to 6%. Moreover, the joiners who were hired based on Emotional Competency performed much better than the normal hiring joiners.

Emotional Intelligence has been more important in rising to the top of an organization than IQ or cognitive competencies. Lack of Emotional Intelligence seems to play a role when leaders don't succeed. Three main reasons which lead to failure of Executives are:

- Inability to handle change
- Poor interpersonal relationship
- Not being able to work well with team

3.6 Models of Emotional Intelligence

There is significant debate in the academic and professional communities over which model of Emotional Intelligence is most comprehensive. Currently, three main models are:

- The Ability Based Model
- The Trait Model
- The Mixed EI Model

3.6.1 The Ability Based Model

The research of the model was done by Solvey and Mayer. They defined Emotional Intelligence as "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth".

The major tenets of this model are that emotions are a means of information that is useful in interacting social environments and in social relationships. It is also important to understand that not all individuals have the same ability to process emotional information and then to relate that information to overall cognitive process. The model proposes four main type of emotional abilities:

- *Emotional Perception*: An individual's ability to recognize his own emotions and to understand the emotions expressed in faces, voices and pictures. This is the basic skill involved in Emotional Intelligence because unless you can perceive emotions you cannot manage them.
- *Emotional Use*: The ability to use emotions in order to perform other cognitive activities. Someone with high Emotional Intelligence can use their emotions on order to help then think through a situation and solve problems. She is able to use her varying moods to the best advantage for completing required tasks.
- *Emotional Understanding*: The ability to perceive the shades of emotion that exist and how different emotions interact with each other. This ability also includes comprehension of how emotions may evolve across a period of time.
- *Emotional Management*: The ability to self-regulate emotions and to regulate emotions in others. The person with a high level of this ability can harness positive or negative emotions and manage them in a way that facilities the completion of required tasks.
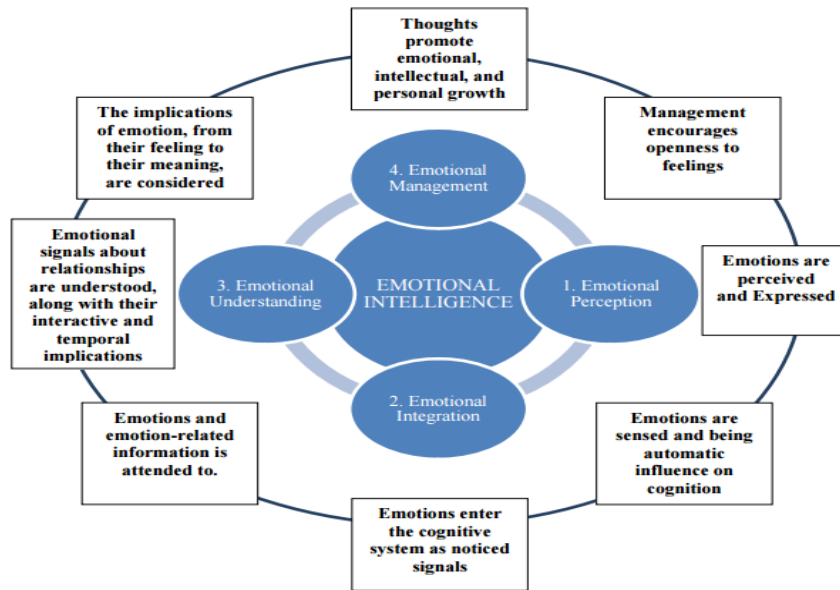
The model has faced criticism as it is based on the IQ test. The Mayer-Salovey-Caruso Emotional Test (MSCEIT) uses problem solving challenges that are emotionally charged in order to test the participant ability on each of the four abilities as well as an overall rating of Emotional Intelligence. The test assumes that the test taker will be responsive to social norms that are in place in our society and is scored by comparing the respondent's answers to a global sample of others who have responded.

The test doesn't allow for Emotionally Intelligent answers that are unique but are still valid. The test doesn't allow for the breadth of ways in which each of the EI abilities may manifest itself.

3.6.2 Bar-On: A Mixed Model of Emotional Intelligence

Reuven Bar-On was one of the first behavioral scientists to develop the term "Emotion Quotient". Bar-On's model of Emotional Intelligence emphasizes on the potential an individual has to perform and succeed. It accentuates on an individual's ability to solve problems and issues of a social and personal nature (Bar-On 1997). The model draws attention to a number of emotional and social abilities. Predominant among them are the skills and the ability to be aware of and understand oneself and to be able to express oneself. It also includes the ability to understand others and to relate and interact with them. The model highlights the importance of the process rather than the outcome (Bar –On, 2002).

The model also puts emphasis on the ability to deal with strong emotions and the ability to adjust to change. The Bar-On model of Emotional Intelligence defines five components of Emotional Intelligence which are intrapersonal, interpersonal, adaptability, stress management and general mood. Bar-On states that Emotional Intelligence can be inculcated and developed over a period of time by means of training and personalized therapy (Bar-On 2002).

Bar on states that an individual who possess' a higher than average trait of Emotional Intelligence are by and large more successful and better in dealing with environmental demands and pressures. He also accentuates that an individual who is low on Emotional Intelligence can suffer from emotional upheavals

and a lack of personal and professional success. In general according to Bar-On Emotional Intelligence and cognitive intelligence both contribute equally to a person's general intelligence which is a good indicator of a person's ability to succeed in professional and personal life (Bar-0n 2002). Table above depicts Bar-On's Model of Emotional Intelligence.

Bar-On's Model of Emotional Intelligence

Components	Subcomponents
Intrapersonal	Self Regard
	Emotional Self Awareness
	Assertiveness
	Independence
	Self Actualization
Interpersonal	Empathy
	Social Responsibility
	Interpersonal Relationship
Adaptability	Reality Testing
	Flexibility
	Problem Solving
Stress Management	Stress Tolerance
	Impulse Control
General Mood Components	Optimism
	Happiness

3.6.3   Goleman – A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist, science writer and who has researched, analyzed and written on brain and behavior research for the New York Times took keen interest in the work of Saolvey and Mayer in 1990's. His own research resulted in the formulation and publication of the path breaking book Emotional Intelligence (1995). This book renewed the interest of both private and public sectors in the concept of Emotional Intelligence.

Emotional Intelligence domains:
- Know Your Emotions
- Manage Your Emotions
- Recognize & know Others' Emotions
- Manage the Emotions of Others
- Motivate Yourself

The two claims that surfaced were firstly, Emotional Intelligence may be more important for personal success than IQ and secondly, Unlike IQ Emotional Intelligence can be improved. These two claims resonated with people and made the idea of Emotional Intelligence a hot topic for anyone involved with personal development.

Goleman's model helped in the identification of four main Emotional Intelligence constructs. The constructs are self-awareness, self-management, social-awareness and relationship management. Self-awareness deals with an individual's ability to identify one's emotions and analyze its impact. It also deals with the ability of gut feelings while taking decisions. The second construct self-management involves controlling one's emotions and impulses and thereby adapting to the situation and changing circumstances. The third construct social-awareness accentuates on an individual's ability to identify, perceive and react to other's emotions while being a part of a social network. The fourth construct relationship management talks about the ability to motivate, influence and train others when dealing with conflict (Goleman, 1998).

Daniel Goleman has identified a set of emotional competencies which lie within each construct of Emotional Intelligence. Emotional competencies and traits are not inborn talents but are learned over a period of time by working over them. A mastery over these competencies helps an individual achieve and deliver outstanding performance. Goleman states that an individual is born with a certain level of general Emotional Intelligence which later on determines his/her ability to learn and practice the emotional competencies.
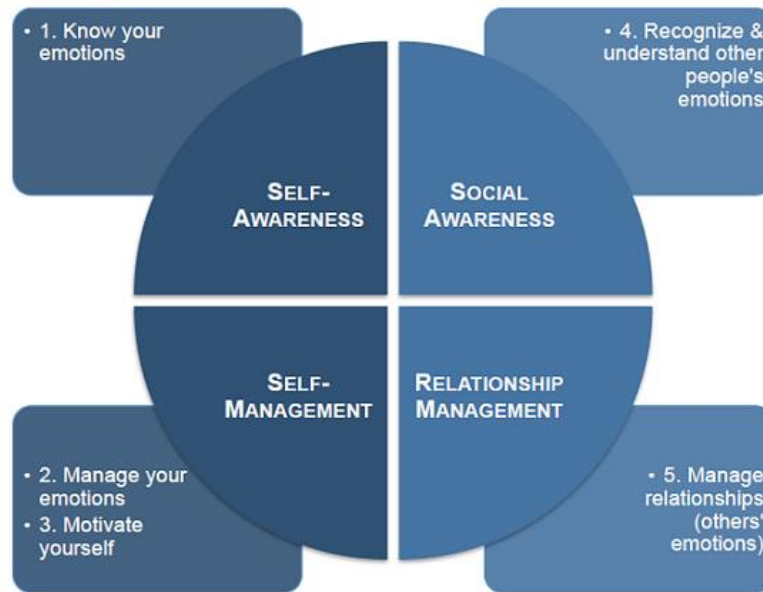
The various competencies are not arranged in random but appear in synergistic clusters or strata's that help, support and have cross linkages with each other (Boyatzis, Goleman, & Rhee, 1999). The figure above shows Goleman's conceptual model and the corresponding emotional competencies matching with the emotional constructs. The constructs and the competencies fall under one of four categories; the recognition of emotion in oneself or others and the regulation of emotion in oneself or others.

	SELF Personal Competence	Other Social Competence
RECOGNITION	**Self-Awareness** Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	**Social Awareness** Empathy Service Orientation Organizational Awareness
REGULATION	**Self-Management** Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	**Relationship Management** Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

3.6.4 The levels of Emotional Awareness Scale (LEAS)

The Levels of Emotional Awareness Scale is a report of Emotional Intelligence which is designed to find out the extent to which an individual is aware of emotions in themselves as well as others. The measure is designed on a hierarchical theory of Emotional Intelligence and emotional awareness. The measure consists of five sublevels which are physical sensations, action tendencies, single emotions, blends of emotions and blends of these blends of emotional experience (Lane and Schwartz, 1987). The Levels of Emotional Awareness Scale consists of 20 situations involving two people. The case requires analysis of emotions and thereafter giving the appropriate response. The participants in the situation need to identify and indicate their emotions and also analyze the feelings of the other individual. Each scenario receives a

rating from 0-5. Thereafter the participants receive score for self-awareness; other awareness and also a total emotional awareness score (Lane et al., 1990).

3.6.5 Comparing models of Emotional Intelligence

Inspite of the existence of three different models of Emotional Intelligence there are some similarities between the various models and the concepts propagated. On a global level all the three models aim to identify and measure various factors involved in the recognition and regulation as well as control of one's own emotions and the emotion of others (Goleman, 2001).All the models agree that there are some key factors that constitute Emotional Intelligence.

There is also some agreement on what these components and factors are .For example all three models accentuate the importance of being aware of one's emotions and the management of emotions being the key elements for becoming an Emotionally Intelligent individual.

3.7 Emotional Intelligence and Related Constructs

3.7.1 Emotional Intelligence and Personality

Personality is the distinct ability of an individual to think, feel and act. It has been researched and studied using a variety of theories including psychoanalytic, humanistic, social, cognitive and trait theory. One of the most early and well researched theory, the Trait theory attempts to explain personality in terms of the dynamics that underlie behavior. Traits are individual characteristics and personal behavior patterns which differentiates one individual from another. According to Myers individual behavior is consistent and stable across a lifetime. Further research by Mcrea and Costa has supported the work done by Myers. Mcrea and Costa studied American adults and found that for a vast number of people their personality at age 30 acted as a good predictor of their personality at age 80. Many researchers who support the trait theory have analyzed and proposed models of personality based on the factor analysis of individual traits based on personality inventories.

A more recent, popular and widely researched and accepted trait model is the "Big Five" Personality Factor Model. The Big Five Personality Factor Model also known as the "Big Five" or the "Five Factor Model". is a model derived out of the research on traits done by Gordon Allport, Raymond Cattel and Hans and Sybil Eysenck. The model divides personality into five dimensions such as neuroticism, extraversion, openness, agreeableness and conscientiousness. The model also accentuates that any individual falls into the extremes of each dimension.

- Neuroticism dimension studies various elements of emotional stability from both the extremes.
- Extraversion dimension explores the vibrant and energetic approach to situations in comparison to a passive approach.
- Openness examines an individual's ability to experience new things in comparison to a close minded approach.
- Agreeableness examines whether one has a social, friendly and helpful attitude to others or if they act with hostility.

- Conscientiousness examines an individual's ability to plan tasks in a timely and focused manner towards the achievement of goals.

Salient features of the Big 5 Personality Factor Model

Trait Dimension	Facets
Neuroticism	Calm vs. Anxious Secure vs. Insecure Self-satisfied vs. Self-pitying Even-tempered vs. Temperamental Comfortable vs. Self-Conscious Emotional vs. Unemotional
Extraversion	Sociable vs. Retiring Fun-loving vs. Sober Affectionate vs. Reserved Talkative vs. Quiet Active vs. Passive Passionate vs. Unfeeling
Openness	Imaginative vs. Practical Preference for Variety vs. Preference for Routine Independent vs. Conforming Creative vs. Uncreative Original vs. Conventional Curious vs. Uncurious
Agreeableness	Soft-hearted vs. Ruthless Trusting vs. Suspicious Helpful vs. Uncooperative Generous vs. Stingy Lenient vs. Critical Good-natured vs. Irritable
Conscientiousness	Organized vs. Disorganized Careful vs. Careless Disciplined vs. Impulsive Persevering vs. Quitting Ambitious vs. Aimless Punctual vs. Late

The relationship between Emotional Intelligence and personality has been extensively researched by various researchers. Some of the models of Emotional Intelligence have strong correlations such as the mixed models of Bar-On and Goleman. The sub-components of Bar-On such as assertiveness, interpersonal effectiveness, self-acceptance, empathy, impulse control, social responsibility and realty testing are all considered part of an individual personality and are thereby measured by the use of personality inventories.

Similarly several of Goleman's competencies such as empathy, self-control and self-confidence have also been studied and researched in personality psychology (Mayer, Salovey & Caruso, 2000). Table 5 below gives an analysis of the commonalities between the Big Five personality Factors and Bar-On and Goleman's components of Emotional Intelligence.

Big Five Personality Factors and Bar-On and Goleman's Components of Emotional Intelligence

The Big FIVE	Bar-On	Goleman
Neuroticism: Anxiety Angry Hostility Depression Self-Consciousness Impulsiveness	Happiness(R) Self Regard(R) Impulse Control(R) Stress Tolerance (R)	Ability to shake off anxiety (R) Stifling Impulsiveness(R)
Extraversion: Warmth Gregariousness Assertiveness Activity Excitement Seeking Positive Emotions	Assertiveness Optimism	
Openness to Experience: Fantasy Aesthetics Feelings Actions Ideas	Emotional Self Awareness Flexibility Reality Testing Independence	Monitoring Feelings
Agreeableness: Trust Straightforwardness Altruism Compliance Modesty Tender-Mindedness	Interpersonal Relationships	Attunement to Others Interacting Smoothly with others Empathic Awareness
Conscientiousness: Competence Order Dutifulness Achievement Striving	Problem Solving Social Responsibility	Zeal and Persistence Ability to Motivate Oneself

3.7.2   Emotional Intelligence and Leadership

Emotional Intelligence has been researched and studied in great detail with the leadership construct over a period of time. There have been a number of studies which accentuates on the characteristics and traits to be possessed by effective leaders. The transformational leader kindles a lot of energy and interest amongst colleagues and co-workers, inspires and motivates them to be creative at the workplace, sensitizes colleagues towards the importance of organizational goals, trains and develops people for higher level of responsibility and instills in them the ability to forego personal interests over group interests . Based on the above Transformational leadership is composed of the four dimensions such as idealized influence, inspirational motivation, intellectual stimulation and individual consideration (Bass & Avolio, 1994).

On the other hand the transactional leader is one who rewards or punishes individuals on the basis of their performance. Transactional leaders stress on standards of work, completion of tasks and employee compliance to rules and regulations. These kinds of leaders take the help of organizational rewards and punishments to influence employee performance.

Numerous studies by researchers studying the effects of transformational and transactional leadership have found that transformational leadership is more effective and results in higher satisfaction levels amongst followers (Hater & Bass, 1998). It also leads to better group conformity and performance (Keller, 1995). Lastly transformational leadership style also results in higher amount of effort and motivation on the part of subordinates (Seltzer & Bass, 1990) compared to transactional leadership. Researchers have

also proposed that effective transformational leaders must possess and exhibit both social and Emotional Intelligence. The elements of social and Emotional Intelligence play an immensely important role in motivating employees and in building strong relationships. Studies comparing Emotional Intelligence and transformational leadership have consistently found a positive co-relation between them. In a study exploring transformational leadership and Emotional Intelligence in 32 individuals in management positions , it was found that level of Emotional Intelligence (as measured by the Bar-On Emotion Quotient Inventory) had a significant relationship with transformational leadership style (Mandell & Pherwani, 2003).

Daniel Goleman is one of the earliest contributors to the field of Emotional Intelligence and leadership .According to Goleman leaders who are high on Emotional Intelligence are a key to an organization's success. According to Goleman leaders should have the innate ability to sense employees' feelings about their work place and environment so that it helps them to intervene when workplace problems arise. He also accentuates the ability of a leader to manage emotions thereby gaining the trust of their employees (Goleman, 2001).Goleman has outlined six different leadership styles and how they affect the climate of the organization as depicted in Table 2.6 .Each style would be effective in a given situation .

Research also indicate that effective leaders integrate four or more of the six leadership styles on a regular basis, changing one for another depending on the situation. In a study related to insurance companies it was found that leaders excelled in all four of the positive style of leadership and also for a similar study in schools the school heads were found to be adept in four or more leadership styles. Thereby employees and students exhibited better performance in comparison to other peer groups. The performance was poorest in those schools where school heads exhibited only one or two styles of leadership (Hay & McBer, 2000).

Leadership Style and Impact on Organizational Climate (Goleman, 2001)

	LEADERSHIP STYLE					
	Coercive	**Authoritative**	**Affiliative**	**Democratic**	**Pacesetting**	**Coach**
When Appropriate	In a crisis, to kick start Turnaround , or with problem employees	When change requires a new vision, when clear direction needed	To heal rifts in a team or to motivate during Stress full times	To build Consensus or to get valuable input from employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Objective	Immediate compliance	Mobilize others to follow a vision	Create harmony	Build commitment through participation	Perform tasks to a high standard	Build strengths for the future
Impact on Climate	Strongly negative	Most strongly positive	Highly positive	Highly positive	Highly negative	Highly positive
EI Competenci Es	Driveto achieve; initiative; emotional	Self-confidence; empathy; change	Empathy; Building bonds; Conflict	Collaboration; team leadership; communicatio	Conscientious - ness; drive to achieve; initiative	Developing others; empathy; emotional

	selfcontrol	catalyst	managemen t	n		self- awareness

3.7.3 Emotional Intelligence and Stress

The workplace of today is imbibed with a highly stressful environment on account of factors such as high workload, stiff performance targets, lack of job satisfaction, long working hours, longer travel times to and from work etc. Interpersonal conflicts and boss-subordinate relationships or relationships with peers are also a cause of work related stress. Stress can be defined both from the language and the organizational perspective. From the language perspective stress is derived from the Latin word stringer ewhich refers to becoming stiff and is also used to describe misery and hardships (Cartright & Cooper , 1997) .It usually occurs when individuals are unable to cope with personal and work life (Ugoji & Isele, 2009) .Stresscan be classified into two types which are eustress and distress (Sullivan & Bhagat, 1992). Eustress is the characteristic of individuals who experience moderate or low levels of stress and who are able to meet both personal and work demands. On the other hand distress is accompanied by experiencing high levels of stress and results in demotivation and an inability to achieve personal and work demands (Newell, 2002).

From an organizational perspective, occupational stress is also known as job stress or work stress. These terms are often used interchangeably in work contexts but essentially mean the same (Harrison, 1978) .It has two major dimensions which are physiological stress and psychological stress. Physiological stress is usually seen as a physiological reaction to the various stressors at the workplace. These reactions manifest themselves in the form of headache, migraine, sleep disturbance etc as well as alteration in eating, sleeping, drinking and smoking habits (Antoniou et al, 2003).

On the other hand psychological stress is often seen as a emotional reaction experienced by an individual on account of various triggers at the workplace. These reactions can be in the form of hostility, depression, anger, anxiety, frustration etc (Antonio et al, 2003).

Employees who experience eustress manage their work demands and pressure in a better way on account of their knowledge, skills, ability and attitude. Such individuals consequently are able to manage their physiological stress and psychological stress in more amiable manner (Cartwright & Cooper, 1997).

Individuals who experience distress lack the knowledge, skill, ability and attitude to cope with workplace demands and pressures .Consequently it lowers their ability to control and manage physiological and psychological stressors (Fair brother & Warn, 2003).

Emotional intelligence may predict stress responses and coping strategies in a number of applied settings .A research study comparing Emotional Intelligence and the personality factors of the five factor model as good predictors of task induced stress stimuli was conducted in 2006 . It was found that low Emotional Intelligence was related to worry states and avoidance coping (Mathews et al, 2006).

3.7.4 Emotional Intelligence and Anxiety

In today's times of uncertainty where life time employment is a relic of the past an individual's job is never safe. Faced with companies who are aggressive in layoffs, mergers, downsizing etc and operate purely from a short term perspective employees are always under undue stress and anxiety .Along with the above are new bosses, computer surveillance of work done, decreased health and retirement benefits and with inflation growing at a rapid rate employees at every level of the organizations are experiencing enhanced tension, uncertainty and anxiety.

Anxiety can be defined as the central nervous system's physiological and emotional response to a vague sense of threat or fear. Though anxiety sometimes feels the same as fear, with anxiety the "threat" may only be perceived or imagined. At times the anxiety that people experience can be so overpowering and hindering that they fail to lead normal lives. When the anxiety becomes too acute, occurs too frequently, lasts too long or is caused too easily it is said to constitute an Anxiety disorder.

Like other forms of anxiety, job anxieties are present in the form of panic attacks, work related worrying, stress and work related social anxieties. Anxiety can also lead to avoidance which can to some extent contribute to sick leave, absenteeism or even early retirement. In a study done by Otago University, who were following respondents since they were born in 1972-73, it was found that 14 percent of women and 10 percent of men who were stressed at work suffered from depression and anxiety.

The respondents aged thirty two were asked about psychological and physical job demands, the amount of control they had in decision making and social support structures at work. It was found that women who reported high levels of psychological job demands such as long working hours , work pressure and lack of clear direction were seventy five percent more likely to suffer from clinical depression or general anxiety disorder than women who reported lower levels of psychological job demands .

Similarly men with high levels of work stress factors were 80 percent more likely to be depressed or in a state of anxiety than those with lower levels (Martin, 2007).

In a research study conducted on nursing students showed that Emotional Intelligence is a skill that reduces the negative stress consequences such as anxiety. The study examined the role of perceived Emotional Intelligence and its use in stress coping mechanisms and a positive relation was established between the two (Montes Berges et al, 2007).

3.7.5 Gender Differences in Emotional Intelligence

There is a lot of contradictory evidence that does not clearly state the differences between the level of Emotional Intelligence possessed by males and females. According to Goleman there is not much of a difference between amongst the males and females in terms of Emotional Intelligence. Goleman further reiterates that differences may arise in the different areas of Emotional Intelligence but at the overall level both males and females are equal in their level of Emotional Intelligence (Goleman, 1996).

On the other hand studies done by Mayer and Geher (1996), Mayer, Carusso and Salovey (1999) and Mandell and Pherwani (2003) has accentuated that women score higher on various measures of Emotional Intelligence than men both in professional and personal life.

3.7.6   Emotional Intelligence in General Life

Several research studies state the importance and application of Emotional Intelligence in everyday life. According to Palmer, Donaldson and Stough (2002), higher Emotional Intelligence in individuals was a good predictor of life satisfaction. Higher levels of Emotional Intelligence are also associated with a increased probability of looking after health and appearance, a healthy and positive interaction with friends and family and of keeping objects or things which remind them of their loved ones (Brackett , Mayer & Warner, 2003).

Mayer, Carusso and Salovey (1999) researched that higher levels of Emotional Intelligence had a positive correlation with higher parental warmth and family attachments. A further study also reported that individuals scoring high on Emotional Intelligence exhibited positive interpersonal relationships as children, adolescents and adults (Rice,1999).

Similarly negative relationship has been reported between Emotional Intelligence and problematic behavior. In a study of college students Mayer, Carusso and Salovey (2000) found that lower levels of Emotional Intelligence were associated with troublesome and violent behavior.

Lower levels of Emotional Intelligence has a significant association with reading more self-help books, higher use of alcohol and drugs and increased participation in abnormal behavior such as physical fights and vandalism and it does not have a significant relationship with gender (Brackett & Mayer , 2003).

A study of 15 male adolescent sex offenders found that such individuals had difficulty in finding and identifying their own and others' feelings which are two important elements of Emotional Intelligence (Moriarty, Stough, Tidmarsh, Eger & Dennison, 2001).

Human beings since the time of birth till their demise need to behave, talk and perform in a interpersonal context which can be a family, society or an organization. Emotional Intelligence helps a individual understand his expected role and behavior related to a situation and thereby helps in diminishing the gap between the expected and current behavior.

Goleman (1995) has put empathy as a very important aspect in the development of Emotional Intelligence. An ability to understand one's feelings and thereby react to them on the basis of understanding is the first and foremost requirement of Emotional Intelligence. Thus self-awareness and self-regulation are very important blocks to become empathetic towards others. Communication forms the basis of any relationship and can be in the form of verbal, nonverbal, body language etc which leads to a relationship. Relationship leads to sensitivity towards others. Just being sensitive is not enough to sustain a good relationship. It is important to communicate the feelings which affect us which begins the process of acquiring empathy. Empathy requires the skill of identifying emotions which can be culture specific. In

western countries holding hands is a sign of intimacy and friendship which may be a unacceptable behavior in India. Similarly the death news may require touching and holdings hands in western societies.

In India sad expressions and little interaction may convey the same. Emotional Intelligence is a very important tool which will help the individual in identifying the same .The first lesson in empathy is usually imparted when one is held in his/her parents' arms. This primary emotional bond lays the groundwork of how to co-operate and work in a group. The extent to which we master this emotional cue decides our social competences .Empathy and criticism requires feedback.

An individual who works in an organization gets feedback from superiors on his/her work. How feedback is received by an individual ultimately decides the job satisfaction and the various interpersonal relationships between a boss and a subordinate in an organization (Goleman, 1995).

4   LITERATURE REVIEW - LEADERSHIP:

Leadership is ranked one of the most discussed and researched topics in the organizational sciences. 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 behaviors 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 behaviors 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 behaviors 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 organizations have remained a compelling question. As previously described she focuses on leaders as individuals, but emphasizes the influence of feelings and emotions. According to George (2000) the effect of leader's feelings, moods and emotions in the leadership process are rarely considered in the leadership literature. The Emotional Intelligence literature manifests the type of leadership behavior that considers these factors, and focuses on leader's ability to manage emotions of their own and others. Emotional Intelligence places emphasis on leader's different behaviors 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.

4.1 Leadership and Emotions

Leadership theories related to skills and behaviors have been mainly developed at the time, in the beginning of twentieth century, when organizations 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 standardization 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 organizational 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 organizational 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) conceptualized 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 are formed from four Emotional Intelligence skills:

- Appraisal and expression of emotion
- The use of emotion to enhance cognitive processing and decision-making
- Knowledge about and awareness of emotions
- The ability to manage emotions successfully

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 organization. They could also use their ability to connect followers emotionally to organizations vision.
Instill 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	Leader's 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 organizational 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 organizational change situations.
Establish and maintain meaningful identity for the organization	Leader's ability to evoke affective commitment in followers through the creation of organizational 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 skillful, 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. He describes professional practice as foundation in unique situations with all their messy, uncertain and unpredictable features. According to Schön, 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 standardized processes. Researchers such as Winter et al. (2006) have suggested that Project Manager's emotional competences are related to his or her skills and intuition in order to become a reflective practitioner who results in better problem-solving skills and ability to solve project challenges. Therefore, it might be valuable to investigate if these emotional competences are utilized in Project Manager's 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.

4.2 Projects and Emotions

Nowadays organizations are increasingly project-oriented, which underlines the importance of Project Managers, their leadership efficiency and influence on organizations 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 standardized, 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) emphasize 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 behaviors 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 emphasize 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 helps 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.

5   COMPANY PROFILE:

5.1   About us

The IT Firm was founded in 1969 having its presence felt in France and European.

IT Firm extended its operation in 1994 with state of the art development centers at three locations in India. With the help of a team of professionals with expertise in Python, Ruby on Rails, .NET, Java and Open source technologies, ERP and Globus is fully equipped to address our customer's requirements. The organization has grown its wings and now has a regional branch office across the globe with its presence in US, UK, Europe and Middle East.

IT Firm is specialized in Custom Software Development, Mobile Applications, Web Design, Social Media Marketing, Internet/Intranet Applications, SEO, e-Commerce Application, Graphic Design Services, Enterprise Solutions like Customized ERP and CRM Solutions, Software Testing Services, Internet Research Services, ITES and Managed Services.

IT Firm has core competency and high level expertise in development of complex solutions for its customers spread across the globe. The Firm specializes in implementation of concepts for Data Security, Corporate and Virtual Private Networks, Databases and Software Development.

At this Firm, we create modern software solutions for Business Management, based on Client/Server and Internet/Intranet technology platforms in accordance with the latest world standards in the field of IT.

We create Internet Portals led by the demands of our clients - with Advertisement Exposure, aimed at Marketing or Containing Database. We provide Planning, Professional Development and Management of the Portals plus Hosting, Promotion, Maintenance and Support.

The Firm is a dynamic professionally competent IT company based in India, blending a core group of specialists with extensive software programming and development experience with a management team that understands client satisfaction and performance. We build new software applications or refine existing ones efficiently by combining management with India's rich programming resources. We are fast, we are efficient, we are customer oriented, and we are cost effective. We seek to provide innovative solutions to complex IT challenges.

The company has a team which has the best talents in, to offer its clients the best solutions. The team of software engineers seeks new and challenging assignments in e-Business solutions, with the belief that quality and punctuality is the essence of software development.

The constant human endeavor is to achieve higher goals and improve technology. At work across locations, the organization keeps abreast of the latest technology. The world today is using the cyberspace as a major medium to expand business and horizons. The Companies technology is your partner to keep abreast with the technology and utilize the benefits of that technology.

With a 20 year history in delivering from India the company rives real and long-term cost reductions and performance improvements. The Company leads European IT service providers in their India presence with 30% of its global headcount in India. The IT firm has close to 3,500 employees in India across delivery centers in Noida, Chennai and Pune.

5.2 Mission Statement

The Firm is committed to offer 'high quality' and 'high value solutions/services' at an affordable price to its customers. We are very particular in delivering the solutions/services without compromising on this ideology and under all situations we make sure the chasm between the 'quality and price' is maintained. It is our business to seamlessly simplify world-class paradigms for 100% customer satisfaction, and due to this our customers can count on us to collaboratively build high standards for software development. And this is the reason why we exist as a company instead of as individuals.

5.3 Corporate Values

The Firms values are a fundamental part of our culture and business. They describe who we are and what we stand for and are signposts for what we need to aspire to in our everyday actions.

Simplicity

Simplicity is at the heart of which we are, the way we do things and what we deliver for our clients. Our simple processes and structures enable us to take decisions quickly, and rapidly transform ideas into tangible results.

Creativity

Creativity is the source of the innovation that drives our business. We encourage our employees to take the initiative and welcome the sharing of their ideas. We know that innovative ideas are the lifeblood of our business and will ensure we stand out from the competition.

Independence

Independence is the cornerstone of our organization and our business strategy. This informs our approach to corporate governance and our partnership policy as much as the way we think and the

solutions we provide. Our independent outlook sustains our business model, ensuring we serve the needs of our clients and our people now and in the future.

Respect

Throughout the 40 years of our entrepreneurial story, our people and our clients have been at the very heart of our strategic decisions. We always put our clients' business needs first and are aware that our people are our most important asset. We trust each individual and give them the autonomy to play their part in fulfilling our mission to serve our clients.

Openness

The genuine diversity of our organization is a real asset for us. The mix of different cultures, backgrounds and experiences enhances the richness of our corporate culture, which thrives on sharing and exchanging ideas. Our approach relies on teams working together to achieve common goals. Our lean, non-hierarchical structure ensures easy access to decision makers, promoting a listening management culture that ensures our people have a voice.

6 RESULTS AND DATA ANALYSIS

This results and data analysis presents the data gathered from five interview respondents. The Result and Data Analysis is divided into four subsections: Attitude and approach, Situations and the meaning related to emotions, Leadership styles of the respondents and Competencies sought among team members.

The ***Attitude and Approach*** subsection discusses the respondent's attitude 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 utilize when leading their teams. ***Competencies sought among team members*** discuss what competencies the respondents value the most in team members and if they are related to personal or social competencies.

6.1 Attitude and Approach

The respondent's 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, 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 behaviors 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 we could 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 organization, decentralized 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 though 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.

6.2   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 signalized 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 signalize to others and what you say."*

Respondents had different styles to express themselves, and it seemed that most of them had a particular word, behavior or process which they wanted to emphasize 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 emphasized 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 emphasized 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 organizational 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 decentralized teams such as difficulty to gather the whole team in one meeting due to different time zones. The respondent emphasized the importance of recognizing 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' behavior 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 to 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 behavior or interaction such as showing anger or building trust.

6.3 Leadership styles of the respondents

All the respondents seemed to have a participative leadership style, but emphasizing different aspects of their personal behavior. Some of the respondents wanted to emphasize their way leading by example, some emphasized being open and fair towards their team members, and one indicated the need for organizational 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 utilizing 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 organization."*

It could be argued that the previous behaviors 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.

6.4 Competencies 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 competency. 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 competencies in the following ways

> *"Ability to build trust is for me the top one. Again everything I do is built 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.

6.5 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 unfavorable 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.

7 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.

7.1 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 emphasized 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 emphasize 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 Manager's 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.

7.2 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 BarOn 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.

8 CONCLUSION

This section concludes the 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.

8.1 Recap of the study

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 Emotional Intelligence plays 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 behavior 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 recognized 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

8.2 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 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 organizations, 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.

8.3 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 manager's 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 Manager's 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.

9   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 study, the enormous learning of concepts, facts and facets will help me to implement the knowledge gained into my day to day Project Management activities. I get to participate in the company's induction training week, which is mainly directed to develop new employees team working and social skills. I ensure the new employees make a note during the induction week about how new teams develop, how personal and social competences are utilized, and how emotions can be identified throughout the process in order to benefit the research process. 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 emphasizes 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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