

**THE RELATIONSHIP BETWEEN THE EMOTIONAL
INTELLIGENCE LEVEL AND THE EFFECTIVENESS OF A
PROJECT MANAGER**

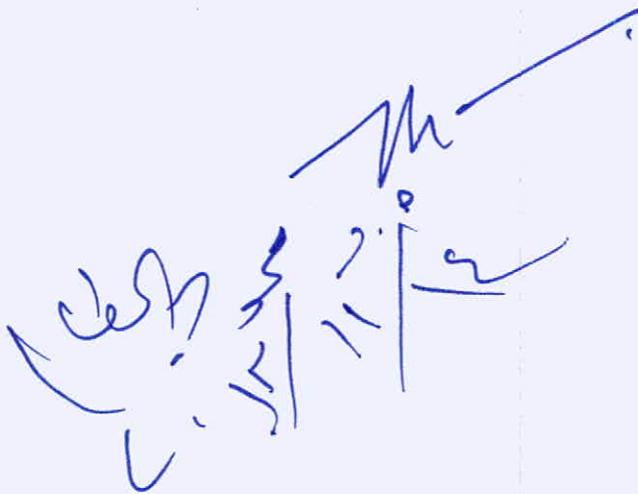
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**This Thesis is submitted in partial fulfillment of the requirements for the
Master's Degree of Business Administration/MBA**

**Faculty of Graduate Studies
The University of Jordan**

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This Thesis (The Relationship between the Emotional Intelligence Level and the Effectiveness of a Project Manager) was Successfully Defended and Approved on 29/10/2013

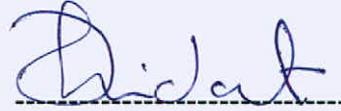
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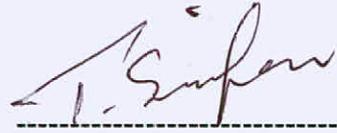
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With Allah, Everything Is Possible.

DEDICATION

This work is dedicated for my family, **Father and Mother** who planted in me the love of learning and seeking knowledge, for their unconditional love and support, their patience, and love that made the completion of this work possible.

For my **Brothers and Sisters**, Thank you all for your support.

For the special friend who helped me and encouraged me throughout my studying and doing this work, **Dina Alsamhuri**.

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THE RELATIONSHIP BETWEEN THE EMOTIONAL INTELLIGENCE LEVEL AND THE EFFECTIVENESS OF A PROJECT MANAGER

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Abstract

This research aims at examining the relation between the emotional intelligence of a project manager and his/her effectiveness. The research questionnaire was distributed to a sample of respondents consisting of 59 project management companies that are registered in Amman Chamber of Commerce. Results revealed that there is a positive relationship between emotional intelligence (EI) and the effectiveness of a Project Manager. A scale built based on Goleman's model and previous studies was used in the first part of the questionnaire to measure the EI dimensions which are (self awareness, self management, relationship management, and social awareness) adding a new dimension for EI, namely the leadership behavior, which according to the multiple regression got the most significant effect on the effectiveness.

The findings showed that EI is essential in the field of work for project managers and facilitates the progress of work, and increases the chances of project success, more over the companies should take EI into consideration in new employments and keep increasing the awareness and train its managers and employees about EI importance in the field.

Further explanations have been presented in this research and are supported through previous literature implications.

Key words:

Emotional Intelligence, Effectiveness, Project management, Leadership behavior.

Chapter One: Introduction

1.1: Introduction

Recently, a new paradigm of research fields has focused on EI (Emotional Intelligence) as a significant factor that affects the project management and many other managerial fields. About 88% of project managers spend more than half of their working time interacting with others (Strohmeier 1992), and they should be able to manage conflicts and build the relations with others during the project time span.

Project managers need to handle stress effectively, where the success of an endeavor is compromised by the stress creating deadlines, changing requirements and different opinions in the project. So, if the project manager deals in an unprofessional way with this stress, he will damage his reputation as well as the reputation of the project management organization (Kirkland, 2011; Sadri, 2012).

As EI is increasingly becoming recognized as an important issue in the workplace, the intelligent quotient (IQ) is second after EI in determining outstanding job performance (Goleman 1995, 1998). Goleman 1998 defines the social skills as the ability to get out the desirable responses from others. The human side has been identified as a critical component of the project managers' role and their success (Cleland, 1995; Cooke-Davies, 2002; Cowie, 2003). Five significant studies have appeared in literature investigating EI relationship with project managers and leadership: (Butler and Chinowsky, 2006; Leban and Zulauf, 2004; Mount, 2006; Mullar and Turner, 2007; Sunindijo et al , 2007), (Nicholas Clarke, 2009), the results of these studies are explained later in the literature review section.

Being a team member, it's important to understand the emotions of others, an effective approach for such purpose is that a project manager takes the time to ask questions that show appreciation for the teammates' concerns, and this appreciation can be powerful in empowering employees who feel unheard (Marge Combe, PM

world today, 2009). In terms of project management the lack of understanding of other team members will sabotage the mission of the project. A recent paradigm method indicates that helping the clients develop a project mission and provide needed resources will help in avoiding negative and unconscious emotions sabotage for our mission (John Sutherland, 2006). Similarly studies have revealed that emotionally intelligent managers are able to come up with more creative ideas (Sunindijo and Hadikusumo, 2013). Also EI is considered as one of the important tools for integration of the team and efforts (Cacamis and El-Asmar, 2013).

It is important to know that EI doesn't replace the intellectual intelligence but completes it. In another word EI is not something new, it's something that we all do have, but we have to know how to use it in order to reach the success we are willing to get, EI includes being authentic with respect to others emotions and ideas.

This research focuses on finding the relation between EI and effectiveness of a project manager, in attempt to develop and use the EI skills in project management to enhance and improve the projects, as well as increase the effectiveness of the employees and the project manager.

1.2: Research Problem

For any organization there is a need for effective leadership. Therefore, the leader ought to possess some skills for managing the human factor (Hashem, 2010; Kirkland, 2011). Emotional Intelligence (EI) is an important skill that affects the success of any project (Thomas, 2011). The purpose of this research is to assess the relationship between (EI) and the effectiveness of a project manager. To do so; the researcher seeks to answer the following research question:

“What is the relationship between the EI level of a project manager and his/her effectiveness in managing the project?”

1.3: Research Objectives

- 1- Measuring the level of EI for project managers in Jordan.
- 2- Measuring the level of project managers' effectiveness.
- 3- Verifying the relationship between the EI and the effectiveness of the project manager.
- 4- Identifying the EI dimensions which affect the PM effectiveness.
- 5- Verifying dimensions that contribute more to the PM success.
- 6- Then ranking the EI dimensions according to their relative importance.

1.4: Research Importance

Emotional Intelligence is increasingly being recognized as an important factor in the workplace. Considering this; the EI of the project manager or a team leader should be taken into consideration, as it highly contributes to the success of both the PMs and the project, by helping them to realize their weaknesses and strengths, and direct their reactions and emotions to get the best from their team members and achieve desired goals. Therefore, it is important to investigate the relationship between the EI and the effectiveness of a PM.

It has been noticed that most studies related to the effect of the EI on the managers performance and especially project managers have taken place in a limited number of developing countries (e.g Jordan). Thus conducting a study of this type in the Middle East, especially Jordan will help in broadening the conceptualization of Emotional Intelligence and Project Managers' Effectiveness and would necessarily add to the body of knowledge.

1.5: Research Background

To give a brief look on companies included and the sector studied in this thesis, information about the capital, number of PMs and number of projects was collected from the companies included in the sample, the companies were classified according to their capitals to show that most of the characteristics, because these share the same range of capitals almost share the same strategies in work field. Companies that own capital (30,000) JDs or more, formed highest percentage (49.5%) of the sample study, almost half of the sample, and then come the companies that have capital between (10,000 - less than 20,000 JDs) those formed (28.8%), then companies with capital equal or less than (10.000) JDs (12.6%) of the study sample, and the one that got the least percent of (9.1%) were those have the capital ranges between (20,000 - less than 30,000) JDs.

Table 1.5: Percents of the Sample Study According to Their capital.

| Capital of the company | Percent in the sample |
|---------------------------------|-----------------------|
| (30,000) JDs or more | (49.5%) |
| (20,000 - less than 30,000) JDs | (9.1%) |
| (10,000 - less than 20,000 JDs) | (28.8%) |
| equal or less than (10.000) JDs | (12.6%) |
| | 100% |

The companies were classified according to their capitals to show that most of the sample shared the same capital, as shown in the table about 50% of the sample have more than 30.000 JDs as capital, through visiting these companies, the researcher found that these companies shared almost the same strategies and characteristics.

The number of project managers ranges in the sample companies from 3 up to 10 PMs, were the annual volume of projects ranged from 3 to more than 11 per year, given that the age of these companies ranged between the most recent with age less than 5 years, and extended to more than 10 years for some of them.

1.6: Research Structure

This research consists of five chapters, distributed as follows:

- **Chapter One:** Is the introduction; a preliminary view of the research will be provided, and the research problem, objectives, importance and field will be clarified.
- **Chapter Two:** Is the Theoretical Frame work and literature review; a comprehensive and literature review of prior and latest researches that had investigated the mentioned variables.
- **Chapter Three:** concerned with methodology; the research Model, operational definition, and hypothesis with explanation of the independent and dependent variables, and also the scale of the studied item how it will be measured, the samples' unit will be chosen, and how data will be measured and gathered is discussed .
- **Chapter Four:** concerned with analysis and results; which shows how the collected data statistically analyzed using the SPSS statistical tools, and the interpretation of the results and the discussion of these results and findings.
- **Chapter Five:** includes the recommendations, implementations and conclusion.

Chapter Two: Literature Review

Literature review

2.1: Introduction

This chapter presents the theoretical background foundation for the main variables of the current research which is Emotional Intelligence and its components (self awareness, social awareness, relationship management, leadership behavior and self management) and the independent variable the Project manager effectiveness. The theoretical concepts will highlight the main variables (e.g. historical roots, definitions, main components, measurements...etc.) combining them with previous related studies, the literature will be conducted in three major areas: The Emotional Intelligence (EI) and its components, the Effectiveness of a project manager, and the relation between them.

2.2: Emotional Intelligence Concept

The term emotional intelligence started to appear in literature in the late 1980s by Bar-On (1988), Salovey and Mayer (1990), and Goleman (1995) where it was first coined, when Salovey and Mayer (1990) released their significant article named “Emotional Intelligence”. According to (Goleman,1995), the EI concept described as Emotional Intelligence, is described as managing feelings so that they are expressed appropriately and effectively, enabling people to work together toward their common goals, it helps to make what is like glue that stick the people at work together and results in accumulated efforts and better performance (Goleman, 1998) . In other words it is the ability to master your feelings and influence others' feelings in order to accomplish expected goals (Sunindijo and Hadikusumo, 2013). EI was divided into 4 dimensions and the author added another dimension that is leadership behaviors according to the findings of Goleman (1998) and Stokely (2008). The dimensions in this research that EI is to be measured through are (Self Awareness, Self management,

Social Awareness, Relationship Management, and leadership behavior). (Mayor & Salovey) added that EI includes the ability to perceive and understand emotions and reflects this ability in enhancing and promoting the intellectual and emotional intelligence while Goleman also stated that EI includes: 1- Building working relationship by being a good team leader and having self confidence, 2- Getting things done starting by yourself as a manager and having a sense of urgency, 3- Personal fit by having the qualities of friends and colleagues and work partner (Goleman 1995,1998; Sunindijo,2007).

Measuring EI has always been a disagreement point between researchers (LaMarsh, 2009), thus many tools were constructed to measure EI according to each researchers adopted model for EI. Starting with the pioneers who firstly coined EI term, Mayer and Salovey constructed the first frame model in 1989 for EI, after that they developed the (MEIA) Multidimensional Emotional Intelligence Assessment as the first tool to measure EI in 1995 (Mayer and Salovey , 1997), which was developed to (MSCEIT) Mayer-Salovey-Caruso Emotional Intelligence Test in 1997 when Caruso joined them. The EQ- i test was built by Bar-On in 1997 but focused on how do emotions affect someone's mentality. Daniel Golman (1995) model is one of the most used models in recent studies (Farrar, 2009), this model is the one going to be used in this research.

Khiz (2010) built a model which combines the model of Goleman (1995) and Grander (1983). Following are the dimensions of EI in details:

| | SELF (Personal Competence) | OTHERS (Social Competence) |
|-------------|--|---|
| RECOGNITION | <p style="text-align: center;"><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence | <p style="text-align: center;"><u>Social Awareness</u></p> <ul style="list-style-type: none"> • Empathy • Service orientation • Organizational awareness |
| REGULATION | <p style="text-align: center;"><u>Self-Management</u></p> <ul style="list-style-type: none"> • Emotional self-control • Transparency • Adaptability • Achievement • Initiative • Optimism | <p style="text-align: center;"><u>Relationship Management</u></p> <ul style="list-style-type: none"> • Inspirational leadership • Influence • Developing others • Change catalyst • Conflict management • Building bonds • Teamwork & collaboration |

Figure 2.1 Goleman’s emotional competencies model. From *Primal Leadership: Learning to Lead with Emotional Intelligence* (p. 39), by D. Goleman, R. Boyatzis, and R. McKee, 2004, Boston, MA: Harvard Business School Press, through Khiz study (2010).

2.2.1: Self Awareness Definition

Means “intuition”, knowing your feelings and using them to enhance decision making, persons who can use this ability accurately can identify their weaknesses and strengths (Goleman, 1998; Sunindijo et al, 2007), in another words it is how to accurately assess your feelings and direct them to make decisions (Sahar-Khiz, 2010), this dimension contains:

- Self assessment (accurate assessment for your efforts limits, strength and weaknesses).

- Awareness (identify your feelings and reactions).
- Confidence (know exactly what you are capable of) (Sunindijo et al, 2007; Sunindijo et al, 2013).

2.2.2: Self Management Definition

Self management means controlling the negative and positive feelings, so that the manager can avoid the negative reactions and tries to use this to enhance the performance. Self management can be reflected in trusting your employees as a manager, and being adaptable for new circumstances as well as being able to handle any conflict at work (Goleman, 1998; Sunindijo et al, 2007; Sunindijo et al, 2013)

Self management and control doesn't mean always choosing the good moods, bad moods as anger, sadness, and fear also have their uses which may lead to creativity and can be considered as intense source for motivation, sometimes sharing bad moods like anger or sadness make people closer together thus increase the synergy between them. In other words self management is how to get advantage and use emotions as facilitator to make decisions and to determine how one must react toward others reactions. Better understanding for emotions comes from realizing the consequences of an experienced situation, thus knowing how others feel when they are in the same situation, this leads to take many issues into consideration for a better decision making process (Goleman, 1995, 1998; Yoon, 2008; Kirkland, 2011; Sadri, 2012).

2.2.3: Social Awareness Definition

Social awareness comes after self awareness; here comes the level of knowing other feelings by reading the nonverbal reaction cues from others (Goleman, 1998) (Sunindijo et al, 2007). Another definition for being socially aware is when you are

able to understand and analyze others' feelings, and be aware of the outcomes of these emotions, and determine if the emotion leads to a motivated reaction or response. This implies to what extent being socially aware is critical, when the manager can conclude which emotions lead to a better performance, after analyzing a situation and the reactions of employees, thus can avoid conflicts and enhance decisions made and increase quality of performance (Goleman, 1998; Kirkland, 2011).

The importance of this dimension comes from the fact that people who have the ability to recognize and analyze other feelings can interpret and distinguish the motivated reactions of others, including empathy and taking others interests in concern, thus enhancing performance, at the same time it is important to realize and understand how relationships shifts with emotions (Khiz.2010; Sadri, 2012; Sunindijo et al, 2013).

2.2.4: Relationship Management Definition

It is the ability to influence others emotions by sensing them, and listen and negotiate which helps to improve the bonds and reduce conflicts (Goleman, 1998; Sunindijo et al, 2007). It also includes the ability to mitigate negative emotions effect or responses. An emotionally intelligent manager can integrate emotions to decision making in a way that guarantees gains in creativity performance, and helps the intellectual abilities of the employees to grow (Kirkland, 2011), or in other words it's how the leader should be inspirational, have the ability to influence others, and helps in building bonds (Khiz, 2011). This dimension depends on being self and socially aware, to be able to read the situation, and determine others emotions and successfully manage the relations, (Sadri, 2012; Sunindijo et al, 2013). This will leads to synergy in work flow,

in which each ones job complement others', thus gaining a collaborative outcomes, with enhanced quality.

¹2.2.5: Leadership behavior Definition

Leadership is about how to motivate workers through affecting others and guide them toward achieving goals. This can be done by having some intangible competencies such as EI, because a leader or manager needs to motivate employees, inspire them, and let them feel they are trusted to achieve desired goals. This can be achieved if the manager is paying attention to what employees feel toward each other, toward him/her or even toward work. A manager's behaviors and reactions in critical situations must reflect their trust in their employees, and their expectations, so the employees feel their importance in their work, thus leading to a better performance and increasing loyalty at work. Some studies showed that employees expect their managers to be participative and employee oriented, in which they care about employees, task completion and fulfillment of goals, (Butler & Chinowsky, 2006; Kirkland, 2011; Thomas, 2011; Kasapoğlu, 2011).

Adding this dimension to emotional intelligence dimensions as a fifth dimension of EI was proposed in this research, to measure to what extent the leader behavior (either the leader of the PMs their selves or the PMs as leaders to the subordinates) affects the behaviors of those leaded.

2.3: Project Manager Effectiveness Definition

Effectiveness in common, means doing the right thing. This includes being creative and innovative. A successful project is achieved by observing the cost, schedule,

¹ Leadership behavior is part of relationship management. Since leadership is the ability to impact others toward achieving goals.

quality, and satisfaction of participants, where the project outcomes should meet the expectations of the clients (Goleman, 1998; Nwagbogwu, 2011; Hwang & Lim, 2013).

Speaking of the skills that the PM should have, there are many required to be successful, like human skills that includes ability to solve conflicts, good communications skills, and good reading for others reactions, and other skills like negotiation and some technical related skills to project management, here it's clear that the human skills include EI dimensions to some extent, where the manager should be able to deal with people, to solve conflicts and making good rappers between the employees (Goodwin, 1993; Grau et al, 2012; Tam & Fung, 2012).

When speaking of project manager effectiveness, emphasis is placed on timely completion of work, quality of work, and compliance with the company's norms and values while trying to affect an employee's performance, organizational punishments, and incentives (Jones, 2012). To achieve effectiveness, as measured by timely completion of work, quality of work, and compliance with the company's norms and estimated budget; a project manager has to be a successful leader for his project team members, consequently he/she should be aware of resource management. One such major resource is the human factor (members of the team), so it's required that a project manager should be able to manage this resource effectively to gain a competitive advantage for his/ her company and achieve what is expected at the end of the project (Metha, 2005). Another perspective added that an effective management should be able to operate and work under pressure and should be able to work in complex environments (Nauman & Khan, 2008).

Davis (2011) found that only 41% projects of IBM were found to meet their objectives on time, budget, and quality, where missing a deadline is a failure of planning and a failure for the team members. Of course this shows that there is a need to do more research in project management, and improve knowledge and awareness.

Nowadays, organizations have to broaden their activities beyond efficiency and focus on effectiveness, the triangle of Cost, Quality, and Time schedule of the project, using social networking, the effectiveness can be increased and enhanced through combining skills and competencies from different parties and gain a collective effort that leads to high performance (Chinowsky et al, 2010). According to Hwang & Lim (2013) Quality was ranked higher than cost and schedule but it is still hard to reveal an exact mean for desired quality so a PM should be aware that the quality plays a vital role in customer satisfaction, which can threat the success and reputation of any organization.

Nauman & Khan (2008) built a model that explained the link between some activities of the management and effectiveness of a project manager. The model showed that using open communications, delegation and participative decision making, are important to reach the effective project management, these activities are linked to EI, through what is explained previously, where a high level of EI leads to trust and delegation at the same time since all are soft skills, this leads to the importance of using soft skills and how it contributes to the effectiveness of project management.

2.4: EI and Project Management effectiveness

EI is an important skill that a project manager must acquire, introduce and promote this concept to the organization, thus a strong relation was detected between management and EI. Managers require different skills (technical, interpersonal, and

conceptual) with the last two related to EI. If you are not capable of feeling your employees and analyzing their behaviors, you won't be able to manage the situation effectively (Abuyaghi, 2005). Managers and leaders have many roles and duties in organizations, (Williams, 2007) studied the relationship between EI and effective management and found that what leaders do and how they make decisions is affected by the personality of the leader.

Goleman (1995) defines the social skills as the ability to get out the desirable responses from others, as it is one of the PM responsibilities to get the best performance and results. The social skills constitute a very significant factor in projects success, human factors were found to affect the decision making, especially delegation, trust, commitment, coordination, better understanding by management will decrease any failure possibility (Tabish & Jha, 2012).

Based on Goleman model; Cleland (1995), Cooke-Davies (2002), and Cowie(2003) discovered that the human side has been identified as a critical component of the project manager's role and their success. Open communication is very important to get the best out of people (Rahim 1992, Goleman 1998), which affects the effectiveness and success of a project manager and leads him/ her to succeed.

It was found out that higher level of emotional intelligence was related to better performance in many areas, The Center for Creative Leadership researchers (2001) has concluded that "co-workers seemed to appreciate the managers' ability to control their emotions, and leaders are more likely to be seen as participative, composed, and balanced". In terms of project management, the lack of understanding other team members can cause the failure of the mission and the project as a whole. A recent paradigm method indicates that helping the clients develop a project mission and

provide needed resources will help avoiding negative and unconscious emotions sabotage for the mission (Sutherland, 2006). Project managers with high EI use rewarding, delegating, open communication, participating more than those with lower EI scores. Similarly, (Dasborough and Ashkanasy's ,2003) some research revealed that leaders who provided encouragement to their employees were perceived by employees to be the most effective (Dasborough and Ashkanasy's ,2003; Sunindijo et al, 2007; Yoon,2008; Jones, 2012).

Five significant studies have appeared in literature investigating EI relationship with managers and leadership: (Butler and Chinowsky, 2006; Leban and Zulauf, 2004; Mount, 2006; Mullar and Turner, 2007; Sunindijo et al. , 2007), (Clarke, 2009), in which they investigated the relationship between leadership styles of construction project managers and emotional intelligence (EI) and concluded that delegating, open communication, and proactive behavior could bring positive outcomes to the organization and help to achieve expected goals efficiently, those studies have concluded many points; **First**, EI should be taken into consideration when selecting new recruitments due to a strong positive relationship those studies detected between EI and management success. **Second**, EI has a strong effect on performance in project management and can lead to enhance it, where managers should focus on results more than activities by inspiration and motivation. **Third**, managers' traits such as intellectual, personality, and emotional skills and competencies are factors that lead to either success or failure of projects. **Finally**, high level of EI can generate good leadership behaviors like delegation, and good communications, thus having good outcomes of the projects. (Butler and Chinowsky, 2006; Leban and Zulauf, 2004; Mount, 2006; Mullar and Turner, 2007; Sunindijo et al. , 2007)

It's important for a the manager as a team member to understand the emotions of others, since being an effective project manager needs to get the best out of project team members, thus success of the project can't be accomplished unless the manager gains the trust, commitment, and loyalty of the team members (Martin, 2008). An effective approach for a project manager is to take the time to ask questions that show appreciation for the teammates' concerns, and this appreciation can be powerful in empowering employees who feel unheard (Combe, 2009), this side is important it contributes to the project success as much as the technical side this success can be achieved by investing in those who execute the project (Cacamis & El Asmar, 2013).

One of the significant findings is that two thirds of the IT projects failed to meet the three main categories of success and effectiveness (Time, Budget, Quality) and scope, due to the lack of the project managers soft skills in dealing with people and employees; this was found by (Khiz, 2010). It was found that project managers with high emotional intelligence are accommodating and collaborative in conflict management and always try to find a win-win situation to satisfy all parties involved, besides they are more flexible in adjusting their conflict resolution styles, thus increase the satisfaction of all parties and get better performance and outcomes (Carmeli, 2003; Sy et al, 2006; Sunindijo and Hadikusumo ,2013).

Emotions importance lies in how it affects the path of the project, by either being positive antecedents of actions or by ceasing the project progress, where the Manager may get paralyzed and distracted which affect the speed of decision making, here comes the importance of being able to read and get the advantage of the emotions by a PM. Where many other studies found that managers and employees with a high EI level, positively affect the job satisfaction and performance, where they can control the work process more by having high skills in stress management, and possessing

communications skills that increase the satisfaction, in which all leads to better outcomes and contributes to the success of the project (Carmeli, 2003; Clarke, 2010; Jorfi et al, 2011).

Speaking of the determinants of success traits of any projects, Human factors were considered as one of the important factors that determine the success of a project in term of the traits (budget, time, and quality), where coordination, trust, belief in project members and good communications between them, also plays a vital role in the success of a project (Tabish and Jha, 2012).

Finally throughout the literature of EI and its finding the author found that Goleman agreed with Mayor and Salovey in the nature of EI but he adds that EI can be taught, trained, and learned, he put some guidelines for training and teaching EI skills, in brief the guideline contains many steps like: Assessing the job, then assessing the individuals, after that extract the feedback of each individual weaknesses and strength. Then measuring readiness, then motivation... and so on, (Goleman 1995, 1998), this implies that if the company could reveal any weaknesses of its managers EI level and felt that this affect the over whole performance, this can be fixed by attending training courses of EI.

Chapter Three:

Research Methodology

3.1: Introduction

This chapter describes the methodology employed in surveying of PMs from the chosen sample of companies. A questionnaire containing three parts (Demographic, EI scale based on Goleman Model, and Manager Effectiveness survey) is constructed to collect data and SPSS as statistical tool was used to investigate the relationship between emotional intelligence and project managers' effectiveness. The Jordanian consultation companies for project management, that are registered in Amman Chamber of Commerce and counted (59) company, were selected to be the research field of this research.

3.2: Research Model

As presented previously in the literature review chapter the research model is as presented in the following figure, the main variables are "the independent variable"; the emotional intelligence, and the "dependent variable"; the effectiveness of a project manager each is measured by its dimensions.

These hypothetical relationships are diagrammed in the following figure:

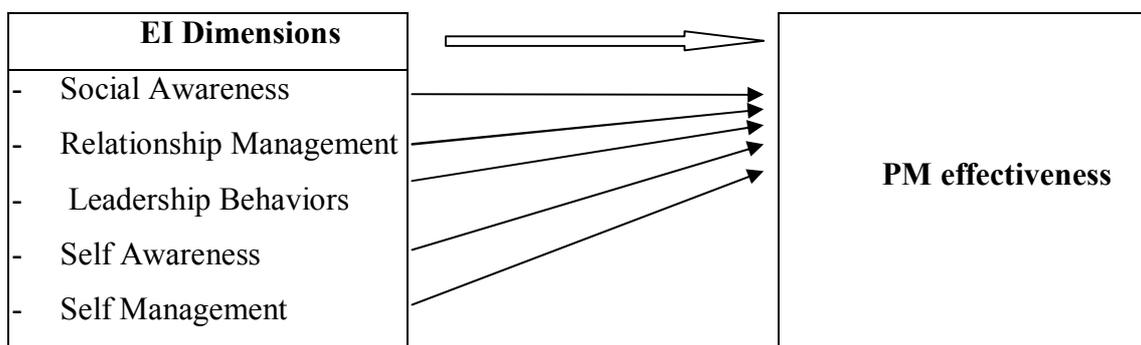


Figure 3.1: Research Theoretical Framework

A- Research population:

The population of the sample was the PMs working for consultation project management companies numbering 59 company in total, with a total number of PMs 180 employed by these companies.

B- Research sample:

We took a sample of 40% a total number of 72 questionnaires were delivered by hand to respondents and we were able to collect only 58 questionnaire. Consequently, this makes the response rate 81%.

Sampling Unit:

Will include project managers in the selected companies. Who are meant to fill the questionnaire.

3.3: Operational Definitions

For the purpose of clarifying each of the independent and dependent variables and how they can be measured, definitions from the literature will be used.

A-The Independent variable:**Emotional Intelligence:**

The capacity for mastering one's feelings and recognizing those of others, for using that in motivating and getting the best outcomes, as well as building and managing relationships.

This concept is the main variable of the research and will be measured by using the following five dimensions.

Social Awareness:

The ability to recognize and analyze other feelings, interpret them and read the reactions before they happen, and use that to motivate people towards achieving expected goals, or mitigate the unwanted reactions.

Relationship Management:

It's about how to monitor emotions, respond to them, and the ability to include them in decision making, in a way that enhances the cognitive activities of a person, at the same time integrating them in plans, to achieve desired outcomes, another ability is how to build good rapport and create synergy according to the emotions a manager can read and analyze.

Self Awareness:

The ability to recognize your feelings and specify where is your weaknesses and strengths, assessing your reactions. To enhance one's self awareness, it is good to listen to others feedback about yourself, as starting from yourself as a manager to be able to read others in the field.

Self Management:

Self management is how to get advantage of emotions as facilitator to make the best decisions and reactions towards some scenarios. Better understanding for emotions comes from past experience in many situations, thus knowing how others feel when they are in the same situation and be able to predict consequences, thus a person can hold control on his/ her emotions, keeping the motivating ones and neglect or mitigate the negative ones.

Leadership Behaviors:

To make this term clear, the questions concentrate on to what extent does the manager supports his employees, or team members?. Does he care about how they feel toward

the job, work, and even toward him?. Does he provide clear directions to the expected goals, clarify the roles and responsibilities, and try to smooth relations between members for the best of the team and the best outcomes? This constitutes what is reflected by the character of the manager who can influence the trust of the employees in him/ her, thus their potential abilities to make the best outcomes are affected.

B-The Dependent Variable:

The dependent variable for this research is Project manager's effectiveness, which can be defined and measured as follows:

Project manager's effectiveness:

Through reading the literature and previous studies, the project management effectiveness is being measured mainly by the triangle of: Budget, Time, and Quality. Where the project manager should be able to manage or control the flow of the work as well as being able to control the relations between members in the project team. Reaching the expected goals and outcomes is decided by being able to finish the project within the estimated time and budget, and giving the quality expected, if the project manager fails in one of them, then the project can't be said to meet the expectations, and the manager can't be said to be effective.

To do so the manager should have some soft skills as the ability to read the employees and react in a way that guarantees the success of the project through having the best performance of the employees, here comes the core of this research, where the researcher tries to find the relation between EI and effectiveness of a PM.

3.4: Hypotheses

The research aims mainly to investigate the relationship between EI level of a project manager and his/ her effectiveness, based on the research objectives and research framework, the research hypotheses have been drawn as follow:

A-The Main Hypothesis:

H0.1: There is no statistically significant relationship between emotional intelligence (Social Awareness, Relationship Management, Leadership behavior, Self Awareness, and Self Management,) and project manager effectiveness.

B-The Sub-Hypotheses:

H0.1.1: There is no statistically significant relationship between social awareness and project managers' effectiveness. (At a significance level $\alpha \leq .05$, applied for all hypotheses)

H0.1.2: There is no statistically significant relationship between relationship management and project managers' effectiveness.

H0.1.3: There is no statistically significant relationship between leadership behavior and project managers' effectiveness.

H0.1.4: There is no statistically significant relationship between self awareness and project managers' effectiveness.

H0.1.5: There is no statistically significant relationship between self management and project managers' effectiveness.

3.5: Data Collection Instrument:

The researcher used a questionnaire to collect responses from the study sample, and the five point Likert scale was used, the format of a typical five-level Likert item is: for the PM effectiveness is (strongly disagree =1, disagree=2, neutral=3, Agree=4, strongly agree=5) (Sakran and Bougi, 2009) and for the part of EI scale which was

adopted from previous studies based on Goleman model (Never =1, Seldom = 2, Sometimes =3, Frequently = 4, Always =5).

The questionnaire was originally designed and distributed in English; the final questionnaire has been developed through several stages:

Stage one: exploring the literature which discussed the main variables, in order to specify the most appropriate independent and dependent variables and their scales.

Stage two: reviewing the websites and studying the online assessments for the study variables then studying the feedback from the reviews of it. All that resulted in preliminary questionnaire that was designed and presented to academic scholars and field practitioners who have knowledge about the topic and who gave the feedback about the construction, the language, and the sequences of the questions, then the modifications have been done.

The questionnaire is comprised of three main parts (Demographic, EI scale built based on (Goleman,1995,1998; Farrar,2009; Sunindijo,2013) and Manager Effectiveness survey which is developed according to Doe (2004) Smith(2007). The questionnaire was delivered by hand to the targeted companies and respondents were personally briefed on the main purpose of the questionnaire. Respondents performed the role of a project manager at the targeted companies and manage, on the average, from 3 to 11 projects per year.

Part one of the questionnaire measured demographics such as gender, age, and the years of experience. The second part was comprised of a scale which was adopted from previous research based on Goleman scale for EI. The third part was comprised of the questions that measure the effectiveness of the Project manager in managing the projects in terms of delivering the desired quality at the end of the project,

finishing within the estimated budget, and not exceeding the dead line for finishing the project. The questionnaire is attached in appendix A.

The descriptive analysis showed that the Relative Importance of research variables as follows:

As the scale used in questionnaire is Likert scale, with statements of a five-point scale. So the mean of this scale will be: $(1+2+3+4+5/5=3)$, therefore 3 represents a medium level, less than 3 is a low level, and greater than 3 is a high level (this is applied for most research scales).

Table 3.1 The Mean, Standard Deviation and the Degree of importance of the Independent Variable

| Variables | Means | Std. deviations | Degree of importance |
|-------------------------------------|--------------|------------------------|-----------------------------|
| <i>Independent variables</i> | | | |
| Social Awareness | 4.00 | .52 | Relatively positive |
| Relationship management | 3.72 | .597 | Relatively positive |
| Leadership behaviors | 3.98 | .705 | Relatively positive |
| Self Awareness | 3.77 | .728 | Relatively positive |
| Self Management | 3.63 | .666 | Relatively positive |

Table 3.2 The Mean, Standard Deviation and the Degree of importance of the Dependent Variable

| <i>Dependent variable</i> | | | |
|----------------------------------|-------------|-------------|----------------------|
| Project Manager Effectiveness | 3.94 | .537 | Relatively important |

The results showed that the degree of influence for EI elements used in this research is relatively positive, since the means almost for all variables were higher than 3 and their standard deviations were lower than 1. Consequently, all variables have a high degree of influence on the PM effectiveness.

3.6: Validity and Reliability of Scales

3.6.1: Validity of Scales

Sekaran and Bougie (2009, p.157) defined validity: “how well an instrument developed measures the particular concept it is intended to measure.” To ensure the validity of this research different procedures had been undertaken:

As mentioned earlier, the researcher made a visit to most of companies included in the sample and explained the purpose behind the research, the variables and showed the respondents to what extent their accuracy in filling the questionnaire will help to get confidential results.

To enhance the validity of the questionnaire, the researcher relied on previous literature scales, the items used in the scale were gathered from various scales developed from researches with similar interest. In addition to this another step is taken, the questionnaire was disseminated in English language to four of Management Ph.D carriers and five field practitioners (Project Managers) who have the knowledge about the research topic to assess and arbitrate the questionnaire content, to ascertain the validity of the research instrument.

3.6.2: Reliability

According to Sekaran and Bougie (2009, p.157) reliability was defined as “a test of how much consistency a measuring instrument measures, whatever concept it is measuring, so it indicates the extent to which the measurements are without bias (error free)”. Cronbach's alpha is a measure of internal consistency, which indicates how closely, related a set of items or as a group. It is used to estimate the proportion of variance that is systematic or consistent in a set of test scores, so it is the coefficient

of reliability or consistency. This coefficient normally ranges between 0 and 1, the closer to 1 the greater the internal consistency of the items in the scale.

Table 3.3: The Reliability statistics

| Scale item | Cronbach's alpha value | No of item |
|--------------------------------|-------------------------------|-------------------|
| Social awareness | 0.63 | 6 |
| Self-awareness | 0.80 | 5 |
| Self-management | 0.68 | 5 |
| Relationship management | 0.68 | 5 |
| leadership behavior | 0.78 | 4 |
| Manager effectiveness | 0.63 | 15 |

Based on the table above, the reliability of the items used to measure the variables is relatively high; on the other hand, most of the questionnaire items were taken from previous scales like Goleman's scale of EI (1995). So its reliability and validity is already tested.

Chapter Four:
Data Analysis , Findings and
Results

4.1: Introduction

This chapter represents the results of analyzing the primary data collected for the purpose of achieving the research's objectives. The first part will discuss descriptive analyses and respondent's demographic characteristics. The second part will describe the research 's hypotheses, as well as the extent to which level can emotional intelligence, affects the project managers' effectiveness. Data were collected, coded, entered, and analyzed using the statistical test for social sciences (SPSS) program version 20.

The data has been coded and analyzed using SPSS V.20 program. Different descriptive and inferential statistical techniques were used to analyze data which are explained as: descriptive statistics (means and standard deviation) used to describe the characteristics of the population. Then inferential statistics are used to measure the correlations between variables and to test the research hypotheses through using multiple regression analysis.

4.2: Descriptive Analysis

The research descriptive analysis includes three parts; first the sample demographic characteristics, which were collected through the first part of the questionnaire: age, gender, educational level, work experience expressed in years. Then: the dimensions explanation and the relative importance for each one, finally: the research 's hypotheses, as well as the extent to which the independent variables affect the dependent variable.

Demographic Data Analysis

Based on the findings in table 4.1, it is clear that males significantly show higher percentage in response, where 76% of the respondents were males and 24% were females, this show that mostly those who occupy the position of a PM in the sample companies are males, according to Hofstede cultural scale Jordanian culture was masculine, but now it is shifting to be nor masculine or feminine, instead the trends are to be a middle culture where it's not feminine nor masculine.

According to the age variable results, it was shown in the results that most of the PMs are aging between (30-39) with approximately (35 %) and the next higher percent is for those age is between (41- 49) with (26 %), which indicates that this position is occupied, mostly by Early to middle adulthood persons.

The educational level shown that most of the PMs in the sample are bachelor carriers with the percent of (66%), and (25%) were master degree carriers, and very few were PhD or higher diploma. The last variable in the demographic data is the years of experience, as the analysis revealed that most of the PMs in the sample have (11-15) years of experience in project management field with (29%), then (26%) have (6-10) years, and (24%) exceeded 15 years of experience.

We can say the sample shown respondents are 50 years old or younger, bachelor or higher educational degrees carriers, and having experience with at least 6 years in the field, the tables of the demographic will be attached in the appendix for more details.

4.3: Hypotheses Testing

Hypotheses testing involve testing the null hypotheses (denoted by H_0) which are assumed to be true but tested for possible rejection (Sekaran and Bougie, 2009). The

fit of the model of the research is a preliminary procedure to test the acceptability of the main hypothesis of the research and the sub hypotheses. The model fit will be tested by the model summary of the multiple regressions and the analysis of variance (ANOVA).

Starting with the Main hypothesis testing which indicates:

H0.1: There is no statistically significant relation between emotional intelligence and project manager's effectiveness.

The results of testing of the main hypothesis are demonstrated in the following two tables

Table 4.1: The Model Summary

| Model | R | R Square |
|-------|-------|----------|
| 1 | .470a | .221 |

a. Predictors: (Constant), Self Management, social awareness, self awareness, relationship management, and leadership behavior

Table 4.2: Analysis of variance for the research model (ANOVA)

| F | Sig. | Result |
|-------|-------|----------------------------------|
| 2.948 | .020b | Reject The null hypothesis |

a. Dependent Variable: Project Manager Effectiveness

b. Predictors: (Constant), Self Management, social awareness, self awareness, relationship management, and leadership behavior

The multiple correlation coefficient $R = 47\%$ which indicates that there is a positive correlation between EI elements and PM effectiveness regarding to this relationship,

its proved that the independent variables and dependent variable change in the same direction. The multiple correlation coefficients are gauges of how well the model predicts the observed data, in terms of the variability in PM effectiveness accounted for by the fitted model.

R square represents this variability, the value of $R^2=22\%$ indicates the amount of variations in PM effectiveness variable that is accounted by the fitted model has been explained by the direct EI elements. It also means that the higher the EI level, the higher the PM effectiveness, although the value is not large but this is explained by the small sample size, and since the sample is census sample it is hard to enlarge it, so the R^2 doesn't suffer the low value in this case.

The (ANOVA) analysis shows that F-ratio for these data= 2.948 which is significant at $p<.05$ (Alpha in this case is $\text{sig}=.020$). This result proves that there is less than a 0.05% chance that an F-ratio of this value would happen by chance alone. Then a clear evidence ascertain that there is statistically significant effect of EI elements (At least one of the variables) on PM effectiveness and thus reject the null hypothesis and accept the alternative hypothesis that states that there is a relation between EI level and PM effectiveness. The other part of multiple regression analysis is concerned with testing the effect of each predictor included in the model (that is beta β) on the dependent variable. By using the value of β and α significance level, then the inference of the acceptability for each of the other hypotheses and the extent of application of each predictor.

Table 4.3: Coefficients

| Model | t | Sig. | Result of hypothesis testing |
|-------------------------|--------|------|------------------------------------|
| | 4.856 | .000 | |
| Social awareness | -1.142 | .259 | Fail to reject the null hypothesis |
| Relationship management | -1.586 | .119 | Fail to reject the null hypothesis |
| Leadership behavior | 3.265 | .002 | Reject the null hypothesis |
| Self awareness | -.462 | .646 | Fail to reject the null hypothesis |
| Self Management | 2.166 | .035 | Reject the null hypothesis |

The first part of the table is an estimate of β for each of the independent variables. The β indicates the individual contribution of each predictor (variable) to the model if all other predictors are held constant for Leadership behavior and Self management β equals to 50% and 29% respectively compare to the small values of other variables.

We can infer from the values of beta that the variable that has the highest contribution in the model are the leadership behavior followed by self management. As well as the fact other variables (Social Awareness, Relationship Management, and Self Awareness) do not affect the model, well; this may seems illogical, because according

to the literature common sense those variables can affect the dependant variable strongly, the reasons behind this will be explained in the discussion.

The following step is for testing the acceptability of the sub hypotheses:

H0.1.1: There is no statistically significant effect of Social Awareness on PM's effectiveness.

The decision rule is to reject the null hypothesis if the significance level is less than 0.05. Thus, the null hypothesis will fail to reject the null hypothesis, which means that there is no a statistically significant effect for social awareness on consumer PM's effectiveness.

H0.1.2: There is no statistically significant effect of Relationship Management on PM's effectiveness.

Again using the same decision rule, the null hypothesis will not be rejected because the significance level is more than 0.05. This indicates that there is no statistically significant effect of self management on PM's effectiveness.

H0.1.3: There is no statistically significant effect of Self awareness on PM's effectiveness.

Regarding the decision rule to reject the null hypothesis if the significance level is less than 0.05. The null hypothesis will not be rejected because the significance level is more than 0.05. Thus, this indicates that there is no statistically significant effect of self awareness on PM's effectiveness.

H0.1.4: There is no statistically significant effect of Self management on PM's effectiveness

Based on table of coefficients and regarding the decision rule, reject H0 if the significance level is more than 0.05. The null hypothesis will be rejected and the

alternate hypothesis is substantiated, this indicates that there is statistically significant effect of self management on PM's effectiveness.

H0.1.5: There is no statistically significant effect of Leadership behavior on PM's effectiveness.

According to the decision rule to reject the null hypothesis if the significance level is less than 0.05 Thus, the null hypothesis will be rejected and the alternate hypothesis is substantiated, this indicates that there is statistically significant effect of leadership behavior on PM's effectiveness.

Chapter Five:
Discussion, Recommendations,
and Conclusions

5.1: Discussion

Introduction

This section is concerned with answering the research questions through presenting and discussing the research results according to what have been explored within previous sections and chapters to demonstrate the recommendations and Implications, which are built upon the research findings.

The purpose of this research was to investigate the relationship between emotional intelligence and project managers' effectiveness. A good understanding of this relation can enhance and improve performance and outcomes of projects.

To be able to clarify some results; the researcher went through a brief study for the Jordanian culture, using the Hofstede culture dimensions to explain some results related to nature of the culture in Jordan, according to Hofstede scale the Jordanian culture tends to be masculine society, which is more assertive and competitive and less emotional than femininity societies that emphasize on relationships and caring. Jordan has a middle score in the dimension of collectivism which indicates cooperation and relationship building and got a low uncertainty avoidance score in new studies, which indicates that Jordanian culture tends to be more pragmatic than emotional. A new study showed that Jordan is evolving to be low on power distance unlike what it has been; this was proven by the modern cultural employment methods, like in our study previously the section of analysis shown that most of project managers are young and ranges between (30 to 40) years old, those who are able to disagree with their managements and resist old ways in work in order to be more creative and find new ways in work better than old ones in terms of efficiency and

effectiveness, that reflects the reasons behind the results in the analysis section (Hofstede, 2001) (Internet reference: wikipedia.org, 2004) (Alkailani et al, 2012).

5.1.1: The extent of applying and considering EI and its relationship with Project Manager's effectiveness in Jordan

Data analysis results showed the mean score for each dimension of EI is relatively high based on table 4.2, (social Awareness = 4.00, relationship management = 3.72, Leadership behaviors = 3.98, self Awareness = 3.77, and self Management = 3.63). This indicates the importance and the essential role for all factors that may affect the project manager's effectiveness.

Furthermore, the analysis has shown that PM's effectiveness has a considerable importance in the field with the mean score equals to **3.94**, which proves that an obvious indication that the PMs are tending to be more effective, and caring about the reputation of their projects through the quality delivered, which lead to be more caring about their team members as keys of effectiveness. In other words PM effectiveness has a great extent in Jordanian Project management consultation sector as the mean score tells; this strongly suggests that Jordanian project management sector is currently engaging in activities that concentrate on introducing new strategic initiatives.

5.1.2: The relation between the EI and project managers' effectiveness

Based on the ANOVA results and the regression the main null hypothesis was rejected, which means that the emotional intelligence has a direct relation to the PMs' effectiveness. This result showed that some variation in PMs' effectiveness is explained by changing in the independent variable (EI and its dimensions). As

mentioned earlier in the analysis section the ANOVA with F-ratio= 2.948 (level of significance $p < .05$) (alpha is significant at 0.02) provides that there is a statistical relation between the EI and PMs' effectiveness which led to reject the null hypotheses. This indicates that EI is a very important and required skill to decrease failure chances for any project and increase the chance to succeed and increase the effectiveness of a project manager, as well as the performance and outcomes. This result is in agreement with the results of (Goleman,1998; Dasborough and Ashkanasy's ,2003; Sunindijo et al, 2007; Yoon,2008; Jones, 2012).

Regarding the sub hypotheses, it was found that:

From the proposed model of the research, the results shown that the project managers' effectiveness is affected mainly by the Leadership behavior, and Self management where these too have a direct positive effect on the PM effectiveness, since the manager should be able to control his feelings and direct them toward the benefits of the project, any manager who can't control his emotions will lose his control over others in the team and lose the control over the entire project, this dimensions is considered as a key for other dimensions that's why it's so important because it enables managers to control their reactions, and to handle any conflict or situation (Goleman ,1998; Sunindijo, 2013; Yoon,2008; Kirkland, 2011), the Leadership behavior showed a clear evidence that the relation between EI and the PM effectiveness exists, how your manager behaves and reacts will affect you on the job (Goleman ,1998; Butler & Chinowsky, 2006) , concerning the three other dimensions (Self management, Social Awareness, and Relationship management), there is no statistical significant effect and relation to the effectiveness for each one separately, contrariwise the results that shown high mean scores for each (3.63, 4.00, 3.72) respectively, which provides that those dimensions are important and have a direct

impact on the dependent variable, the researcher justifies these dimensions results that led to failure in rejecting the null hypotheses and consider these dimensions as not related on their own to the PM effectiveness by the following reasons:

First, the sample size is too small and the sampling unit as well, and it's so hard to enlarge since the sample is census. **Second**, the differences between people, as social awareness and self awareness differ from one person to another. **Finally**, the author got another justification from the EI in psychology literature and through meeting a psychology professor it is thought that managers deal with other so they focus on their relations with others more than self awareness, some say you don't have to read yourself correctly but instead your focus should be directed toward others, while other say your ability to read your and others' emotions is not necessary to manage them correctly, instead you have to focus on how to manage the relations fairly between them as a manager, besides a lot believes that leading by example is the best way to affect others, this was clearly stated on how the leadership behavior got the most significant value in testing the hypotheses and the variables effects on the model. **Another important** note is that a lot of studies from the literature asked for more studies in the field if EI in the project management, besides further research was demanded in the literature due to the lack of studies in this field (Butler & Chinowsky, 2006; Kasapoğlu, 2011; Sunindijo, 2013).

In total the regression results have shown that in overall, EI dimensions and PMs' effectiveness has a positive relationship. Thus EI can be considered a required skill for PM success and for better outcomes of projects (Hofstede, 2001; Alkailani et al, 2012; Goleman, 1998; Nwagbogwu, 2011; Cacamis et al,2013).

Recommendations, implications and conclusions, are discussed next.

5.2: Recommendations and Implications

The correlation between the two constructs namely; emotional intelligence and PM's effectiveness was relatively good represented in R with about 50%, as well as R^2 was only 22% due to the sample size, but indicated that there is a positive relationship between the two constructs, as organizations keep preparing for the next generation of CEOs and managers, it is important to take EI in the selecting criteria during recruiting, and training to develop the managerial staff, in addition to train the current working members, to insure they are using their soft skills for the better of the work.

Among the dimensions of EI, Leadership behavior and Self awareness are the most influential ones, since the research examines the project managers and their effectiveness. It is logical that the leadership behavior is very critical, because every PM is a leader for his team toward the project success. Concerning the other three dimensions that didn't show any effect on the managers' effectiveness could be taken into consideration by making training courses or workshop related to the EI effects on work out comes and focusing on these dimension, to increase the awareness of PMs and employees in this field and enhance their abilities in these dimensions.

Further studies and researches are encouraged to investigate the effect of emotional intelligence affects the effectiveness of PMs, and how does it affect the outcomes, through its dimensions. A deep study of Hofstede culture scale to examine the effect of the culture in Jordan on the level of awareness in EI and how does it contribute to the effectiveness and performance of projects and managers.

5.3: Practical Implications

The research aimed to contribute to the body of knowledge concerned by exploring how the human nature can affect the work place performance and projects outcomes, and how their reactions can contribute to the success or failure of the project. In this research this was examined especially by studying the EI of project managers and their subordinates, the managers have to build relations and cope with others to enhance their project progressing and guaranty the success of their projects in terms of the triangle of (Time, Budget, and quality), for this purpose they have to possess and control some soft skills, if the manager is unaware of EI dimensions and their reflections at the work place and performance this can be solved through workshops and training, and sometimes require social change in which the manager try to change their reactions and behaviors and attitudes. Knowing how to use EI skills at the work place will enable managers to create creative teams, and direct the collaborative efforts toward the success of the projects thus the success of the society and increasing the benefits for all related to these projects.

The results of this research can be used to find new criteria to recruit new employees and managers, those are able to differentiate creative skills, and create working atmosphere that help to bring out the best out of the teams, as the coming generation of PMs should be trained to know their soft skills as well as they are trained to enhance their hard skills of being able to schedule, control and monitor, and enhance the projects outcomes, thus contribute to enhance the reputation of the company, because this will lead them to realize their weaknesses and strengths, and apply that for the sake of the success of the work, and achieving desired goals.

5.4 Conclusions

As mentioned earlier the main objective of this research was to examine the relationship between EI and PMs' effectiveness. For this purpose 59 companies specialized in consultation and constructions, where PMs mostly have experience not less than 6 years in project management, were taken as the population of the research. The research focused on the need for exploring knowledge that can increase the effectiveness of the project managers as well as enhancing the quality of the outcomes by including the soft skills of project managers in decision making and using their personal abilities to enhance the outcomes of the projects they manage, because without these information, managers will not have what they need to increase projects success chances and decrease any probability to fail. Projects are considered to be successful if they meet the budget, schedule (Time), and quality (Specifications) (Goleman, 1998; Khiz, 2010; Hwang & Lim, 2013).

The data were collected by interviewing project managers of (59) companies (study population) and at least one was invited to fill the questionnaire that was designed for the purpose of this research. The results revealed a positive relationship between the two constructs, which leads to consider the EI skills in workplace required to success, especially for project managers. (Nwagbogwu, 2004; Butler & Chinowsky, 2006; Martin, 2008; Sunindijo & Hadikusumo, 2013).

These findings imply that project manager effectiveness and projects success can be enhanced by involving the soft skills of EI during the project progress and decision making. Companies' leaders can implement training courses in EI and how does it affect the work place and outcomes, since these companies' success will contribute in overall economy improvement, and benefits the society as whole.

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Appendix 1

The Research Questionnaire

Dear Sir / Madam:

Please take a brief moment to complete the following questionnaire by placing an "X" next to the option that applies to you, for the purpose of the study done by the researcher "Afnan Alawneh" that is going to be done to investigate the relationship between the emotional intelligence level of a project manager and his /her effectiveness. Please do not leave any answers blank.

1. Age:

1. 20-29 -----
 2. 30-39 -----
 3. 40-49 -----
 4. 50 years and older -----

2. Gender:

1. Male -----
 2. Female -----

3. Type Degree Earned (if more than one, indicate most recent degree):

1. Ph.D./Ed.D -----
 2. Masters -----
 3. Bachelors -----
 4. Other. -----

4. Combine years of professional work experience:

1. 1-5 years
 2. 6-10 years
 3. 11-15 years
 4. above 15 years

Part1: Manager Emotional Intelligence Level (EI- Scale)

- Social Awareness and Relationship Management

| Social Awareness: | | Never | Seldom | Sometimes | Frequently | Always |
|--------------------------|--|-------|--------|-----------|------------|--------|
| 1- | Shows respect for all team members | | | | | |
| 2- | I am aware of others' feelings at work | | | | | |
| 3- | Gives the needed support and Shows genuine concern for team members | | | | | |
| 4- | Pick-up on the feelings of clients and colleagues at work | | | | | |
| 5- | Treats people fairly, without favoritism | | | | | |
| 6- | Know the key to makes others feel optimistic and positive in the workplace | | | | | |

| Relationship Management: | | Never | Seldom | Sometimes | Frequently | Always |
|---------------------------------|---|-------|--------|-----------|------------|--------|
| 1- | Distinguish and supports the work of other departments | | | | | |
| 2- | Protects the absent - doesn't criticize those who are not present | | | | | |
| 3- | Listens effectively and take the feed back into consideration | | | | | |
| 4- | The ability to create a good work environment for others in the team | | | | | |
| 5- | The ability to effectively interfere when colleagues get "worked-up" | | | | | |
| Leadership Behaviors | | Never | Seldom | Sometimes | Frequently | Always |
| 1- | Actions and behaviors are consistent with words | | | | | |
| 2- | Supports, helps others to achieve desired results | | | | | |
| 3- | Helps others to develop and grow | | | | | |
| 4- | Provides a clear sense of purpose and direction, roles and responsibilities, for me and for our group | | | | | |

- Part 2: Self Awareness and Self Management

| Self Awareness | | Never | Seldom | Sometimes | <i>Frequently</i> | Always |
|------------------------|---|-------|--------|-----------|-------------------|--------|
| 1- | I can always tell which emotions I am feeling and why | | | | | |
| 2- | I am aware of my body language when interacting with others | | | | | |
| 3- | I am aware of my strengths and weaknesses | | | | | |
| 4- | I am aware of my voice tone that I use to convey important information | | | | | |
| 5- | I meet commitments and keep promises | | | | | |
| Self Management | | | | | | |
| 1- | I am able to cope with high work demands and occupational stress | | | | | |
| 2- | I am able to keep thinking objectively when upset by a colleague or client | | | | | |
| 3- | Show strong emotions are expressed in the right way, to the right degree, at the right time | | | | | |
| 4- | I Can't be "triggered-off" easily (Short Tempered) | | | | | |
| 5- | I avoid getting involved when important | | | | | |

| | | | | | |
|--------------|--|--|--|--|--|
| issues arise | | | | | |
|--------------|--|--|--|--|--|

Part 3: Manager Effectiveness Survey

| | | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1- | Projects always meet their cost targets. | | | | | |
| 2- | Projects always meet timeline targets. | | | | | |
| 3- | Projects always meet the desired standards of quality. | | | | | |
| 4- | Projects always meet the technical performance specifications. | | | | | |
| 5- | Clients are mostly satisfied with our projects deliverables. | | | | | |
| 6- | Clients speak positively about dealing with us throughout our project work | | | | | |
| 7- | Project goals are clearly defined at start-up | | | | | |
| 8- | Team members participate in decision-making regarding the project goals achievement | | | | | |
| 9- | Project priorities are changed frequently | | | | | |
| 10- | Personal interest directs project decisions. | | | | | |
| 11- | There is an adequate focus on managing risks | | | | | |
| 12- | Project scope is changed only in a controlled manner. | | | | | |
| 13- | Project teams are generally effectively structured and mobilized. | | | | | |
| 14- | Project managers are empowered enough to access the required resources for their projects | | | | | |
| 15- | Projects are carried out without affecting the culture and values of the organization. | | | | | |

Appendix 2

The companies' list: (59) company, from the Amman Chamber of Commerce

الشركات الهندسية المتخصصة في الأردن

| الرقم المتسلسل | اسم الشركة |
|----------------|---|
| ١- | الشركة المتحدة للتخطيط والهندسة |
| ٢- | شركة المعتمدون لإدارة المشاريع |
| ٣- | مكتب باسم عصام سهاونة |
| ٤- | شركة باسم معن التل وشريكته |
| ٥- | شركة أساس للإدارة المشاريع والاستشارات |
| ٦- | مكتب ماجد نسيوات لإدارة البناء |
| ٧- | شركة الجوهر الدولية لإدارة المشاريع والاستشارات |
| ٨- | مكتب لمهندس نايف عيسى الخوري |
| ٩- | شركة أبراج للاستشارات الهندسية |
| ١٠- | شركة أركان لحساب الكميات وإدارة المشاريع |
| ١١- | المكتب العربي مهندسون مستشارون |
| ١٢- | المركز الأردني لمهندس الرأي |
| ١٣- | شركة مركز الاستشارات الهندسية |

| | |
|--|-----|
| شركة المستشار للهندسة | -١٤ |
| مكتب ديران ومصري مهندسون مستشارون | -١٥ |
| مكتب المهندس وهيب مدانات | -١٦ |
| مكتب بيطار / مهندسون مستشارون | -٧ |
| دار الهندسة للتصميم والاستشارات الفنية | -١٨ |
| مكتب الاستشاري الحديث | -١٩ |
| مكتب المهندس داوود جبجب | -٢٠ |
| سيجما مهندسون مستشارون | -٢١ |
| شركة الأوائل للاستشارات الهندسية والفنية | -٢٢ |
| شركة ركن الهندسة | -٢٣ |
| شركة دار العمران | -٢٤ |
| بلال حماد مهندسون مستشارون | -٢٥ |
| مكتب عمان للاستشارات الهندسية وتخطيط المدن | -٢٦ |
| شركة الخارطة معماريون مهندسون | -٢٧ |
| شركة الدار العربية للهندسة | -٢٨ |
| مكتب أردنية للاستشارات الفنية | -٢٩ |
| شركة مكتب الهندسي الاستشاري العالمي | -٣٠ |
| مكتب المهندس علي أبو عنزة | -٣١ |
| شركة دار التخطيط للاستشارات الهندسية | -٣٢ |

| | |
|--|-----|
| مكتب ركن الأردن | -٣٣ |
| مكتب المهندس جمال الشخشير | -٣٤ |
| شركة الائتلاف للاستشارات الهندسية | -٣٥ |
| مكتب البقاعي للاستشارات الهندسية | -٣٦ |
| شركة دمياطي وشعشاعة للعمارة | -٣٧ |
| منار مهندسون مستشارون | -٣٨ |
| مكتب طبية للاستشارات الهندسية | -٣٩ |
| دارة عمان العربية للهندسة | -٤٠ |
| مكتب الصخرة المشرفة الهندسي | -٤١ |
| دار المستشارين العرب مهندسون ومستشارون | -٤٢ |
| مكتب سبيل للهندسة | -٤٣ |
| مكتب التجمع العربي/ مهندسون مستشارون | -٤٤ |
| شعبان معماريون ومهندسون | -٤٥ |
| مؤسسة الجذور للهندسة | -٤٦ |
| مكتب المهندس عمار خماش | -٤٧ |
| شركة اتحاد المستشارين للهندسة والبيئة | -٤٨ |
| شركة الإطلالة للاستشارات الهندسية | -٤٩ |
| شركة إرابتك- جردانه مهندسون ومعماريون | -٥٠ |
| شركة إرابتك جردانه للمياه والبيئة | -٥١ |

| | |
|--|-----|
| مكتب المهندس فارس بقاعين | ٥٢- |
| الشركة العربية الأردنية للهندسة | ٥٣- |
| دار الدراسات العمرانية- الأردن | ٥٤- |
| شركة الباحة للاستشارات الهندسية | ٥٥- |
| المختصون للتصميم الهندسي | ٥٦- |
| مكتب السراج الهندسي | ٥٧- |
| شركة الشرق للاستشارات والتصاميم الهندسية | ٥٨- |
| شركة دار العمران للبنية التحتية والبيئة | ٥٩- |

العلاقة بين مستوى الذكاء العاطفي وفاعلية مدير المشروع

إعداد

أفنان علاونة

المشرف

الدكتور راتب صويص

ملخص

هدفت هذه الدراسة الى معرفة مدى تأثير مستوى الذكاء العاطفي على فاعلية مدير المشروع من خلال دراسة تأثير عناصر الذكاء العاطفي (الوعي الذاتي، الوعي الاجتماعي (ادراك الاخرين) ، ادارة الذات، ادارة الاخرين (ادارة العلاقات مع الاخرين) والسلوك القيادي للمدير على فاعلية مدير المشروع والتي تمثلت في: تسليم المشروع في الوقت المحدد، انهاء المشروع ضمن الموازنة والنفقات المحدده له، وضمن المعايير والمواصفات والجودة المطلوب تواجدها في المخرجات النهائية له، حيث تم بناء الاستبيان بناء على الدراسات السابقة ومقياس جولمان للذكاء العاطفي.

شملت عينة الدراسة جميع الشركات الاستشارية المتخصصة في ادارة المشاريع، والمسجلة في غرفة عمان للتجارة، وبلغت ٦٠ شركة، وقد قامت الباحثة بتوزيع الاستبيان على مدراء المشاريع ومساعدتهم في هذه الشركات حيث تم توزيع (٩٠) استبيان وتحصيل (٦٠) و تم استثناء ٢ ليتبقى ٥٨ استبيان لغايات التحليل الاحصائي، تم استخدام اسلوب الانحدار المتعدد كأسلوب التحليل الاحصائي لتحقيق هدف الدراسة.

توصلت الدراسة الى أن هناك تطبيق لمفهوم الذكاء العاطفي في عينة الدراسة، وان له تأثير على فاعلية مدير المشروع، وقد بينت النتائج ان السلوك القيادي للمدير وادارة الذات كانت اكثر عناصر الذكاء الانفعالي تأثيراً على فاعلية مدير المشروع. وقد بينت التوصيات ضرورة التركيز على اخذ الجانب العاطفي بعين الاعتبار ودراسته عند اتخاذ القرارات، واخذ مفهوم الذكاء العاطفي بعين الاعتبار عند التعيينات الوظيفية للموظفين الجدد او ترقية الموجودين، وذلك لتأثيره على جودة الاداء ومخرجات المشروع.

