



**The impact of emotional intelligence as a motivator to facilitate successful execution of strategic technological projects in the Cape Metropolis.**

**By**

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## **ABSTRACT**

The advancement of research on leadership and the behaviours of leaders reveals many previously unnoticed facets of the human condition. New hypotheses on the many forms of intelligence have emerged, revealing facets of intelligence that leadership scholars were previously unaware of. The ability to recall facts, names, and other things needed in the classroom makes up the majority of the overall concept of intellect (IQ). The growth of social and/or cultural intelligence (SQ), which also plays a crucial role in how people behave when they interact, is another development. The importance of emotional intelligence (EQ), which essentially refers to the capacity to adapt behaviour depending on the others with whom one interacts, is rising.

The research focused on the elements of emotional intelligence (EQ) and how a person's behaviour might motivate or encourage them to perform well and be productive. The need for the EQ throughout a project's life cycle should help with the formula for motivated and engaged project practitioners.

The study also included the cognitive functions of the project manager, the calibre of their job, and how they might benefit from it. The research employed a mixed research technique and used a questionnaire to collect data from respondents after selecting them at random.

The respondents were project managers or employees directly involved in the project management process who answered to a manager or supervisor who was supposed to provide direction and inspiration. The study showed how crucial it is to concentrate on followership and to use situational leadership as the respondents expected. People are said to become motivated and more devoted if they see their managers to be honouring and respecting them. The results show unequivocally that workers in project management in the Cape Metropole are conscious of their emotional intelligence and how it affects their day-to-day activities.

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- I dedicate this dissertation to my loving father, Craig Gordon, may his soul rest in peace.

“A man's true greatness lies in the consciousness of an honest purpose in life, founded on a just estimate of himself and everything else, on frequent self-examinations, and a steady obedience to the rule which he knows to be right, without troubling himself about what others may think or say, or whether they do or do not that which he thinks and says and does.”

Marcus Aurelius

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## **CHAPTER 1**

### **INTRODUCTION TO THE STUDY**

#### **1.1 INTRODUCTION**

An essential component of the fourth industrial revolution is project management. The soft skills are sometimes neglected during the project execution phase among all the hard skills a project manager ought to have. The backdrop of the study, the importance of the research, and potential outcomes will all be discussed in this chapter. With emphasis on the connection between the two themes, project management and emotional intelligence.

When it comes to completing projects and effectively engaging with the many stakeholders, emotional intelligence (EQ) plays critical role. The project manager's/work coordinator's ethic, the way they interact with different stakeholders, and the technology working in their favor all affect how successful the project is. (Pinto and Slevin 1988: 67–72). The triple constraints of time, scope, and budget can cause a project manager to experience extreme stress and anxiety. They need to be able to hone their EQ skills in addition to focusing on solving problems.

#### **1.2 THE BACKGROUND OF THE STUDY**

The hard skills that project managers are noted for possessing include advanced computer literacy, planning, financial management, event management, and human resourcing. However, both new and seasoned project managers in Cape Metropolis tend overlook the significance of soft skills, this study will provide light on how developing a soft skill, such as emotional intelligence, might enhance the project manager's ability to produce high-caliber work. The purpose of this study is to gain a general understanding of the role that emotional intelligence plays in team members' motivation to carry out technological projects throughout the execution phase of a project and how emotional intelligence affects day-to-day operations.

Project management has a long history and was a thriving industry in the expansion era in nations like Italy, which was home to the great Roman Empire. There, engineers planned and oversaw water distribution projects like the aqueducts that crossed numerous cities, colonies, and farmlands, although the field was not as developed as it is now, project management has been the driving force behind all these architectural wonders (Seymour and Hussein 2014: 233-234).

#### **1.3 LITERATURE REVIEW**

##### **1.3.1 The importance of a project manager's mindset**

Manager's two types of mindsets:

- a) Growth mindset: People who work hard and develop their talents, competencies and abilities.
- b) Fixed Mindset: People who think their talents and abilities are fixed and do not need to improve on anything. (Dweck 2009:1-3)

When project managers start their workday, they should have a productive mindset based on their workload at the current time. This will allow them to mentally prepare to effectively complete the day's tasks. If a manager's mindset is not balanced according to the work set out, they will suffer from emotional fatigue. According to Reed and Stoltz (2011) the correct mindset will make you three times more likely to be a success in anything you do. Therefore, while managing the flow of projects, project managers must keep a constant mindset intact. This will allow them to prioritise their workload and achieve their objectives more effectively.

According to PMBOK (2017: 16-18) project managers must always adopt a growth mindset as project management is a dynamic profession that changes every five years. Therefore, if project managers can update their skills, methodologies, training and communication techniques regularly, they will be able to enter the workplace with a renewed growth mindset, which will benefit both the company and the project management office.

With a growth mindset, the project manager will not only enable a productive workstyle but be able to become a competent leader and influence others (Javidan and Kram 2012: 36). Some leaders are born with a growth mindset; this is what sets them apart from others. This will enable the project manager to evolve into an influential leader. In addition, he/she will be able to spread the positivity of a growth mindset throughout the project management office.

Armed with a growth mindset and competent leadership traits, this can open doors for mentorship. The project manager can pass on what they have learnt and develop their team to manage their own projects. According to Kram and Higgins (2009: 1-7) finding a mentor is the solution for career progression, professional development and satisfaction in a particular work setting.

This will allow for a diversification of the project management office. For example, if a project manager can mentor and train a project administrator or project coordinator to be a project manager, they will be able to have two teams working on separate projects resulting in a more reorganised workflow and faster results under the triangle of constraints.

#### **1.4 EFFICIENT AND EFFECTIVE PROJECT MANAGEMENT PRACTISES**

Projects are unique endeavours governed by the triangle of constraints (Larson & Gray, 2018). Therefore, the project's success is determined by the project manager's ability to direct the smooth flow of the projects from initiation to closure.

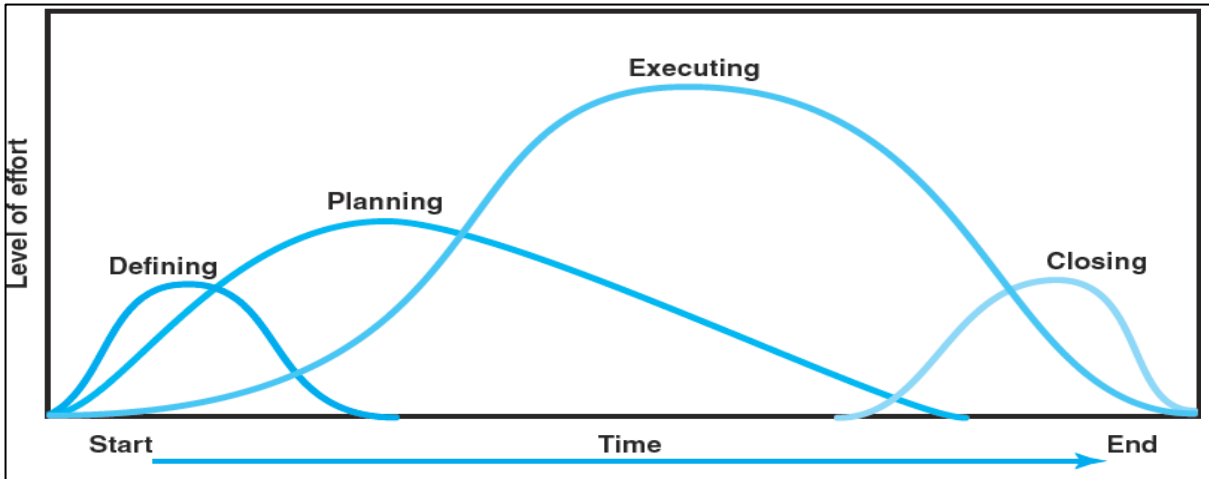


Figure 1.1: The life cycle of a project

**Source: Lippe and Brocke (2016: 76)**

As seen in figure 1, a project consists of 4 phases in which a project manager is intimately involved (Lippe and Brocke 2016: 76). They have to actively manage each one of these phases under the task-orientated constraints and expectations of the client. Therefore, when discussing the effectiveness of a project manager, attention must be paid to the timely work they have completed, the quality of their work, the project manager's performance, and what was spent during the project duration in terms of budget. After that, this must be weighed against the company's norms and standards, giving a rough picture of how effective a project manager is (Jones 2012).

According to Creasy et al. (2014) for a project manager to be effective in their workplace, they must have several planning tools available such as:

- A pre-set work breakdown structure (WBS) template
- Risk management tracking tool
- Human Resource documents (leave forms, disciplinary forms etc.)
- Procurement plan
- Universal budget spreadsheet
- Communication plan
- Project quality tracker
- Stakeholder plan
- Standard project tracking tool

These pre-set planning tools will ensure the successful life of the project and relieve the project manager from any stress or anxiety arising from poor planning. Another factor that's highly important in effective project management is proper stakeholder management. This means getting to know the important people and entities surrounding the projects, as they are vital in streamlining project delivery.

In order to build valuable stakeholder relationships, the project manager must have a charismatic emotional state. This would allow him/her to communicate without any interpersonal barriers getting in the way, such as shyness or social anxiety. In addition, according to Troukens (2013) the project manager must have developed soft social skills. The soft social skills a project manager must possess are:

- Basic communication skills
- Negotiating skills
- Leading team meetings
- Coaching
- Motivating
- Mentoring

This list of soft skills is crucial when dealing with internal and important external stakeholders and warrants effective communication.

According to Lledo (2011) an effective project manager adopts the "Lean thinking" mentality in the modern world. To "be lean thinking" is to be able to make projects more efficient by adding quality while saving money. Lean project management is a term specifically used to define a technique to make projects more efficient (Lledo 2011). This approach is very complex and requires great attention to detail to run a "lean" project, but in the end, it becomes routine.

### **1.5 THE COMPETENCIES OF EMOTIONAL INTELLIGENCE**

Emotional intelligence is the ability to monitor and control one's emotions and others (Kilduff, Chiaburu et al. 2010: 25).



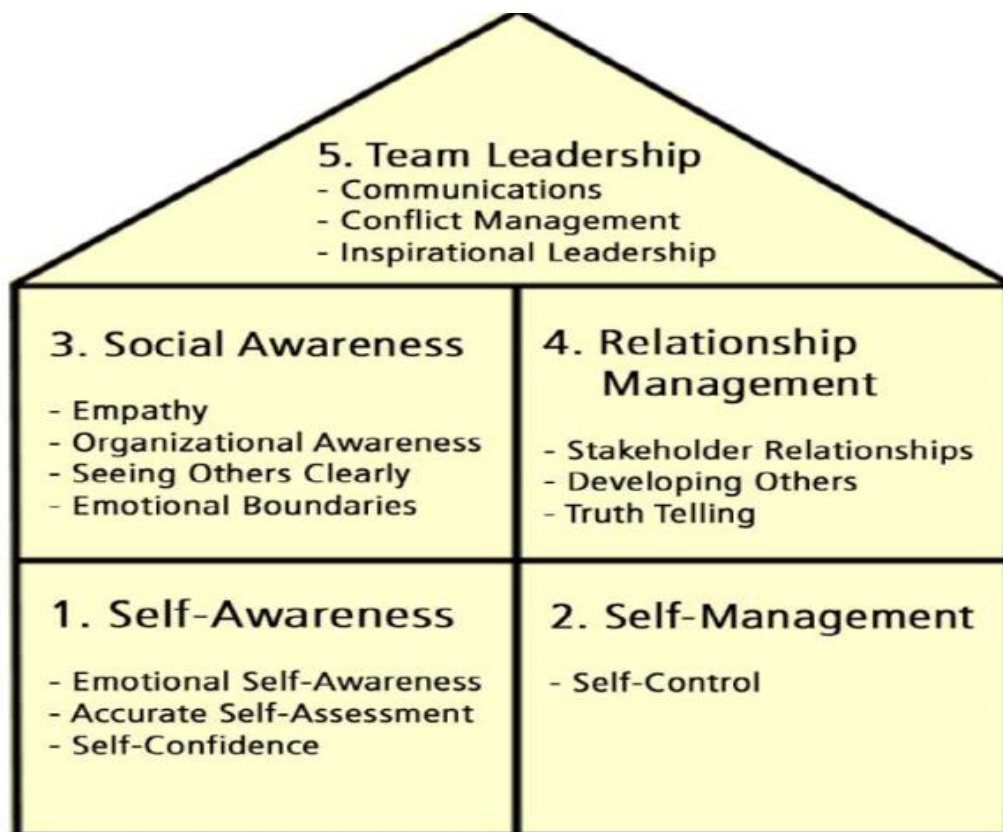


Figure 1.2: Model of emotional competencies

Source: Mersino (2007, p 24)

As seen in Figure 1.2, emotional intelligence consists of five emotional competencies.

#### 1. Relationship management

In the project management office, the project manager is the centre of communication. Every contractor, client, project team member, and external and internal stakeholder must communicate with the project manager about the project at hand (Larson and Gray, 2018). Therefore, the project manager must develop separate relationships with each stakeholder and prioritise that relationship according to their significance.

In this instance, emotional intelligence will come into play. The project manager must monitor and observe his emotions with each stakeholder. For example, when a project manager addresses his project team, he must do so professionally and keep a fun, emotional balance to compensate for the team morale. If the project manager is too professional, the team will see him/her as "tense, dictatorial", and "monotonous", which will contribute to negativity among team members and negatively impact productivity.

However, if the project manager displays too much "entertaining" affection to his team members, this will leave room for the project staff to take advantage of the project manager. This will disrupt the chain of command in the project management office and

discredit the project manager's reputation (Gabriele Giorgi 2013: 4-18). Therefore, the project manager must portray an emotional balance to be an effective leader.

Another critical relationship management aspect is client relationship management (CRM). According to Papadopoulos, Ojiako et al. (2012: 65-76), CRM will always remain a critical and considerable interest in modern project management. A project manager must continuously monitor their specific client relationships as each client has a priority attached to them. A project manager must draw up a relationship strategy plan based on the priority of each client (Rechtfertig 2010). This will allow him/her to update the communication plan and effectively track urgent projects. A project manager must remember that they talk to stakeholders on different levels. For example, a board member or CEO is actively involved in the project, and a line worker carrying out the work package stated on the WBS and project managers communicate on a strategic and operational level. Therefore, they must plan their communication carefully because the line worker might not understand the concepts and terminology when consulting with a board member or CEO (Papadopoulos, Ojiako et al., 2012: 65-76). However, in the end, how the project manager manages their relationship with the various stakeholders is ultimately based on their attitude (Rechtfertig 2010).

## 2. Social Awareness

According to Rechtfertig (2010) social awareness is defined as "putting yourself in someone else's shoes" and showing empathy towards others. This is particularly important regarding project management. A very dynamic project environment depends on project type, size and urgency. A project manager can be under heavy time, budget, scope and quality constraints where they may not make any trade-offs. This opens the door to frustration, anxiety, anger, depression and nervousness. When project managers experience one of these events, it is normal for them to take it out on the project staff or, in some cases, the external stakeholders. The project manager must refer to their leadership qualities and show empathy towards his project peers. The project manager must understand that they are in the same situation as him/her.

Showing empathy towards project team members involves not only "not shouting at them when you are under stress". When empathy is shown, the emotional intelligence of the leader must be controlled, as must the emotional intelligence of others (Rechtfertig 2010). The team leader must notice the project team's feelings at that moment. How high is their morale? What do they currently need? Have they been treated too hard? The project manager must actively engage with them and ask about their families and personal interests. This will allow for the construction of solid relationships, which may improve efficiency and communication between the project

manager and their peers (Rechtfertig 2010). The project manager must not forget to balance the level of empathy and professionalism.

With social awareness also comes organisational awareness. It can be defined as "the level of understanding different aspects of the organisation such as the organisational culture, norms, values, code, and structure as well as understanding the political and economic issues affecting the organisation (Competency Organ Awareness 2011, Online). For example, for a project manager to successfully complete projects, they must know precisely how the organisation is operated and how the internal politics on the different levels affect the projects at hand.

### 3. Self-Management

According to Rechtfertig (2010), the key to self-management is self-control. Project managers will be more successful in their career field if they actively practice self-control. Self-control in the project environment consists of various factors such as:

Anger Management: the project manager must be temperate and patient; he/she must try to control their temper and emotions in the workplace.

Avoiding bribes: when subordinates want to "pay their way to the top", the project manager must not accept any money or gifts from subordinates in exchange for favours.

Avoiding sexual activities related to work/projects: if a subordinate wants or offers sexual activities in exchange for career favours, the project manager must immediately decline and report.

Avoiding procrastination: the project manager must not be distracted by trivial things. They must ensure their project tracking and administration is up to date and their clients have been appropriately informed of the situation of their project.

One important aspect of self-management is time management and schedule management. If a project manager is not proficient in managing their schedule, they will not complete their priority deliverables on time, within budget or scope (Tabish and Jha 2012: 1131–1138).

Rechtfertig (2010) argues that project managers must look for emotional triggers that might cause emotional breaks. Some examples of emotional triggers may be:

- Heavy project criticism
- Previously experienced trauma
- Physical environment
- Stress
- Fatigue

Identifying these triggers will help the project manager manage their emotional control and prevent further emotional breakdowns in the future. The project manager can also take this a step further and host a workshop to educate their project team on managing their time, schedule and emotions.

#### 4. Self-Awareness

According to Beyer (2012) Self-awareness is "essential for success". He suggests it is possibly a project manager's essential emotional competency. Self-awareness is the ability to identify and know one's emotions, weaknesses, motivations, values and objectives (Klare, Behney et al. 2014: 21-24). Therefore, it is of great importance that project managers realise their talents, skills and emotions, especially when dealing with projects. If they initiate or execute a project and feel uncertain about themselves, they will set themselves up for failure.

Before project managers understand what they are capable of doing, they first need to realise their emotional position by asking these specific questions: can they handle a stressful environment? Are they able to handle long hours and overtime? How will they handle a project failure? How will they handle project success? etc. (Klare, Behney et al. 2014). If they can answer each question confidently, it will show they are emotionally competent. They can then look at their talents and skills and weigh them against the standards of the project(s) they are undertaking (Goleman 2013: 51-60).

Once the project manager is aware of how they can do specific tasks, how to handle the emotional stress that comes with the task, and how to carry that task out from point to point, they will be able to develop a self-confidence level that will enable them to manage projects at a constant, efficient pace (Klare, Behney et al. 2014). A project manager with confidence in his ability can be a vital asset in any project-focused organisation (Rechtfertig 2010).

Self-awareness can benefit and be strengthened through practising mindfulness in the project management office (Holt and Marques 2012: 95-105). According to Goleman (2013: 51-60), "mindfulness is a conscious awareness of oneself and one's surrounding environment in the present moment without judgement". Therefore, mindful project managers are more likely to be successful in their project endeavours.

#### 5. Team leadership

Rechtfertig (2010) postulates four important points tied to team leadership in the emotional competency model. The points are as stated:

*Project team communication:* the project manager must address and understand the overall emotional situation of the project team (Rechtfertig, 2010). Each member can have an

individual emotional intelligence tone. This can result in a misalignment of communication within the project team. To solve this issue, the project manager must hold an interpersonal meeting weekly to understand the team's current emotional state and align it according to the demands of the project(s) at hand.

Usually, project managers in the construction field are always on the road and must use remote communication (Merrick 2014: 48-53). This can lead to various communication barriers such as:

- Noise from a construction site
- Signal failure and signal interference
- Interruptions while using a remote communication device
- No access to project files (Left it at the office)
- Limited time
- No face-to-face reassurance

While the project manager is on the road, he will not be able to monitor his team's performance. Performance reporting is a crucial area of project communication; it allows the team members feedback on their effectiveness over a given period. If a team member has been ineffective and has not been addressed, they will continue to work in an unproductive manner, and they will be a problem in the long term, especially in the project environment (Piantanida, Cheli et al. 2011)

*Being an inspirational leader to the project team:* the project manager should be able to provide his project team with a vision, mission, reinforced strategic plan and motivation (Rechtfertig 2010). The project manager should actively engage their project team and assist them where needed. A project manager must always have patience and, as a leader, guide those who need it. They should never be dishonest to their project team and must always provide them with facts and the truth about a given matter.

The project manager must plan to inspire his team to gain a high moral base. This will enable them to achieve higher productivity levels and gain recognition that would benefit both the team member and the project manager (Walter, Cole et al. 2011: 45-59).

*Be able to manage conflict effectively:* projects often require people not familiar with each other to come together and work under the pressure and stress of project constraints (Villax and Anantatmula, 2010). Because of this, conflict arises between team members, especially those from different fields of expertise. According to Villax and Anantatmula (2010), conflict arises

between team members because they have different personalities, objectives, values, norms, cultures, perceptions, expectations and knowledge bases. In addition, some conflicts arise due to fierce competition within the project environment. This holds the benefit of increased productivity. However, competitors can become reckless with live project data, resulting in information loss or project backlog.

Conflict has evolved over the years and has become more beneficial for the project environment. Recent studies concluded that more problems are identified and solved in the heat of conflict. This, however, is when the conflict is controlled. On the other hand, if conflict is uncontrolled, it has the ability to tear the project(s) apart and destroy professional relationships, which, in certain circumstances, becomes irrecoverable (Villax and Anantatmula, 2010).

According to Quinn, Faerman et al. (2010: 86-98), with regards to conflict management in a project environment, a project manager must familiarise him/herself with these specific responses:

- Avoiding (Silence)
- Accommodation
- Competing
- Compromising
- Collaborating

The best response to intense conflict is a combination of compromising and collaborative assertiveness, allowing the project manager to solve the problem faster (Quinn, Faerman et al., 2010: 86-98).

*Continuous improvement of project leadership:* according to Rechtfertig (2010) improving project "management leadership skills is key to any part of a project team process". This means that the project manager must find ways to improve their leadership skills continuously, so they can create a path for an eligible team member to become a future project management office leader.

In order to improve the existing leadership skills, the project manager must sit and spend time removing barriers and challenges that might affect the improvement progress (Rechtfertig 2010). In addition, the project manager is also expected to improve their leadership skill continuously because this will enable them to adapt to new environments and manage a project team successfully (Sheikh R and Khan 2014).

With renewed leadership skills, the project manager can choose what leadership style best suits the surrounding project situation. According to Thamhain (2010) "to

be effective in "such a dynamic and turbulent environment, a team leader/project manager must be both technically and socially competent". Furthermore, the project manager must identify what skills become obsolete to improve and adapt to the ever-changing project environment.

## **1.6 EMOTIONAL INTELLIGENCE AND PROJECT MANAGEMENT**

According to Alawneh and Sweis (2016: 13-25) Emotional intelligence has got to do with how you influence the process of achieving a certain goal. The project manager must be able to observe, read and direct subordinates to get the best results". Project managers spend 50% of their day either communicating with internal or external stakeholders, managing conflicts that arise and building relationships with new and existing clients (Strohmeier 1992: 45-48).

Project management is a challenging job and is not to be taken lightly. They must deal with scope creep, changing requirements, last-minute deadlines, difficult clients and tasks, if carried out incorrectly, that will damage the project manager's reputation. Moreover, a manager's challenges and factors can take their toll on a project manager's physical health (Sadri 2012: 535-548).

This is where emotional intelligence comes into play. In order to manage these factors, project managers must use emotional intelligence to manage their emotions in response to these challenges. This will allow them to effectively deal with and solve the problems arising in their project environment.

Alawneh and Sweis (2016: 13-25) formulated a list from multiple sources of the different uses of emotional intelligence within the project management spectrum. This list states that:

Emotional intelligence should be used as a tool when selecting new shortlisted members to hire for the project management office.

Emotional intelligence is strongly connected with the ability to observe, analyse and select the right candidate for the vacancy.

Emotional intelligence can impact a project manager's mindset by enhancing the decision-making process and directing the project manager to focus on the details and results of the project at hand.

The project manager's skills, manager's work ethic, intellectual personality, emotional skills and competencies will determine whether they will be successful when completing project tasks.

A high level of emotional intelligence can result in good assertive behaviours, which will enable the project manager to delegate tasks, communicate discrepancies and determine project success or failure.

According to Alawneh and Sweis (2016: 13-25) emotional intelligence is a significant skill a project manager must obtain and promote throughout the project management office and organisation. In order to effectively manage a situation that might arise during the project life cycle, the project manager must inhibit the ability to sense and correctly assume employees' or clients' behaviour towards the situation (Abuyaghi 2005).

### **1.7 PROBLEM STATEMENT**

According to Welman, Kruger et al. (2005: 14) a research problem can be defined as a "difficulty that the researcher experiences in the context of either a theoretical or practical situation and to which the researcher wants to obtain a solution". The researcher has to identify the problem at hand to be able to find a solution to that specific problem (Jones 2012).

Although project management has existed since humans first began to construct homes, it has recently acquired popularity. In the industry as a whole, there has been a discernible increase in the formation of project management offices. You need to possess the necessary soft skills to foster effective working relationships and maintain consistent communication in order to lead an effective and efficient team. Many project managers and team members (those who interact with the project management office) might not be dedicated to developing their emotional intelligence.

We are aware that a motivated staff produces results and that effective leadership is essential to any project's success. A project manager can learn to handle their emotions, tension, and anxiety with the aid of emotional intelligence. This will enable the project manager to develop a mindset focused on results and handle projects of all sizes successfully.

The problem is the majority of project staff do not understand how emotional intelligence, along with other factors like leadership, motivation, and followership, impacts the success of technological projects.

### **1.8 RESEARCH OBJECTIVES**

The main research objective is the researcher's expectation from the research, in this study the objective is to; identify the role played by EQ in the motivation of team members in the execution of technological projects.

1. Identify the role played by emotional intelligence in the motivation of team members in the execution of technological projects.
2. Identify if emotional intelligence does impact daily operations.
3. Identify how a leadership figure impacts the employee's career growth.



## **1.9 RESEARCH QUESTION**

A research question is intended to interpret what the problem statement wants to achieve as stipulated in the research objective. The research question guided on the literature to be reviewed, and is developed from the research objective. The research question for this study is; (Welman, Kruger et al. 2005).

1. What part does emotional intelligence (EQ) play in employees' motivation throughout the execution of technical projects?

## **1.10 RESEARCH METHODOLOGY**

According to the University of Witwatersrand (2018) research methodology is the specific procedure or techniques used to identify, select, process and analyse information about a given topic. Qualitative research and observation will make up most of the research. There was a need for a proper description of the phenomenon under study and the researchers opted for the descriptive research design. This design is also compatible with the simultaneous use of mixed research methodology (qualitative and quantitative). Descriptive research design allows for the simultaneous use of qualitative and quantitative research methodologies, this method provided both breadth and depth in understanding the phenomenon. These two techniques will allow the collection of the primary data that needs to be analysed and interpreted in the report of the findings so that reflection can be brought to the bear on the research.

### **6. Target population**

The population is the object under study, which consists of individuals and groups (Welman, Kruger et al. 2005)

The target population was comprised of technicians, artisans, administrators and all personnel directly involved in the execution process and reported to a line manager. These interact with the line managers whose behaviour had to be measured against the expectations by employees and that impacted on their motivation.

### **7. Research sample**

A sample is a section drawn from the overall population under study, which helps increase research accuracy (Welman, Kruger et al. 2005).

Sampling can take a lot of the researcher's time; the researcher will set up pre-sampling documents that will allow the information and data to be captured without wasting time.

Before performing the sampling, a budget will be formulated to monitor the sample researching expenses to ensure this task will be feasible.

### **8. Sample Size**

A relatively large sample size will be selected. Jowah (2011: 123 – 126) states that the larger the sample size, the more accurate the sample becomes, and the fewer sample errors are present.

Project management is a vast and limited field in South Africa; therefore, in the case of the sample frame, the study will be limited to project management offices in telecommunications, construction, finance and Information technology.

The sample frame was estimated to be 290 in all, and the researchers opted for getting to 1/3 of the sample frame considering that, the higher the number of respondents, the lower the error.

## 9. Sample Methods

Systematic random sampling was used in the research. The first respondent was chosen randomly, there after every third (3rd) individual was sampled for the study.

### 1.11 DATA COLLECTION INSTRUMENT

The data collection tool will be a questionnaire. Jowah (2011:123–126) states that questionnaires:

- Are structured and ask questions in a uniform pattern making it easier for the respondent to answer
- Cheaper to administer to the respondents
- They require less effort to formulate and less management
- It can be administered by email or even online

However, a structured questionnaire was used for the survey, this had three (3) parts to it, namely; Section A – Biography, Section B – Likert Scale and Section C – Open ended questions. Hard copies of the questionnaire will be handed to project management employees; they will have to fill it in and sign at the end. They also can provide their email address if they want access to the research once it is completed.

### 1.12 DATA COLLECTION METHODS

Two types of data collection methods will be looked at for this research which is:

- Qualitative data
- Quantitative data

Four (4) trained research assistants helped with physically (face to face) administering the questionnaire. This approach enabled quick filling in of the questionnaires as well as a high return rate since the respondents were at their workstations. It assisted also with the answering or providing clarity on any questions that might not have been clear to the respondents.

Qualitative data is information that cannot be measured, it is data that is studied in its natural form, and the researcher will attempt to understand the phenomena surrounding it (McLoeod, 2017). Qualitative techniques such as observations and interviews will be used to gather information in the research. A mix of qualitative and quantitative data will be combined.

McLoeod (2017) states that "quantitative research" aims to establish laws of behaviour and phenomenon across different contexts. Therefore, once data has been collected from the qualitative research, it will be analysed and interpreted in a report where the findings will be presented, providing statistical, tabular and graphical information. Structuring it like this will make it easier for the reader to understand and provide feedback.

### **1.13 DATA ANALYSIS**

According to Shamoo and Resnik (2003) "Data analysis is the process of systematically applying techniques to describe, illustrate and evaluate data". All the data will be collected from the different research tools. It will then divide it into the different methods used. Shamoo and Resnik (2003) state that to be able to analyse data, these qualities must be exhibited in the researcher:

- Necessary skill to analyse
- Follow acceptable norms for discipline
- Understanding of environmental research issues
- Up-to-date data selection methods

Before extracting the data from respondents, the researcher must ensure they possess these basic data analysis competencies to avoid damaging, corrupting, or misinterpreting the information. In order to have accurate research results, the researcher must ensure that the information being handled is validated. All the data collection instruments were brought together, cleaned, edited and then coded before capturing them onto the Excel Spread Sheet (ESS). This was the only instrument available to the researchers, but it served the required purpose. Illustrations were constructed through the ESS (graphs, charts, frequency polygons, etc) and these assisted in the comparison and interpretation of the relationship between the variables. According to Jowah (2011: 123–126) "Inferential statistics assists in establishing certain facts about a given population". This will be used to distinguish the number of project employees with high levels of emotional intelligence from those with low levels of emotional intelligence.

The closed question section of the questionnaire will guarantee that relevant information is obtained for the study because the researcher will select the structure and questions. The researcher will also test these for reliability against the overall research design.

#### **1.14 CHAPTER SUMMERY**

The chapter provides an overview of this study's main findings, including emotional intelligence and its application to the project management life cycle. It underlined that one of the most crucial soft skills a project manager may possess is emotional intelligence. In order to develop emotional intelligence as a soft skill, a variety of competencies are required, as highlighted in this chapter. The problem statement and research objectives that will determine the structure of the research process were also outlined. The study's target sample size is 290, and the target population was also identified and discussed. The systematic random sampling approach will be employed.

## **CHAPTER 2**

# **DIFFERENT TYPES OF INTELLIGENCE AND THE IMPACT OF EQ ON THE PROFESSIONAL WORK ENVIRONMENT**

### **2.1 INTRODUCTION**

This chapter introduces the numerous psychological quotients, which can be divided into categories like spiritual, emotional, moral, and intellectual quotients. The terms for each quotient are clarified, and emphasis is placed on the function that the emotional quotient plays in creating business connections. The emotional quotient's function in followership and impression management in the project office setting is thoroughly discussed in this chapter. This literature will help us better comprehend the role that emotional intelligence plays in the effective execution of a project.

Intelligence has many meanings defined by many doctors, psychologists and research professionals; however, Gottfredson (1998:13-23) defines intelligence as an individual's ability to cope with various cognitive complexities that affect both their external and internal environment and tolerances to maintain and initiate relationships with other human beings. The life cycle of human intelligence starts when a baby's brain becomes active and can start computing the various external stimuli in its immediate surrounding environment (Legg and Hutter 2007: 17-24).

In the project management workplace, intelligence is critically important because employees are put in a situation where they need to fully leverage their cognitive abilities in order to think creatively, solve business and project problems, and effectively assign essential resources such as construction equipment, human labour, software equipment and most importantly money (Khan 2014).

### **2.2 DIFFERENT TYPES OF MEASURES OF INTELLIGENCE:**

#### **2.2.1 Intelligence Quotient (IQ)**

Intelligence Quotient or IQ is a measure of individual intelligence, namely for assessment for mental disability, placement in specific education coursework or evaluation of possible candidates for job placement (Cacioppo and Freberg, 2016). Professionals such as industrial psychologists, psychologists, psychiatrists and human resources professionals will make use of an IQ test in order to obtain accurate scores of their patients or candidates, thus, giving them a better understanding of the person's mental capabilities and train of thinking (Gottfredson 2009: 31-32).

Some humans are born with low intelligence; they analyse, learn and react slowly. In this case, medical professionals see or diagnose children or adults with a very low IQ as mentally disabled; thus, they cannot perform the basic functions of life efficiently compared to those born with an average or high intelligence (Tirri and Nokelainen 2011).

Many humans are born with average intelligence that allows them to analyse, learn and react at an expected standard. As a result, humans with average IQ can perform daily life activities at a normal pace and independently (Tirri and Nokelainen 2011). On the other hand, a small percentage of humans are born with a high IQ, which allows them to analyse their environment in more detail at a very efficient pace, learn and retain information at an accelerated pace, especially at a very young age, and they also react faster and smarter to external stimuli compared to humans with average IQ.

<b>IQ score</b>	<b>Classification</b>
130 and above	Very Superior
120 – 129	Superior
110 – 119	High Average
90 – 109	Average
80 – 89	Low Average
70 – 79	Borderline
55 – 69	Mild Mental Retardation
40 – 54	Moderate Mental Retardation

Figure 2.1: Classification of IQ

**Source Fareed & Afzal (2014)**

Alan S. Kaufman carried out various tests that measured the IQ of various adults, young adults and children where it showed their IQ at certain milestones in their life where they had "real life achievements" (Kaufman 2009, p. 173):

Table 2.1: Average adult combined IQ associated with real-life accomplishments by various tests

Accomplishments	IQ.	Test/Study
PhD, JD, and MD	125	Wechsler Adult Intelligence Scale (WAIS)
College/university graduates	122, 115	Kaufman Brief Intelligence Test (KBIT)/ Kaufman Test of Educational Achievement (KTEA)

1 – 3 years of college/university	104, 105-110	Kaufman Brief Intelligence Test (KBIT)/ Kaufman Test of Educational Achievement (KTEA)/ Wechsler Adult Intelligence Scale (WAIS)
Clerical and sales workers	100-105	
High school graduates and skilled workers (plumbers, electricians, carpenters, etc.)	100-97	Kaufman Brief Intelligence Test (KBIT)/ Kaufman Test of Educational Achievement (KTEA)/ Wechsler Adult Intelligence Scale (WAIS)
1-3 years of high school (completed 9-11 years of schooling)	94, 90, 95	Kaufman Brief Intelligence Test (KBIT)/ Wechsler Adult Intelligence Scale (WAIS)/ Kaufman Test of Educational Achievement (KTEA)
Semi-skilled workers (factory workers, heavy machine operators)	90-95	/
Elementary school graduates	90	/
Elementary School dropouts	80-85	/
Have a 50% chance of reaching high school	75	/

**Source: Kaufman (2009)**

### **2.2.2 Spiritual Intelligence Quotient (SQ.)**

Spiritual intelligence, or SQ, is defined as the new paradigm of intelligence, the reflection and understanding of an Individual's existence (Zohar 2019). SQ is critical to an individual's development; it provides the individual with an understanding of one's self and what they want to achieve in life, known as a "Life's vision" (Gardner 1999). SQ is the GPS in a person's life; it provides direction and the ability to set short, medium and long-term life goals and the intrinsic motivation to achieve each individual's various milestones.

SQ has various real-life applications, such as in relationship and marriage counselling; a psychologist can use SQ as a foundation to develop a mutual path that couples can follow when working towards a common goal to improve satisfaction within the relationship (Rostami 2013). SQ can also be used as a motivational factor in the corporate world, and as a motivator for employees, especially in an environment where bonuses and commissions are the primary

sources of income. In the corporate setting, managers will appeal to their employees' sense of SQ by urging them to create short-term goals to achieve their targets. This also makes the manager's job easier because it promotes employee autonomy and higher performance and productivity output. According to Juneja (2019) the spiritually intelligent manager derives performance through understanding, support, and targeting the innate strengths of the employees (Juneja, 2019). Therefore, to ensure compliance, the manager must communicate, support and lead employees at constant intervals.

According to Zohar (2019) Spiritual intelligence is an ability to access higher meanings, values, abiding purposes, and unconscious aspects of the self and to embed these meanings, values, and purposes in living richer and more creative lives" (Zohar 2019). Later on, she defined the 12 principles of spiritual intelligence, namely:

*Table 2.2: Principles of spiritual intelligence*

Principal	Definition
1. Self-Awareness	The knowledge of what a human being believes in and what intrinsically motivates them.
2. Spontaneity	The ability for a human being to live and be responsive in their present, not past or future.
3. Being vision- and value-led	Human beings that act from their life principles and beliefs to live accordingly.
4. Holism	Internally envisioning patterns, relationships and links. The individual realises their sense of belonging.
5. Compassion	Having the feeling of deep empathy for their surrounding environment.
6. Celebration of diversity	Accepting other individual's culture, race and beliefs as you accept your own.
7. Field Independence	Ability to stand against other human beings and express one's own opinions.
8. Humility	Realising one's true place and importance in the real world.



9. Tendency to ask "Why"	The need to feed one's curiosity and improve understanding.
10. Ability to reframe	Ability to step back from a particular problem/situation and understand the bigger picture.
11. Positive use of adversity	Ability to learn and develop from one's mistakes and wrongdoings.
12. Sense of vocation	Ability to answer or act when called upon and help the community.

**Source: Zohar 2019**

### 2.2.3 Moral Intelligence Quotient (MQ)

Moral intelligence is defined as the human capacity to comprehend right from wrong in his/her surrounding environment; it is the ability to make critical decisions considering who benefits and at what cost or consequence (Fasko and Willis, 2008). Therefore, MQ is seen as a trait and is critically important because it serves as a moral compass for human beings to make ethical decisions and perform daily activities ethically.

In a human being's working life, possessing a high MQ will allow the individual to make more efficient decisions and be more effective and precise when carrying out challenging tasks (Odhiambo 2017). MQ is especially important in the project management environment where the practice is governed by pre-set procedures and various project management governances. Therefore, a project manager must stick to their ethical beliefs to conform to the procedures and governance set in that specific project management office (PMO).

Suppose he/she chooses not to conform to those specific governances, for example, using funds for projects that funds are not assigned to without permission from top management or delaying a project's timeline for personal gains or submitting to bribery. In that case, it might yield heavy consequences in terms of project violation penalties, project delays on the critical path, and dismissal. Therefore, to complete the project effectively, the project manager has to improve and develop their overall moral intelligence quotient. Doug Lennick and Fred Kiel, PhD, Identified four essential competencies that are the foundation of Moral intelligence.

*Table 2.3: Basic Competencies as described by Lennick and Kiel*

Doug Lennick and Fred Kiel's Competencies	Definition
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Forgiveness	Ability to forgive others and your own mistakes.
Responsibility	Ability to take responsibility for one's own actions and decisions.
Integrity	Ability to link what we believe to our actions to carry out ethical actions and decisions.
Compassion	Ability to understand and care about the individuals in your immediate environment.

**Source: Lennick and Keil (2005: 1-7)**

According to author Dr Michele Borba (2001) moral intelligence contains seven essential virtues critical to building a solid moral foundation and developing it to new limits.

Table 2.4: Seven Virtues of Moral Intelligence

Dr Michele Borba's Seven Virtues	Description
Empathy	Ability to identify other people's concerns emotionally.
Conscience	Ability to know how to carry out actions in an ethical manner.
Self-Control	Ability to regulate thoughts and actions that will have the power to pressure you into doing something that is not ethical.
Respect	Ability to show that you value the individuals in your immediate environment.
Kindness	Ability to demonstrate concern for individuals in your immediate environment.
Tolerance	Ability to respect the dignity, rights, race, culture and beliefs of all individuals in your immediate environment.
Fairness	Ability to think with an open mind and to carry out actions in a fair and just manner.

**Source: Borba (2001)**

#### 2.2.4 Emotional Intelligence Quotient (EQ.)

Every human has an emotional complex that directs various aspects of life, such as being angry, sad, happy and content. Emotional intelligence is the capability to realise, regulate and control his/her own emotions and identify and effectively respond to other individuals' emotions (Akers and Porter 2018). Emotional intelligence has various assists to an individual as it also helps create and maintain relationships (through social skills) creates a sense of empathy and emotional regulation in stressful situations and improves self-awareness (Durllofsky 2018).

An individual's emotional intelligence can be shaped by their early childhood, the various structures put in place to improve their education as a child, multiple stressful situations that the child might have experienced, such as abusive parents (physical abuse and emotional abuse) and social influence that might affect the child's future moods and behaviour (Mayer and Salovey 1993: 433-442). Once the child reaches adulthood, he/she must have been able to hone their emotional intelligence; if they lack the skill to do so, their actions, decisions, judgments and problem solving will be miss directed (Petrides and Furnham 2003: 39–75).

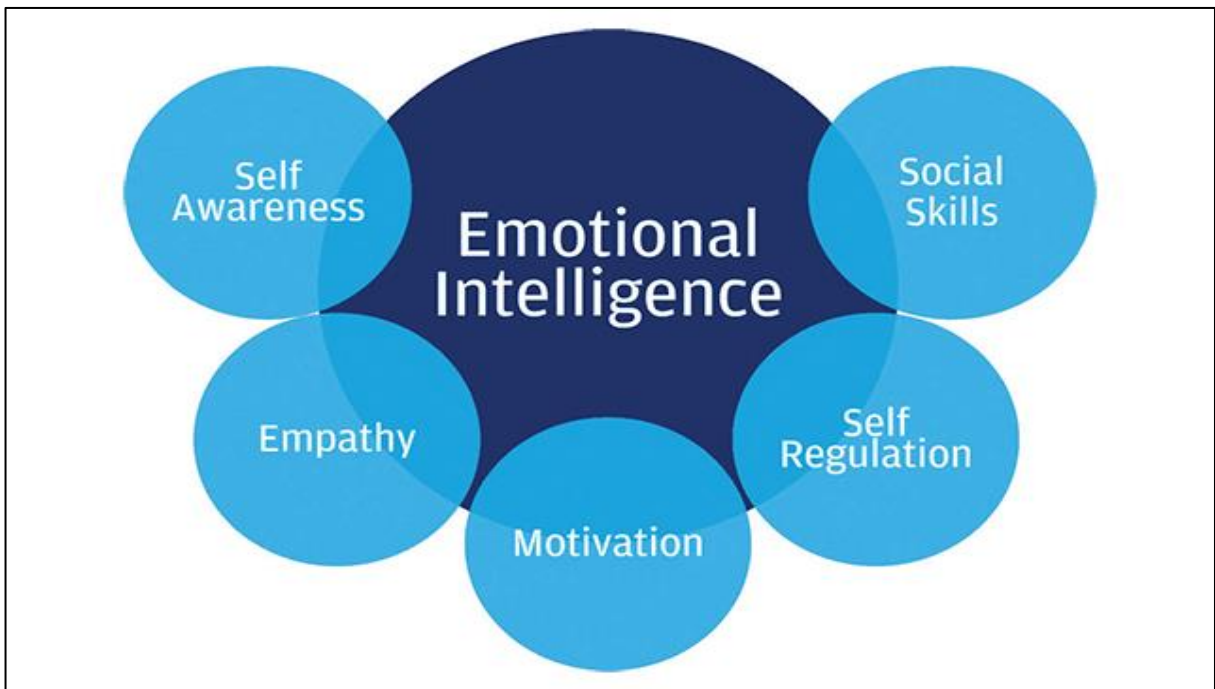


Figure 2.2: The five characteristics of the emotional competence framework

**Source: Magazine (2019)**

Figure 2.2 identifies the five foundations of the emotional competence framework. If the individual can master each of these five characteristics, they will be able to increase their EI substantially, allowing them to perform better in their personal and professional lives (Goleman 1998). Daniel Goleman developed the "Emotional Competence Framework."

#### 10. Self – Awareness

The ability of the individual to recognise:

Their self-worth and the ability to identify their worth to other individuals and their intrinsic worth. This is not classified as narcissism as it helps the individual feel comfortable in their own skin (PsychAlive 2014).

Their strengths and weaknesses in various situations where they will need to apply them.

Their self-confidence allows them to feel good about the decisions they make in order to improve themselves. It also helps the individual by increasing how they handle constructive criticism and apply it to learn from previous mistakes (Goleman 1998, p. 5).

With their limitations, they gain the ability to know their limits, allowing them to perform at a higher standard within specific parameters, whether in their professional or personal life (Beqiri 2019).

## 11. Empathy

Empathy is the ability to identify Others' feelings, needs, wants and fears (Goleman 1998). It helps the individual understand their peers better emotionally. Honing this will help the individual when he/she has to give constructive criticism and feedback, considering the other person's feelings (Beqiri 2019). This will lead to better relationships and streamlined teamwork, avoiding conflict, especially in the storming phase of teamwork.

Empathy is necessary in the professional environment, especially if the individual is in a leadership role such as a project manager, senior manager or general manager (Beqiri 2019). In addition, showing empathy to team members will benefit the manager in the long run by providing opportunities to improve and build existing working relationships with team members.

In order to develop one's empathy, one must practise listening to others and therefore understand the position they are currently in (Beqiri 2019). This will allow perspectives to open by assuming the team member's situation and making decisions based on the emotion the leader would experience in that situation (Goleman 1998).

## 12. Motivation

Emotional motivation is the urge to strive for greatness by being persistent and using the emotional drive to achieve one's goals or purpose (Sterrett 2014).

When individuals set goals for themselves but lack the proper emotional intelligence, the motivation factor will drop. Individuals must have a burning desire or passion for all short, medium and long-term goals they set to fully invest their emotional and physical energy in achieving them (Sterrett 2014).

## 13. Self-Regulation

Self-regulation helps individuals control their overall emotions and urges so that they do not act out of turn, such as taking out their anger on others in a stressful situation (Beqiri 2019).

It allows the individual to control and streamline their internal emotions and take responsibility, and be honest about any wrongdoings he/she did instead of being dishonest (Goleman 1998).

Self-regulation is critical when maintaining existing relationships. If he/she has no control over their impulses, it will lead to a dramatic breakdown of relationships (Matric 2018: 79-82). For example, if a group of friends are together and one person has a facial deformity, and one person verbally emphasises how "ugly" or "weird" that deformity is, it will negatively impact the perpetrator's friendships with all members in that group.

Refining the self-regulation trait will yield various benefits such as:

- Better interpersonal relationships (Beqiri 2019).
- A higher standard of integrity and honesty (Goleman 1998).

- Better self-control in stressful situations where holding one's internal impulses is difficult.
- More accountability and a foundation of trust with peers and colleagues.
- Improvements in reputation both professionally and personally.

#### 14. Social Skills

Social skills are the ability to effectively create, manage and develop romantic, professional and friendly interpersonal relationships (Kumar 2016: 85-103). In addition, social skills grant us the ability to communicate with others effectively and are considered a significant factor in general human development (Odom 1992).

In children, developing social skills is critical to overall child development because it helps the child improve their listening, speaking and decision-making skills (Kumar 2016: 85-103). This goes hand in hand with the self-regulation foundation because both parts of the EI Framework contribute to effective relationship management (Saarni 1999).

Individuals who master their social skills can identify various benefits such as:

- Better influence over peers and colleagues (Goleman 1998).
- Relationships become easy to create and manage over long periods (months and years).
- With better professional networking, an individual will become more charismatic and approachable, especially in a professional setting. This will present more opportunities to the individual.
- Improve verbal and written communication in a personal and professional setting (Beqiri 2019).

In conclusion, the Emotional Competence Framework shows us how important it is to hone and control our emotional intelligence as individuals. Although having a high EI allows us to develop into competent human beings by helping us perform to the best of our ability in the workplace, it also shapes our emotional structure, which in turn assists with building relationships that contribute positively to our mental health.

### **2.3 ROLE OF EQ IN PROFESSIONAL WORKING RELATIONSHIPS AND PERSONAL RELATIONSHIPS.**

#### **2.3.1 How does emotional intelligence (EI) affect personal relationships?**

Personal relationships in terms of emotional intelligence are defined as basic and intimate personal connections between two or more people. The connection is deep, emotional and intense. Examples may include friends, lovers, relatives or married couples (Helliwell and

Huang 2013: 20-31). Relationships differ in their unique ways as it depends on the individual's feelings toward one another; this is where emotional intelligence plays a major role.

Personal relationships are very dynamic. External and internal stimuli push it to constantly change during the life cycle. Therefore, George Levinger proposed the most detailed and relevant interpersonal relationship life cycle model (Levinger 1983). This model was developed to show the life cycle of all kinds of relationships (friendships, romantic, partnerships and companionship):

*Table 2.5: Stages of interpersonal relationships*

Stage	Description
Associate	Meeting someone new or being introduced to someone new by a mutual friend. If an individual likes' or gets along with another, a friendship-type relationship is created, and it will build from there (Levinger 1983).
Relationship inclination	In this stage, the two individuals keep constant verbal and written communication as the relationship is formed. As a result, trust is formed between the two individuals surfacing more opportunities to improve the standing of the relationship (Helliwell and Huang 2013: 20-31).
Relationship progression	±3 – 4 months into the relationship, a bond is formed, and the two individuals should be on one level of understanding. The foundation of trust is strong, and the volume of communication is daily. This leads to a steady progression of the friendship that may lead to a romantic or more intimate stage (Levinger 1983).
Relationship declination	When the relationship reaches a plateau, communication deteriorates in certain instances, and the relationship begins to decline (Brubaker 2018). Finally, in certain instances, the trust between individuals is broken, and the relationship begins to decline to the point of no return (Brubaker 2018).

End of Friendship	Lack of communication, breach of trust or constant conflict can be significant factors in the ultimate deterioration of a relationship (Helliwell and Huang 2013:20-31). Examples of other factors leading to the end of a relationship may be death, divorce, adultery, or relocation.
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**Source: Levinger (1983)**

Emotional intelligence has a critical role in relationship management. The relationship quality depends on the individual's level of emotion (Fitness 2000). Emotional intelligence is the driver behind meaningful socialisation (Tocino-Smith 2019). If one individual in a relationship lacks emotional intelligence, the relationship is guaranteed to deteriorate because he/she will not be able to control internal impulses, feel the correct amount of empathy or regulate their emotions toward the other individual (Tocino-Smith 2019).

An interpersonal relationship is built on honed social skills through emotional intelligence. Therefore, friends, partners, spouses and relatives who wish to harbour a strong interpersonal relationship with their significant other will first have to look at themselves to ensure they are emotionally intelligent enough to manage and grow an effective relationship.

#### **2.4 HOW DOES EMOTIONAL INTELLIGENCE (EI) AFFECT PROFESSIONAL RELATIONSHIPS?**

A professional relationship can be defined as a relationship between two individuals who work in the same corporate environment where activities such as teamwork take place (EDUCBA n.d.). A professional relationship is essential, especially in a collaborative environment where colleagues constantly work together. For example, in professions such as project management, where a dedicated team is working together constantly, the project manager, coordinator, or administrator has to have the right relationship so that there are no bottlenecks concerning teamwork during the project's life cycle (Kostner and Christy Ann 1993: 24–26).

Communication is the most important aspect of a professional relationship involving teamwork. Therefore, during the execution phase of the project management life cycle, the team must have the correct team chemistry and professional relationship, so the project communication model or process can work efficiently (Hoegl 2008).



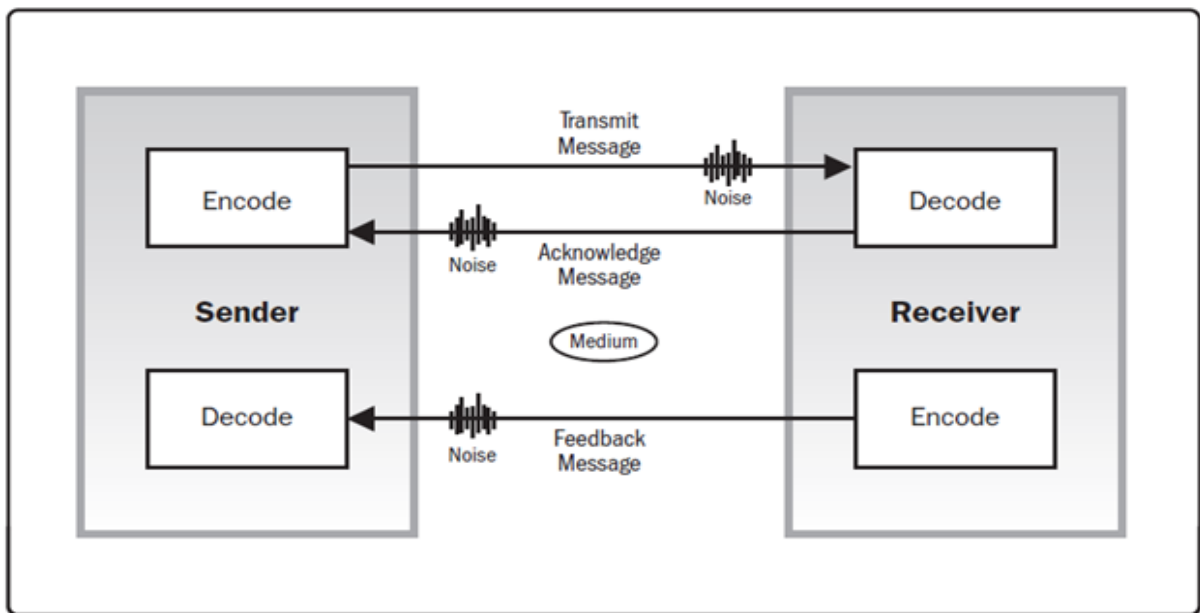


Figure 2.3: Basic project management communication model

**Source: Ogunsina (2013)**

An effective team relationship can lead to various benefits to the project communication model, such as:

Fewer barriers in terms of team communication. Internal barriers include resistance from team members to communicate due to bad team chemistry, the delusion that there should only be communication during an emergency (Vdovin 2017) Messages that have been misunderstood and lack of communication skills.

More detailed data interpretation. When a team works toward a common goal, they will be motivated to put extra effort into interpreting data accurately and in more detail. This will improve communication significantly because the receiver will be able to report efficiently (Baltatzis et al. 2008: 1-12).

Better choice regarding communication mediums. Effective team relationships can lead to the team thinking on the same level, knowing exactly what they need to achieve their common goal. As a result, the team will know exactly which communication mediums are best suited for the project on which they are working. On the other hand, if there were constant infighting or bad chemistry, the team's communication model would fail, and incorrect mediums will be chosen (Baltatzis et al. 2008: 1-12).

When a team is formed, it is critical for the team manager to assess each member's emotional intelligence; doing this early on in the forming phase of team development will prevent further emotional conflicts between team members at later stages (Cherniss and Goleman 1998: 25-

32). Team members with low emotional intelligence tend to be more logical and work-oriented; they work better in isolation and, most of the time, only resort to emails as the main communication medium (Hoegl 2008). This will impact how a team connects; the individual with low EI may not be as interactive in a conference or daily stand-up meetings and might give harsh criticism without considering their colleague's feelings (Brubaker 2018). Therefore, team members with low EI are more likely to start a conflict with other team members, thus leading to an unhealthy work environment, demotivated team and an inefficient project process.

Project team members with a high EI will be more people orientated, have higher control over their emotions and make better team leaders (Hoegl 2008). Individuals with higher EI handle professional relationships better and can also assist in resolving team conflict without being biased. In addition, they are more understanding of their colleagues and tend to listen more and give positive feedback (Cherniss and Goleman 1998: 25-32). These individuals, however, are not good at being work orientated, such as the members with low EI; their focus will be on building relationships with internal and external stakeholders and leading the team towards achieving project milestones within the triple constraints (Dulewicz and Higgs, 2000: 341-372).

One must look for individuals with a balanced EI to procure an effective project team that will harbour strong professional relationships and follow an efficient communication plan to streamline the project management process. The team members should be able to hone their EI by knowing when to focus on work and logical facts involved with the project at hand, as well as develop their interpersonal social skills to build and manage relationships with internal and external stakeholders and their team members. All project managers must understand the true impact EI has on the projects and team chemistry and, therefore, must plan to mitigate any risk associated with EI before selecting the team.

## **2.5 ROLE OF EMOTIONAL INTELLIGENCE IN FOLLOWERSHIP DEVELOPMENT IN A PROJECT ENVIRONMENT.**

### **2.5.1 Followership and its role in project management.**

Excellent leadership must always be present in a project management environment where teamwork is crucial for business success. The perfect project manager should possess a balance of both leadership and management skills if he/she is to guide the team through the project life cycle. The lifeblood of the project team is the followers, also known as the project team members. Followers can be defined as team members or subordinates that can follow orders given to them by their team leader in order to achieve a common goal, learn at an active pace to perform better, performs tasks assigned to them by the leader, take accountability for their own workload and is in active development to be put in a higher position (Schweig n.d.).

The followers play an essential role in the project management flow. Senior managers and top external stakeholders often overlook followers and their duties because they are seen as "a lesser role" in the project management flow (Suda 2013). Followers contribute to the overall mission and vision of the project management office; a competent project management leader will include his/her followers when setting a vision and mission at the beginning of each financial year (Cunha et al., 2013: 87-106). Followers are responsible for most of the work done in the project management life cycle from a bottom-up perspective because they are involved in the daily operations, which allows the project manager (leader) to achieve his/her milestones (Suda 2013).

Essentially, the rate at which followers perform and complete their assigned tasks determines the project manager's competency as a leader (Manz and Neck 2004). therefore, the project manager needs to ensure that he/she is constantly motivating the followers by recognising their efforts by acknowledging them and making them known to top management, showing interest in their task processes by giving positive and constructive feedback and providing his/her members with partial autonomy which gives them a sense of self-worth (Sampietro 2014: 1-13).

A motivated workforce is a productive workforce; motivated followers will put extra effort into completing assigned work, keeping the level of quality up to set project standards and completing extra tasks out of their work scope. This, in turn, will make the project manager look like an efficient and effective leader, boosting sentiment with top management and the project sponsor (Bennis 2010: 3-4).

### **2.5.2 General Theory model of Followership.**

Samantha and Marc Hurwitz introduced a followership model that closely relates to the needs of a project management office. The General Participation Model is a unique followership model that tackles various skills of both the follower and leader that complement each other (Hurwitz and Hurwitz 2015).

In the project management office, it is vital that the project team and project manager's skills work in unison. Samantha and Marc Hurwitz emphasise the importance of collaring between the team and the leader through 2 pairs of skills –skills that makes a good follower and skills that a leader should possess to complement (Hurwitz and Hurwitz 2015):

Table 2.6: Samantha and Marc Hurwitz's General Participation Model developed for a project management office

Skills which make a good follower	Leadership skills which complement the follower's skills.
<p>Agility in organising:</p> <ul style="list-style-type: none"> <li>● Ability to adapt to any change that might present itself in the future by planning accordingly using planners and calendars.</li> <li>● Ability to follow organisational processes and organise according to task needs</li> <li>● Cross-departmental availability, being able to perform administration tasks in other departments.</li> </ul>	<p>Mentoring sessions in organising:</p> <ul style="list-style-type: none"> <li>● Should be able to guide followers on how to follow and conform to organisational processes.</li> <li>● Become a coach by helping followers organise themselves according to the needs of the project management office.</li> <li>● Project managers/leaders should also set up workshops to educate followers on the importance of being organised in a projectized environment (Chaleff 2008).</li> </ul>
<p>Critical decision-making:</p> <ul style="list-style-type: none"> <li>● Ability to make decisions in a stressful immediate environment.</li> <li>● Ability to add value to someone else's decision-making, such as the project managers.</li> <li>● Applying problem-solving techniques to increase the accuracy of the decision outcome.</li> </ul>	<p>Creating a decision-making environment:</p> <ul style="list-style-type: none"> <li>● Project managers/leaders should create a standardised decision-making process that all project team members can follow.</li> <li>● Project managers/leaders should promote open decision-making so that followers can gain valuable critical thinking experience.</li> <li>● Project managers should allow followers to contribute to the decision-making process to increase the quality of the decision output.</li> </ul>
<p>High level of performance:</p> <ul style="list-style-type: none"> <li>● Being able to perform at a high standard while carrying out daily tasks.</li> <li>● Ability to help underperforming co-team members and increase their level of performance.</li> </ul>	<p>Project performance training:</p> <ul style="list-style-type: none"> <li>● Project managers/leaders should always ensure they have specialised project skills that are efficient enough to allow them to complete their tasks at a high-performance standard.</li> <li>● Project managers/Leaders with specialised bachelor's degrees in project</li> </ul>

<ul style="list-style-type: none"> <li>● Seek ways of becoming more efficient by designing new processes to streamline the daily operations.</li> </ul>	<p>management or holding a PMP or Prince2 certification should host training workshops to help improve their follower's skills and competency. This will benefit both the project management office and the productivity level.</p>
<p>Communication:</p> <ul style="list-style-type: none"> <li>● Excellent verbal and written communication, especially when followers engage with external stakeholders and top management.</li> <li>● Collaborating closely and constantly with teammates and leaders by sharing processes and skills.</li> <li>● Presentation and meeting etiquette; a follower must be able to chair and partake in project meetings and host presentations for internal and external stakeholders.</li> </ul>	<p>Top-bottom communication:</p> <ul style="list-style-type: none"> <li>● Project managers/leaders should always keep their followers informed about the project office, external stakeholders and the organisation.</li> <li>● The Project manager/leader must constantly provide positive feedback on completed tasks. In addition, they should communicate with each follower separately to ensure they are on the same level of understanding (Sampietro 2014: 1-13).</li> </ul>
<p>Building professional relationships:</p> <ul style="list-style-type: none"> <li>● The follower should be able to manage professional relationships with external and internal stakeholders.</li> <li>● Emphasis is put on solid relationships with team members to maintain healthy project team chemistry.</li> <li>● Followers should also develop professional relationships with their leader or project manager; this might open opportunities for further career development (Chaleff 2008).</li> </ul>	<p>Relationship Management:</p> <ul style="list-style-type: none"> <li>● Project managers/leaders are responsible for managing relationships with both external stakeholders and the project sponsor.</li> <li>● The project manager/leader should also survey the working environment and make sure it is comfortable, professional and productive (Kellerman 2008).</li> <li>● The project manager/leader can monitor and draft dossiers on each follower and shortlist the members ready for growth and development.</li> </ul>

Source: Hurwitz and Hurwitz (2015).

### **2.5.3 Development of followers in a project management office (PMO).**

In a PMO, the project manager/leader must keep training files on all followers. Their skills need to be constantly developed so that they can perform at the highest levels during the project management life cycle (Love and Brant-Love 2000). Project management is a very dynamic occupation, every five years, the standards change, and project managers worldwide that obtained PMP and PRINCE2 qualifications have to renew them through the project management institute (Institute 2013). Not only does the project manager need redevelopment, but so does the whole project team.

Followership development can be defined as training required to develop a follower's hard and soft skills and formal education training that will lead to overall personal and career development (Bligh et al., 2018). In order to progress in the project management field, followers such as the project administrators and project coordinators need constant training to keep up and adapt to project change. They need proper mentorship from the project manager/leader so that followers who are observed as competent enough can move on to become junior project managers or even project leaders, improving the overall resource pool in the PMO (Pearce 2004: 47-59)

Followers constantly developed through training sessions, mentoring sessions or skills workshops tend to be more productive in their daily tasks and yield higher quality project closures (Chaleff 2008). With new skills, followers can take on new and more work and take some of the project manager's workload. Gaining new skills, followers are also granted various rewards and incentives such as pay increases, new contracts (for part-time followers) better benefits and promotions (Sampietro 2014: 1-13).

### **2.5.4 Impact of emotional intelligence EI on Followership in a project management environment.**

For followers to develop, work efficiently and be happy in an active, healthy work environment, their personalities and attitudes must work in unison. Unfortunately, emotional intelligence can substantially negatively impact professional working relationships and the work environment; personalities will clash, and conflict will constantly be present (Pastor 2014: 985-992).

In order to prevent this from happening, project managers must select and assign project staff or followers wisely; followers with low EI must be assigned separate roles or assigned together (staff with a lower EI tend to work better alone or with someone who has the same personality traits (Goleman 1998). These roles will be in a more isolated setting and will not heavily involve teamwork (will only meet the entire team twice a month) (Winter and Kuiper 1997: 791-821). This role deals more with the logistical project processes that require critical problem solving and process mapping.

Followers with high EI have to be separated and assigned roles that deal more with charismatic skills. Roles related to communication with internal and external stakeholders, as well as roles that involve negotiation and relationship management (Pastor 2014: 985-992). Followers with a balanced EI are more likely to be assigned to both roles. Members with a balanced EI are more desirable for a general work environment (Thompson 2006: 1011–1017).

However, leaders cannot discriminate against followers' emotional constitution; they have to observe and document that followers' skills and speciality. Then, assign them to that relevant role, observe the follower in that role, and if he/she thrives, then the leader must develop them within that role; if they do not, they have to be reassigned.

## **2.6 THE IMPACT OF EI ON IMPRESSION MANAGEMENT AND REPUTATION IN A PROJECT MANAGEMENT ENVIRONMENT.**

### **2.6.1 Impression management and reputation in a project management office.**

When a company starts to commission various projects in order to expand its current business or improve the quality of its daily operations, they start to commission various projects; a project management office (PMO) is then set up to deal with the new strategic and operational projects. The company can choose to either take one member out of each functional position (finance, sales and marketing, procurement, engineering or human resources) and promote the most experienced and qualified member to project manager, or the company can hire new employees for the PMO that specialise in project management (project managers, project coordinators, project administrators - the more expensive option).

During the team development process in the forming stage, team members meet each other and converse in various conversations. When meeting each other for the first time, they form a judgement on one another based on their first impression (Provis 2010: 192-212). Impressions can be a feeling, idea or opinion about someone an individual has met for the first time (Lim et al., 2008). However, the most important factor is impressions in managing it. Impression management is the ability to influence and change people's perception of leadership (Mazarin n.d.). Therefore, an effective project manager should have the charisma and ability to manage the impressions external and internal stakeholders have on them.

In the PMO, the project manager should make every effort to have one-on-one contact with their subordinates; the project manager must ensure he/she carries the message that the environment is open and that the subordinate's ideas and innovations are welcome (Gadeken 2009). Furthermore, creating a good first impression with the project management team opens many windows of opportunity for creating a productive work environment; the project manager's subordinates see him/her as a competent and intelligent manager and leader, automatically activating a motivational feeling (Sosik and Jung, 2003: 233-268).

Thus, impression management is crucial to success in a project management setting. A positive impression proves to subordinates, top management and clients that the project manager is competent enough to handle themselves in the project management life cycle. Furthermore, the increased sentiment in reputation also advertises the company, providing opportunities to contract more external clients (if the company provides strategic services or sells a product). This can then improve the overall company's reputation in the market and the value of the project manager or business development manager (Akhtar and Arif 2012: 711-729).

### 2.6.2 Systematic approach to improving management impression and project reputation.

Elizabeth Harrin developed five systematic impression approaches for project managers to improve their impression management when meeting with external stakeholders (Harrin 2015):

Table 2.7: Systematic approach model for improving a project manager's reputation

Impression Approach	Description
Be approachable when meeting external stakeholders.	<ul style="list-style-type: none"> <li>● When meeting external stakeholders, the project manager should always be friendly and be seen as a people person.</li> <li>● The project manager should smile, shake the hand of the other person and engage in friendly small talk before engaging in business conversation.</li> <li>● By doing this, the project manager shows a keen interest in the stakeholder's well-being and positive body language.</li> </ul>
Fully prepare before attending any meetings.	<ul style="list-style-type: none"> <li>● Meetings are the backbone of the project management process; a project manager should always prepare all relevant documents and speeches one day before the meeting (Harrin 2015).</li> <li>● The project manager should also cater for the members attending the meeting by printing separate copies for each member in attendance (Harrin 2015).</li> <li>● If the project manager is to give a structured meeting with a presentation, he/she must have prepared mentally and verbally so that the presentation can be streamlined with minimum errors.</li> </ul>



<p>Be a man/woman of your word.</p>	<ul style="list-style-type: none"> <li>● A project manager should never make promises or commitments that he/she cannot deliver.</li> <li>● If a project manager makes a commitment that is unrealistic and impossible to achieve within a given deadline and fails to deliver, it will decimate their reputation and the company they represent.</li> <li>● Project managers should constantly assess the limits of their commitments. They should always judge it according to the constraints of the project. What if I fail to deliver: will it: <ul style="list-style-type: none"> <li>▪ Move the project over its deadline.</li> <li>▪ Leverage the budget or go over the set budget limits?</li> <li>▪ Affect the project as a whole with irreversible factors?</li> </ul> </li> </ul> <p>Once all decision criteria are met, they can commit to the client.</p>
<p>Pay attention to the details</p>	<ul style="list-style-type: none"> <li>● When having intimate discussions with team members or clients, the project manager must actively listen to what they are saying or asking.</li> <li>● The project manager must minimise distractions during a meeting like putting their phone on silent mode, closing the door to snub out external noises, etc.</li> <li>● Clients will notice the effort the project management puts into it, giving an excellent impression.</li> </ul>
<p>Value your external stakeholder's time</p>	<ul style="list-style-type: none"> <li>● In project management, time is money; Project managers should know the value of time.</li> <li>● Project managers should plan their days, weeks and months accordingly and know when their meetings or conference calls are. They should never keep a client waiting or even their own team members.</li> <li>● Being on time and thinking about the client's needs in terms of time management is an advantage to the project manager's reputation.</li> </ul>

Source: Harrin (2015)

### **2.6.3 Impact of EI on impression management in a professional environment.**

Emotional intelligence can dangerously impact a project manager's impression and reputation. Meeting new clients or employees is about showing character and friendly emotion; after that, the individual will make a perceptive judgement on the manager from that point onwards (Cole and Rozelle 2011: 93-114). A project manager that possesses a low level of emotional intelligence will excel in the theoretical and practical application section of the project management; however, he/she will lack the adequate social skills to successfully make a good impression unless the person they are meeting also has a low emotional intelligence level (Goleman 1995).

For example, a project manager with low emotional intelligence has to meet a client who is passionate about the project but sets unrealistic goals that the project manager must follow. The project manager will skip all generalised small talk, tackle the problem at hand first, and exclaim how the client's goals will never be achieved directly and assertively. This will impact the client's impression of the project manager immensely and deteriorate any positives the client saw in the project manager. An emotionally competent project manager would have used their honed social skills to approach the problem differently by greeting the client politely, starting with personal small talk, and then slowly edging to the problem at hand, considering the client's feelings.

The senior project manager or director must screen all applicants for the project management position carefully (Sosik and Jung, 2003: 233-268). He/she has to ensure that all project managers are emotionally competent and have high theoretical and practical knowledge of the project management life cycle. The senior project manager/director must also remember that the project manager is client-facing and they represent the company as a whole as well as bring in business development opportunities (Gardner and Stough 2002) so they need to seek a project manager with honed social and interpersonal skills in order to safeguard the project management office and organisation from a bad reputation.

## **2.7 CHAPTER SUMMERY**

This chapter provided a comprehensive definition and discussion of the numerous psychological quotient categories, with the emotional quotient serving as the primary psychological quotient that this study is focused on. The literature provided a clear explanation of the emotional quotient's significance in creating professional relationships at work and how to manage those interactions ethically.

In this chapter, the theory of followership as a leadership style is introduced, along with the role it plays in influencing the project management environment and effectively mentoring your team. The importance of followership and impression management gives us insight into

how a leadership figure affects an employee's career development and how a high or low emotional quotient affects day-to-day operations.

## **CHAPTER 3**

### **THE IMPACT OF MOTIVATION, LEADERSHIP AND ACTIVE COMMUNICATION ON A PROJECT MANAGEMENT TEAM.**

#### **3.1 INTRODUCTION**

The two key forms of motivation—intrinsic and extrinsic—are defined in this chapter. The literature discusses the benefits and drawbacks as well as their importance in the context of project management. To further support the topic of motivation, the most prevalent and widely used theories of motivation are also described and explored. The leadership responsibilities of a project manager are a crucial aspect of their job; later in the chapter, we'll look at models of people focused leadership and communication. These crucial concepts play a crucial role in improving one's emotional intelligence at work.

The project manager needs to understand that motivation affects all aspects of the project management process; the total quality output in the closure phase of the projects partially depends on the project team's effort they put in completing or overseeing each work package and milestone over the life cycle of that specific project. The overall level of motivation of the team affects each phase of the project, especially in a waterfall methodology; for example: if the team underperforms in the planning phase, it will directly impact the execution phase, which will directly impact the quality of the end product (Peterson 2007).

#### **3.2 INTRINSIC MOTIVATION**

Intrinsic motivation is driven by satisfying all internal needs and rewards (Ryan and Deci, 2000: 54–67). An example of intrinsic Motivation: When a project management student who wants to become a project manager is offered an entry-level opportunity to become a project administrator, they will work and put in extra effort till they get the opportunity to become a project manager.

Intrinsic motivation is perhaps the purest and best form of motivation. Project team members who are intrinsically motivated will automatically and willingly start engaging in tasks, put extra hours and effort into completing primary tasks and will improve the sentiment of the overall work environment (Pinder 1998). Motivation stems from one's desire to achieve the set goal; when that individual becomes committed to achieving that goal, factors such as challenges become easier and more enjoyable to pursue (Ryan and Deci 2000: 68–78).

Intrinsic motivation not only benefits the project management office but the individual as well. Intrinsic motivation is not temporary in some circumstances, and depending on the goal at

hand, it can be concurrent and last over long periods (Ryan and Deci 2000: 54-67). For example, if an entry-level project manager employee is intrinsically motivated and aims to become a project manager, senior project manager, chief project officer or chief of operations, he/she will stop at nothing to achieve it. Their quality of work and extra effort will be observed and noticed by competent senior managers, and opportunities to move up the corporate ladder will present themselves to that employee. Thus, contributing to both the organisation and the employee's professional self-development.

### 3.3 EXTRINSIC MOTIVATION

Extrinsic Motivation is Motivation that comes from various external factors. Extrinsic motivation can be compelling at times, but it will lose its value after a long period due to the non-stop demands of employees (Ryan and Deci 2000: 54-67). Various factors stimulate extrinsic such as:

Table 3.1: Motivation factors for extrinsic Motivation

Factor	Description
Financial rewards.	<ul style="list-style-type: none"> <li>● If employees perform well over each financial year, the project manager or senior management will be able to provide that employee with a bonus in the form of a financial reward.</li> <li>● The financial reward may vary depending on that employee's position, years of service and magnitude of deed done to obtain that reward.</li> <li>● Money is one of the primary motivators in the modern workplace. However, unfortunately, due to inflation and the poor economic climate in South Africa, financial rewards tend to work best when motivating employees.</li> </ul>
Verbal Acknowledgment.	<ul style="list-style-type: none"> <li>● When the employee works hard, the line manager will observe and notice the good quality work that specific employee has done.</li> <li>● He/she can then either publicly or privately acknowledge their work. Usually, a competent project or line manager will publicly acknowledge the effort.</li> <li>● Public acknowledgement will tend to motivate that individual more because they build a subconscious superiority complex over their peers and colleagues, which makes them feel a better sense of worth (Walton and Gregory 2011: 82–83).</li> </ul>
Written Acknowledgment.	<ul style="list-style-type: none"> <li>● The project or line manager acknowledges the employee's efforts by giving them a written form of acknowledgement.</li> </ul>

	<ul style="list-style-type: none"> <li>● Written forms of acknowledgement can vary from a formal letter, informal letter, a formal work certificate or an article published in the company's newsletter.</li> <li>● This is not a popular form of motivation, but older workers tend to find it an effective motivator.</li> </ul>
Progression opportunities.	<ul style="list-style-type: none"> <li>● If senior management notices the excellent work that an employee is doing, they might find him/her a competent enough candidate for a higher position with more responsibility.</li> <li>● The employee might see this as an opportunity for professional self-development, more workplace autonomy and better financial gain.</li> <li>● This is an effective motivator, especially for those employees in entry-level positions (Ryan and Deci 2000: 68–78).</li> </ul>
Competition.	<ul style="list-style-type: none"> <li>● There will always be healthy competition in a project management environment, especially between entry-level team members (Peterson 2007).</li> <li>● If there is a job opening in middle management, experienced employees in entry-level positions will see each other as competitors. This will lead to higher productivity and more effort from each employee. This is because they will compete against each other in order to gain favour in obtaining that position.</li> <li>● This is one of the most effective extrinsic motivators in the workplace (Ryan and Deci 2000: 68–78)</li> </ul>
Threats	<ul style="list-style-type: none"> <li>● The team, including the project manager, is under strict deadlines, budget and scope limits in a project management environment.</li> <li>● In certain circumstances and due to the contract, the deadline cannot be breached, which might put the jobs of each team member at risk, especially if they make a mistake.</li> <li>● Motivation will be generated from the fear of losing one's job.</li> </ul>

**Source: Drew (n.d.).**

### 3.4 THEORIES OF MOTIVATION

Throughout the years, managers who played significant roles in organisations have consulted various theoretical and practical studies concerning motivation to create their own theories or apply existing ones within the workplace (Chand n.d.). In addition, various psychologists took

the time and effort to map out their research and theories of motivation to help organisations and people increase their knowledge of motivation.

### 3.4.1 Maslow's hierarchy of needs.

Abraham Maslow proposed Maslow's hierarchy of needs in 1943, where he developed a systematic approach to addressing the various needs that exist in an individual's life (Maslow 1943: 370–396). Maslow's needs focus on the individual's personal and professional life; both are mutually inclusive. If one need is affected in their personal life, it will directly impact their professional life (Goble 1970). The hierarchy of needs represents what individuals require to progress in their personal and professional self-development.

Maslow developed a hierarchy based on a pyramid structure design, emphasising the survival needs as the foundation of the pyramids and the personal growth needs that form the top of the pyramid (as seen in figure 1) (Maslow 1943: 370–396).

Many corporate organisations and educational institutions still teach and emphasise the importance of Maslow's theory in motivating disgruntled employees (Kumar and Singh 2011: 11-24). In a project management environment, project managers must have one-on-one sessions with their subordinates. He/she needs to understand them, where they are from, their current situation and happiness.

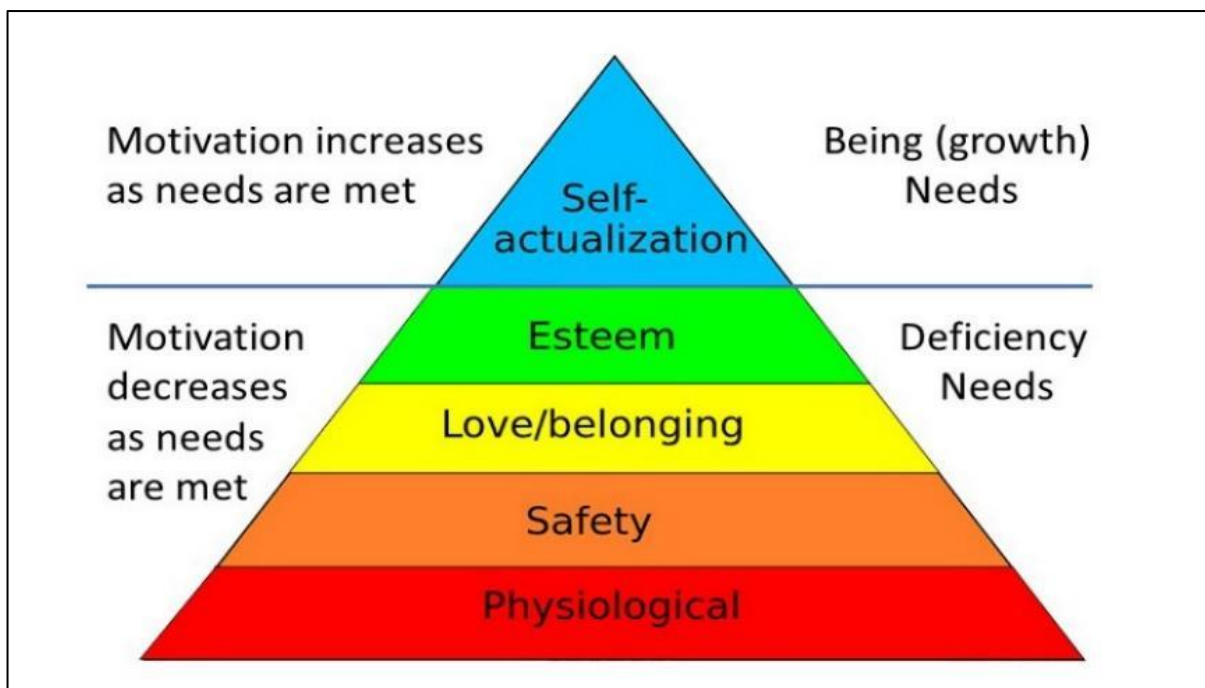


Figure 3.1: Maslow's Hierarchy of needs

Source: Psychology (n.d.)

Table 3.2: The five needs of Maslow's Hierarchy

Need	Description
Physiological	<ul style="list-style-type: none"> <li>● Physiological needs are the basic necessities that an individual requires in order to survive, such as water, food, shelter, rest, clothing, etc. Without these needs, a person will be in life-threatening danger during their lifespan. This can be seen as the foundation of all motivational forms. People will do anything to satisfy their physiological needs – it becomes pure intrinsic Motivation (Deckers 2018).</li> <li>● In a project management office (PMO), if a team member does not have this specific need satisfied, he/she will have the lowest motivation level in the office. This is because he/she will only come to work in order to get paid and satisfy what can be satisfied concerning physiological needs. This can lead to lower productivity levels with tasks assigned to specific employees and hinder project progress.</li> <li>● The project manager can remedy this by having a one-on-one session with the employee to discuss the reason for the low productivity rate. Once the employee expresses their problem, the project manager can take up the problem with human resources to help the employee by offering a higher salary to breach the gap and allow the employee to satisfy their physiological needs. This will account for a higher motivation level and better productivity from that individual in the workplace.</li> </ul>
Safety and Security.	<ul style="list-style-type: none"> <li>● Everybody has the right to be safe within their own boundaries. The safety and security needs come after, when the physiological needs are met, where an individual wants to feel safe from both physical and emotional entities. Physical safety can range from aggression from others to financial safety as well as accidental injury safety (Chand n.d.). Emotional safety can range from emotional abuse, heartbreak, self-image, etc. (Maslow 1943: 370–396).</li> <li>● In a PMO, if team member feels that their safety is at risk due to the environment they live in at home, such as high crime areas, gangsters and abuse from family members, as well as an unsafe work environment where there are dangerous objects that risk injury or colleagues that bully or cause emotional trauma, this can weigh heavy on that individual's motivational levels and will negatively impact their operational efficiency. That individual can also resign due to the unsafe environment, and their tasks might be left undone.</li> <li>● A project manager must always ensure that the PMO work environment is safe and friendly. The project manager must be sure to draft the necessary occupational health and safety documentation and always keep it up to date,</li> </ul>



	<p>as well as tackle conflict between two team members immediately and counsel them to make sure that they are emotionally safe. No project employee should feel unsafe in their work environment</p>
<p>Love and Social Belonging.</p>	<ul style="list-style-type: none"> <li>● The third level becomes active when the first two levels of the hierarchy are fulfilled. Social belonging and love are the need for affection, love, and to be part of people's lives (Maslow 1943: 370–396). This need is more interpersonal and emphasises the necessity of friendships and romantic relationships.</li> <li>● The project environment is speedy and adaptive; usually, there is no time to socialise while carrying out daily tasks. However, team members can engage in small talk during the day when they are not so busy. Team members who feel isolated will tend to be quieter, even if they focus on their tasks and get the work done before the deadlines; this might have a negative impact on team chemistry. For a project team to be 100% efficient, they must be able to work together. If one falls out, it will affect the overall quality of the output.</li> <li>● A competent project manager can avoid this by regularly organising team-building activities, setting up weekly project meetings where each team member can present their work, and encouraging the quiet employees to attend communication workshops. They can also approach the isolated team members and have deep discussions to gain knowledge about their train of thought and why they chose to be isolated.</li> </ul>
<p>Self-Esteem.</p>	<ul style="list-style-type: none"> <li>● When all the bottom foundation needs are met, the individual can begin to grow and develop. Self-esteem is the need for status, recognition and respect from their peers and superiors (Maslow 1954). When individuals start progressing positively in their personal and professional life, such as promotion to higher positions, acquiring new personal assets, and gaining more financially, they start building an egotistical and power complex. From here on out, the individual will strive to keep improving their current situation, being motivated by external factors such as assets, money and success.</li> <li>● In the PMO, when team members outperform their peers in project tasks and successfully complete milestones, they will demand to be noticed, especially by senior management. Recognition will feed their ego and allow them to continue performing at that same level or even better because they will have the extrinsic drive to improve their current situation (Skills n.d.).</li> <li>● A project manager should not gain this superiority complex over his/her subordinates because the team might frown on an egotistical leader, and thus overall motivation will diminish. However, he/she needs to recognise the individual efforts and achievements of his/her subordinates in order for them</li> </ul>

	to gain sufficient self-esteem, which will lead to better workplace motivation (Garcia-Romeu 2010: 26-47 ).
Self-Actualisation.	<ul style="list-style-type: none"> <li>● Self- actualisation is the last and top need of Maslow's Hierarchy. It is the need and desire to fulfil one's purpose and potential to the best of their ability (Maslow 1943: 370–396). This need becomes active when the individual has fulfilled all four other needs.</li> <li>● In a PMO, project employees, namely in an entry-level position such as a project administrator who recently finished university, will have the biggest intrinsic drive because they have pre-set goals to be in the position they studied for (example: if they studied BTech: Project management). They will work and strive to become a project manager, program manager, portfolio manager and even a chief project officer or chief operating officer. Self-actualisation is an intrinsic motivation in its form (Deckers 2018).</li> <li>● Project managers have to sit down with their entry-level subordinates and understand their overall career goals; this will open many opportunities for further career development and mentorship. Project managers can also consult top managers on promotion strategies to help develop entry-level employees and retain them.</li> </ul>

**Source: Maslow (1943)**

### 3.4.2 Herzberg's two-factor motivation

In a workplace, it has always been essential to motivate employees in order to improve overall productivity and create a professional work environment. However, maintaining motivation is one of the most crucial and in order to maintain motivation, project managers and senior managers have to ensure employees are satisfied in the workplace. Employees cannot be motivated if unsatisfied with their current company situation (Herzberg 1968: 53-62).

In 1959, a behaviour scientist by the name of Frederick Herzberg proposed a new motivation theory where he collected data from interviews with 203 working people in various fields such as engineering, business and finance (Juneja n.d.). He derived that in a workplace, managers or leaders cannot only rely on motivation factors to keep the workforce motivated; he realised that an employee must be satisfied in the workplace before the manager or leader can go forward to motivate them (Castillo and Cano 2004: 65-74). Satisfaction maintains motivation; therefore, the two work hand-in-hand.

Herzberg proposed a two-factor model emphasising motivation and hygiene factors. Motivation factors consist of motivators that push employees to work harder (Herzberg 1964: 3–7); these factors can be identified in the job or tasks themselves, such as challenging work, more

autonomy, meaningful work that adds value to the company and work that gives an employee a sense of self-worth (Hackman and Oldham 1976: 250–279). These motivators often result from a more intrinsic motivation environment, where employees are motivated from the inside out to improve their current situation (Hackman and Oldham 1976: 250–279).

The second factor in Herzberg's motivation theory is the hygiene theory. Hygiene factors form the foundation of overall workplace motivation. Without hygiene factors, workplace motivation will cease to exist (Juneja n.d.). Although these factors are more extrinsic and are seen as needed in the workplace in order for employees to be satisfied (Juneja n.d.) dissatisfaction will negatively impact employee happiness and overall productivity; it will also remove the probability of applying motivators.

*Table 3.3: Herzberg's Two-Factor theory–Hygiene and Motivation factors*

Two-Factor model	Factors
Hygiene Factors	<ul style="list-style-type: none"> <li>● Salary – If the remuneration is reasonable, it removes the employee's fear of being financially at risk. The salary must also be in relation to others in the same field of work.</li> <li>● Company benefits – The Company should offer various benefits which assist the employee, such as medical aid, pension fund, assistance plans, etc. This will also help retain the employee in the long term.</li> <li>● Working conditions – Top management and middle management have to ensure that the workplace is a safe and collaborative environment. The organisation should employ a facilities manager to maintain the office or building. The office set-up should also match the organisation's culture, and employees should feel comfortable and safe.</li> <li>● Reputation – If the employee is well known throughout the organisation, his/her satisfaction will depend on how</li> </ul>

	<p>the company maintains its reputation/status.</p> <ul style="list-style-type: none"> <li>● Supervision – The employee must not be closely supervised but must be able to have space to work, think, and innovate. Management should promote some sense of autonomy.</li> </ul>
<p>Motivation Factors</p>	<ul style="list-style-type: none"> <li>● Responsibility – Project managers/Managers should give their employees challenging work and complete responsibility to carry out the tasks. This will give the employee a sense of self-worth in the company itself.</li> <li>● Growth – The workplace environment must allow employees to grow personally and professionally, whether it be workshops where new skills can be learnt or life coaching seminars.</li> <li>● Recognition – The rate at which that employee's manager, client or top manager recognises all the effort the employee gives when completing tasks vital to business success.</li> <li>● Career advancement – The organisation must always look inward to promoting existing qualified employees before considering external recruitment.</li> <li>● Meaningful Work – The project manager/manager should only assign tasks and work to team members that will add value to the company. This will give the employee a sense of self-worth within the company.</li> </ul>

**Source: Management (n.d.)**

Herzberg's motivation theory is critical, especially in a project environment, where employees deal with a dynamic macro environment and have various stresses and pressures on them to

constantly adapt. When assembling a project team, project managers must first plan on how he/she will satisfy the employees by looking at the company's policies and physical work environment. After that, the project manager can integrate the different motivators that are needed. Finally, project managers need to follow the Two-Factor theory to motivate their team fully and maintain that Motivation over many project life cycles (Peterson 2007).

### **3.4.3 McGregor's X and Y Theory**

In a workplace, namely in a project environment, a balance of Leadership and management is key to a project team's successful motivation and direction. The project manager has to possess the correct traits in order to lead a team into an ever-changing and demanding project environment, there will always be arrogant, resentful and misguided team members in a team, and it is the project manager's job to manage and influence the attitudes and thought patterns of his/her subordinates.

McGregor's motivational theory is one of the best theories a project manager can apply because it contains strict management and leadership principles. McGregor has recognised a workplace that can handle motivation from all motivational practices such as authoritative control, direction and integration, reward, recognition and personal relationship management (Schenkel 2015). McGregor's motivation theory stems from two different branches, the X theory and Y theory:

#### **3.4.3.1 X Theory**

In this theory, McGregor makes assumptions based on the mindset and attitude of a typical worker with no inspiration, no motivation, and very little ambition (Hattangadi 2015). The average manager under this theory believes that all his/her subordinates dislike the tasks, milestones and goals assigned to them; he/she sees their subordinates as useless, lazy and self-loathing individuals that only seek to benefit themselves and not the organisation or team as a whole (Businessballs n.d.). Managers under this theory possess various traits which make them fit to integrate a strict authoritarian style of management/Leadership. The traits include (Businessballs n.d.):

- Shorted temperament
- Results – driven
- Minimum participation (only when necessary)
- Top-down communicator only
- Proud and assertive
- Isolated
- Seeks failure in subordinates

- Intolerant
- Absolutely autocratic
- Generally unhappy and unpleased

When assembling a new team, an X Theory project manager will immediately set project policies and procedures that he/she can only change, add, and enforce for the team to follow. Anyone who chooses not to follow will be cut from the team or reprimanded/punished (Peterson 2007).

An X Theory project manager with an authoritative mindset will be hard on subordinates. They will closely supervise the work and efficiency of their subordinates; the project manager will also use intimidation tactics in order to get their subordinates to finish tasks faster or to change their attitudes (as seen in figure 1), This will negatively impact the work environment as a whole but the manager bets on the desperation of the employee to get their salary every month (Hattangadi 2015).

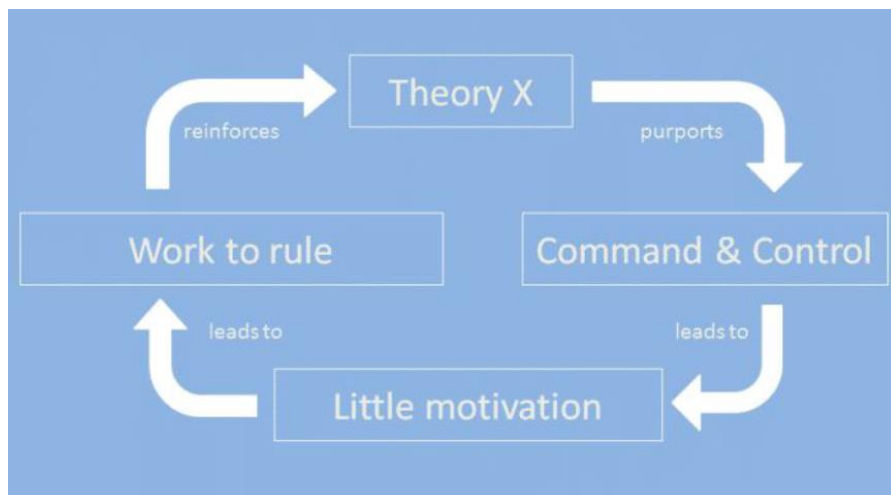


Figure 3.2: Depiction of the life cycle of X Theory management

**Source: Schenkel (2015)**

This sort of management style can present relevant advantages such as a higher production level, better-disciplined subordinates and higher levels of power; however, the disadvantages outweigh the advantages on an interpersonal level, disadvantages such as (Schenkel 2015):

- Subordinates resenting the manager
- Collusion behind manager's back
- Sabotage of tasks, deadlines and milestones
- Demoralised team members
- Low effort and no quality commitment

These disadvantages may be present throughout the project life cycle; however, the project manager will only be focused on the end results and the systematic procedures they put in place to manage the project process, and their subordinates as everything else, such as morale and interpersonal feelings of the team does not matter (Peterson 2007).

### **3.4.3.2 Y Theory**

This theory is the total counterpart of the X Theory. In this theory, McGregor assumes that managers see their employees as intrinsically motivated to carry out their daily tasks and love their job and the organisation (Hattangadi 2015). Although, as a result, the manager does not always have to supervise or micro-manage each task of their subordinates closely, they firmly believe that the employee is confident enough to take responsibility for his/her own work (Carson 2018: 450–460).

In a project management environment, this theory will boost motivation among team members because a sense of trust between the project manager and project team will be built based on the amount of autonomy the project team has rooted in the importance of their tasks. Furthermore, this theory will promote a democratic style management/leadership approach aiming to involve the team members in significant problem-solving and decision-making sessions, giving them a higher sense of self-worth and importance; this will positively impact team motivation. Therefore, the advantages of Y Theory far outweigh the disadvantages, advantages such as (Business n.d.):

- Team is self-directed
- High levels of motivation
- Bigger capacity for creativity (problem-solving and decision-making)
- Immense workload (Project manager has less workload, can manage staff more effectively)
- Friendly atmosphere within the organisation
- Friendly relationships

Y Theory is a perfect strategy to win over a subordinate's favour. A project manager will have an easier time managing relationships and conveying orders. However, the project manager must remember that every work environment is dominantly a professional environment and that interpersonal friendships cannot get in the way of project tasks.

For a project manager to successfully integrate McGregor's motivation theory in the project management office, he/she must first understand their own personalities; how do they see themselves? Everyone can be friends as a dictator project manager or a project manager. However, they must also understand the needs and wants of the subordinates working for them. However, in order to bridge the gap in choosing between X and Y Theory, a competent

project manager will find a way to combine the practice of both, know when to be an X theory manager and when to be a Y theory manager, it all depends on the type of projects they are dealing with as well as the pace at which tasks are being issued and completed.

### **3.5 IMPACT OF PEOPLE-FOCUSED LEADERSHIP ON THE PROJECT MANAGEMENT TEAM.**

Generally, when people think of leaders, they think of superiority; they think that a leader is a boss, the man or woman in charge, and this is wrong. Instead, a leader is someone who has the capacity to influence others, and they can aspire to their subordinates or better known as teammates in a leadership sense, they can plan both short-term and medium-term goals in order to keep the team on track and effectivity take on the competition, they also have the necessary skills to bring a team together, motivate them and help them achieve a common goal (Twin 2020).

In a project environment, one does not associate Leadership with seniority (there is not a constant management aspect). A project leader is viewed as a competent project manager that can effectively be on the same level as their team members in terms of Leadership, and they can actively engage with their team members, assist them where needed, and set up planned meetings or daily stand up meetings and use their influence to motivate and boost morale (Kruse 2013). Team members will follow a competent project manager who applies his leadership traits effectively. This will both improve workplace relationships as well as improve the efficiency of the overall project life cycle.

### **3.6 VARIOUS PEOPLE-FOCUSED LEADERSHIP STYLES IN A PROJECT MANAGEMENT ENVIRONMENT.**

There are many leadership styles suited to match an individual uniquely. For example, project management has people-focused leadership styles, and every project manager will maintain a certain one tailored to their personality. Although some project managers will have a mix of 2 or more leadership styles due to their dynamic or energetic personalities, they will be more likely to create a positive and motivational work environment (Doyle 2016).

Project managers need to learn how to apply and adapt each leadership style to different project situations, which will help them gain control over the morale during meetings or crisis sessions. The following leadership styles are the most common found in a project environment:

#### **3.6.1 Coercive Leadership**

The coercive leadership style is the more commanding type or the "I will tell you what to do, and you will follow my command correctly" type (Doyle 2016). However, this is not an effective or efficient leadership style to apply over a long time within a project life cycle because it will demotivate the followers or team members due to the ever-demanding attitude the project manager will have toward them.



The success of this leadership style depends on which projects it applies to, such as projects that are in constant danger of missing deadlines. The project manager will be more assertive and dominant concerning results. He/she will prioritise getting the project out of the red instead of caring about the team member's feelings and morale (Alexander 2018). The best application of this leadership style will be in military projects where there is a stricter hierarchy or chain of command and more disciplined team members, also in combat situations where human lives are at high risk (Alexander 2018).

### **3.6.2 Authoritative Leadership**

An authoritative leader strives to be a visionary and has naturally positive and vibrant energy in which he/she reflects on their followers (Doyle, 2016). A project manager with this style will always have a plan for the future, whether it be mitigating possible risk, dealing with scope creep or working towards a better project experience. Usually, project managers that integrate this style into their normal day-to-day operations have a more motivated and driven team due to the enthusiasm the project manager instils in their followers (Alexander 2018).

An authoritative leader is typically the first to take the initiative when a problem arises as they are active problem solvers (Alexander 2018). Their results are orientated as they harbour an entrepreneurship mindset. In the iron triangle of project management, authoritative leaders strive to master the quality pillar of project management to build their reputation with clients and their network through gaining more clients and revenue for their organisation (Kruse 2013).

### **3.6.3 Affiliative Leadership**

An affiliative leader tends to integrate the more emotional side of project management. These types of leaders will be more charismatic and have advanced skills in overall relationship management (Alexander 2018). These types of leaders will build professional and personal relationships with a project's internal and external stakeholders, leading to better communication and a friendlier work environment.

By creating better bonds with follower's/team members, the environment will become more leisurely and promote more collaboration in terms of project communication and, in the end a more productive work ethic. However, this can lead to problems in the long term because some team members will end up taking advantage of the project manager's relationship and start slacking on tasks assigned to them as well as using generic excuses to get out of new work.

However, when a project manager can master and integrate both the authoritative and affiliative leadership styles, they will be able to handle any project, follower, external and internal stakeholder. The mix of leadership styles will form a perfect combination of a goal-driven, energetic person who is people-focused and an expert at relationship generation and maintenance.

### **3.6.4 Democratic Leadership**

A democratic leader has a total bottom-up mindset (Alexander 2018); they will always include their followers in various collaborative strategies such as:

Short-term brainstorming sessions, where team members think about new innovative ways in order to streamline project processes and procedures

Problem-solving sessions, where the team meets weekly in short periods (max 20 minutes) to solve existing problems while tackling project deliverables.

Daily Stand-ups, where team members meet every day (max 9 minutes), preferably in the morning, to discuss their wins of yesterday, problem areas or issues they are currently facing, and their priorities for the rest of the week.

A democratic leader will always set short, medium and end goals before initiating a project and then he/she will use that as a base to provide their followers or project team member's direction. They will give their followers more responsibility when carrying out critical project deliverables and expect full transparency and accountability when problems arise (Goleman 2000: 78).

This leadership style is more effective in projects that require much input from followers. For example, the project manager manages the overall project milestones, the project coordinators manage the smaller deliverables, and the administrators handle all the administrative work tied to the project.

### **3.6.5 Pacesetting Leadership**

When a project manager has a pacesetting leadership style, they are often the first to take the initiative to set goals and get the project and the team in one direction (Doyle 2016). This leadership style works best when the existing project team is already motivated and collaborates effectively (Doyle 2016). The project manager can then go forward and systematically complete tasks in order to capture and complete important milestones to generate enough lead time to create a risk pillow (by finishing tasks early, the project manager wins days where he/she can integrate when other tasks fall behind, it creates fewer deadline constraints (Howell 2012).

The project manager is results-orientated (Alexander 2018); this style usually starts to appear when the project is close to a milestone. The project manager will start adding more hours to their work day in order to ensure that the desired result is achieved, and they have very little patience for those team members who work at a slower pace; therefore, the project manager will constantly motivate his/her team to work at the same pace, so nothing that has to do with the project falls behind (Doyle 2016).

This style will create much stress on the team; therefore, the project manager must ensure they have the right tools/techniques to mitigate the stress and keep the followers motivated to achieve project milestones.

### **3.6.6 Coaching Leadership**

When project managers assume this leadership style, they acknowledge their role as project managers and trainer/learning facilitators (Doyle 2016). Furthermore, project managers who adopt this style believe in continuously developing their staff, ensuring they are up to date with all the tools, techniques and theoretical knowledge to carry out project deliverables productively and accurately.

The ultimate goal of a coaching project manager is to see their followers integrate their knowledge and strengths to run projects themselves and take the initiative to take on a heavier workload. These leaders firmly believe in the World War 2 Soviet Union's army doctrine "no step back" theory (George 2006: 778–794) wherein the project worker must continually advance and fall forward if they make mistakes, regardless of what happens.

This leadership style works best when the team is young, unskilled, demoralised and unwilling to learn. Then, the project manager will provide the right motivation to push their followers to progress in their current situation by improving their work performance or through higher education (Alexander 2018). The project manager can also use this leadership style to build a foundation of trust from the commitment to developing their followers' careers (Alexander 2018).

## **3.7 MANAGEMENT VS LEADERSHIP IN A PROJECT ENVIRONMENT**

In a project management environment, the management and leadership aspect is involved in the overall project management process. In order to gain complete project synchronisation, a project manager has to integrate a balance of both leadership and management skills (Dimov 2004). Although there is an acute difference between management and Leadership in project management, management is more inclined to functional project management, which is more focused on producing positive results by following Bureaucratic procedures.

It relies on traditional project methodologies, which might be ineffective due to the dynamic macro and micro project environments (Dimov 2004). Instead, Leadership deals more with the emotional and motivational side of project management, which is a more people-focused approach that implements a bottom-up communication model (Dimov 2004).

Leadership and management are mutually inclusive. They have their different factors; however, once combined, they form an effective tool to manage the differences between management and Leadership as follows:

Table 3.4: Leadership vs Management

Leadership	Management
<ul style="list-style-type: none"> <li>● A leader focuses on building a foundation of trust to win favour with their team members.</li> <li>● Leaders create a vision and mission, then create a detailed strategy outlining all their tasks and how they will achieve their goals</li> <li>● Leaders tend to motivate and promote collaborative innovation by allowing their team members to participate in decision-making and problem-solving exercises directly involved with the project.</li> <li>● Leaders motivate and encourage their team members to follow them in the unknown, and they tend to take more risks for the best reward for the team.</li> </ul>	<ul style="list-style-type: none"> <li>● Managers focus on teaching their subordinates the relevant processes and procedures they must follow when carrying out their daily project tasks, and they mostly rely on total control.</li> <li>● Managers plan to execute the various strategies given to them by their superiors and delegate the various tasks to their subordinates.</li> <li>● Managers tend to put in extra time (for financial gain) to solve problems and make critical project decisions alone, and they will then delegate the relevant tasks to their subordinates.</li> <li>● Managers first analyse any situation before they commit to it. Then, they tend to draw up detailed mitigation strategies and attempt to control risk instead of taking a leap of faith.</li> </ul>

**Source: Dimov (2004)**

### 3.8 COMMUNICATION AND ITS IMPORTANCE IN A PROJECT ENVIRONMENT.

Communication is conveying information from one person to another (SkillsYouNeed 2017). There are two types of communication; verbal, where a person conveys a message using words for speaking and the receiver speaking back, providing feedback (SkillsYouNeed 2017). The other type of communication is non-verbal. This can include body language gestures such as sign language, mainly used by the deaf to convey messages because those born deaf cannot speak.

Communication is the absolute key to overall project success. Communication occurs from the project's initiation to the closure and capitalisation (Buehring 2009: 2). A project manager's main trait is his/her ability to convey the project's details to internal and external stakeholders. Internal stakeholders such as departments and project team members who are directly involved in the daily operations of the project will most likely communicate with the project manager on a daily to weekly basis (Buehring 2009: 2).

### **3.9 THE ROLE OF FORMAL AND INFORMAL COMMUNICATION IN A PROJECT.**

A project manager will use various communication channels to convey the different project updates to each relevant stakeholder (Rajkumar 2010). Therefore, before a project is initiated, a project manager should set up a communication plan where he/she clearly states the communication channel to convey the different types of messages to him/her. There are two types of communication:

#### **3.9.1 Formal Communication**

Formal communication is the process where a project manager schedules meetings using a bureaucratic approach, and then that meeting will convey information such as procedures, processes, project or organisational policy and project milestones or goals (Knowledgehut n.d.). Usually, the attendees of that specific meeting will be relevant stakeholders to the project, such as a member of top management, the relevant department involved in the project, the project manager and ultimately the project sponsor or client. In this case, the message being conveyed across the table will follow a simple chain of command, i.e. the project manager will report his weekly or monthly progress or financial results to the project sponsor (Rajkumar 2010).

This type of communication is essential when critical components of the project are being discussed, such as the finances, the project scope, the project's business plan, recruitment for the project execution phase and the length of the project timeline (Kliem 2008).

#### **3.9.2 Informal Communication**

Informal communication is a part of formal communication but in a more social and relaxed approach (Knowledgehut n.d.). Typically project team members who are actively carrying out project deliverables will report any problems that may arise to the project manager quickly. The project manager might be able to generate a solution on the spot, and a formal meeting will not be needed; however, if the problem is problematic, the project manager will then set up a formal meeting with the various stakeholders involved and carry out brainstorming sessions to generate a solution. It will then change from informal to formal (Lunenburg 2010: 2-7).

Suppose a project manager is more of an authoritative/affiliative leader. In that case, he/she will turn to more informal communication as opposed to formal communication because they value a friendlier approach to project communication and trust that their subordinates will take note and prioritise important points (Mehta n.d.). However, this depends on the project manager's personality and how he/she sets up their communication plan (Lunenburg 2010: 2-7).

### 3.10 VARIOUS COMMUNICATION MEDIUMS/CHANNELS IN A PROJECT LIFE CYCLE.

These are various communication mediums/channels used within an environment to engage with employees and actively convey important information. Therefore, the project manager must review different communication mediums/channels and integrate the relevant ones into the project communication plan.

Table 3.5: Different communication mediums in a project environment

Communication Channel	Description and integration
Emails	<p>This is the most common communication medium in the business industry, and in project management, it is used by all types of companies worldwide to communicate. Emails are a more formal type of instant communication medium used in a project environment (Abudi 2013). Project managers use emails in the case of a situation where one message will have a continuation thread (when one message is sent and continuous replies from different recipients can be expected to that one message) (Abudi 2013).</p> <p>Project managers use emails as paper trails where in some situations, stakeholders will deny information they have sent to the project manager; he/she will be able to go back to that specific email containing the correct information with an exact timestamp.</p> <p>Emails serve as a point of truth, and project managers should always integrate them into the project communication plan to avoid unnecessary problems tied with a lack of accountability by stakeholders (Rajkumar 2010).</p>
Instant messaging	<p>Instant messaging allows project team members to speak to each other in real-time without delay over the internet or company network (Kelly 2010).</p> <p>This type of communication is seen as more informal as opposed to the traditional types of communication (Kelly 2010). The whole company will use an instant messaging app such as google hangouts, slack, flowdock, Facebook workspace, etc., that runs within the company network and allows all department employees to communicate with each other in real-time.</p> <p>This is more efficient in terms of time management. For example: if an employee in the project management office needs to ask an employee in a</p> <p>In other relevant departments, something "quick" or an update about a project task, they can get an answer without waiting on an email or walking to their desk (especially if it is a distance away).</p>

Face to face (at the desk)	<p>This is the conventional type of communication. However, face-to-face meetings are initiated when an employee physically goes to the other employee to convey their message (Abudi 2013).</p> <p>When a project coordinator or administrator is struggling with small parts of a task that can easily be solved by senior input, they will generally stand up from their workstations and walk over to the project manager/coordinator and explain their situation. Usually, the problem will be solved on the spot, allowing that coordinator/administrator to get back to work immediately, but in other cases, the project manager might not be able to solve the problem. This will permit the project manager to call a formal meeting.</p>
Weekly/Monthly Project meetings	<p>Weekly/monthly meetings are implemented during the planning and execution phases. These meetings serve as the project's official agenda, where project managers will request all project team members working on the project tasks to meet and update the team on current progress.</p> <p>This is essential to the project manager because he/she must draw up weekly or monthly reports to send to the project sponsor or top management, keep their timelines up to date and schedule any further meetings to address problems that might arise.</p>
Individual meetings	<p>One-on-one meetings are focus sessions that a manager will schedule with a subordinate for various reasons, the most popular being performance reviews, brainstorming, and possible promotion or dismissal.</p> <p>It is vital to engage the team during the project life cycle actively. Not only will the project manager get to weigh individual performance they will also be able to provide feedback on a personal level that might cause an increase in motivation. Managers should ideally set up one meeting a month or a week, depending on how many employees the project manager manages.</p>
Department meetings	<p>Departmental meetings are where every single employee within a department will have a meeting with top management or top management within that specific department.</p> <p>These meetings usually occur when top management has important announcements to make or when quarterly/financial year-end results are released. These types of meetings help employees understand what might be going on with the organisation they work with and contribute to motivation or work drive if they find out the company is doing good or bad. Managers can also use that opportunity to individually acknowledge the individual efforts of their employees to increase their motivation and morale.</p>

**Source: Researcher's construction**

### **3.11 CHAPTER SUMMERY**

The literature emphasized how crucial it is for project managers in Cape Metropolis to discover their intrinsic motivation and apply it to their particular field in order to maintain consistency in their operating processes. Extrinsic motivation is less consistent than intrinsic motivation, yet it still makes a significant contribution to productivity when the right incentive is offered. Their chosen motivation theory will also shed light on how motivation influences the project management office's routine operations and decision-making procedures.

This chapter also established a link between leadership and motivation, emphasizing that a project management office leader must be able to effectively employ a people-focused leadership style in order to inspire and direct the team. In the literature, it was also explained how crucial it is for the project team to have a consistent model of communication. It was shown that leadership and motivation both have a direct bearing on the effectiveness of communication.



## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

In this chapter, we'll examine the crucial elements that make the study's findings significant. The literature in the early chapters gives us a clear knowledge of the research topic and aims that will be presented and addressed. The target audience, sample size, and sample methodology are all explained under the research design and methodology topic within this chapter. The approach for gathering data and analyzing it is thoroughly described, and this information will help us understand how the researcher would conduct the field study. When conducting field research, the limitations of the study are also outlined and discussed.

Research is the practice of engaging one's curiosity by posing numerous questions in an effort to identify several solutions and resolve a problem (Keyton 2011). The research process operates within a conceptual framework that calls for the use of procedures that have been examined for validity and dependability and makes an effort to be logical and unbiased. (Kumar 2011: 11-24). By researching prior academic literature, the researcher will adopt a methodical approach to knowledge acquisition. After doing so, the researcher will apply that information to address a research or academic difficulty. (Grinnell 1993).

#### **4.2 THE RESEARCH QUESTION**

A research study must answer a research question (Karen et al. 2018: 104–108). A research question shapes the overall research that the researcher carries out and will help the researcher determine the qualitative or quantitative strategy.

The purpose of a research question is to understand the goal of the problem statement as stated in the study aim. The research objective serves as the foundation for the research question, which was created from the literature review.

1. What part does emotional intelligence (EQ) play in employees' motivation throughout the execution of technical projects?

#### **4.3 THE RESEARCH OBJECTIVES**

##### **4.3.1 Primary Research objective:**

1. Identify the role played by emotional intelligence in the motivation of team members in the execution of technological projects.
2. Identify how emotional intelligence impacts the daily operations.
3. Identify how a leadership figure impacts the employee's career growth.

## **4.4 THE RESEARCH DESIGN AND METHODOLOGY**

### **4.4.1 Research Methodology**

According to (Jansen and Warren, 2020) research methodology is about how a researcher plans a study so that the results are accurate, reliable and meet the research goals and objectives. In addition, research methodology aims to explain why a particular strategy has been chosen for the research (Paperpile 2021); you will need to back up your data gathering methods, analytic methods, and other essential aspects of your work.

Research methodology also describes how the researcher proposes to conduct the study (Paperpile 2021). The researchers chose the descriptive research design since a thorough description of the phenomena under investigation was required. Additionally, this architecture is suitable with the concurrent application of mixed research methodologies (qualitative and quantitative). The simultaneous use of qualitative and quantitative research approaches is allowed by descriptive study design, and this strategy gave researchers a broad and deep grasp of the phenomenon.

According to (Paperpile 2021) when conducting research, the researcher must adhere to the research process' procedures:

Develop a research method: The researcher must specify whether they intend to employ quantitative, qualitative, or mixed-method research methods.

Justify the reasoning: Why is this methodology the most effective for solving the research challenge and achieving the study's goals?

Please detail the instruments: The methodology will need to explain why a specific instrument was chosen for the research.

What will be done with the results: How will the data be examined once it has been collected?

Inform the reader: An in-depth explanation should be given if the reader is unfamiliar with any aspect of the research technique.

How the sampling will be done: What sampling method will be used, and why?

Limitations: Any restrictions the researcher expects to encounter when conducting the research should be addressed.

### **4.4.2 Research Strategy**

Fisher (2011) Defines research strategy as the overall approach to the research study. Because the strengths of each approach (qualitative and quantitative) are expected to be combined to deliver the answers, a mixed research method is utilised.

According to Stevens (2022) Quantitative data refers to numerical information that can be counted or quantified. On the other hand, qualitative data is descriptive, referring to things like

colours and emotions that can be seen but not quantified. Quantitative and qualitative research collect and evaluate data using distinct research approaches, allowing one to answer different types of research questions. (Stevens 2022) summarises the two methods below:

*Table 4.1: The difference between Quantitative and Qualitative research*

Quantitative Research	Qualitative Research
Closed questions (multiple choice).	Open-ended questions
Concentrates on putting ideas and hypotheses to the test.	Researchers would need to summarise, categorise, and interpret the data that he/she collects.
Testing, measurement, objectivity, and replicability are keywords.	Understanding, context, complexity, and subjectivity are key terms.
Many people must participate.	Few participants are required.
Mathematics and statistical analysis are used to evaluate a situation.	Mostly represented using words

**Source: Stevens (2022)**

It is also maintained that separating qualitative and quantitative research based on numerical data is unnecessary because numbers are still prominent in the qualitative research method (Maxwell, 2010).

#### **4.4.3 Target population**

According to Gregory et al. (2017) the study's target population is the group of people who will be studied and conclusions are drawn from, and they are identified as the core population for a product, advertisement, or research because they have similar characteristics. Characteristics of the target population, as well as any subgroups, should be explicitly stated in the cost-effectiveness analysis (Gregory et al., 2017). This is critical because the researcher must know the financial and time constraints of using the chosen target population.

The workers who were directly involved in the execution process and who answered to a line manager made up the target population, together with project staff, technicians, artisans, administrators, and all other employees. These engage with the line managers, whose actions had an impact on staff motivation since they had to live up to employee expectations. Population could stem from 200 – 300 employees.

#### **4.4.4 Sample, Sampling Size and Methods**

According to Saunders (2009) sampling methods can be defined as a limited set of data chosen or selected by a researcher from a broader population using a predefined selection process. A sample strategy is an instrument that significantly impacts the study's expenses and timeliness and must be carefully chosen (Prabhakar 2008: 3-7). In the study, systematic random sampling was employed. The study's first respondent was randomly selected, and then every third person was sampled.

#### **4.4.5 Sample Size**

According to Saunders (2009) the sample size in research refers to the number of people drawn from the study's target demographic. When selecting a sample from the entire population, the researcher must first ensure that the sample fits the research objectives in terms of size, diversity and primary research goals. Project managers will be the subject of this study, and how they manage their workforce and assign duties while utilising their emotional intelligence.

When selecting a sample, the researcher must consider various factors:

Population: Is the general population appropriate for the study's demands and goals? Is the population large enough to draw enough samples?

Cost: Once the sample size has been determined, the researcher must ensure that they have a sufficient budget to identify any cost limits early on.

Time: To properly investigate their sample, the researcher must create an efficient schedule ahead of time and identify any time constraints

Interest: The researcher must approach their target audience and encourage them to participate by describing how the study would help the profession or community.

Sample size: When choosing the sample size, the researcher must make sure it is large enough to satisfy all the study needs outlined in their research design and objectives.

In South Africa, project management is both a broad and limited field. The researchers chose to reach 1/3 of the sample frame because they reasoned that the lower the error would be the more responders there were in the estimated sample frame of 290.

#### **4.4.6 Method of data collection**

Data collection is gathering information from all relevant sources to solve the research problem, test the hypothesis, and assess the results (Burkard and Alan W 2012). All fields of study, including physical and social sciences, humanities, and business, have a data-gathering element. While the methodologies differ depending on the discipline, the emphasis on accurate and honest data collection stays the same (Most, Craddick, et al. 2003: 1339-1346).

For this research, a survey was conducted using a structured questionnaire that was divided into three (3) sections: Section A (biography), Section B (likert scale), and Section C (open-ended questions). Data collecting methods can be divided into two categories: primary data collection and secondary data collection.

#### **4.4.6.1 Primary Data Collection**

Primary data is gathered through first-hand experience and has never been utilised before. Primary data gathering procedures yield highly accurate data specific to the researcher's purpose (Axinn and Pearce 2006: 47-59). Statistical tools are commonly used in quantitative research and demand forecasting techniques (Couper 2017: 121-145).

Examples of Primary data collection types are:

- Time Series Analysis
- Smoothing Techniques
- Surveys
- Interviews
- Questionnaire

#### **4.4.6.2 Secondary Data Collection**

Secondary data is information that has previously been used. The researcher can acquire information from multiple sources within the firm (Dauter 1999: 1703-1717).

Examples of Secondary data collection types are:

- Financial Statements
- Mission and vision quotes
- Reports
- Internet

Primary research will be used to gather data for this study because a questionnaire will be sent to the targeted population.

#### **4.4.7 Data collection process**

Permission has been obtained from the department's senior HR manager to conduct the research, utilising the questionnaire produced within the project management department. The researcher will distribute the questionnaires to every project management employee (population member). They will be requested to complete and return the form within one week of receipt of the document.

The questionnaire was physically (face-to-face) administered with assistance from four (4) trained study assistants. Due to the respondents' location at their workstations, this method allowed for speedy completion of the surveys as well as a high return rate. Additionally, it helped with clarifying any questions that the respondents may not have understood and with offering answers to those queries.

#### **4.5 DATA ANALYSIS**

Collecting, modelling and analysing data to derive insights that aid decision-making is known as data analysis (Rice 2006). Depending on the business and the research goal, various methodologies and procedures for conducting analysis exist.

According to Calzon (2022) to extract the necessary conclusions, there is a procedure to follow. The analysis procedure is divided into five steps.

##### **1. Identify**

The researcher must determine why the information is required. Then, the identification stage is when the questions are formulated to elicit the needed information Calzon (2022).

##### **2. Collect**

As the title suggests, this is the stage where collecting the necessary data begins. Next, decide the sources of information to be utilised and how they will be used in this section Calzon (2022).

##### **3. Clean**

When all the essential information has been gathered, sort it out and set it aside for analysis. Of course, not all of the data acquired will be relevant; in fact, there will probably be duplicated or improperly formatted data if large volumes of data in various formats have been collected Calzon (2022).

##### **4. Analyse**

Analysis and manipulation of data to extract essential findings can begin. Various approaches such as statistical analysis, regressions, neural networks, text analysis, and more can be used. In this step, trends, correlations, variances, and patterns help the researcher answer the questions posed in the identify stage Calzon (2022).

##### **5. Interpret**

The researcher develops action plans based on the findings at this stage Calzon (2022).

For this study, before transferring the collected data to the Excel Spread Sheet, all the data gathering tools were gathered together, cleaned, updated, and programmed (ESS). The researchers had no other equipment; yet, it was adequate for the job. The ESS was used to create illustrations (graphs, charts, frequency polygons, etc.), which were helpful in comparing and interpreting the relationship between the variables.

#### **4.6 ETHICAL CONSIDERATION**

Before beginning the study, the researcher knew that ethical considerations must be implemented. Therefore, this research will not include minors or wildlife of any species; only adults aged 18 and over will be allowed to participate in this study. Permission will be obtained from the highest authority in that department to carry out the study in their department.

All participants will be told their participation is voluntary, and if they choose not to answer any question in the research questionnaire, it will be marked as N/A (not applicable). The privacy of all participants is ensured, and no addresses, cell phone numbers or other sensitive details are required in the questionnaire.

If any person feels uncomfortable filling out the questionnaire, they will be allowed to avoid filling out the questionnaire and not continue. The questionnaire will then be identified and voided from the study.

#### **4.7 LIMITATIONS OF THE STUDY**

The study and data collecting will take place in the Cape Metropolis because most of the employees at the organisation I am examining are based there; there are approximately 120 people who fall into this group. Due to COVID-19, the questionnaires will be sent to the participants online. Unfortunately, according to the director's instructions, a deadline for sending out the questionnaire could not be established; project personnel's working hours appeared to be the most convenient time to distribute the forms.

#### **4.8 CHAPTER SUMMERY**

The research design and technique were described in detail in this chapter. The research included a blend of qualitative and quantitative research. According to the study, the design and procedures utilised during these scientific investigations influence the findings' validity. According to the study, the design and processes used during these research activities impact the credibility of the findings.

Employees in project management have been designated as the target population, and they will be based in the Cape Metropolis. A mixed method approach will also be used to collect data, with a questionnaire as the tool. The chapter also lays out the many research questions and objectives that will be met and the sample size on which the researcher will concentrate. Finally, the research design will be tested when all the data is collected and unpacked in Chapter 5.

## CHAPTER 5

### DATA ANALYSIS AND INTERPRETATION

#### 5.1 INTRODUCTION

The findings of the field study conducted in Cape Metropolis are analyzed and explained in this chapter. The first element of the survey included questions that gathered information about the respondents' backgrounds, including their biographical information, educational background, industry of specialization, present position within the project management life cycle, and work history.

The second section consisted of a Likert scale. A Likert scale normally offers five options for responses to a statement or question, allowing respondents to express their level of agreement or disapproval with the statement or question on a positive-to-negative scale (Joshi, Kale, et al. 2015: 396). Participants had to answer 35 questions on a scale of 1 – 5, 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree. Quantitative information was also presented in Section B, and this.

The third and final element of the field study comprises of open-ended questions that participants can respond to in their own words. The pertinent responses will be represented and analysed.

### DATA ANALYSIS AND INTERPRETATION

#### 5.1.1 Section A: Professional Biography

##### 5.1.1.1 Question 1: What is your highest qualification obtained?

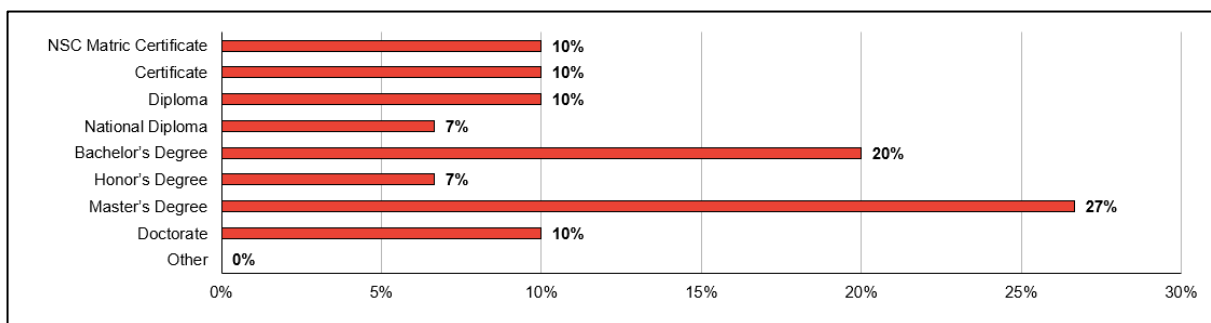


Figure 5.1: Highest qualification obtained

(Source: own construction)

The above results for Figure 5.1 show that 30% of the participants have a lower educational background, and 70% have a tertiary education. On the other hand, 27% of the participants possess a Master's Degree; this reflects that the project management field thrives off educated employees due to the complex nature of planning and numerical and people skills needed to run a project efficiently.



20% of the participants possess a bachelor's degree, and 10% possess a doctorate; this reflects a high level of education in the target population and reflects that the project management environment thrives off educated employees.

**5.1.1.2 Question 2: What is your current field of work?**

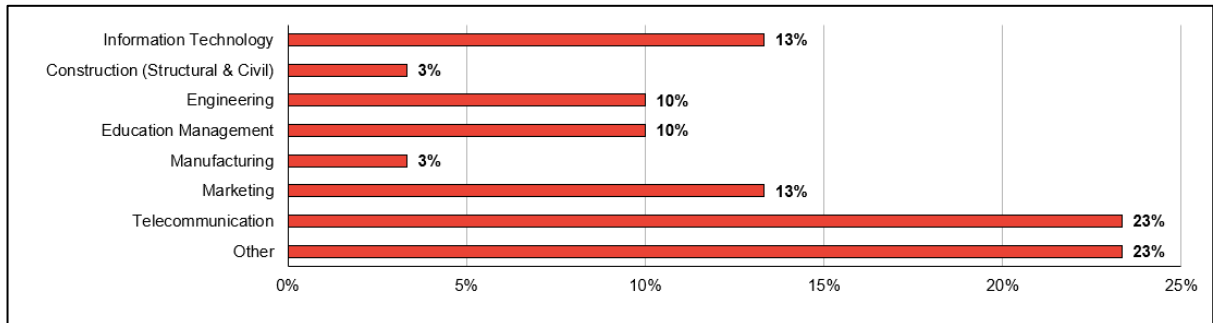


Figure 5.2: Respondent's current industry

(Source: own construction)

Figure 5.2 reflects the various industries in which the participants are based. 13% are in the IT/software engineering environment, 3% from the construction sector, 10% from the engineering environment, 10% from the education industry, 3% from the manufacturing/production sector, and 13% from the marketing industry. The dominant industry for this target population is the telecommunication industry and "other", at 23%.

A large segment of the target population is from the more technical industry, where waterfall and agile are the principal methodology used to get tasks over the line. Teams are more interactive and goal-focused, thus contributing valuable data to the research.

**5.1.1.3 Question 3: What is your current position?**

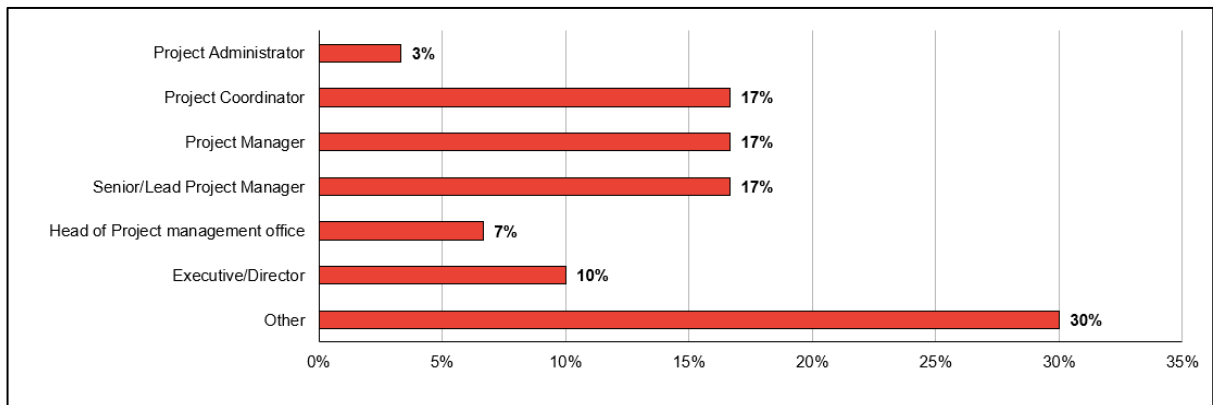


Figure 5.3: Respondent's current job role

(Source: own construction)

In Figure 5.3, 20% of the participants are in a more administrative position (3% Project administrator - 17% project coordinators), and they are more likely to have superiors/managers whom they interact with regularly; this provides vital data for the motivation/followership section of this research. 34% of the participants are in a project/lead project management position

(17% project manager - 17% senior project manager). They are more likely to have subordinates/assistants working under their leadership.

30% of the participants possess roles outside a general project management role but play a critical role in the project management life cycle. Job roles are essential to note in this research because they form the hierarchy of the project management office, and each role experiences the advantages and disadvantages of emotional intelligence from its unique standpoint.

#### 5.1.1.4 Question 4: Your current work experience?

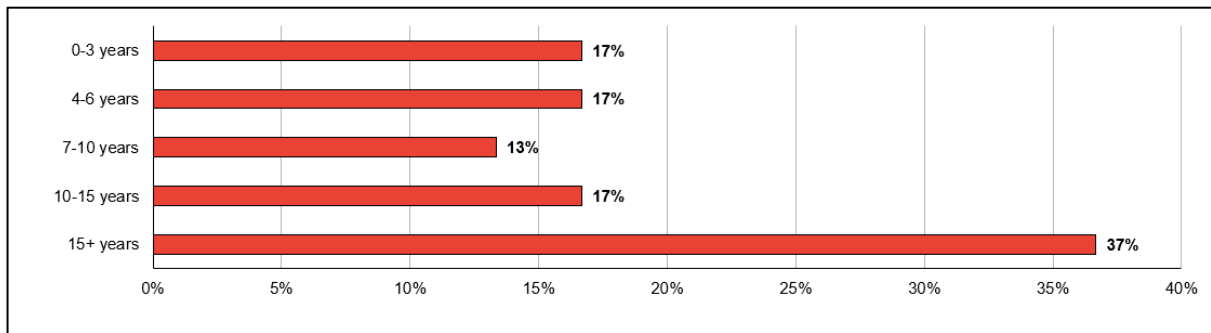


Figure 5.4: Respondent's current work experience

(Source: own construction)

Figure 5.4 provides an overview of the respondent's work experience. Work experience data is critical for this research because employees who have been active in a project management hierarchy for an extended period would be aware of their emotional intelligence in the workplace through carrying out their daily duties, meetings or communicating with external stakeholders. 37% of the respondents have 15+ years of work experience, making up the majority of all respondents.

The graph looks at the age brackets and the number of respondents in each one: 0-3, 4-6 and 10-15 year groups = 17% and 7 – 10 years = 13%. Most respondents have 7-10 years of experience, contributing to the quality of data cleaned and captured for Section B & Section C.

#### 5.1.1.5 Question 5: Which official PMI certification do you possess?

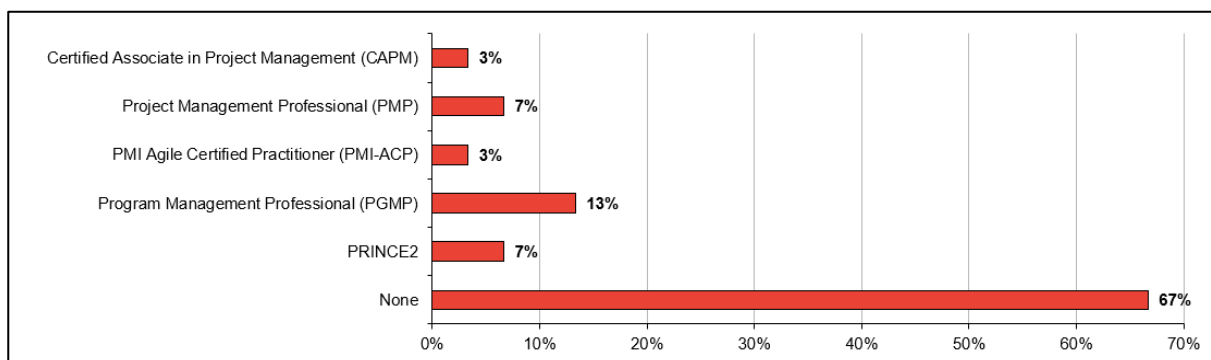


Figure 5.5: Respondent's current work experience

(Source: own construction)

Figure 5.5 represents an overview of respondents who possess a PMI certificate. The information will speak to the respondent's competency and knowledge of the project management field. Respondents can be regarded as experienced and competent in project management because the certificates must be renewed every five years and the higher tier certificates require significant work experience.

Sixty-seven per cent of respondents do not possess a PMI certificate, 7% of respondents have a PRINCE2 certificate, 13% of respondents have a programme management professional certificate, 3% of respondents have a PMI Agile Certified Practitioner certificate, 7% of respondents have a Project Management Professional certificate and 3% have a Certified Associate in Project Management certificate.

## 5.2 SECTION B: EMOTIONAL INTELLIGENCE AND AFFECTING FACTORS

### 5.2.1 Emotional Intelligence

The research topic on how effectively these project team members comprehend emotional intelligence and what effect it might have on their daily operations will be supported by these findings.

#### 5.2.1.1 Statement 1: I know and understand the definition of emotional intelligence

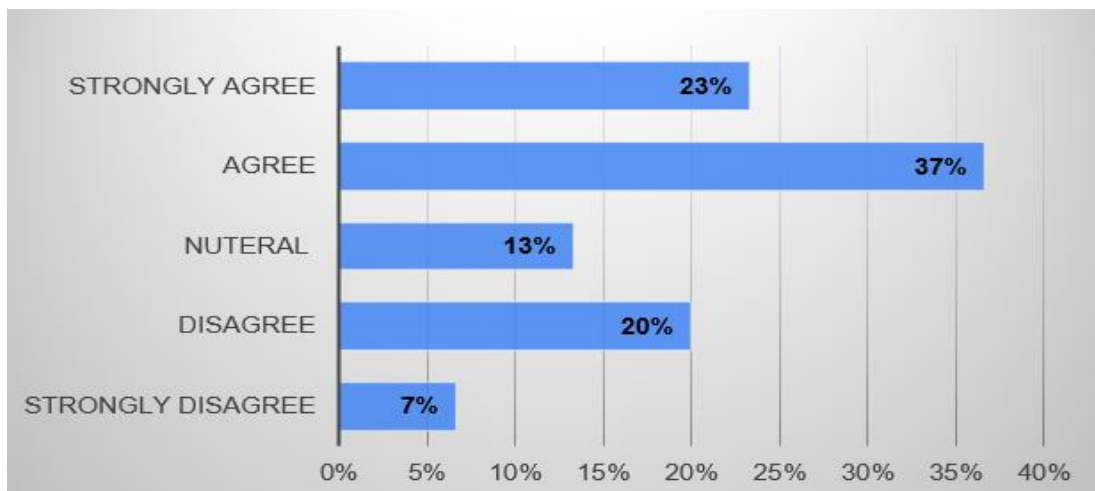


Figure 5.6: Understanding of emotional intelligence

(Source: own construction)

It is noted in Figure 5.6 that 50% of the respondents agree that they understand what the definition of emotional intelligence is (37% agree - 23% strongly agree), 13% of the respondents are neutral, and 27% of the respondents disagree with the statement (20% disagree - 7% strongly disagree). Understanding what intelligence is and how it can affect an individual's behaviour is imperative. According to Khalili (2012: 355) understanding emotional intelligence aids in connection development, team stress reduction, conflict resolution, and job satisfaction. In the end, having a high emotional intelligence means having the capacity to raise team output and employee retention. The reader may clearly see how many responders know

what the term "emotional intelligence" means thanks to the first question in Section B. The accuracy of the research's conclusions depends on respondents who have a basic understanding of emotional intelligence and how it affects their work psychology.

**5.2.1.2 Statement 2: I am aware of my current level of emotional intelligence.**

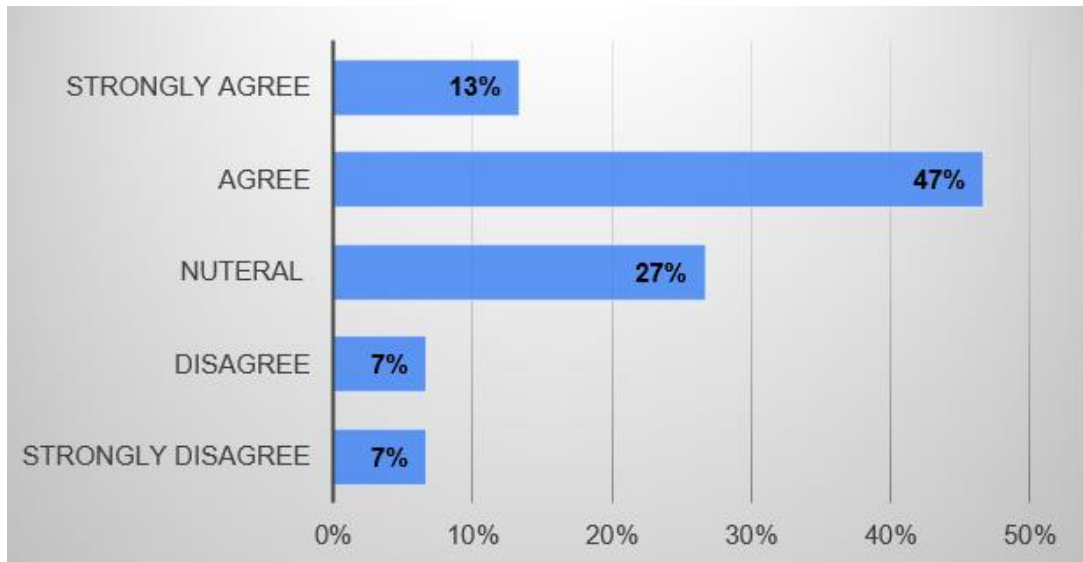


Figure 5.7: Awareness of emotional intelligence

(Source: own construction)

It is noted in Figure 5.7 that 60% of the respondents agree that they are aware of their current level of emotional intelligence in the workplace (47% agree - 13% strongly agree); this is the majority of the respondents, 27% of the respondents are neutral, and 14% of the respondents disagree with the statement (7% disagree - 7% strongly disagree). The reader can see in this statement if the respondents are conscious of their current degree of emotional intelligence or not. The respondent must be aware of their emotional intelligence level. The vast majority of participants are aware of their level of emotional intelligence. Cherniss et al. (1998: 1-34) postulate that employee retention rates decrease thanks to happier staff members who work harder and stay longer under the leadership of people with better emotional intelligence.

### 5.2.1.3 Statement 3: I am aware of my daily behaviour at work

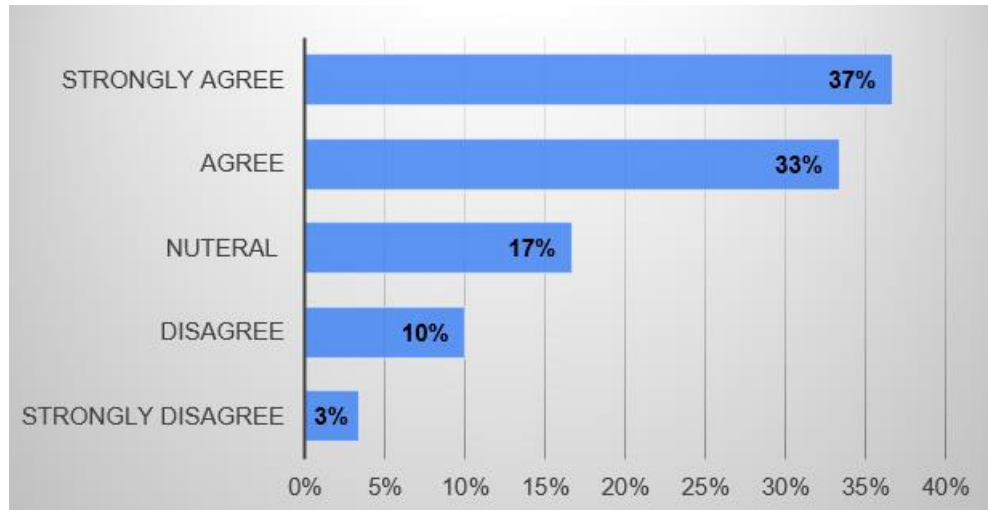


Figure 5.8: Behavioural awareness

(Source: own construction)

It is noted in Figure 5.8 that 70% of the respondents agree that they are aware of their daily behaviour in the workplace (33% agree - 37% strongly agree), 17% of the respondents are neutral, and 13% of the respondents disagree with the statement (10% disagree - 3% strongly disagree). The majority of individuals are conscious of their everyday behaviour at work, demonstrating a considerable rise in self-awareness in a neutral or work environment. Abraham (2005: 255-270) postulates that behaviour is influenced by emotional intelligence in terms of developing more robust connections, doing well in school and at work, and achieving professional and personal goals. Additionally, it helps people connect with their emotions, carry out their intentions, and decide what is most essential to them.

### 5.2.1.4 Statement 4: I am aware of other people's feelings around me.

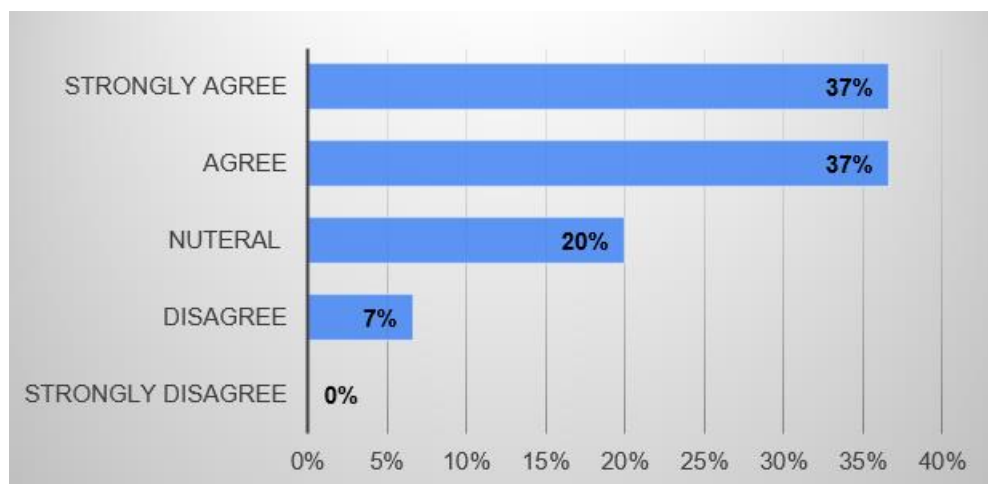


Figure 5.9: External Behavioural awareness

(Source: own construction)

It is noted in Figure 5.9 that 74% of the respondents agree that they are aware of their colleagues' feelings/emotions in the workplace (37% agree - 37% strongly agree), 20% of the respondents are neutral, and 7% of the respondents disagree with the statement (7% disagree - 0% strongly). 74% of the participants demonstrate a clear understanding of how their co-workers behave, which also demonstrates a well-developed emotional intelligence. When working in a project management environment and interacting with stakeholders, each person must know their team member's thoughts and emotions. According to John and Gross (2004: 1301-1334), Building empathy and the capacity to comprehend others is not only important for your interpersonal interactions but may also have a significant effect on other team members.

**5.2.1.5 Statement 5: I am skilled at initiating relationships at a professional level**

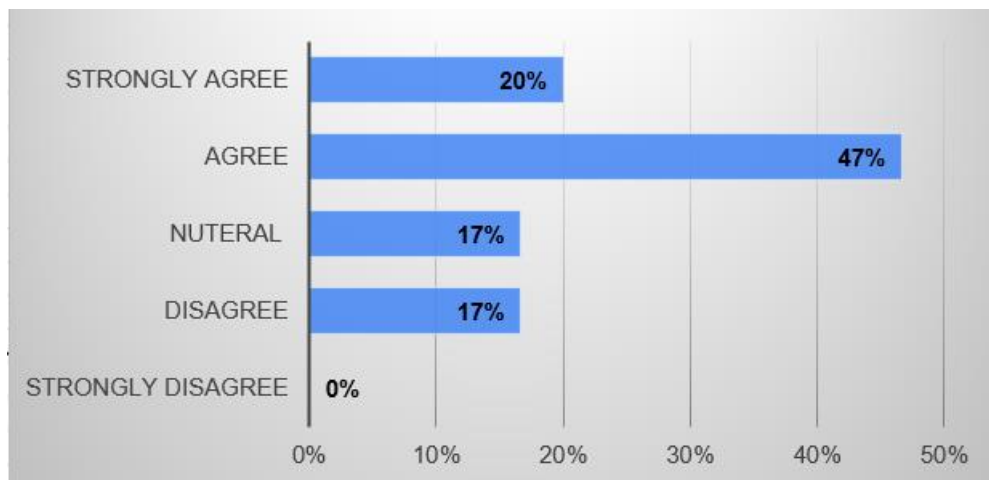


Figure 5.10: Initiating professional relationships

(Source: own construction)

It is noted in Figure 5.10 that 67% of respondents agree that they are skilled in initiating relationships at a professional level (47% agree - 20% strongly agree), 17% of respondents are neutral, and 17% of the respondents disagree with the statement (17% disagree - 0% strongly disagree) Effective project management is based in part on communication; without strong communication abilities, project managers would find it challenging, if not impossible, to lead their teams and plan activities to accomplish a project. (Zulch 2014: 1000-1009). It is vital to initiate and maintain stakeholder relationships; Mazur and Pisarski (2015: 1680-1691) postulate that building connections result in more trust. However, when there is trust, collaboration is easier and more productive. Stakeholder identification and relationship-building efforts can boost project environment confidence, reduce uncertainty, and expedite problem-solving and decision-making.

**5.2.1.6 Statement 6: I prefer to be alone in my own space at work.**

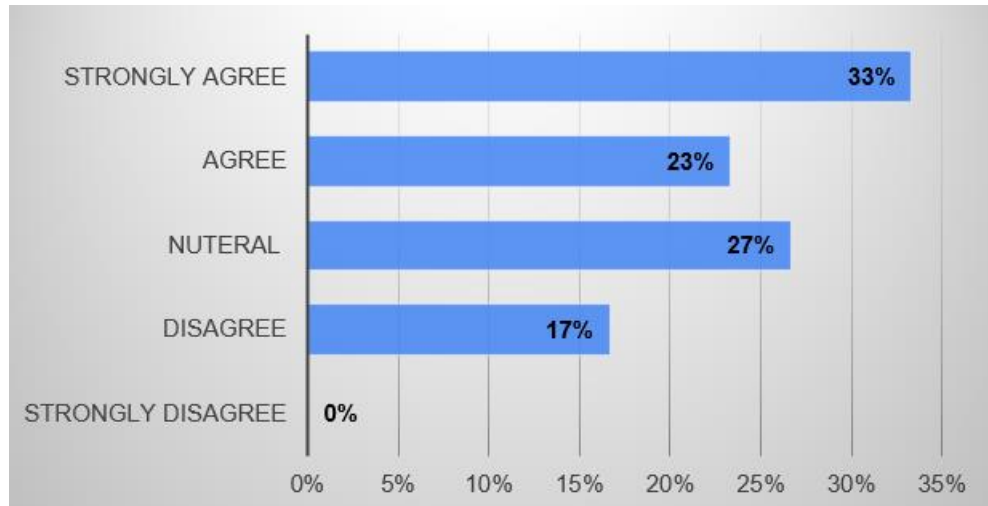


Figure 5.11: Respondent's feelings towards being alone in own workspace

(Source: own construction)

It is noted in Figure 5.11 that 56% of respondents agree that they prefer to be alone in their workspace (23% agree - 33% strongly agree), 27% of the respondents are neutral, and 17% of the respondents disagree with the statement (17% disagree - 0% strongly disagree). The reader may see from this comment how many respondents prefer to work alone in their particular workplace and only communicate with co-workers about duties when necessary. The majority of participants prefer to work alone, which will have an impact on how well they develop social skills. According to Brownson (2004: 141-144), Employees significantly alter how they feel and think when they operate in their personal space. Having one's own space promotes closer attention to the task and more profound relaxation, two incredibly beneficial mental states for various jobs. Furthermore, many jobs can be accomplished more accurately if they are attempted without interruption or distraction.

**5.2.1.7 Statement 7: I am in control of my overall emotions when under stressful conditions.**

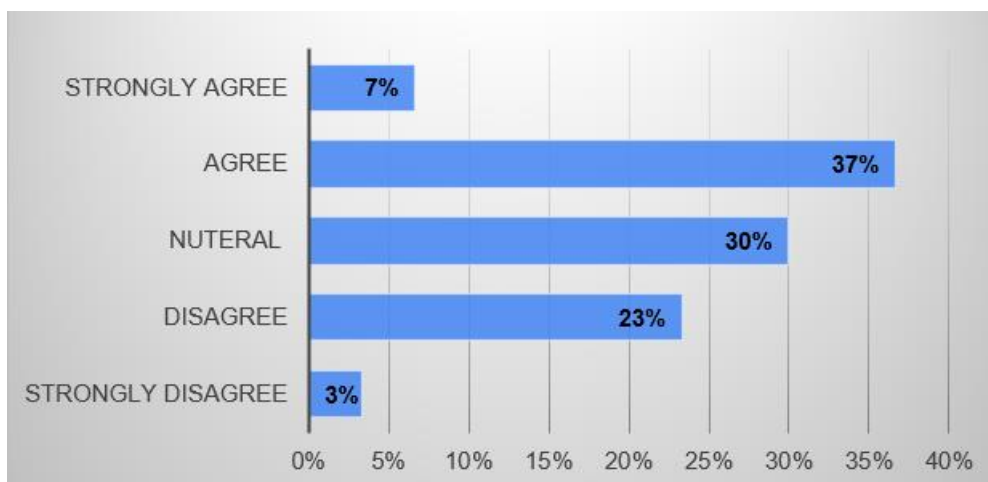


Figure 5.12: Controlling emotions under stressful conditions

(Source: own construction)

It is noted in Figure 5.12 that 44% of the respondents agree that they have control of their emotions under stressful conditions (37% agree - 7% strongly agree), 30% of respondents are neutral, and 26% of respondents disagree with the statement. Therefore, leaders need to get ready to present a cool, rational façade. When a leader can firmly regulate their emotions, others find them to be more likeable. Team members are better able to identify issues and propose/implement solutions when they maintain their composure under the stress of a project. According to Nelson (1964: 161-167) most leaders require the ability to control their emotions in order to manage their workforce successfully. In times of upheaval and change, workers frequently seek leaders for guidance on how to act.

### 5.2.2 Project Management

The study will benefit from this data because it will demonstrate how effectively the participants grasp project management and how to use the approaches in practical situations. This will also establish the employees' level of proficiency and their ability to combine their hard abilities with their emotional intelligence.

#### 5.2.2.1 Statement 8: I understand all phases of the project management life cycle.

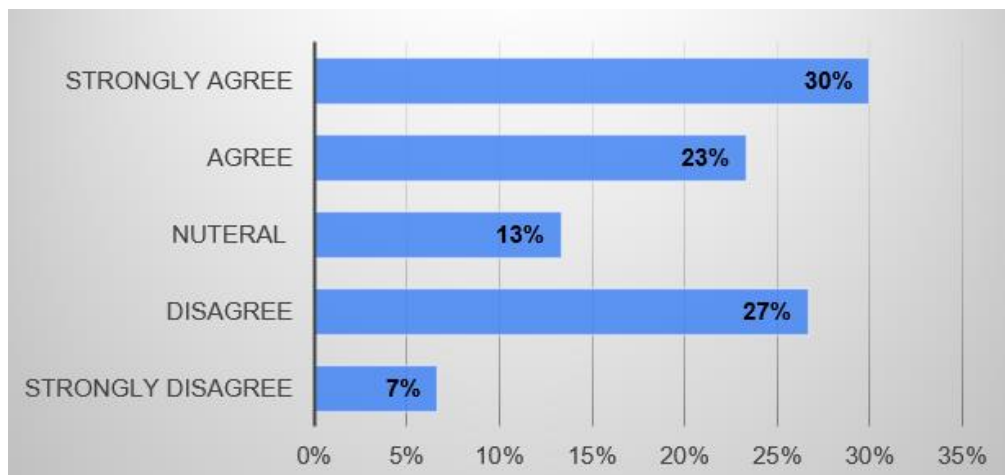


Figure 5.13: Understanding the project management life cycle

(Source: own construction)

It is noted in Figure 13 that 53% of respondents understand all phases of the project management life cycle (23% agree - 30% strongly agree), 13% of the respondents are neutral, and 34% of the respondents disagree with the statement (27% disagree - 7% strongly disagree). The majority of participants are aware that a manager needs to have a specific level of ability or knowledge to lead a team or complete tasks on time, on budget, and within the scope of the project (planning, initiation, execution and closure).



**5.2.2.2 Statement 9: I constantly communicate with project stakeholders.**

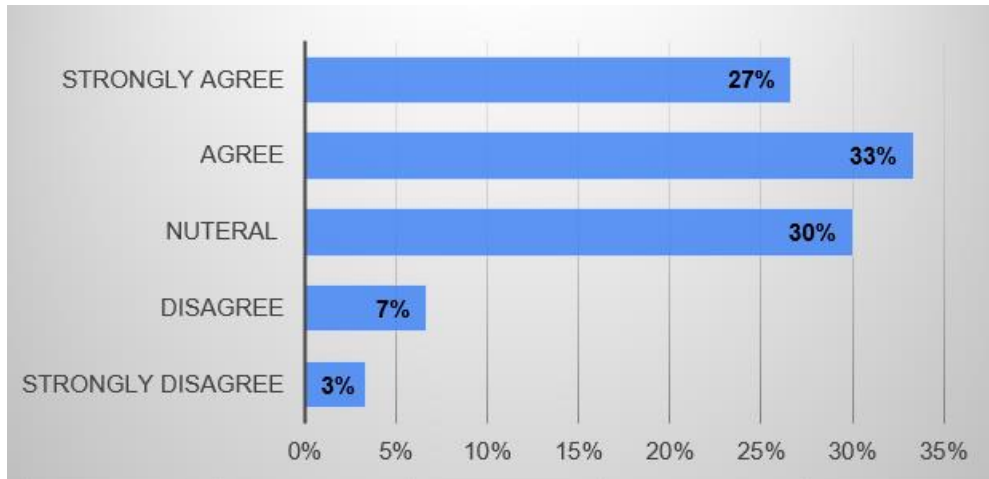


Figure 5.14: Stakeholder communication

(Source: own construction)

It is noted in Figure 5.14 that 60% of the respondents agree that they constantly communicate with project stakeholders (33% agree - 27% strong agree), 30% of the respondents are neutral, and 10% of the respondents disagree with the statement (7% disagree - 3% strongly disagree). Constant communication is crucial in an agile and high-performing project management environment and 60% of the participants are cognizant of this skill. Daily stand-ups (DSU), sprint meetings and task meetings are vital in identifying problems or inefficiencies and brainstorming solutions.

**5.2.2.3 Statement 10: I understand all project standards the project management institute sets.**

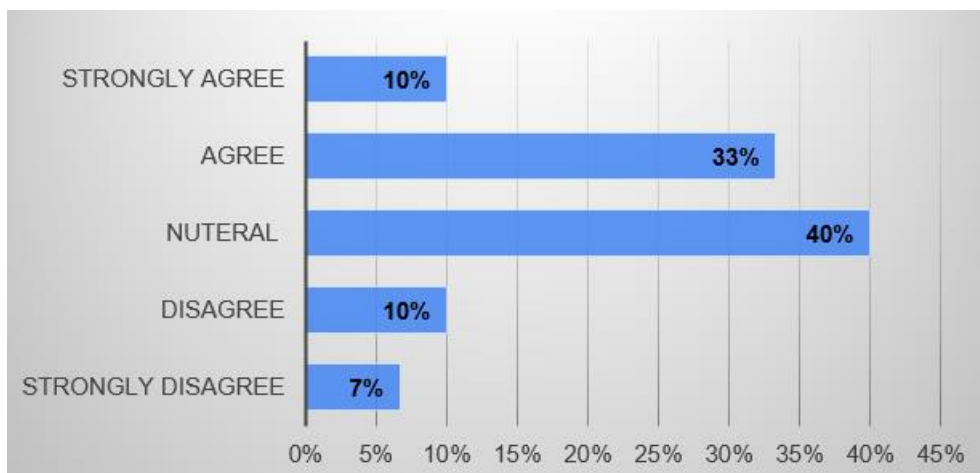


Figure 5.15: Understanding project management standards

(Source: own construction)

It is noted in Figure 5.15 that 43% of the respondents agree that they understand the project standards set by the project management institute (33% agree - 10% strongly agree), 40% of the respondents are neutral, and 17% of the respondents disagree with the statement (10%

disagree - 7% strongly disagree). It is concerning that 40% of project management participants are aware of the project structures established by the PMI. PMI's mission is to assist anyone seeking support in successfully managing their projects and portfolios by offering tools, a network, and best practices.

**5.2.2.4 Statement 11: I understand the importance of providing the best quality output for my projects.**

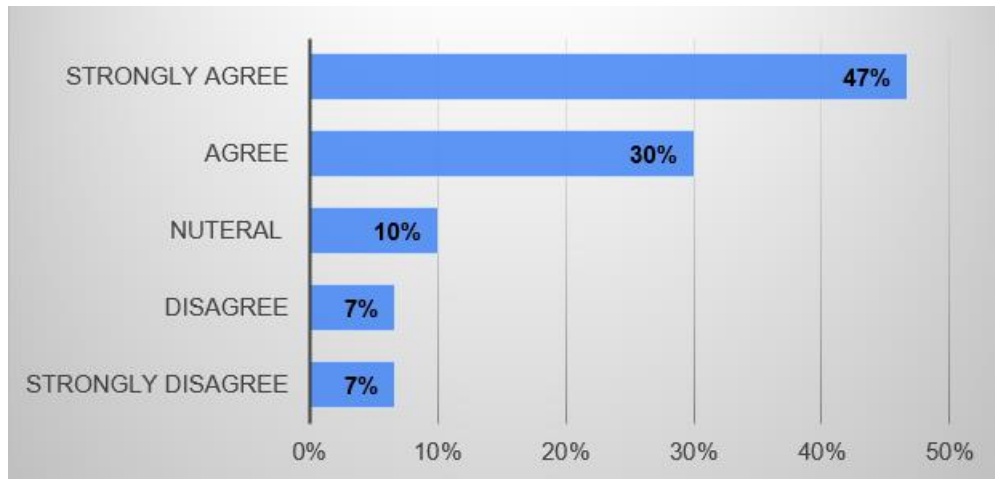


Figure 5.16: Importance of quality output

(Source: own construction)

It is noted in Figure 5.16 that 77% of the respondents understand the importance of providing an output of high quality (30% agree - 47% strongly agree), 10% of the respondents are neutral, and 14% of the respondents disagree with the statement (7% disagree - 7% strongly disagree). Plattfaut (2022: 761) defines project quality management as a procedure that considers how a project should develop to provide deliverables of the desired calibre. Project managers must continuously assess the effectiveness of the procedures and activities used in the project in order to achieve the best results.

**5.2.2.5 Statement 12: I understand the importance of successful project planning.**

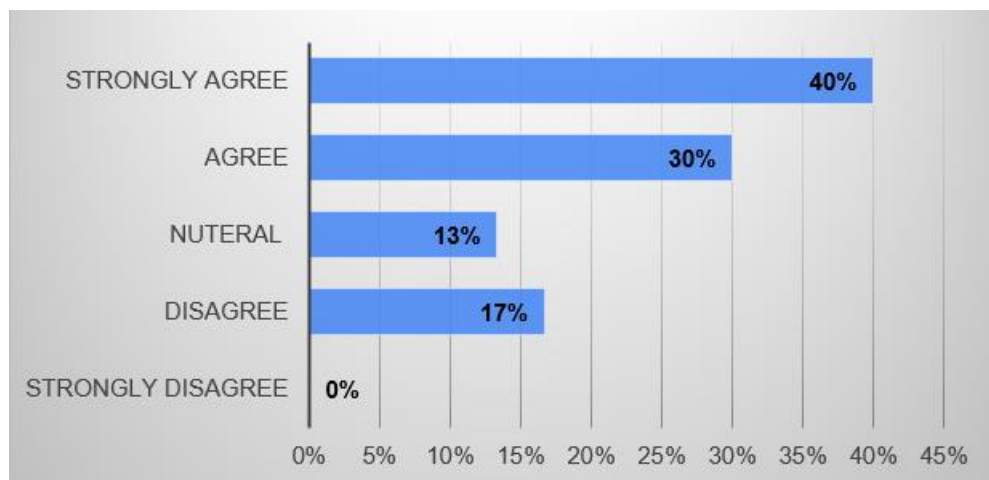


Figure 5.17: Importance of successful project planning

(Source: own construction)

It is noted in Figure 5.17 that 70% of the respondents agree that they understand the importance of successful project planning (30% agree - 40% strongly agree), 13% of the respondents are neutral, and 17% of the respondents disagree with the statement (17% disagree - 0% strongly disagree) the result of this question is Dvir, Raz et al. (2003: 89-95) postulates project planning as crucial in assisting stakeholders, funders, teams, and the project manager as they go through subsequent project phases. Planning is necessary to establish desired objectives, lower risks, prevent missed deadlines, and finally deliver the agreed-upon good, service, or outcome.

**5.2.2.6 Statement 13: I understand the importance of successful project execution.**

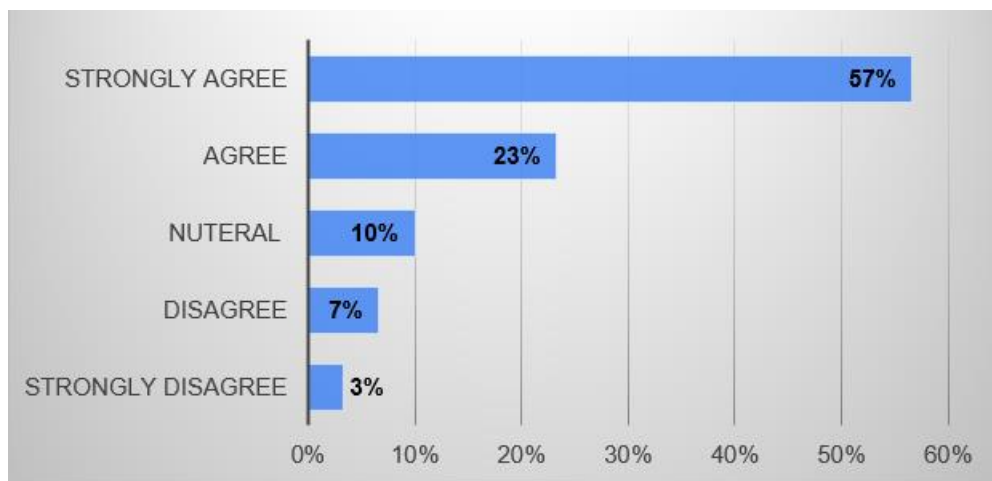


Figure 5.18: Importance of successful project execution

(Source: own construction)

According to Singh and Singh (2002: 23), the main goal of project execution is to create and produce the required deliverables, which must be delivered on schedule, on budget, and must adhere to the project's agreed-upon scope and client quality standards. Therefore, it is impossible to effectively emphasise the significance of finishing the project execution phase. It is noted in Figure 5.18 that 80% of the respondents agree that they understand the importance of successful project execution (23% agree - 57% strongly agree), 10% of the respondents are neutral, and 10% of the respondents disagree with the statement (7% disagree - 3% strongly disagree)

**5.2.2.7 Statement 14: I understand the importance of successful project closure.**

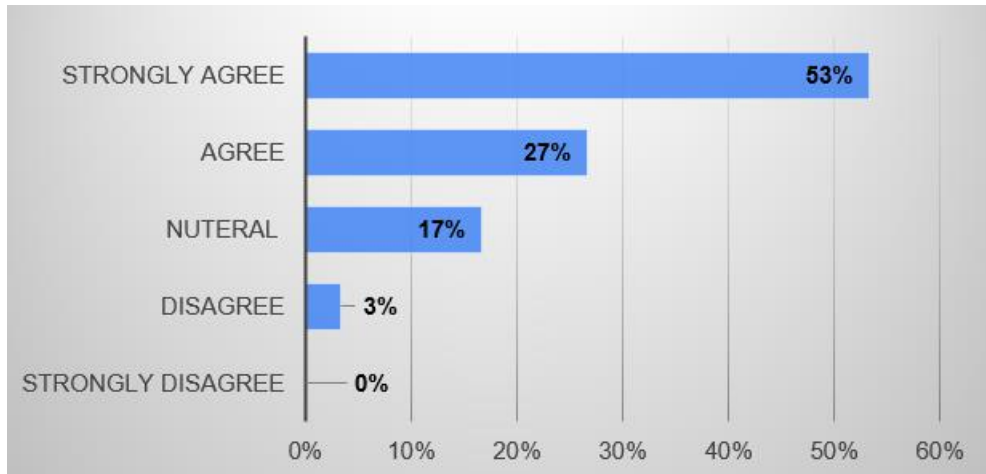


Figure 5.19: Importance of successful project closure

(Source: own construction)

Aziz (2015) explains that project closure serves a crucial function for the corporation by assisting it in averting potentially harmful and unpleasant conditions. Additionally, it aids in the preservation of all pertinent information in case the project manager needs to revisit earlier procedures or fixes. It is noted in Figure 5.19 that 80% of the respondents agree that they understand the importance of successful project closure (27% agree - 53% strongly agree), 17% of the respondents are neutral, and 3% of the respondents disagree with the statement (3% disagree - 0% strongly disagree)

**5.2.3 Impact of EI on daily project operations**

This section of the survey's data elaborates on the different ways that emotional intelligence affects daily operations. The clean data offers insightful information on how incorporating emotional intelligence in business scenarios affects the participant's regular work routine.

**5.2.3.1 Statement 15: I work efficiently under the pressure of deadlines.**

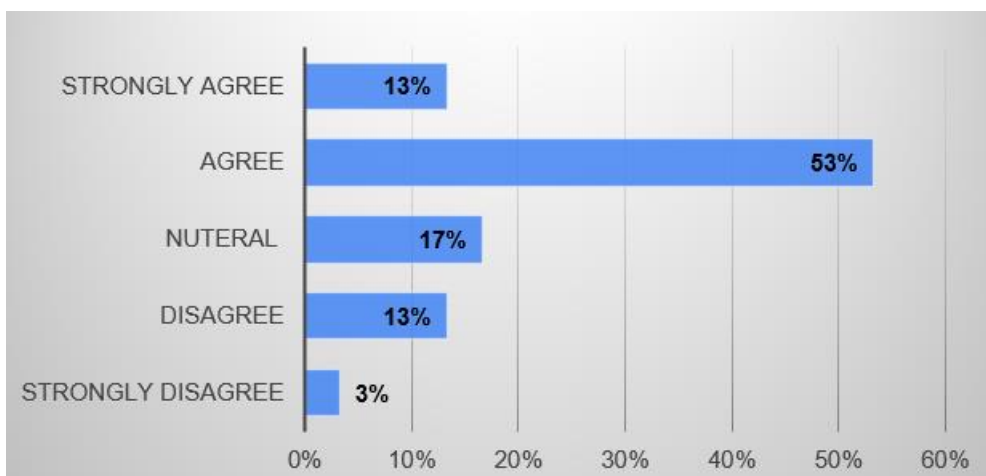


Figure 5.20: Working under the pressure of deadlines

(Source: own construction)

According to Maruping, Venkatesh et al. (2015: 1313-1333), working under pressure allows one to hone various talents. Individuals may acquire various soft skills along the way due to being forced to deal with stress at work, including organisation, time management, adaptability, teamwork, and communication abilities. It is noted in Figure 5.20 that 66% of the respondents agree that they work efficiently under the pressure of deadlines (53% agree - 13% strongly agree), 17% of the respondents are neutral, and 16% of the respondents disagree with the statement (13% disagree - 3% strongly disagree).

**5.2.3.2 Statement 16: I can control my emotions during professional conflict.**

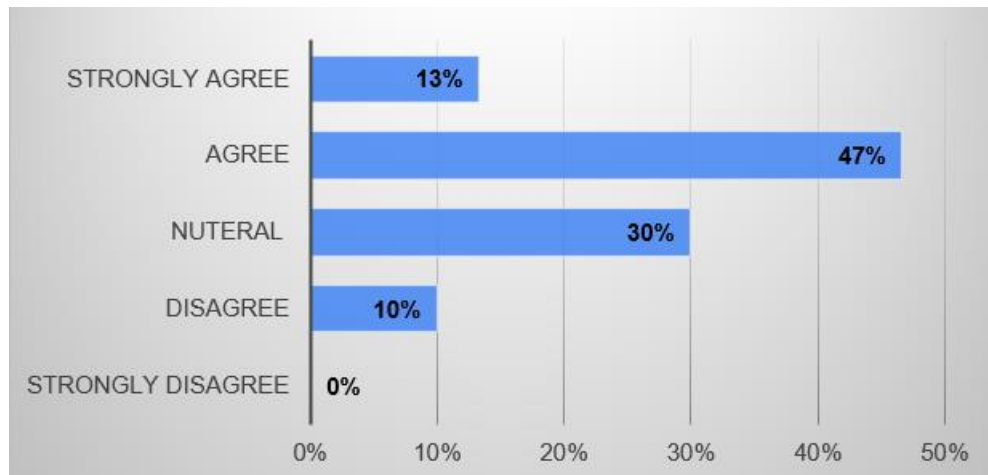


Figure 5.21: Controlling emotions during conflict

(Source: own construction)

When conflict arises in a project team, it is essential to exercise self-control, express emotion and identify the issue. An environment where employees feel they can speak and interact effectively can be created by resolving anger at work. However, if anger is not controlled, it frequently results in additional absences from work and low morale (Callister, Geddes et al., 2017: 69-87). It is noted in Figure 5.21 that 60% of the respondents agree that they can control their emotions during professional conflict (47% agree - 13% strongly agree), 30% of the respondents are neutral, and 10% of the respondents disagree with the statement (10% disagree - 0% strongly disagree)

**5.2.3.3 Statement 17: I do not allow personal feelings to get in the way of daily work activities.**

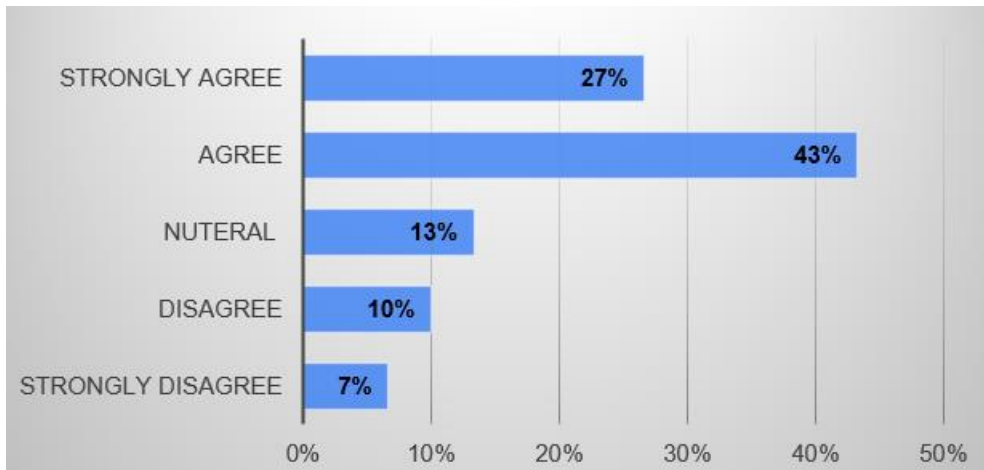


Figure 5.22: Excluding personal feelings from a professional setting

(Source: own construction)

When project employees allow personal matters to interfere with their work, it can result in low morale and productivity. Employees should constantly make sure to keep their personal and work issues separate. It is noted in Figure 5.22 that 70% of the respondents agree that they do not allow personal feelings to get in the way of daily work duties (43% agree - 27% strongly agree), 13% of the respondents are neutral, and 17% of the respondents disagree with the statement (10% disagree - 7% strongly disagree)

**5.2.3.4 Statement 18: I work better with team members in a collaborative environment.**

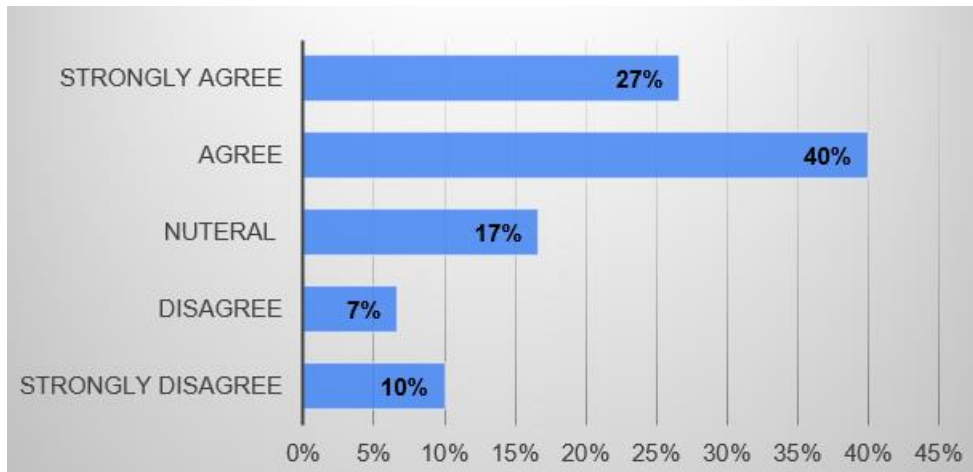


Figure 5.23: Team Collaboration

(Source: own construction)

Innovative ideas and points of view can constantly develop when people with different areas of expertise are gathered together, whether complementary or opposed (Morgan and Anthony 2008). Collaborative working can assist in problem-solving and task completion more effectively and efficiently with the right managerial direction. It is noted in Figure 5.23 that 67%

of the respondents agree that they work better with team members in a collaborative environment (40% agree - 27% strongly agree), 17% of the respondents are neutral, and 17% of the respondents disagree with the statement (7% disagree - 10% strongly disagree)

**5.2.3.5 Statement 19: I work better in an isolated environment.**

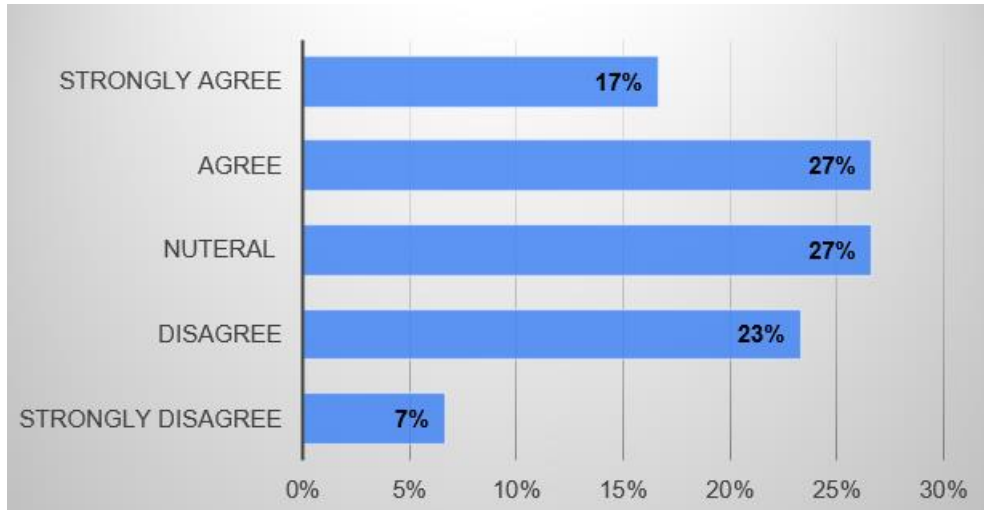


Figure 5.24: Working in isolation

(Source: own construction)

Milner, Russell et al. (2010: 204-213) Explains how a lack of friendships or social relationships at work can be bad for both employees' mental health and the environment of their organization. To the contrary, if an employee prefers to work alone, it may increase their productivity. It is noted in Figure 5.24 that 44% of the respondents agree that they work better in an isolated environment (27% agree - 17% strongly agree), 27% of the respondents are neutral, and 30% of the respondents disagree with the statement (23% disagree - 7% strongly disagree).

**5.2.3.6 Statement 20: I value the innovative inputs of my colleagues/team members.**

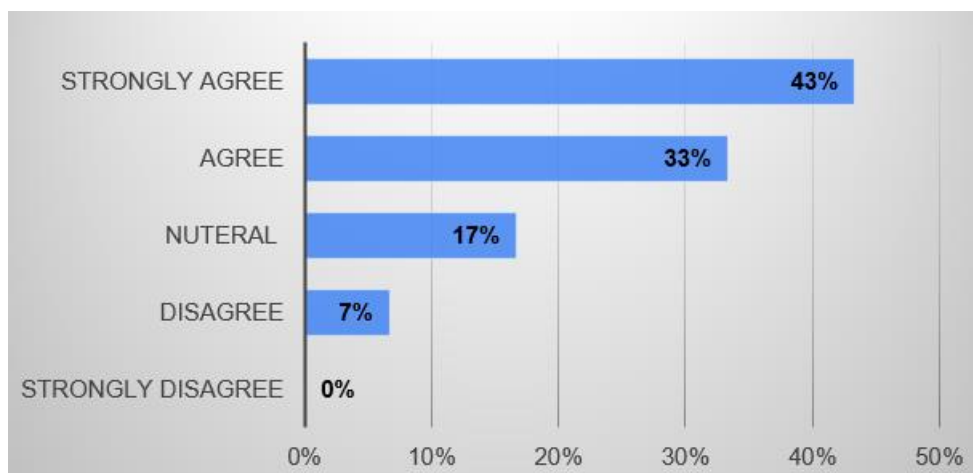


Figure 5.25: Valuing team contribution

(Source: own construction)

Show an interest in a co-worker's opinions; it is essential for developing emotional intelligence and enables them to share their unique ideas and skills with the team. According to Lee (2021) employees often perform well when they believe the work they do each day is essential and worthwhile, regardless of their likes, objectives, or ambitions. Valuing their input on particular subjects or tasks will yield benefits in the future. It is noted in Figure 5.25 that 76% of the respondents agree that they value the innovative inputs of their colleagues/team members (33% agree - 43% strongly agree), 17% of the respondents are neutral, and 7% of the respondents disagree with the statement (7% disagree - 0% strongly disagree)

**5.2.3.7 Statement 21: I balance my work and family time accordingly.**

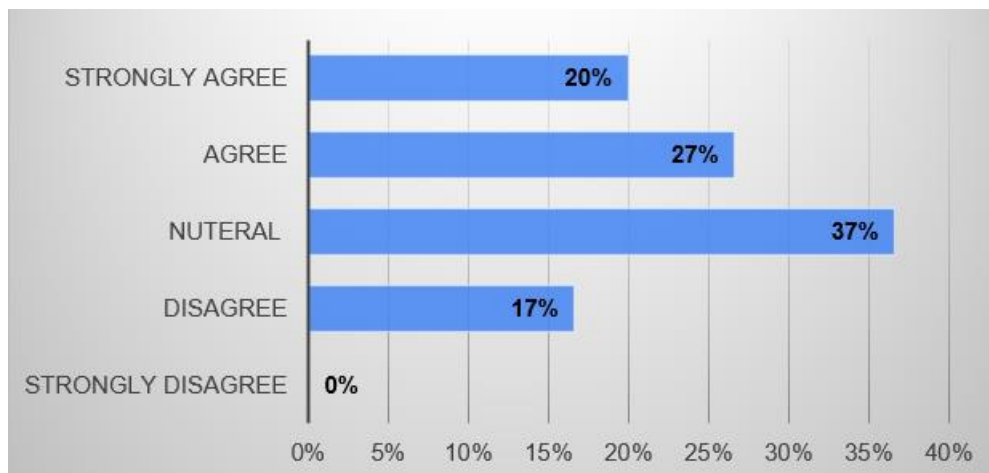


Figure 5.26: Balancing work and family.

(Source: own construction)

In addition to being crucial for relationships and health, preserving a healthy work-life balance can boost employee performance and increase productivity. Employees with a good work-life balance are more likely to feel content when they report to work. In turn, this lessens occupational, and emotional exhaustion risks, two prevalent health problems (Muna and Mansour 2009) It is noted in Figure 5.26 that 47% of the respondents agree that they can balance their work and family time accordingly (27% agree - 20% strongly agree), 37% of the respondents are neutral, and 17% of the respondents disagree with the statement (17% disagree - 0% strongly disagree).

**5.2.4 Motivation**

The survey includes questions about motivation in order to assist the research goal of examining how high or low levels of motivation affect the quality of work and daily operations.



**5.2.4.1 Statement 22: I am easily inspired.**

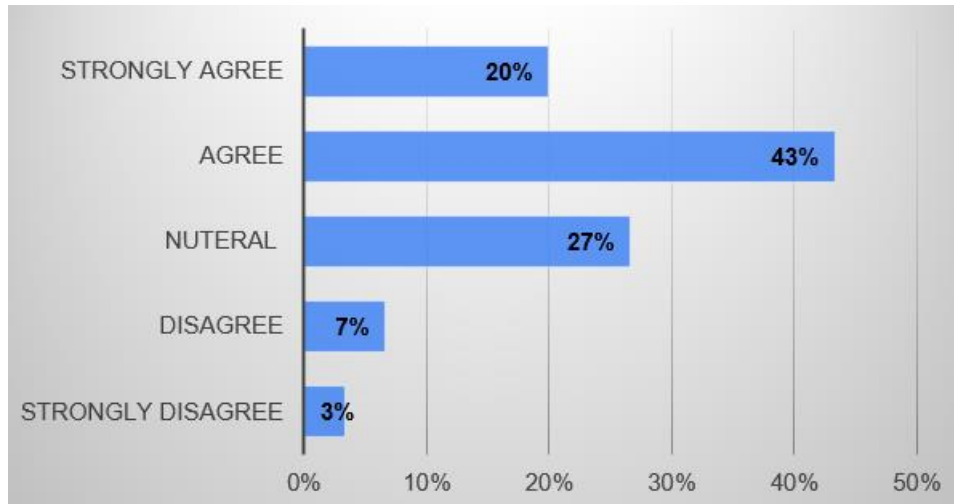


Figure 5.27: Inspiration

(Source: own construction)

It is crucial to comprehend how quick or simple it is to inspire people who work in a project management environment. It offers a perceptive look into their everyday drive and morale. It is noted in Figure 5.27 that 63% of the respondents agree that they are easily inspired (43% agree - 20% strongly agree), 27% of the respondents are neutral, and 10% of the respondents disagree with the statement (7% disagree - 3% strongly disagree).

**1.1. Statement 23: Money is an essential form of motivation for me.**

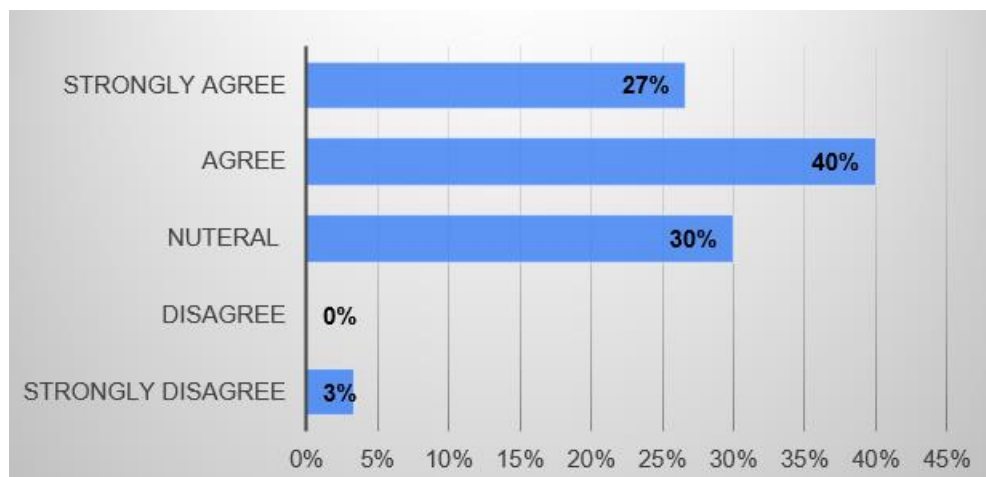


Figure 5.28: Money as a motivation factor

(Source: own construction)

According to Vrba (2016: 445-457) money drives the theory's lower-order wants. We would want to make a counterargument that money can be used as a tool to fulfil Maslow's hierarchy of requirements. Morale is increased when employees are compensated for producing quality outcomes for projects they are involved in, and it is also a form of acknowledging their excellent work and achievements. It is noted in Figure 5.28 that 67% of the respondents agree that

money is an essential form of motivation for them (40% agree - 27% strongly agree), 30% of the respondents are neutral, and 3% of the respondents disagree with the statement (0% disagree - 3% strongly disagree)

**5.2.4.2 Statement 24: Acknowledgment of work quality is a necessary motivation for me.**

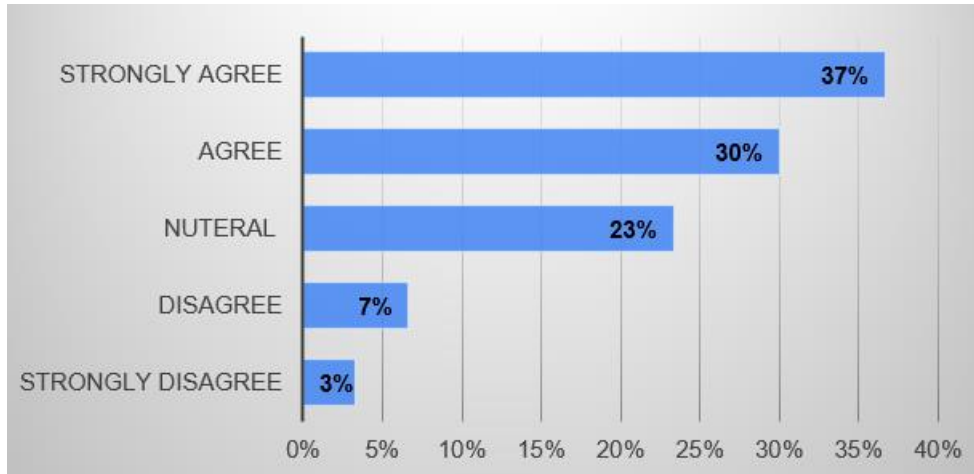


Figure 5.29: Acknowledgment as a motivation factor

(Source: own construction)

Employees deserve recognition when they produce or complete a task over the bar set in the workplace. The worker will experience a sense of worth and value, boosting morale and increasing productivity. It is noted in Figure 5.29 that 67% of the respondents agree that acknowledgement of work quality is a basic form of motivation (30% agree - 37% strongly agree), 23% of the respondents are neutral, and 10% of the respondents disagree with the statement (7% disagree - 3% strongly disagree).

**5.2.4.3 Statement 25: I am intrinsically motivated to perform my daily work activities.**

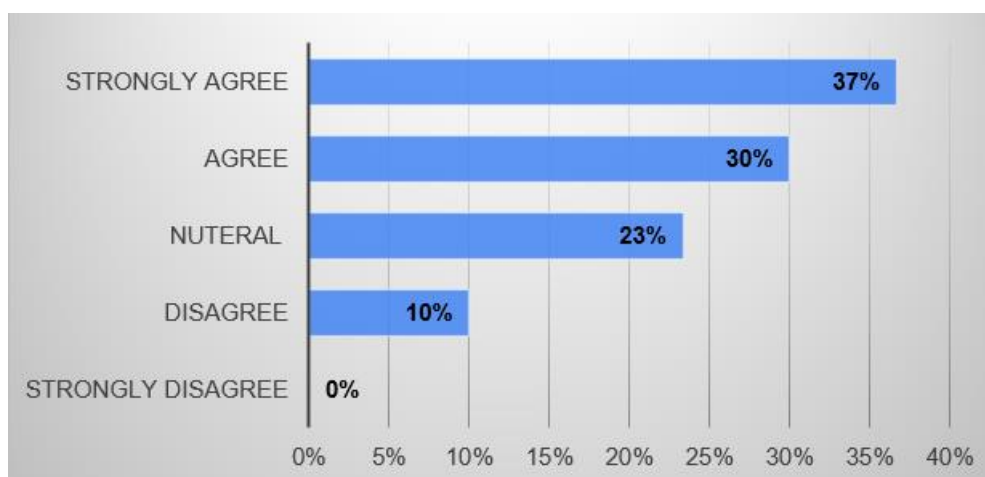


Figure 5.30: Performing daily duties - intrinsically

(Source: own construction)

Fostering intrinsic motivation is fundamentally about assisting staff members in becoming more effective, engaged, and content in their work; this improves organisational performance and

gives employees greater freedom to grow and take more initiative (Ryan and Deci 2000). It is noted in Figure 30 that 67% of the respondents agree that they are intrinsically motivated to perform their daily work activities (30% agree - 37% strongly agree), 23% of the respondents are neutral, and 10% of the respondents disagree with the statement (10% disagree - 0% strongly disagree).

**5.2.4.4 Statement 26: I am extrinsically motivated to perform my daily work activities.**

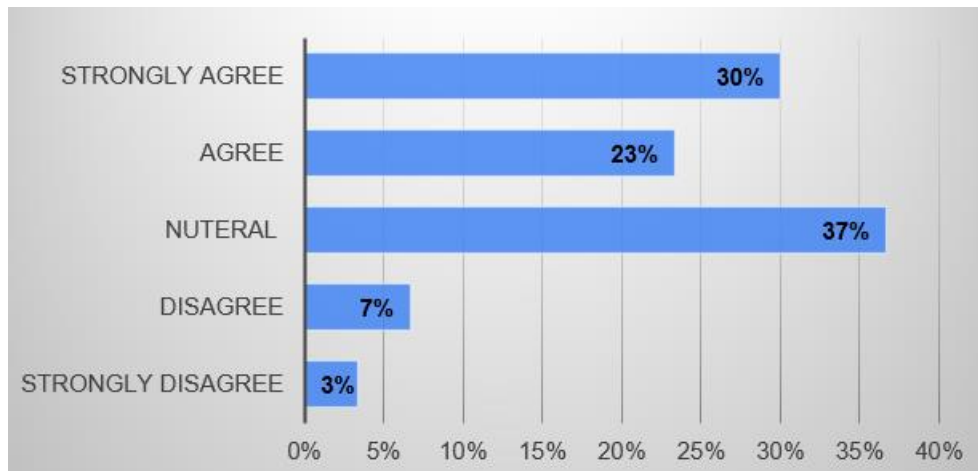


Figure 5.31: Performing daily duties – extrinsically

(Source: own construction)

Amabile (1993: 185-201) defines extrinsic motivation as the reinforcement of behaviour by diverse external factors. Therefore, extrinsic motivation is essential to understanding organisational behaviour since it influences how employees act and behave. It is noted in Figure 31 that 53% of the respondents agree that they are extrinsically motivated to perform their daily work activities (23% agree - 30% strongly agree), 37% of the respondents are neutral, and 10% of the respondents disagree with the statement (7% disagree - 3% strongly disagree).

**5.2.4.5 Statement 27: My motivation level determines the quality of my work.**

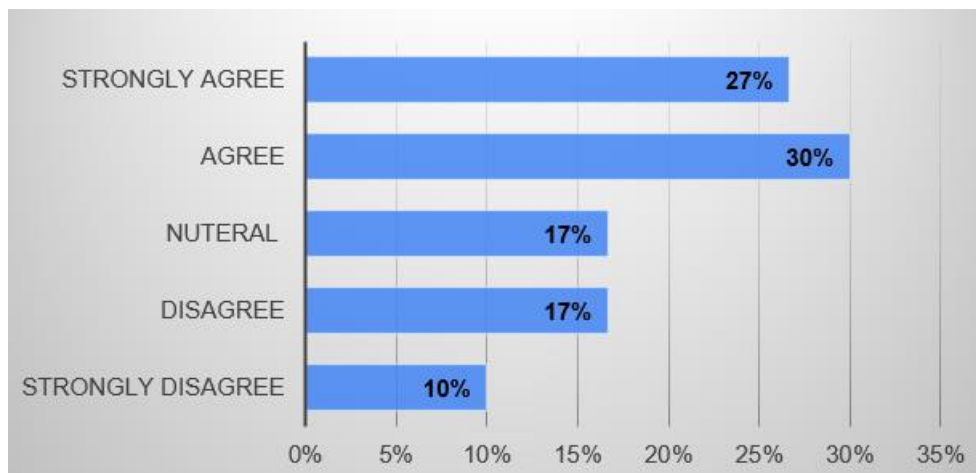


Figure 5.32: Quality of work based on motivation level

(Source: own construction)

Ganta (2014: 221-230) Defines employee motivation as a factor that enhances productivity and enables an organisation to produce at higher levels. It is noted in Figure 5.32 that 57% of the respondents agree that their motivation level determines the quality of their work (30% agree - 27% strongly agree), 17% of the respondents are neutral, and 27% of the respondents disagree with the statement (17% disagree - 10% strongly disagree)

**5.2.4.6 Statement 28: I am motivated to increase my current career accomplishments through education.**

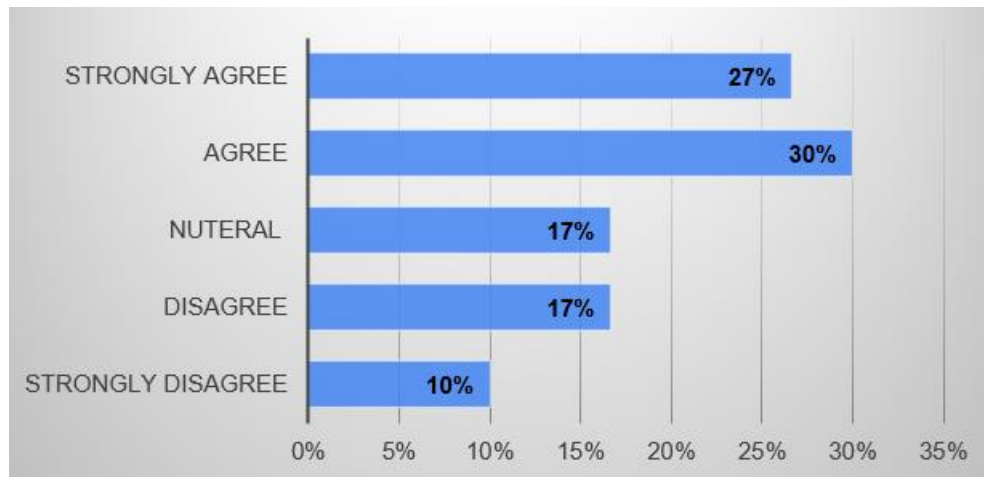


Figure 5.33: Motivation through education

(Source: own construction)

It is vital for project staff, especially project managers, to keep up to date with the latest trends in the project management space through the PMI; this will ensure they maintain their learnings and reinforce their competence. It is noted in Figure 5.33 that 57% of the respondents agree that they are motivated to add to their current career accomplishments through education. (30% agree - 27% strongly agree), 17% of the respondents are neutral, and 27% disagree with the statement (17% disagree - 10% strongly disagree).

**5.2.5 Followership**

The participants' responses to questions on mentoring and following led to a deeper understanding of the research's main goal, which was to determine how leadership affects project employees' career development.

**5.2.5.1 Statement 29: I can follow the orders of my superiors in the workplace effectively.**

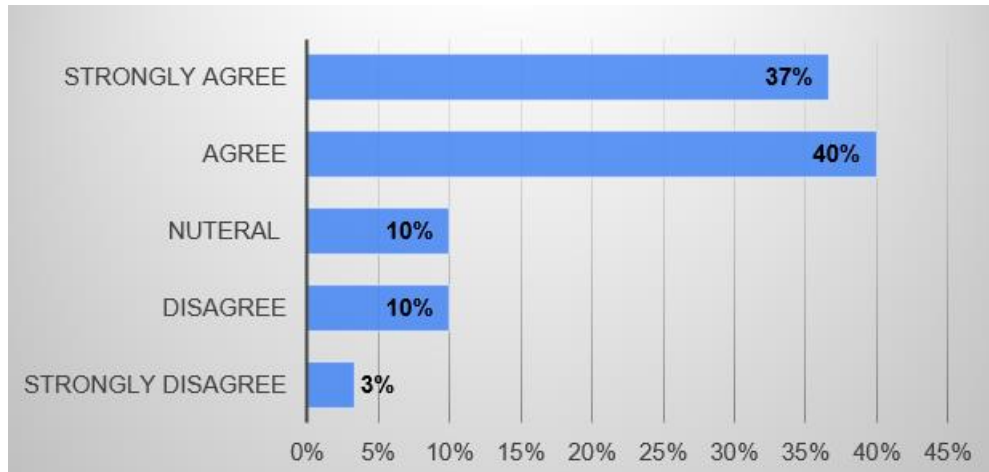


Figure 5.34: Following superior's orders

(Source: own construction)

It is noted in Figure 5.34 that 77% of the respondents agree that they can follow the orders of their superiors in the workplace effectively (40% agree - 37% strongly agree), 10% of the respondents are neutral, and 13% of the respondents disagree with the statement (10% disagree - 3% strongly disagree) When following instructions from superiors, project employees should always review them with active attention to detail. The task can always be done more efficiently. According to Naveh and Erez (2004: 1576-1586) employees become more productive and error-free at work by raising productivity and developing strong attention to detail.

**5.2.5.2 Statement 30: I prefer to follow a leader as opposed to a manager.**

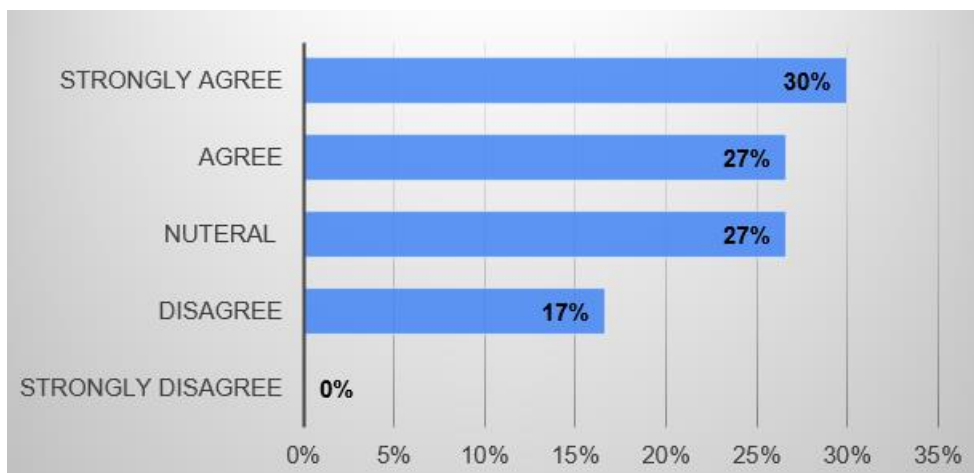


Figure 5.35: Following a leader as opposed to a manager

(Source: own construction)

It is noted in Figure 5.35 that 57% of the respondents agree that they prefer to follow a leader opposed to a manager (27% agree - 30% strongly agree), 27% of the respondents are neutral, and 17% of the respondents disagree with the statement (17% disagree - 0% strongly

disagree) According to Ruiz, Ruiz et al. (2011: 587-608) an expert who manages teams and ensures a project is completed is a project leader. The project manager interacts with the team, inspires them, attends to their requirements, and promotes a welcoming and practical work atmosphere.

**5.2.5.3 Statement 31: I do not need further career development because I am happy in my current career situation**

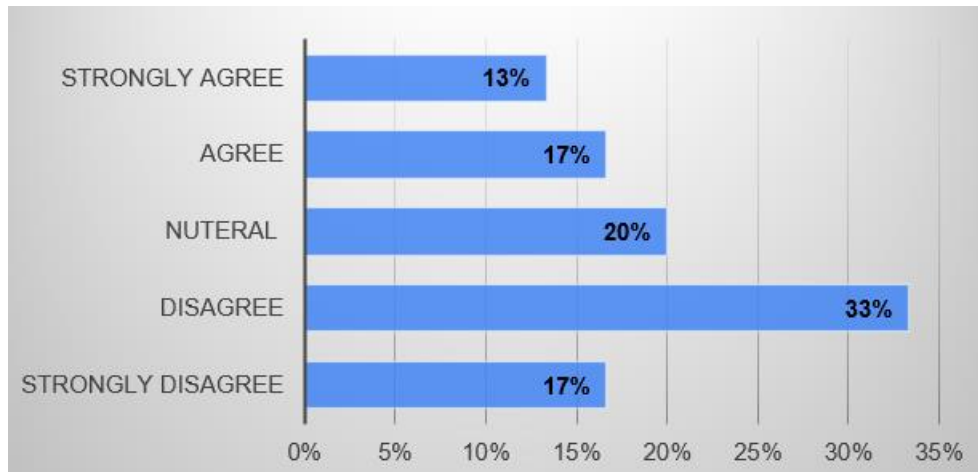


Figure 5.36: Further career development not needed

(Source: own construction)

Career development should be a priority when starting a new job or making professional goals for the New Year or financial year. Some workers, however, would remain in their current position for an extended period due to comfort or a mastery objective. It is noted in Figure 5.36 that 30% of the respondents agree that they do not need further career development because they are happy in their current career situation (17% agree - 13% strongly agree), 20% of the respondents are neutral, and 50% of the respondents disagree with the statement (33% disagree - 17% strongly disagree).

**5.2.5.4 Statement 32: I prefer to further my career through education and workshops.**

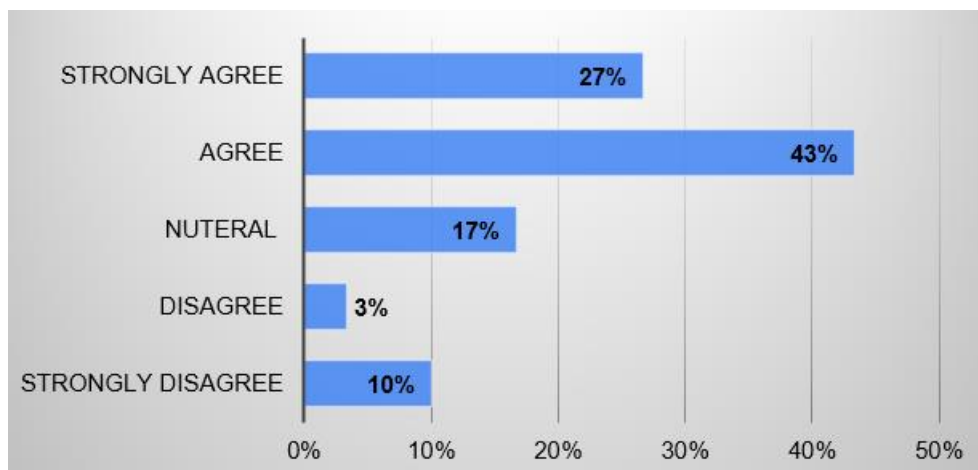


Figure 5.37: Further career development through education

(Source: own construction)

The ideal method for employees who want to advance their careers is through formal education and practical training. Workshops develop practical skills in a particular area that can be used in a real-world workplace. It is noted in Figure 5.37 that 70% of the respondents agree that they prefer to further their career through education and workshops (43% agree - 27% strongly agree), 17% of the respondents are neutral, and 13% of the respondents disagree with the statement (3% disagree - 10% strongly disagree).

**5.2.5.5 Statement 33: I prefer to be mentored by an experienced project manager/director to further my career.**

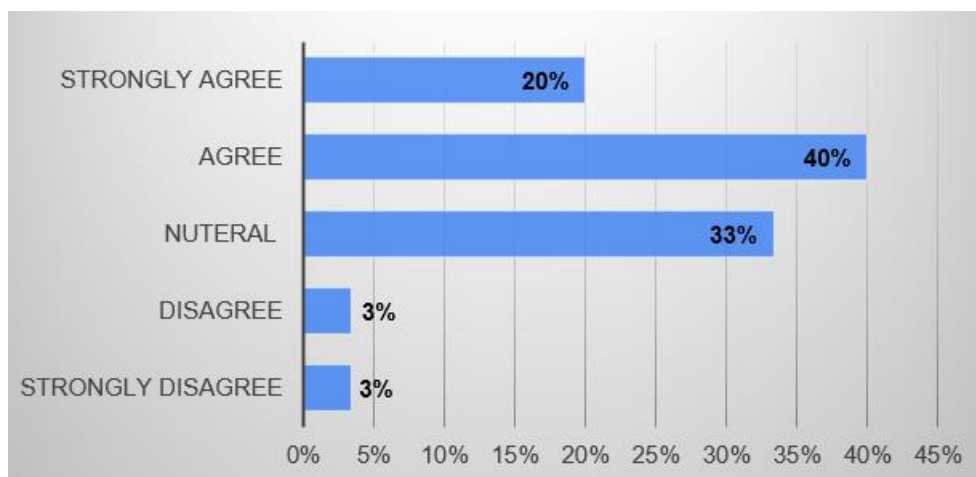


Figure 5.38: Furthering career through mentorship

(Source: own construction)

Kay, Hagan et al. (2009: 69-110) defines mentorship as drawing on the knowledge and experience of someone who has advanced further than you, and you can learn and develop. Therefore, the correct strategy to expedite progress is to be mentored. It is noted in Figure 5.38 that 60% of the respondents agree that they prefer to be mentored by an experienced project manager/director to further their career (40% agree - 20% strongly agree), 33% of the respondents are neutral, and 6% of the respondents disagree with the statement (3% disagree - 3% strongly disagree)

**5.2.5.6 Statement 34: I have unconditional trust in my current leader's decisions and actions in the workplace.**

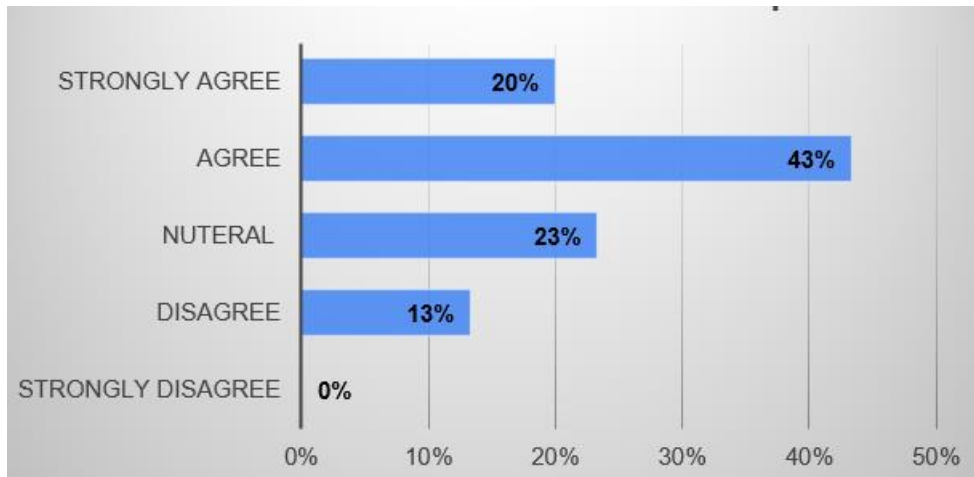


Figure 5.39: Trusting a leader's ability

(Source: own construction)

The ability to trust is the cornerstone of any team. Success in the project environment is ensured through trust and clear communication. Leaders must reaffirm their commitment to their team members by showing them they can be trusted to follow through on their promises. Trust issues between a leader and a subordinate can significantly lower morale and productivity. It is noted in Figure 5.39 that 63% of the respondents agree that they have unconditional trust in their current leader's decisions and actions in the workplace. (43% agree - 20% strongly agree), 23% of the respondents are neutral, and 13% disagree with the statement (13% disagree - 0% strongly disagree).

**5.2.5.7 Statement 35: I feel that my leadership traits would add value to my team's project management outputs.**

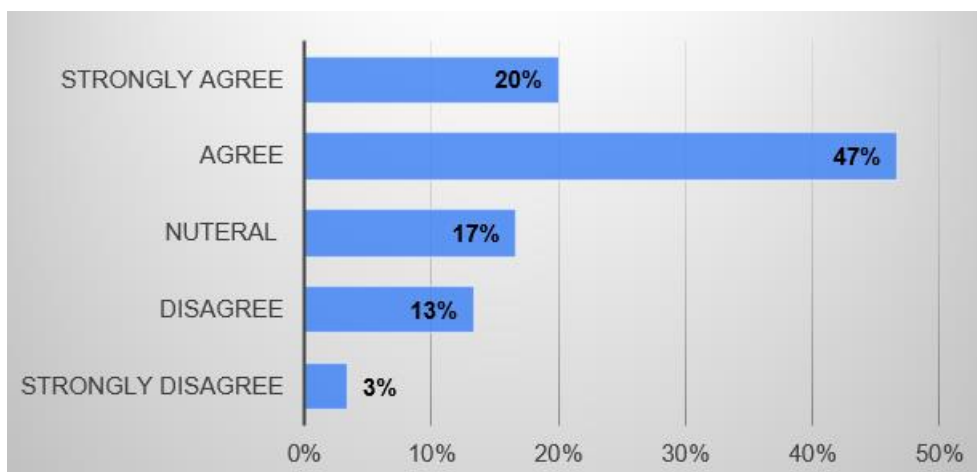


Figure 5.40: Using leadership to add value to output.

(Source: own construction)



It is noted in Figure 5.40 that 67% of the respondents agree that their leadership traits would add value to their team's project management outputs (47% agree - 20% strongly agree), 17% of the respondents are neutral, and 16% of the respondents disagree with the statement (13% disagree - 3% strongly disagree). This demonstrates that this group of participants has In the context of a project, subordinates' leadership qualities are quite valuable. Leaders are quick to make decisions while taking into consideration all relevant facts, adept in resolving conflicts, and supportive of creative problem-solving. These advantages can greatly benefit a project team.

## 5.2.6 Section C: Open-ended questions

### 5.2.6.1 Question 1: What is your understanding of emotional intelligence?

When delivering medium to large-scale projects, working in a fast-paced environment and managing a team of internal and external stakeholders, it is crucial to understand emotional intelligence. Understanding emotional intelligence is the first step to building a solid foundation when developing mental strength. After the respondents have completed Section B, this question will allow them to explain emotional intelligence in their own words. In addition, this question gives the respondents a cue to review and digest the answers they provided in Section B.

Table 5.1: What is your understanding of emotional intelligence? (Source: own construction)

1. Aware of your feelings and of others and how to handle them at all times.
2. Emotional intelligence is a way of positively using your emotions to deal with problems, communicate effectively, and display a high level of empathy towards others.
3. Your emotions determine your quality of work.
4. Knowing how your emotions can influence your mindset, overall performance in tasks you undertake and, in turn, workflow, and the effect it has on those around you.
5. It is the ability to understand, control and use one's emotions to effectively live life to the best of one's ability. It helps one to contextualise perspectives, thoughts and feelings better and helps one communicate more effectively.
6. The way you conduct your emotions in your workspace.
7. Knowing and understanding when I am stressed and positively using my emotions to relieve stress
8. Important soft skill to learn for experienced project managers
9. Using your intelligence to control your emotions

10. To understand and manage your own emotions
11. Self-awareness and the ability for conflict (mood, emotion etc.) to not sway sound judgement
12. Understanding needs of how to deal with different situations, how to grow and understand yourself, understanding conflicts and how to sort them out
13. To manage and understand your emotions in positive ways that will lessen stress and therefore create effective communication, have empathy with others and overcome challenges
14. Personal relationship ability
15. Know yourself (one's own emotions) & use them to manage stresses & situations (personal & work, incl. team) to overcome & empathise during hurdles, conflict, and challenging moments & celebrate successes or gains to promote positivity or motivation.
16. Being able to understand your emotions and other people's feelings at any given time at work and in a person's lifestyle
17. Being able to manage my emotions in a positive way
18. The ability to understand your emotions and use them to your advantage
19. To control oneself
20. When you understand your emotions
21. When you know your feelings
22. Working well with people
23. Understanding one's emotions
24. The ability to process, interpret and manage feelings.
25. Being self-aware of one's emotions
26. Knowing how to control yourself
27. Being able to control and understand your emotions.
28. Being self-aware of yourself and your environment

In Table 5.1 respondents explain in their own words what their understanding of emotional intelligence is. Most respondents noted that emotional intelligence is linked to being aware of feelings in the workplace. Prevalent keywords in this set of responses are self-awareness, feelings, emotions and control. Most respondents understand emotional intelligence as their explanation relates to the terminology.

**5.2.6.2 Question 2: Do you think being emotionally competent assists in building strong work relationships in a project management environment? Explain?**

Question 2 allows the respondents to explore and think about emotional intelligence's role in initiating and maintaining professional relationships. The responses will allow the reader to establish whether or not the respondents understand the link between emotional intelligence and team collaboration; this will also provide an overview of the number of respondents that can identify collaborative opportunities within their work environment.

*Table 5.2: Do you think being emotionally competent assists in building strong work relationships in a project management environment? Explain? (Source: own construction)*

1. Yes. Indicate maturity and dealing with the pressure of the working environment and personal life.
1. Absolutely. In my opinion, any environment consists of logic and emotion, and while some might argue that one outweighs the other, being emotionally competent allows you to work with people in your team easily.
2. Yes, as this can determine how well a team works together.
3. Yes, being emotionally competent can help you understand the intricacies of emotions and how you can manipulate positive emotions to your benefit when it comes to the performance of subordinates.
4. Yes. It enables one to empathise better, motivate and socially engage with others. These are critical elements to building lasting, trusting work relationships.
5. Yes, I do; your positive attitude can rub off on others. It shows you are in control.
6. Yes, when you are aware of your surroundings. You can empathise with individuals and build trust
7. Yes

8. Yes, you cannot allow your emotions to get the better of you. You need to be in control of your emotions in order to get things done and not cause conflict with people you need to deal with daily
9. No. Your emotions should not influence your work
10. Yes, it aids in conflict management as issues are resolved and addressed professionally
11. Yes, being a strong leader also gives your co-workers the confidence to do better within themselves, and you get more out of them as a whole.
12. Yes. It lessens the stress associated with the challenges of the project.
13. Yes. Good personal relationships foster trust
14. Yes - It is relevant in any work situation, not only projects. One has to deal with varied personalities, varied motivation levels & circumstances that may not be entirely known to his/her colleagues, and this can impact team dynamics & project/task outcomes at an operational & strategic level
15. Yes, because it develops trust amongst the team, and that will lead to excellent communication
16. So many people project coordinators or managers interact with/communicate with daily. It is very important to be able to manage your emotions in different environments and with different kinds of personalities
17. Yes, it allows you to strengthen professional relationships leading to a more comfortable work environment.
18. Yes, you need to build and maintain relationships in a project environment. It is part of the project methodology.
19. Yes, you can understand yourself and others' emotions better
20. No, it knows yourself.
21. Yes, you can understand how people think, react and carry out work
22. No, you need to be cognizant of others' emotions
23. Yes, you understand people better
24. Yes, you understand other people better

25. I agree that if one tends to approach work with feelings rather than logic, there ought to be problems, especially in a project management environment.
26. No, you can build communication skills according to your type of personality
27. Yes, able to understand people better
28. Yes, you are able to be aware of other's emotions and feelings
29. Yes, you can communicate better with people around you because you will be more understanding

Source: Own construction

Most respondents agree that being emotionally competent assists in building strong work relationships in a project management environment. This reinforces the respondents' understanding of emotional intelligence and how they apply it practically in the work setting.

**5.2.6.3 Question 3: Do you think a low level of emotional intelligence will contribute to higher productivity in completing project tasks? Explain?**

Question 3 gives us an idea of the respondents' perception of how a low level of emotional intelligence contributes to productivity in the workplace. In addition, the responses will provide us with an overview of respondents' understanding of the part that emotional intelligence plays in determining the level of productivity while carrying out daily tasks.

*Table 5.3: Do you think a low level of emotional intelligence will contribute to higher productivity in completing project tasks? Explain? (Source: own construction)*

1. Not necessarily. Project management is about continually understanding clients' needs, and changes should be made if challenged during the execution phase.
2. No - a low level of emotional intelligence will harm the productivity of those you work with because if you make a person feel bad (even though you had no intention to do so), it may flow over into their quality of work.
3. No, a higher Emotional Intelligence can increase your productivity.
4. No, a lack of emotional intelligence can negatively impact your productivity, especially if you cannot conduct yourself and understand how others may conduct themselves in stressful situations.
5. It depends on the project tasks in question and how you define productivity. However, generally, I would say no: team members with high EQ are generally higher performers and more productive, from my experience, as they possess an understanding of how to utilise

<p>their mindset best to get things done and to communicate with others in such a way that they are motivated to be more productive.</p>
<p>6. No, you can be all over the show and can make your fellow workers not trust and not give 100 per cent.</p>
<p>7. No. It will just contribute to burnout and stress</p>
<p>8. No, emotional intelligence is a soft skill that contributes to more people management section of the role.</p>
<p>9. I do not think it will; you need a high level to get other role players to assist you with things needed to perform and need to have their cooperation</p>
<p>10. No. When your emotions get the better of you will tend to lose focus on the actual work that must be done</p>
<p>11. Nope, mood would dictate the direction of each day (internal conflict or difference in opinion may create a toxic working environment)</p>
<p>12. Yes. You tend to step up in certain situations when needed especially working in groups when you are not as qualified as your peers and so boosting a co-worker's confidence so that they can strive to do better in work and even in a personal capacity</p>
<p>13. No. Your project output and quality of work will suffer in the process.</p>
<p>14. No. it shouldn't impact the tasks that require planning and problem solving.</p>
<p>15. No - one needs to be able to manage conflict, deadlines, personal challenges, team dynamics and also successes &amp; gains of the team - all must be managed ideally with a team or leader with good EQ</p>
<p>16. Yes, because there is a lack of EI, the team will not be able to share the correct information at the right time and also, there will be a lack of trust among each other</p>
<p>17. Probably not. We need to be able to (even when we have personal stress) manage our work accordingly and get the work done.</p>
<p>18. Yes, you can narrow your focus on completing what needs to be done.</p>
<p>19. No, it depends on the person's way of working</p>
<p>20. Yes, you can focus on the objective at hand</p>
<p>21. Yes, it reduces multitasking.</p>

22. No, as a leader, you need to ensure your team is happy and has direction
23. Yes, you do not bother with what other people think
24. No, it depends on the task at hand.
25. No
26. No, a low level of emotional intelligence will lead to unnecessary conflicts.
27. No, it depends on your way of working and psychological factors.
28. Yes, you able to separate work from people
29. Yes, you are able to prioritise tasks
30. Yes, it will allow you to focus on what needs to be done without considering other people's emotions.

Source: Own construction

Most respondents believe that low emotional intelligence contributes to higher productivity in the project environment. Although, many comments who said yes, have a common trend of suggesting that it allows the employee to separate and prioritise tasks better.

**5.2.6.4 Question 4: How important is relationship management in a project's execution and closure phase?**

Question 4 gives the reader insight into how the respondents value relationship management and collaboration in the most crucial phase of the project management life cycle. Although the project manager oversees all the steps in the planning phase, they must maintain relationships with internal and external stakeholders to complete all the necessary milestones to conclude the project productively.

Table 5.4: How important is relationship management in a project's execution and closure phase? (Source: own construction)

1. Relationship management should be a higher priority at the start of a project as the closures are automatically built into the project.
2. Not sure, to be honest.
3. It is important.
4. I would say it is essential.
5. Very important. In these phases, it is important to acknowledge and account for how different team members cope and deal with the pressures of deadlines and critical work. Engaging with your team on an individual level and emphasising with them can help in motivating positive outcomes. During the closure phase, it is also vital to understand and utilise the emotions that come with completing a project and ensuring the relationships formed can become lasting ones.
6. Very important, this will tell if there is more work or referrals.
7. Very important during a project as it builds trust with the stakeholders.
8. Important
9. Very important because all parties need to work together to execute closure
10. Very important
11. A good relationship is the foundation of any enterprise.
12. You give so much more to having an emotional connection with a client.
13. Strong relationships ensure strong positive outputs.
14. Moderate
15. It is important
16. A good relationship between the PM and the Client helps smooth the project handover process during the closing phase.
17. Building relationships and maintaining them helps with the communication with stakeholders as well as problem-solving when executing a project in order to get to the closure



18. Very important, as the project is entering its final stages, you will be able to reflect on the quality of the work done and use that as an anchor to sustain the current professional relationships tied to a project and retain the skills of internal stakeholders for future projects.
19. Not important
20. Not necessary. It is established during and at the beginning of each project
21. Not necessary; the capitalisation of the project is important
22. Very important, ensure your team is performing while delivering the final tasks
23. Not important
24. not important
25. No
26. It is imperative, especially when dealing with the project stakeholder; must always be professional though
27. Important for new business
28. It is crucial for new business
29. It is very important.
30. It depends on the work situation but yes

Source: Own construction

Most respondents believe that relationship management in a project's execution and closure phase is important to nurture.

**5.2.6.5 Question 5: Should a project manager maintain relationships with stakeholders after a project has been closed and capitalised? Explain?**

Question 5 represents the value of the respondent's tie to professional relationships when the project is in its final stages. It is essential to understand the psychology of the respondent, whether they use relationship management for personal gain or make an effort to nurture it for future benefits.

Table 5.5: Should a project manager maintain relationships with stakeholders after a project has been closed and capitalised? Explain? (Source: own construction)

1. Depending on whether he wants to continue with future projects with the specific Client.
2. Yes, this way, a communication channel is maintained, and it also displays a level of interest in whether the project output has met the customer's expectations and helped them meet their target.
3. Yes, as this builds relationships and recommendations. Which leads to more work and happier stakeholders
4. Yes, maintaining a positive relationship with your stakeholders' post-project completion can benefit future projects you may undertake.
5. Yes. It is vital to maintain healthy work relationships as there is a strong likelihood you will work with the same people again. Building that human capital and having a shorthand with people can be greatly valuable on future projects or in one's career journey.
6. Yes, communication is good.
7. No. It is generally the job of the account manager to manage those relationships after completion
8. Yes, continuity, sustainability
9. Always maintain your relationships for future
10. Yes. Building good relationships makes things easier for you in the future
11. Yes, new projects with said stakeholders may arise in future. Maintaining a network is pivotal in creating trust
12. Yes, knowing that a job well done will ensure that you have a client returning
13. Yes and no. Professionally yes, if need be. Social, no.
14. No. Separate professional from private
15. The above question "Relationship Management" & maintaining it is essential, especially when after-action reviews are required post-project implementation, and as the project matures, there may be challenges. However, also opportunities to improve the project into the next phase of expansion (depending on the project/industry etc.); thus, a good working relationship is required.

16. Yes, because there might be new projects in the future, and PM would need the database of the stakeholders in that area.
17. Yes, maintaining relationships in the project management space is essential because you want to leave a positive impression for recommendations and maybe work with those same individuals in future.
18. Yes, they can use the skills of those stakeholders for future projects. It will be to the benefit of both parties.
19. No, unless the external stakeholder will provide more work.
20. Depending on the situation
21. Yes, for more work in the future.
22. No, unless they will be part of the next project.
23. It depends on the situation of the next project
24. No, unless stakeholders are involved in a program of projects
25. No, everything should be kept within the project
26. Yes, but not personal relationships. Instead, networking is one of the key successes in project management.
27. It depends on the industry and future business
28. It depends on the type of stakeholder
29. Yes and no, it depends on the type of stakeholder.
30. Yes, if they need more work from external stakeholders

Source: Own construction

Most respondents believe you should maintain relationships after capitalising on the project. However, a few respondents raise a valid point, and when a relationship is maintained after the project, it can lead to new business, collaboration and profit.

### 5.3 CHAPTER SUMMERY

The results of the questionnaire were thoroughly discussed in this chapter. Using MS Excel, the raw data was transformed into a complete data set, any irrelevant data, like personal information, was removed, and the final data was transformed into graphs and tables for visual representation. The majority of respondents have tertiary degrees, and they offered insightful

comments on their general knowledge of emotional intelligence, project management, and the significance of developing business relationships in the project setting. The obtained data supported the study's objectives. The results of the questionnaire constitute the foundation for the study's conclusions and suggestions.

## **CHAPTER 6**

### **CHAPTER SUMMARY AND FINDINGS**

#### **6.1 INTRODUCTION**

The research aims to gauge an understanding of the sample's knowledge of emotional intelligence and how they would apply it in a real-world setting. Therefore, the chapter summarises the research's findings based on the findings; conclusions are derived from this, and recommendations will be provided.

Arora (2017: 25-92) suggests that notion has changed recently as more businesses understand that exceptional workers need more than just a high IQ. Yes, employers still seek intelligent candidates, but a worker who can handle the constant social change in the workplace is even more critical (Abraham 2005: 255-270). Not only has this research emphasised that emotional intelligence can be used as an effective tool in the project management setting, but it also highlights that individuals who are aware of their emotional intelligence are desirable to hiring managers.

#### **6.2 SUMMARY OF FINDINGS**

##### **6.2.1 Section A**

This section contained biography questions to give an overview of the respondents' background and experience. The responses provided details regarding the validity of the results and whether or not the sample met the criteria for this study. The respondents were required to be a part of a project management team and play a part in the project life cycle where the project management environment impacted them.

We can see the educational and professional background of the target sample from Question 1 in this survey. The fact that 81% of respondents hold a degree or certification that is higher than the NSC Matriculation Certificate (10%) is positive because it is evident in their responses. The information acquired allowed the researcher to draw the conclusion that project management offices have a variety of organizational structures, which is revealed in Question 2 by the respondents' industry of employment. The majority of responders (23%) work in the telecommunications industry.

According to Question 3, 17% of respondents are project managers, who are significant to the study since they act as intermediaries in the project hierarchy and as the engine behind the project management life cycle. According to the hierarchy, the project manager will be in charge of controlling the majority of answers (49%) throughout the project. Because of this, senior project management employees, who make up 34% of the respondents, have a broader perspective on the projects or portfolios. Regarding the respondent's employment history, question 4 in section A received extraordinary responses from 67% of respondents. It is crucial to look at a person's work history to assess their emotional intelligence because they are likely

to have encountered numerous situations where changing one's emotions or behaviour was necessary to improve the working environment.

The number of survey respondents who have a PMI certificate is summarized in question 5, which will show how knowledgeable and skilled the respondent is about project management. Poor results: 67% of respondents don't have a PMI certificate, while only 3% of respondents have an entry-level CAPM certificate. 7% of respondents each hold a certified in PRINCE2, the industry gold standard, and the PMP. Two specialized certificates held by 16% of respondents are the PMI-ACP and PGMP.

### 6.2.2 Section B

The study instrument used to gauge respondents' sentiments about the questions posed was the Likert scale. Joshi (2015: 396) suggests that researchers utilise a Likert scale, a unidimensional measure, to gather respondents' attitudes and opinions. Joshi (2015: 396) also further suggests that researchers frequently use the psychometric scale to learn how people feel about a particular brand, item, or target market. Throughout Section B, 35 questions were posed. The questions were divided into groups representing the respondents' emotional intelligence-related aspects. The following factors grouped the questions:

Table 6.1: Section B – Likert scale results.

Emotional Intelligence (%)		Strongly disagree	Disagree	Neutral	Agree	Strongly agreed
1	I know and understand the definition of emotional intelligence	7%	20%	13%	37%	23%
2	I am aware of my current level of emotional intelligence.	7%	7%	27%	47%	13%
3	I am aware of my daily behaviour at work.	3%	10%	17%	33%	37%
4	I am aware of other people's feelings around me	0%	7%	20%	37%	37%
5	I am skilled at initiating relationships at a professional level.	0%	17%	17%	47%	20%
6	I prefer to be alone in my own space at work.	0%	17%	27%	23%	33%
7	I am in control of my overall emotions when under stressful conditions.	3%	23%	30%	37%	7%
Project Management (%)						
1	I understand all phases of the project management life cycle.	7%	23%	13%	23%	30%
2	I constantly communicate with project stakeholders.	3%	7%	30%	33%	27%

3	I understand all project standards set by the project management institute.	7%	10%	40%	33%	10%
4	I understand the importance of providing the best quality output for my projects.	7%	7%	10%	30%	47%
5	I understand the importance of successful project planning.	0%	17%	13%	30%	40%
6	I understand the importance of successful project execution.	3%	7%	10%	23%	57%
7	I understand the importance of successful project closure.	0%	3%	17%	27%	53%
Impact of emotional intelligence on daily project operations (%)						
1	I work efficiently under the pressure of deadlines.	3%	13%	17%	53%	13%
2	I can control my emotions during professional conflicts.	0%	10%	30%	47%	13%
3	I do not allow personal feelings to get in the way of daily work activities.	7%	10%	13%	43%	27%
4	I work better with team members in a collaborative environment.	10%	7%	17%	40%	27%
5	I work better in an isolated environment.	7%	23%	27%	27%	17%
6	I value the innovative inputs of my colleagues/team members.	0%	7%	17%	33%	43%
7	I balance my work and family time accordingly.	0%	17%	37%	27%	20%
Motivation (%)						
1	I am easily inspired.	3%	7%	27%	43%	20%
2	Money is an important form of motivation.	3%	0%	30%	40%	27%
3	Acknowledgement of work quality is an essential form of motivation for me.	3%	7%	23%	30%	37%
4	I am intrinsically motivated to perform my daily work activities.	0%	10%	23%	30%	37%
5	I am extrinsically motivated to perform my daily work activities.	3%	7%	37%	23%	30%
6	My motivation level determines the quality of my work.	10%	17%	17%	30%	27%
7	I am motivated to add to my current career accomplishments through education.	10%	17%	17%	30%	27%
Followership (%)						
1	I can follow the orders of my superiors in the workplace effectively	3%	10%	10%	40%	37%
2	I prefer to follow a leader as opposed to a manager	0%	17%	27%	27%	30%

3	I do not need further career development because I am happy with my current career situation.	17%	33%	20%	17%	13%
4	I prefer to further my career through education and workshops.	10%	3%	17%	43%	27%
5	I prefer to be mentored by an experienced project manager/director to further my career.	3%	3%	33%	40%	20%
6	I have unconditional trust in my current leader's decisions and actions in the workplace.	0%	13%	23%	43%	20%
7	I feel that my leadership traits would add value to my team's project management outputs.	3%	13%	17%	47%	20%

### 6.2.2.1 Emotional Intelligence

#### **Statement 1: I know and understand the definition of emotional intelligence**

Participants must have a basic concept of what emotional intelligence is.

**Conclusion:** Most respondents—more than 50%—understand what emotional intelligence is in general.

**Recommendations;** Managers, senior management, or HR representatives should organise workshops on emotional intelligence and how it may help employees; this will raise the number of workers who are aware of emotional intelligence.

#### **Statement 2: I am aware of my current level of emotional intelligence.**

It is vital for project management employees who deal with internal and external stakeholders daily to have a basic awareness of their emotional intelligence.

**Conclusion;** the majority of respondents, 60%, concur that they are aware of their present level of emotional intelligence.

**Recommendations;** Members of the project team should constantly take a step back and evaluate their level of emotional intelligence by considering their actions at work and how they treat others.

#### **Statement 3: I am aware of my daily behaviour at work.**

This statement is meant to help the respondent consider whether their work actions are appropriate or inappropriate.

**Conclusions;** The majority of respondents, 70%, said they are conscious of how they act at work.

**Recommendations;** Management/leadership should ensure they have a tight grip on how their employees behave in the work environment.



***Statement 4: I am aware of other people's feelings around me.***

Being considerate towards team members, managers or external stakeholders is pivotal in developing a robust collaborative environment.

**Conclusions;** 74% of respondents affirm that they are conscious of others' emotions.

**Recommendations;** the development of each team member's professional connections should be a priority for managers, who should also organise team-building activities and workshops to instil humility and genuine empathy in their team.

***Statement 5: I am skilled at initiating relationships at a professional level.***

One needs to have developed the ability to initiate and maintain professional relationships if they are to succeed in a project management environment where collaboration with internal and external stakeholders is inevitable.

**Conclusions;** According to the data, 67 per cent of respondents concur that they possess the skills and emotional intelligence necessary to establish and sustain effective working relationships.

**Recommendations;** Managers should prioritise fostering a collaborative environment so that team members who are newer and less experienced can develop the skills needed to initiate professional relationships.

***Statement 6: I prefer to be alone in my own space at work.***

This statement aims to evaluate the percentage of the respondents who favour working in their own space instead of an area where their team members are physically close.

**Conclusions;** 56% of those surveyed concur that they prefer to work independently in their environment.

**Recommendations;** Management must establish open lines of communication, determine which team members want to be divided, and make plans to accommodate that decision. Being at ease in the workplace may help employees function more effectively.

***Statement 7: I am in control of my overall emotions when under stressful conditions.***

It is critical to practice self-control and self-discipline in a work setting. This question gives a general picture of the respondents who have experienced professional discipline.

**Conclusions;** Compared to the majority who agree with the statement, 30% of respondents, feel neutral about it.

**Recommendations;** to determine whether stress affects their employees' mental health, management must keep channels of communication open.

### 6.2.2.2 Project Management

#### ***Statement 1: I understand all phases of the project management life cycle.***

A fundamental understanding of each stage of the project management life cycle is essential for project management personnel and team members.

**Conclusions;** 53 % of respondents said they are confident in their knowledge of the project management life cycle. However, there is not a substantial body of knowledge regarding this study, which is disappointing.

**Recommendations;** Management and recruitment teams should ensure prospective personnel have an in-depth understanding of project management and its phases before hiring them.

#### ***Statement 2: I constantly communicate with project stakeholders.***

Effective stakeholder communication ensures that they are informed of the goals and specifics of a project and helps the company comprehend the people the project will impact.

**Conclusions;** 60% of respondents communicate daily with internal and external stakeholders, ensuring that the project's communication needs are fulfilled.

**Recommendations;** Project managers must make sure they have an efficient communication plan in place from the beginning of the project to guarantee that duties, issues, and solutions are being communicated properly.

#### ***Statement 3: I understand all project standards the project management institute sets.***

By offering templates and instructions for successfully managing a project, PMI supports the profession and establishes global standards for project management. Employees working in project management should be aware of these requirements.

**Conclusions;** this is distressing since it demonstrates that the majority of project management employees are unaware of the PMI project management standards set by the PMI. Only 43% of respondents said they were familiar with these criteria.

**Recommendations;** Companies should assist their project workers by setting up development experiences that include the PMBOK and other challenges faced by project management. Employees will be able to increase their knowledge through this and eventually earn a PMI certificate.

#### ***Statement 4: I understand the importance of providing the best quality output for my projects.***

Quality forms part of the project management triangle (Scope, budget and quality). Therefore, employees must be cognizant of the quality of their outputs from a project management perspective.

**Conclusions;** The majority of respondents, 77%, concur that they comprehend the value of producing high-quality project results.

**Recommendations;** to guarantee that the output quality is consistent, management should establish rigid standards to which all teams must adhere.

***Statement 5: I understand the importance of successful project planning.***

In the project management life cycle, project planning is the essential phase. In this stage, every step is outlined.

**Conclusions:** Most respondents (70%) concur that they know how crucial project planning is.

**Recommendations;** management must establish a straightforward yet efficient project planning procedure that everyone can follow.

***Statement 6: I understand the importance of successful project execution.***

The project team puts the steps indicated in the project planning phase into action during this phase.

**Conclusions;** 80% of the respondents agree that they understand the importance of successful project execution.

**Recommendations;** Project team members should adhere to a different execution methodology that management has established.

***Statement 7: I understand the importance of successful project closure.***

The project closure phase is vital in the project management life cycle. Project documentation is archived, and project loops are closed.

**Conclusions;** 80% of the respondents agree that they understand the importance of closing all project loops before moving on to the next step.

**Recommendations;** Proper administration steps must be put in place so that project assets and documentation can be filed away for future reference.

**6.2.2.3 *Impact of emotional intelligence on daily project operations.***

***Statement 1: I work efficiently under the pressure of deadlines.***

In the project management life cycle, deadlines can be an essential component. The team must prepare and map out their strategy around the deadline because it may affect the work's quality.

**Conclusions;** when faced with deadlines, 66% of respondents say they can still work productively and successfully.

**Recommendations;** the deadlines should be made clear from the start of the project, according to managers. This will enable the team to plan and consider achievable milestones properly.

***Statement 2: I can control my emotions during professional conflict.***

When conflicts arise in the work environment, communication is vital so the root cause can be resolved before it is escalated.

**Conclusions;** when conflict does emerge at work, 60% of respondents say they can maintain self-control. The majority of respondents practice self-control and discipline.

**Recommendations;** Managers should ensure that conflict resolution procedures are in place, and Human resource advisors should take a proactive role in resolving disputes among team members.

***Statement 3: I do not allow personal feelings to get in the way of daily work activities.***

A project employee must take care while entering a work setting to prevent external or personal emotions or feelings from negatively affecting their work.

**Conclusions;** The notion that personal feelings do not interfere with daily work obligations is accepted by 70% of respondents.

**Recommendations;** when team members struggle with personal issues at work, managers must create safe spaces for them to express themselves. They also need to give their workers the option to take time off when necessary.

***Statement 4: I work better with team members in a collaborative environment.***

Promoting a collaborative atmosphere is crucial when working on a project. Project management is built on a foundation of teamwork.

**Conclusions;** in a collaborative work setting, 63% of respondents perform better as a team.

**Recommendations;** Managers should speak with HR about actively organising team-building activities that strengthen a team's culture of collaboration.

***Statement 5: I work better in an isolated environment.***

One must pay close attention to everyday tasks to ensure that the right tactics are used to complete the assignment. Working alone gives them a space where distractions are minimal, and they can concentrate on just one thing at a time.

**Conclusions;** 44% of the respondents claim to perform better in a solitary setting where they can concentrate on completing their daily duties without interruption. However, 30% of the respondents may work in a setting where they might be continually interrupted, which demands a lot of self-control and discipline.

**Recommendations;** Workplaces should be configured so employees are comfortable because doing so will boost team productivity and efficiency.

**Statement 6: *I value the innovative inputs of my colleagues/team members.***

Critical thinking and problem solving both depend on brainstorming. Therefore, team members should always be open to suggestions from their co-workers and other team members and bring various solutions to the table.

**Conclusions:** In instances that require in-depth thought, 76% of respondents value and welcome feedback from their peers; this is essential for success when resolving challenging project difficulties in a project context.

**Recommendations:** Managers should ensure the entire team is involved when solving problems or brainstorming. Special sessions should be set to test the team's critical thinking abilities.

**Statement 7: *I balance my work and family time accordingly.***

Employees must balance work and personal time because the project management atmosphere can be chaotic and demanding. An imbalance may negatively impact their mental health.

**Conclusions;** The majority of respondents—47%—agree that it is possible to balance their personal and work lives successfully. However, this is a disappointing outcome because it is below 50%.

**Recommendations;** The idea that work only takes place during regular business hours and that employees should not, at best, put in extra hours should be ingrained by managers. Higher levels of production and morale will result from this.

#### **6.2.2.4 Motivation**

**Statement 1: *I am easily inspired.***

It is essential to be inspired, especially in a stressful work atmosphere. When workers feel inspired, they push themselves to do better, which manifests in the calibre of their output.

**Conclusions;** when working in their present project environment, 63 per cent of the respondents find inspiration easy.

**Recommendations;** Managers need to nurture their employees and grow them with the company by providing them with sufficient opportunities.

**Statement 2: *Money is an important form of motivation to me.***

Managers might use external considerations like pay raises, bonuses, and promotions to motivate staff to increase performance. In today's world, well-paid employees are more likely to deliver superior work.

**Conclusions;** The majority of respondents, 67%, concur that having more money helps them be motivated.

**Recommendations;** every year, management should evaluate employee performance and pay staff members according to the value they have brought to the organisation.

***Statement 3: Acknowledgement of work quality is an essential form of motivation for me.***

Employees can benefit from management acknowledging their hard work because it lets them know they are appreciated.

**Conclusions;** 67% of respondents concur that praise for good work is a crucial source of motivation for them.

**Recommendations;** the team's efforts must be acknowledged by management at every stage of the project's lifespan. Give staff members a small reward for their hard work.

***Statement 4: I am intrinsically motivated to perform my daily work activities.***

The best employees are those who show up to work every day because they enjoy what they do. As a result, they can work productively without external motivation.

**Conclusions;** According to 67% of respondents, they feel intrinsically motivated to carry out their daily work tasks.

**Recommendations;** Managers should pay special attention to these employees and ensure they are content in their current workplace. These people make excellent employees.

***Statement 5: I am extrinsically motivated to perform my daily work activities.***

The typical employee works because they obtain rewards from other sources, such as bonuses or salaries.

**Conclusions;** The majority of responders, 53%, concur that external reward drives their motivation.

**Recommendations;** Management can nurture these employees by rewarding them when they perform well throughout the project life cycle.

***Statement 6: My motivation level determines the quality of my work.***

The previous question aims to determine whether respondents base their evaluation of their work's calibre on their motivation level.

**Conclusion:** Among respondents, 57% believe that their current motivation level determines the quality of their work.

**Recommendations:** Management should foster employee motivation through ongoing training, growth opportunities, and fair compensation.

***Statement 7: I am motivated to add to my current career accomplishments through education.***

Learning new techniques to complete a project on time, on budget, and within scope is essential for succeeding in the project environment.

**Conclusions;** of the respondents, 57% are driven to further their careers through education.

**Recommendations;** Human resources should design programs to support the growth of their employees and guarantee that they receive the proper instruction.

#### **6.2.2.5 Followership**

***Statement 1: I can follow the orders of my superiors in the workplace effectively.***

This statement aims to ascertain whether the respondent can perform usual duties in a project environment with a hierarchy.

**Conclusions;** 77% of respondents said they could obey their superior's directions.

**Recommendations;** senior management needs to ensure that they assign their staff members tasks that will benefit the project management office and give them appropriate and purposeful work.

***Statement 2: I prefer to follow a leader rather than a manager.***

Leaders create a supportive environment for their team members. They are essential for a productive collaborative team.

**Conclusions;** among the respondents, 57% would rather follow a leader than a manager. This demonstrates that the sample would esteem a superior with strong leadership skills and emotional intelligence.

**Recommendations;** Every project manager and manager in charge of a team should attend a leadership workshop, and businesses should actively plan programs to help managers develop their leadership abilities.

***Statement 3: I do not need further career development because I am happy in my current career situation.***

Employees who decide to advance their careers by becoming experts in their existing fields require experience, not schooling.

**Conclusions;** the fact that 50% of respondents disagree with the assertion demonstrates the significance of career development for employees. However, they would rather not become experts in just one field.

**Recommendations;** All new hires should have an excellent career pathing plan created by human resources; this will help retain the employee and keep them engaged.

***Statement 4: I prefer to further my career through education and workshops.***

Working professionals without access to formal schooling can benefit much from workshops. Workshops offer hands-on training related to the employment of the participants.

**Conclusions;** the assertion mentioned above was accepted by 70% of respondents. This demonstrates the importance of learning practical skills relevant to a particular work for employee satisfaction and motivation.

**Recommendations;** The human resources and training departments must schedule enough professional training sessions to help the current staff members develop their skills.

***Statement 5: I prefer to be mentored by an experienced project manager/director to further my career.***

An experienced mentor may significantly influence an employee's professional advancement. Highly crucial to younger workers.

**Conclusions:** 60% of respondents said they would prefer to be mentored by a more seasoned superior to advance their professional development and career.

**Recommendations;** Project managers should train younger staff members by demonstrating proper work practices and teaching them how to create more productive working methods. As a result, young workers will be assisted in developing the skills they need to advance in their field.

***Statement 6: I have unconditional trust in my current leader's decisions and actions in the workplace.***

If management promises to accomplish something, they should always keep their word. In addition, management should always promote an honest work environment.

**Conclusions;** among respondents, 63% had complete faith in their direct superior's ability to guide them in the project environment.

**Recommendations;** Employee trust should always be upheld by managers, who should do this by keeping their word or providing an explanation if they cannot. In addition, they ought to foster that trust because it fosters a cooperative environment.

***Statement 7: I feel that my leadership traits would add value to my team's project management outputs.***

Employees should always practice leadership skills by taking the helm when a boss or superior is unavailable. A proactive and productive work environment may result from this.



**Conclusions;** 67% of respondents concur that their team would benefit from and be supported by their existing leadership attributes.

**Recommendations;** Employees can lead their team and keep their goals aligned when the manager is not present due to these skills, which are essential in a team-driven organisation. Human resources should ensure enough training for leaders because these qualities must be developed.

### 6.2.3 Section C

We got the qualitative data we needed for our research from this section. These inquiries aimed to get respondents to reflect on their Section B answers. In addition, because respondents had the freedom to respond from their point of view, we could compare the data and align the responses from various respondents. Understanding emotional intelligence is the first step to laying a solid basis for creating a work mentality. In the first question, responders had the chance to explain emotional intelligence in their own words after completing Section B in this question. Many responders point out the connection between emotional intelligence and being conscious of your feelings at work. In this collection of comments, the words "self-awareness," "feelings," "emotions," and "control" frequently appear. As evidenced by their explanations about the language, most respondents do grasp what emotional intelligence is; the respondents were aware of the concept of emotional intelligence.

The answers to question 2 allowed the respondents to consider and investigate the part emotional intelligence plays in developing and sustaining business partnerships. The observer can determine from the responses whether or not the respondents are aware of the connection between emotional intelligence and teamwork; this will summarise the proportion of responders who can recognise collaboration opportunities at work. Most answers concur that developing solid working connections in a project management context depends on being emotionally competent, which confirms the respondents' comprehension of emotional intelligence and their practical use in the workplace. Question 3 gives us a glimpse into how the respondent believes low emotional intelligence affects productivity at work. From their comments, we get a general idea of how the respondents feel about the role that emotional intelligence plays in deciding how productive employees are while going about daily tasks. For example, a sizable portion of the respondents thinks that being less emotionally intelligent leads to greater productivity in the project setting. In addition, numerous responses concurred that it aids in better work separation and prioritisation for personnel.

The reader may learn more about the respondents' values for connection building and teamwork in the most crucial stage of the project management life cycle by reading the answers to Question 4. During this phase, the project manager must maintain relationships with internal and external stakeholders to complete all the milestones to wrap up the project. The project manager oversees all the steps outlined in the planning phase. Most respondents

think fostering relationships during a project's execution and completion phases is crucial. The researcher recommends that project teams be divided into groups across several portfolios, and team members should remain in those groups so that proper professional relationships can gradually develop.

### **6.3 CONCLUSION**

The findings of this study are essential in determining if emotional intelligence plays a significant role in the context of working on professional projects. First, this study assisted us in evaluating the psychological impact of emotional intelligence on the typical project employee. The results made it possible to determine how a sample of respondents uses it in their daily lives.

This study's biography has shown that the respondents that took part in this study are experienced professionals that are mostly educated. A portion of the respondents specialised in project management; this would undoubtedly improve the reliability and validity of the results. Most participants are aware of emotional intelligence and how it influences their workplace. They also have experience managing business relationships, which is essential to the function. A significant percentage of the responders are proficient in using the project management life cycle. The survey participants are also aware of how emotional intelligence may be utilised to combat the psychological pressures the project management cycle brings, for instance, by locating the source of their stress and utilising problem-solving techniques to reduce it.

This study's findings are sufficient to conclude that a project employee's everyday operations during the project management life cycle are impacted by emotional intelligence as a soft skill. The answers of many participants explicitly correlated the need for followership and leadership abilities to better their career progress, demonstrating that emotional intelligence also develops competency when project managers are focused on enhancing their leadership skills. This study has succeeded in addressing the research question by demonstrating that, when used as a soft skill, emotional intelligence does have an impact on motivation during the project execution phase.

### **6.4 RECOMMENDATIONS FOR FUTURE STUDY**

The current study can be interpreted as a first step in the research on how various psychological quotients such as emotional intelligence has on the field of project management. However, due to the small sample size and the absence of information regarding the participant's characteristics, the study's findings should be interpreted with care. Future research should expand on the understanding of how additional psychological factors affect how successfully projects are managed throughout their life cycles. This could result in additional specialized research into how these psychological factors affect project management officials' decisions regarding which structure to use as well as their selection of

the procedures, strategies, and leadership philosophies to employ when leading the team. Senior project management officials who want to revamp the project governance and standards at their organization may find these research subjects beneficial.

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## Appendix A: Questionnaire

### QUESTIONNAIRE FOR MASTERS DISSERTATION

**Dissertation Topic:** The impact of emotional intelligence as a motivator to facilitate successful execution of technological projects in the Cape Metropolis.

**Brief Description:** This thesis is about the impact that emotional intelligence has on the successful execution and closure of technological projects. The questionnaire I will administer will contain 40 closed questions and 5 open questions. The questions will be based on the participants understanding of emotional intelligence, their knowledge of their own emotional intelligence and how emotional intelligence affects their work in the project management life cycle.

This questionnaire is completely voluntary therefore you are not obligated to complete the questionnaire, you may stop answering the questionnaire at any point. This questionnaire is completely anonymous therefore, your personal information will not be put at risk.

### SECTION A: PROFESSIONAL BIOGRAPHY

What is your highest qualification obtained?

NSC Matric Certificate	Certificate	Diploma	National Diploma	Bachelor's Degree	Honor's Degree	Master's Degree	Doctorate
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What is your current field of work?

Information Technology	Construction (Structural & Civil)	Engineering	Education Management	Marketing	Telecommunication
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Other:.....

What is your current position?

Project Administrator	Project Coordinator	Project Manager	Senior/Lead Project Manager	Head of Project management office	Executive/Director
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Other:.....

Your current work experience?

0-3 years	4-6 years	7-10 years	10-15 years	15+ years
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Which official PMI certification do you possess?

Certified Associate in Project Management (CAPM)	Project Management Professional (PMP)	PMI Agile Certified Practitioner (PMI-ACP)	Program Management Professional (PGMP)	PRINCE2	None
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## QUESTIONNAIRE FOR MASTERS DISSERTATION

### SECTION B: PROJECT MANAGEMENT & EMOTIONAL INTELLIGENCE

Please complete this questionnaire by marking an X in the relevant field and return it to Yorke Gordon by [click to select date].

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
<b>Emotional Intelligence (EI)</b>						
1. I know and understand the definition of EI.	1	2	3	4	5	
2. I am aware of my current level of EI.	1	2	3	4	5	
3. I am aware of my daily behavior at work.	1	2	3	4	5	
4. I am aware of other people's feelings around me.	1	2	3	4	5	
5. I am skilled at initiating relationships at a professional level.	1	2	3	4	5	
6. I prefer to be alone in my own space at work.	1	2	3	4	5	
7. I am in control of my overall emotions when under stressful conditions.	1	2	3	4	5	
<b>Project management</b>						
1. I understand all phases of the project management life cycle.	1	2	3	4	5	
2. I constantly communicate with project stakeholders.	1	2	3	4	5	
3. I understand all project standards set by the project management institute.	1	2	3	4	5	
4. I understand the importance of providing the best quality output for my projects.	1	2	3	4	5	
5. I understand the importance of successful project planning.	1	2	3	4	5	
6. I understand the importance of successful project execution.	1	2	3	4	5	
7. I understand the importance of successful project closure.	1	2	3	4	5	
<b>Impact of EI on daily project operations</b>						
1. I work efficiently under the pressure of deadlines.	1	2	3	4	5	
2. I can control my emotions during professional conflict.	1	2	3	4	5	
3. I don't allow personal feelings to get in the way of daily work activities.	1	2	3	4	5	

4. I work better with team members in a collaborative environment.	1	2	3	4	5	
5. I work better in an isolated environment.	1	2	3	4	5	
6. I value the innovative inputs of my colleagues/team members.	1	2	3	4	5	
7. I balance my work and family time accordingly.	1	2	3	4	5	
<b>Motivation</b>						
1. I am easily inspired.	1	2	3	4	5	
2. Money is an important form of motivation to me.	1	2	3	4	5	
3. Acknowledgment of work quality is an important form of motivation to me	1	2	3	4	5	
4. I am intrinsically motivated to perform my daily work activities.	1	2	3	4	5	
5. I am extrinsically motivated to perform my daily work activities.	1	2	3	4	5	
6. My motivation level determines the quality of my work.	1	2	3	4	5	
7. I am motivated to add to my current career accomplishments through education.	1	2	3	4	5	
<b>Followership</b>						
1. I can follow the orders of my superiors in the workplace effectively.	1	2	3	4	5	
2. I prefer to follow a leader opposed to a manager.	1	2	3	4	5	
3. I don't need further career development because I am happy in my current career situation	1	2	3	4	5	
4. I prefer to further my career through education and workshops.	1	2	3	4	5	
5. I prefer to be mentored by an experienced project manager/director to further my career.	1	2	3	4	5	
6. I have unconditional trust in my current leader's decisions and actions in the workplace.	1	2	3	4	5	
7. I feel that my leadership traits would add value to my team's project management outputs.	1	2	3	4	5	
<b>Additional Comments:</b>						

**SECTION C**  
**OPEN ENDED QUESTIONNAIRE FOR MASTERS**  
**DISSERTATION**

What is your understanding of emotional intelligence?

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.....

Do you think being emotionally competent assists in building strong work relationships in a project management environment, Explain?

.....  
.....  
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.....  
.....

Do you think a low level of emotional intelligence will contribute to a higher level of productivity in completing project tasks, Explain?

.....  
.....  
.....  
.....  
.....

How important is relationship management in the execution and closure phase of a project?

.....  
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.....  
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Should a project manager maintain relationships with stakeholders after a project has been closed and capitalized, Explain?

.....

.....

.....

.....

.....

**Thank you for filling out and completing this questionnaire, your time is appreciated.**

## Appendix B: Letter of permission to carry out research



**Right on the Line Limited**  
The Granary, Minchens Court  
Minchens Lane, Bramley  
Basingstoke  
RG26 5BH

01256 882288  
enquiries@rightontheline.com  
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**Private & Confidential**

Yorke Gordon  
24 Riverton Rd  
Victoria Park  
Cape Town  
7130  
South Africa

20<sup>th</sup> May 2022

Dear Yorke,

**QUESTIONNAIRE FOR MASTERS DISSERTATION APPROVAL**

Further to our discussion, please accept this letter as approval to conduct your research amongst the wider teams at Right on the Line Limited.

Please note, with the nature of our business naturally comes quick deadlines. Please do not ask that the staff complete this questionnaire within a set timeframe and that it remains completely optional for all members of staff.

Wishing you the best of luck with your research and dissertation, we know you will go far!

Yours sincerely

A handwritten signature in black ink, appearing to be 'M. Adams', written over a faint circular stamp.

Michael Adams  
Director

## Appendix C: Ethics certificate granted by CPUT



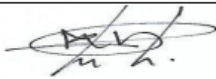
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South Africa  
Tel: +27 21 4603291  
Email: fbmsethics@cput.ac.za

Office of the Chairperson Research Ethics Committee	<b>FACULTY: BUSINESS AND MANAGEMENT SCIENCES</b>
--	--

The Faculty's Research Ethics Committee (FREC) on **14 June 2022**, ethics **APPROVAL** was granted to **Yorke Gordon (215182618)** for a research activity at the Cape Peninsula University of Technology for **MTech: Business Administration (Project Management)**.

Title of project:	<b>The impact of emotional intelligence as a motivator to facilitate successful execution of technological projects in the Cape Metropolis</b>  Supervisor (s): Dr. L. E. Jowah
-------------------	---

**Decision: APPROVED**

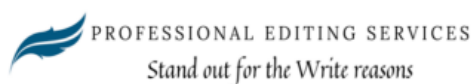
 <b>Signed: Chairperson: Research Ethics Committee</b>	<b>18 July 2022</b> <b>Date</b>
--	------------------------------------

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

**Clearance Certificate No | 2022 FBMSREC 036**

## Appendix D: Grammarian/language certificate



**Gerald T du Preez**  
PhD

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Brantwood, Kuils River, 7580  
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gerald9@gmail.com

### Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to  
for a master's thesis entitled

**The impact of emotional intelligence as a motivator to facilitate successful execution of strategic  
technological projects in the Cape Metropolis.**

**Yorke Gordon**

**with a final word count of 43 820 on 10 August 2022**

*I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice  
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- *commenting on suspected plagiarism and missing sources*
- *returning the document with track changes for the author to accept*

**I confirm I have met the above editing standards and professional, ethical practice. The content of the work edited remains that of  
the student.**

**Gerald T du Preez, PhD**

Membership: Southern African Freelancers' Association and Professional Editors' Guild (Membership #DUP015)

## Appendix D: Plagiarism / similarity Turnitin report

The impact of emotional intelligence as a motivator to facilitate successful execution of strategic technological projects in the Cape Metropolis.

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