THE EFFECT OF EMOTIONAL INTELLIGENCE ON PROJECT SUCCESS: IN THE CASE OF PROJECTS IMPLEMENTED IN GIZ ETHIOPIA

A Thesis Submitted to the School of Graduate Studies of Jimma University in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts (MA)
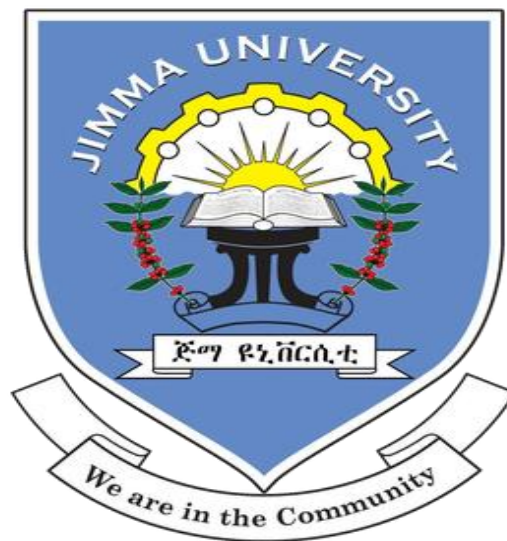
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DECLARATION

I declare that the research Report entitled " <u>Effect of Emotional Intelligence on Project Success: In the Case of GIZ Ethiopia</u>**"** submitted to Research and Postgraduate Studies' Office of Business and Economics College is original and it has not been submitted previously in part or full to any university.

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CERTIFICATE

We certify that the Research Report entitled "**<u>Effect of Emotional Intelligence on Project Success: In the Case of GIZ Ethiopia</u>"** was done by <u>Ms. Mahlet Hagos</u> for the partial fulfilment of a master's degree under our Supervision.

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Acronyms

AU	African Union
CEO	Chief Executive Officer
EC	Emotional Competencies
EI	Emotional Intelligence
EQ	Emotional Quotient
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HR	Human Resource
IQ	Intelligence Quotient
PM	Project Management

Abstract

In recent years, more and more organizations are looking through the lenses of emotional intelligence to better achieve their organizational objectives and goals. It is now more evident that emotional intelligence has an essential role in project management and project success. The objective of this research is to study the effect of emotional intelligence on project success at GIZ Ethiopia, a service provider in the field of international cooperation. A quantitative research method was used to perform the research. To get better results the researcher went with explanatory research, on the other hand, information like quantitative data allows the researcher to go for descriptive research which leads to unearthing specific relationships. Data were collected through questionnaires to determine the influence of emotional intelligence elements on project success in projects implemented by GIZ in Addis Ababa. From 50 disseminated questionnaires 41 were retrieved. The received data were analyzed using frequency descriptions and multiple regressions. The results indicate that there is a positive significant relation between emotional intelligence elements and project success. Moreover, this research shows positive significant relationship between project cost, quality, time, stakeholder satisfaction and emotional intelligence. It also shows the positive relationship between emotional intelligence and job performance.

Key words: Emotional Intelligence, Project Success, Job Performance, Project Quality, Stakeholder Satisfaction

1. CHAPTER ONE: INTRODUCTION

This chapter helps readers to understand the thesis topic by giving the necessary background. It will establish the scope, purpose, and significance of the study to be conducted. It will also raise research questions by highlighting the potential relevance of the study and outlining the organization of the paper.

1.1. Background of the Study

The first roots of emotional intelligence can be traced back to Darwin's work on the importance of the expression of emotion for survival. Around the 20th century, although most of the traditional definitions of intelligence emphasized problem-solving, memory and generally cognitive aspects, many influential researches in the intelligence field had shown how important are the non-cognitive aspects in the field of intelligence. In 1920, E.L. Thorndike in order to describe the ability of understanding and managing other people, used the term 'social intelligence'. In the same manner, David Wechsler in 1940, described an intelligent behavior as the influence that non-intellective factors have, and furthermore argued that we should adequately describe these factors for the models of intelligence to be complete. Gardner (1983) was the first that introduced the idea of multiple intelligences which included intrapersonal intelligence; which is the capacity to appreciate one's feelings, motivations, fears, to understand oneself. Gardner suggests the existence of eight different intelligences -each as important as the next- that comprise a unique cognitive profile for each person. On the other hand, Gardner's opinion was that IQ score by itself will not be able to explain one's cognitive ability. The various intelligences suggested by Gardner are basically seven: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and personal. Each area is developed to a certain degree in all human beings, except in those who are impaired due to accidents or genetic diseases, and these are particularly the cases that Gardner uses to prove his theory, by gathering data of individuals that, for example, despite being autistic, show an incredible musical talent. This approach challenges the widely accepted IQ scores, which only focuses in one type of intelligence, thereby can lead to a wrong conclusion of an individual's potential. Thus, although the names given to the concept had a wide variety, there was a common belief that traditional definitions of intelligence and IQ scores were lacking the ability to fully explain the cognitive performance of a person. The first time the term "emotional intelligence" was used is thought to be in the doctoral thesis of Payne (1985). The field is growing so rapidly, and the definitions are so varied, that researchers are constantly re-evaluating even their own definitions of the concept of emotional intelligence (EI). Until now there are three main models of emotional intelligence which are the Bar-On model, the Ability

model and Mixed model. The different models of EI have led to the development of various instruments for the assessment of emotional intelligence (Essays, 2018).

Until recently, a project manager was thought as one that has mastered the technical skills such us planning, controlling, and evaluating, but modern theories give project management a much broader scope. One of the necessary recipes to make a good project manager is the concept of Emotional Intelligence. This concept was first introduced in the early 1990s by John Mayer and Peter Salovey, before being delivered as a theoretical foundation through Daniel Goleman's book, "Emotional Intelligence" in 1995. Emotional intelligence was defined by Salovey as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them, and use this information to guide one's thinking and action". When one considers that meaning it is easy to see how important it would be to project managers and their teams for their work.

Emotional Intelligence (EI) has had a vast impact after its introduction by Daniel Goleman through his book in 1995. Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, Emotional Intelligence. Goleman was a science writer for the New York Times, specializing in brain and behavior research. He was trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life. Goleman argued that cognitive intelligence was not what is needed for business success, but emotional intelligence. In his book Goleman described the characteristics of emotionally intelligent people: they were good at understanding their own emotions (self-awareness); they were good at managing their emotions (self-management); they showed empathy to the emotional drives of other people (social-awareness) and they were good at handling other people's emotions (social-skills) (Goleman, 1995).

Emotional intelligence has not been given priority in GIZ Ethiopia. Project management in the organization is mainly about time and cost. The researcher believes the lack of focus in developing the emotional intelligence of its employees is one of the reasons for job dissatisfaction, poor communication, and overall inefficiency in the organization. The result of this research will aid the organization in creating the platform, where emotional intelligence can be discussed and used to resolve job dissatisfaction, communication, and efficiency issues.

1.2. Background of the Case Area

As a service provider in the field of international cooperation for sustainable development and international education work, GIZ has over 50 years of experience in a wide variety of areas,

including economic development and employment promotion, energy and the environment, and peace and security. The diverse expertise of the federal enterprise is in demand around the globe – from the German Government, European Union institutions, the United Nations, the private sector, and governments of other countries. GIZ works with businesses, civil society actors and research institutions, fostering successful interaction between development policy and other policy fields and areas of activity.

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH has been working in Ethiopia on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) since 1964. In line with the Ethiopian Government's objectives, German development cooperation with Ethiopia currently focuses on three priority Areas: education and training, sustainable land management and agriculture, and biodiversity.

Other fields of activity for GIZ in Ethiopia are urban governance and decentralization, quality infrastructure, renewable energies, and conflict management together with the Civil Peace Service (CPS). Deutsche Gesellschaft für Internationale Zusammenarbeit is also involved in development partnerships with the private sector.

Deutsche Gesellschaft für Internationale Zusammenarbeit's portfolio at the African Union, which is headquartered in the capital Addis Ababa, plays an important role in the work in Ethiopia. On behalf of BMZ and the German Federal Foreign Office (AA) as lead commissioning parties, GIZ is also implementing various projects and programs with the AU, focusing on agriculture, education, peace and security, regional economic integration and good governance (GIZ, 2018).

1.3.   Statement of the Problem

In recent years, more organizations seek emotional intelligence to better achieve their organizational objectives and goals. It is now more evident that emotional intelligence is necessary in project management and project success. In ordinary conditions, project success is mostly defined in terms of cost (budget) and time. But this research intends to look project success through best practices, improved communication, and conflict management.

Many project-oriented companies hire project managers and project staff based on their technical competency, leading to less energetic team with low project success. Unfortunately, the human side of project management has not yet received enough recognition from various organizations. According to (Alam, Gale, Brown, & Khan, 2010) (Henderson, 2008), human skills are essential in project management development.

Academicians and writers have confirmed the importance of emotional intelligence in their literatures (Clarke, 2010); (Mueller & Turner, 2010); and (Yang, Huang, & Wu, 2011). Their researches show that emotional intelligence is a key factor in improving work performances.

Emotional competencies are now being connected with being an expert in project management (Winter, Morris, Smith, & Cicmil, 2006). However, with project failure rates at all-time high, interestingly much of the project failure is not related to knowledge or know-how, but to project participants' lack of social intelligence, personal skills, poor leadership, inadequate communication and inability to solve conflicts (Srica, 2008) (p. 190). In other words, project failure seems to depend largely on the human side of project management.

In Ethiopia, number of researches have been conducted on emotional intelligence. such as (Legesse, 2018); (Tadesse, 2017) & (Ayele, 2015). However, to my best knowledge, there is no published research that tries to study the effect of emotional intelligence on project management in an international developmental organization in Ethiopia. The familiarity with the concept of emotional intelligence in Ethiopia is from little to none. Furthermore, many projects in Ethiopia face difficulties in their planning and implementation stages that can be attributed to lack of emotional intelligence (Beyene, 2020).

As many organizations in Ethiopia, emotional intelligence is not being sought after in GIZ Ethiopia. No focus is also been given to emotional intelligent project management. Though focusing on the routine job is essential, it is also likely to lead to job dissatisfaction, poor communication, and overall inefficiency. Following the internal customer survey conducted within the office (Ethiopia, 2019), it had been learnt that there is an inefficiency issue in the organization. The results of the survey also showed there is a communication problem within the office. Furthermore, initial observations show there is lack of motivation and job dissatisfaction among the staff in the organization. There are different approaches that can be used to improve these issues; however, these can only be solved when superiors can understand employees' emotional state and take the necessary actions. For an employee to achieve the project's objectives and goals, organizations need to find a way to keep employees motivated and satisfied. Unfortunately, as many organizations, low emphasis is given to emotional intelligence in the organization. The majority focus of projects is merely on the accomplishment of the day-to-day activities. This is likely to hamper the job satisfaction of employees, lower their motivation and impact their communication and efficiency. Therefore, this research studies the effect of emotional intelligence on project success for projects implemented in Addis Ababa by the organization.

Most of the studies done on emotional intelligence and project management is through the perceptions of project managers. Involving other perspectives, such as the perspective of project team members about the effect of emotional intelligence on project success was found to be beneficial to the researcher. This angle of perspective might provide supportive views for other previously done and new studies.

Therefore, it comes of a great value for the researcher to study the effect of emotional intelligence on project success.

1.4. Research Questions

The following research questions are posed to explore the level of focus made to EI:

A. Do emotional intelligence elements (awareness, self-management, conflict management and communication) lead to better job performance?
B. Do improved communication and resolving conflicts lead to better project results?
C. Can effective use of emotional competencies lead to overall project success?

1.5. Objective of the Study

General objective

The study aims to identify the effect of emotional intelligence on project success implemented in GIZ Ethiopia.

Specific objectives

1. To find the effect of emotional intelligence on project quality and stakeholder satisfaction
2. To find the effect of emotional intelligence on project cost
3. To find the effect of emotional intelligence on Project time

1.6. Significance of the Study

The findings of this study will assist GIZ in selecting the appropriate project managers and project staff for their projects. It can also be used as a reference to academic studies relating to emotional intelligence and project management. By highlighting the importance of emotional intelligence in project management, it will help GIZ to maximize the success of their projects. Other similar organizations can also refer to this study to ensure the success of their projects. The success of the projects also means the beneficiaries of the project, also known as target groups. Theoretically, the result of this research will aid in the formation of professional competency among the project team in GIZ and provide relevant information to developmental projects in Ethiopia by introducing the

relevance of emotional intelligence in project management. The research contributes to the project management of development work significantly, while suggesting direction for further research.

1.7. Scope and Limitations of the Study

As previously stated, this research covers the area of project management and measures project success in terms of good communication, conflict management, quality, and stakeholder satisfaction, among others. Theories of project management and emotional intelligence are studied in detail in the study. This study focuses in developmental projects; thus, may not reflect the position of projects implemented in the private sector.

The research is conducted in GIZ Addis Ababa office. Due to time and financial constraints GIZ offices outside of Addis Ababa are not included. Regarding, the participants of the study, it only includes project team. Band 1 employees, Guards and Office Attendants of projects are not be included in the research, as the study requires through knowledge of projects. Data collection instruments are delimited to questionnaires and interviews. The variables of the study is also delimited to emotional intelligence competencies and overall project results.

1.8. Study Terminologies and Operational Definitions

Emotional Intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically

Project Management: Project management is the application of processes, methods, knowledge, skills, and experience to achieve the project objectives. Project management is about knowing exactly what your goals are, how you are going to achieve them, what resources you will need, and how long it will take you to reach that specific goal. In fact, project management's goal is to make sure that everyone involved in a project knows these and is aware of the purpose of the project (Cote, 2019).

Project Success: Project success has been historically defined as a project that meets its objectives under budget and under schedule. This evaluation criterion has remained as the most common measure in many industries. But for a development project, success goes beyond meeting schedule and budget goals, it includes delivering the benefits and meeting expectations of beneficiaries, stakeholders, donors or funding agencies (Siles, 2019)

Stakeholder: A person, group or organization that has interest or concern in an organization. Stakeholders can affect or be affected by the organization's actions, objectives, and policies.

1.9.   Organization of the Paper

The structure of the study follows the normal standard of academic research and includes the following:

Chapter one (Introduction): This chapter is devoted to the back-ground study of project management and emotional intelligence, statement problem, objective, significance, and limitation of the study.

Chapter two (Literature Review): The second chapter of this research provides review of previous studies on emotional intelligence and project management.

Chapter three (Research Methodology): This chapter describes the research design, approach, data collection and analysis methods.

Chapter four (Results and Discussions): This chapter presents the analysis result of the research. The data analysis includes a description of mean, standard deviation for the data collected as well as multiple regression analysis.

Chapter five (Conclusion and Recommendation): The final chapter provides recommendation for the company under the study and suggest direction for future researches.

2. CHAPTER TWO: LITERATURE REVIEW

This chapter presents a review of the available literature in the areas of project management, emotional intelligence, and project success. Elements of emotional intelligence are discussed and different theories on the definition of project success are elaborated in this chapter.

2.1. Theoretical Review

2.1.1. Emotional Intelligence

Darwin (1872) was one of the few people who understood the value of emotions. He wrote people needed emotions to stay alive. Emotions cannot be stopped; they happen in response to various situations and people. In his book (Darwin, 1872), wrote about the functional use of emotions. He believed emotions play a vital role in stimulating required behavior, which is an important part of Emotional intelligence.

Mayer and Salovey (1990) were first to provide views on emotional intelligence. They defined it as "The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). They also came up with series of tests for assessment of EI, Mayer-Salovey-Caruso test.

The formal mention of emotional intelligence appears to derive from a German article entitled "Emotional Intelligence and Emancipation" published in the journal "Praxis der Kinderpsychologie und Kinderpsychiatire", by Leuner in 1966. However, the first time that the term "emotional intelligence" appeared in the English literature was in an unpublished doctoral dissertation by Payne in 1986 (Matthews, Zeidner & Roberts, 2002). Since then, Emotional intelligence has captured the interest of researchers and writers.

The term emotional intelligence was popularized by Daniel Goleman in his book (Goleman, 1995). The time magazine hailed it as a ground-breaking book on its cover that read "What's Your EQ? It is not your IQ. It is not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart (New York Times, 1995) (p.191)." Goleman argues that effective leaders are distinguished not by their IQ, but by their emotional intelligence. He took Mayer's and Salovey's work one step further by stating emotional intelligence is needed to process emotions and to make good decisions, to resolve conflicts or to motivate oneself and others. The author also suggests that, in business, IQ scores predict extremely well whether a person can handle the cognitive challenges a given position demands. But IQ washes out when it comes to predicting

who, among a talented pool of candidates within an intellectually demanding profession, will become the strongest leader (Goleman, 2008).

2.1.2. Models of Emotional Intelligence

The ability model was first proposed by Salovey and Mayer. According to the continuing research that they followed, their initial definition of EI was the following: "The ability to integrate emotion, perceive emotion, to understand emotions, facilitate thought and to regulate emotions to promote personal growth." (Meyer & Salovey, 1990) (p. 189). The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals differ in their ability to relate emotional processing to a wider cognitive behavior and in their ability to use information of an emotional nature. This ability is seen to manifest itself in certain adaptive behaviors. The model suggests that EI includes four types of abilities: perceiving emotions understanding emotions, using emotions and managing emotions (Mayer, Brackett, & Salovey, 2004) (p.198).

The Mixed models it is a concept proposed by Daniel Goleman. This concept focuses on emotional intelligence as a wide array of skills and competencies that drive the leadership performance. The four main emotional intelligence abilities Goleman outlined are: Relationship management, Social-awareness, Self-management, and self-awareness. Goleman argues that individuals form the time they are born have a general emotional intelligence that drives their potential for learning emotional competencies (Goleman, 1995).

The Bar-On model of emotional-social intelligence is concerned with relating well to people, effectively understanding oneself and others, and coping and adapting with the immediate surroundings to succeed in dealing with the demands of the environment. Bar-On suggests that emotional intelligence can develop through time and that it can be modified in a good manner by therapy, programming and through training. The Bar-On model hypothesis is that those people with higher than average EQs are generally more successful in meeting the demands of the environment and all different kinds of pressures. Goleman notes as well that a deficiency in EI can indicate the existence of emotional problems and lack of success. It assumes that an individual's social abilities are separate from their emotional Intelligence skills and are just as critical for a person to achieve the goals outlined in other models of emotional intelligence. In simple terms the Bar-On Model distinguishes the ability to affect the emotions and behaviors of others (social skills), from the ability to recognize and regulate one's own emotions (emotional intelligence). The Bar-On Model provides other perspectives on emotional intelligence, whereby it includes an individual understanding of

oneself, understanding others and relating well to people -- but also to adapting and coping with environmental demands and stressors. This model suggests that people with high EQs will be more successful in several contexts (Bar-On, 2006). It assumes that individuals generally achieve their goals due to their ability to adopt with societal and personal changes. Individuals with lower EQs are more likely to struggle with impulse control, stress tolerance, problem solving, decision making, self-expression and so on (Craig, 2020). Essentially, the Bar-On Model believes that cognitive intelligence and emotional intelligence contribute equally to an individual's overall intelligence, which does offer some indication of an individual's potential to succeed in life (Universal Class).

Even though there are different models of emotional intelligence, they all hold certain aspects of emotional intelligence, that an individual's level of social intelligence includes their ability to recognize and maintain their own emotions, as well as recognize and respect that others have emotions, as well.

2.1.3. Emotional Intelligence at Work

In today's world, multicultural organizations are required to value diversity. Emotional intelligence is very significant in diverse workplace, by enhancing employee productivity, happiness, job satisfaction and leadership proficiency. In addition, it can create a good relationship employee-employer relationship, thereby increasing employee's commitment to the goals of the organization (Njoroge & Yazdanifard, 2014).

Emotional intelligence is critical in the workplace. The understanding of an Organization's culture largely rests on how the organization responds to emotions within it and deals with emotional management. Hothschild (1983) "With nearly 17 waking hours each day, you have about 456 emotional experiences from the time you get up until the time you go to bed. This means that more than 3,000 emotional reactions guide you through each week and more than 150,000 each year! Of all the emotions you will experience in your lifetime, nearly two million of them will happen during working hours. It's no wonder that people who manage emotions well are easier to work with and more likely to achieve what they set out to do."

It would be wise if Organizations put emotional intelligence to work. Andreas Renschler, CEO and President of Mercedes-Benz encourages leaders to bring out the best talents throughout the organization commenting that "emotional intelligence is to an executive as sonar is to a ship, helping to steer clear of problem areas that can't otherwise be seen". Ryback (1998) also reassures that emotional intelligence is what makes organizations more productive.

According to (Dulewicz & Higgs, 1998) emotional intelligence makes a difference in organization's success. It implies both managers and employees benefit by developing emotional intelligence. He concurs that "managers will have a workforce willing to engage with passion, and employees will have managers who are r (Dulewicz & Higgs, 1998) receptive and open to their needs."

Lynn (2005) believes that "Emotional intelligence can make a huge difference in both our personal lives and our work satisfaction and performance. Emotional intelligence is the factor that makes us approachable instead of being distant. EQ is the distinguishing factor between finding and living our life's passions or just putting in time. EQ is the distinguishing factor that draws others to us or repels them. EQ is the distinguishing factor that enables us to work in concert and collaboration with others or to withdraw in dispute."

2.1.4. Elements of Emotional Intelligence

The New York Times reporter Daniel Goleman came up with five elements that compromise EI (Goleman, 1995): Self-awareness, Self-regulation, Empathy, Social Skills and Motivation.

However, in his recent collaboration with professor Richard E. Boyatzis, they broke the five elements even further to come up with 12 elements that make up emotional intelligence: self-awareness, self-control, adaptability, achievement orientation, positive outlook, empathy, organizational awareness, influence, coach and mentor, conflict management, team work and inspirational leadership.

2.1.5. Goleman's five elements of emotional intelligence

2.1.5.1. Self-regulation

Humans are made up of different emotions. These emotions can be positive or negative. Emotions become a problem for project managers when it clouds their judgement and hinders their progress. As having self-awareness to recognize emotions is one of the concepts of emotional intelligence, it is also important to put them in check to create positive outcomes for the project (Goleman, 1995).

Self-regulation theory (SRT) says that we expend effort in control of what we think, say, and do, trying to be the person we want to be, both in particular situations and in the longer-term. Much self-regulation is in stopping ourselves from doing things we know we should not do, and it is also applied in creating positive behaviors (Changing minds.org).

Self-regulation is the self's capacity for altering its behaviors. It greatly increases the flexibility and adaptability of human behavior, enabling people to adjust their actions to a remarkably broad range of social and situational demands. It is an important basis for the popular conception of free will and for socially desirable behavior. It provides benefits to the individual and to society, and indeed good

self-control seems to contribute to a great many desirable outcomes, including task performance, school and work success, popularity, mental health and adjustment, and good interpersonal relationships (Baumeister & Vohs, 2007).

2.1.5.2.   Self-Awareness

Self-awareness is defined as an awareness of the self, with the self-being what makes one's identity unique. These unique components include thoughts, experiences, and abilities. The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self-awareness depend on one's ability to monitor one's own emotional state and to correctly identify one's emotions. It increases the likelihood of handling and using constructive feedback effectively. It is also knowing one's strengths and weaknesses to improve organization's performance (Goleman, 1998).

In 1992, Psychologists Shelley Duval and Robert Wicklund developed the theory of self-awareness that stated "when we focus our attention on ourselves, we evaluate and compare our current behavior to our internal standards and values. We become self-conscious as objective evaluators of ourselves (Wicklund & Duval, 1972)."

A research in Ghana was conducted to assess the impact of project manager's self-awareness on the success of their projects. The findings of these research revealed that accurate self-awareness and self-confidence have a significant impact on project success factors attributed to schedule plans, monitoring, evaluation, and feedback. The study further revealed that self-accuracy driven by schedule compliance accounted for the highest contribution to international development success (Sasu, 2018).

2.1.5.3.   Empathy

Empathy is the skill to recognize and understand other people's feelings. When you can relate to another person's emotions, you can better react to them and adapt your own emotions to accommodate them more (Goleman, 1998).

Quite often we resort to responding to problems optimistically just to move the project forward on time. But real empathy requires taking the time to make changes or simply understanding one's challenges. Being empathic is not the least one can do – it is in fact, the most one can do. It requires a lot of effort but can make all the difference when it comes to the outcome of a project (Scouler, 2019).

In the perspective of project manager, empathy is very important. It helps in understanding the level of creativity or competence in handling a task. While delegating duties empathy can be very important. Being empathetic means getting to know and understand one's team better. It also helps in building good communication and trust between team members, knowing what to say and how to say it effectively (Moreno, 2019)

2.1.5.4. Social Skills

Interpersonal skills are essential for successful communication in an organization. People with better social skills will be able to empathize and communicate with others better (Goleman, 1998).

The world we live in is a globalized world which means that we must deal with people from different cultures with different values. This means that we need to be socially aware to be able to deal with cultural differences properly. It is also a helpful skill for influencing others to reach desired outcomes. A project manager must have a good communication skill for the sake of the project. By Improving our social skills, we can have a very positive impact on many areas of our management responsibilities.

Organizations that understand social characteristic value are better positioned to provide a culture where projects are supported. When organizations understand social characteristic value, promote using them, and recognize the use of interpersonal skills in a daily work environment, it helps to create a culturally aware environment. In many organizations this means a paradigm shift away from a results only perspective to include an intangible understanding that social characteristics are critical to success too (Herting, 2011).

2.1.5.5. Motivation

A leader must be a one that inspires and motivates. Self/Team motivation is important to reach the goals of the project (Goleman, 1998). Motivation can be in a form of monetary and non-monetary. However, motivation should not only be for economical or prestige reasons. It might be useful to have a deeper motivation for our work, such as enjoyment of a certain field.

According to the research by a staffing agency, four in ten HR managers believe that soft skills, like adaptability, problem-solving and communication are more challenging to teach people that technical abilities. The research also revealed that 43 percent of HR managers identified increased morale and motivation as the main benefit associated with having staff that are emotionally intelligent.

PMI's Project Management Body of Knowledge (PMBOK) emphasizes that the ability to motivate a project team and other stakeholders is one of the most important interpersonal skills a project

manager/team member should possess. Whether a project team is highly motivated to attain a project's goal can make the difference between a smooth project progress or one that is burdened with complications and conflict. The idea of a motivated project team may seem like commonsense but is difficult for project managers to easily understand because definitions of motivation vary among researchers. Some researchers define motivation as the function of expectations and reinforcements (Huszczo, 2004). While others define it as the level of energy employees bring to work (Ellemers, Glider, & Haslam, 2004).

2.1.6. Emotional Intelligence and Project Management

EI has come to be known as one of the most popular psychological concepts of the last decade. Before the introduction of the concept, it has been known as 'soft skills' and 'people skills. "It has been argued around the world that having great intellectual abilities may make you a superb fiscal analyst or legal scholar, but a highly developed emotional intelligence will make you a candidate for CEO or a brilliant trial lawyer" (Goleman, 1995). To some people the term 'Emotional Intelligence' is an oxymoron. As we know intelligence implies rational thinking, supposedly without any emotion. Moreover, emotional intelligence is related to positive outcomes such as pro-social behaviors, parental warmth, and positive family and peer relations (Rice, 1999).

Project management is an art and a science, meaning it is beyond adding the right amount of each control element to succeed. There are many aspects of project management that require a less basic approach. As an art, the project management community has done little in the way of providing tools to practitioners for making better use of the human skills. Almost every time, projects are provided with team personnel based on availability, affordability, and technical skills. Having a team that understand how to work together rather than having only technically equipped team, might be the difference between project success and failure.

(Obradovic, Jovanovic, Petrovic, Mihic, & Mitrovic, 2013) suggested a positive correlation between project manager's EI and professional success. Their study suggested Project manager's importance in project success and organizational success. Consequently, project manager's EI may affect not only individual professional success but also project and organizational success.

Though there is an evidence of the correlation between EI and success in general, the project management industry has been slow to adapt the competency. One example is, as (Lindebaum & Cassell, 2010) stated, while there is empirical evidence of a correlation between EI and general success, the culture of the construction project management industry prevents the widespread

acceptance of the competency. The slow acceptance of a proven tool for PMs could be a contributor to failed projects in the construction industry.

Many projects fail to be completed according to their plan, resulting in the dissatisfaction of all stakeholders involved. A variety of factors play roles in the success of projects, including the technical expertise of project managers and teams. But this technical expertise is being addressed more as project managers and teams are being certified and educated. One factor that has not been addressed extensively is EI. (Badewi, 2016) identified a lack of mature Project management practices as one key reasons for project failure. There is a direct link between EI and PM practices such as leadership, communication, and relationship building (Zhang & Fan, 2013), also suggesting project managers who do not count EI among their skill set may be more likely to be ineffective in the management of successful projects.

Emotional Intelligence is an important factor in determining the success of projects. Conflict management, teamwork and communication skills are few traits needed in building successful teams and leadership in a project. Previous researchers have found that a project manager with emotional intelligence traits will experience a higher success in projects. This research will study further the emotional intelligence of the project manager and team and its relationship with project success.

Development of best practices, improved communication, teamwork, and conflict management will be considered as measures leading to the positive outcome of a project. In contrary poor communication, destructive and reactive performances will be considered as measures leading to the negative outcome of a project. Hence the study will identify the relationship between project management and emotional intelligence. It will also identify the positive or negative effect of emotional intelligence on project success.

Emotional intelligence is vital to project management, as it integrates soft skill and technical skill needed in projects. But the question becomes how the technical skills of project management, namely the 'Project Management Body of Knowledge' relate with emotional intelligence. Emotional intelligence can be applied to the activities of project management as can be seen below:

2.1.6.1. Scope Management

In the perspective of a project manager, knowing exactly what we want is often related to emotional intelligence. EI can help in defining what the project scope should be or should not be.

2.1.6.2.   Time Management

Being emotionally intelligent can help in coming up with solutions to deliver more when we are faced with time pressures. It is also knowing the project team enough to get the best out of everyone.

2.1.6.3.   Cost Management

Emotional intelligence can give us tools on how to deal with budget in a project. It will give an insight on what will work out best, to achieve the correct estimate.

2.1.6.4.   Quality Management

EI can help in balancing the needs of the team and the needs of the project.

2.1.6.5.   Human Resource Management

EI will aid in conflict resolution, negations and creating good working relationships among project team.

2.1.6.6.   Communications Management

Emotional intelligence helps to adjust communication methods and to properly convey project information to relevant stakeholders.

2.1.6.7.   Risk Management

EI can be used as a tool to assist in risk brainstorming and is especially useful when you must prioritize risks and the team cannot come to an agreement on certain priorities.

2.1.6.8.   Procurement Management

Negotiating contracts, communicating deadlines, and facilitating processes are certain EI traits that are very much sought in project management.

2.1.6.9.   Stakeholder Management

EI makes a person work through challenges with stakeholders. It will make them more understanding and emphatic towards people, resulting in a smooth relationship among stakeholders.

2.1.6.10.   Integration Management

EI ties it all together in working relationships. It is the foundation of how one chooses to communicate information. It is at the core of everything one does.
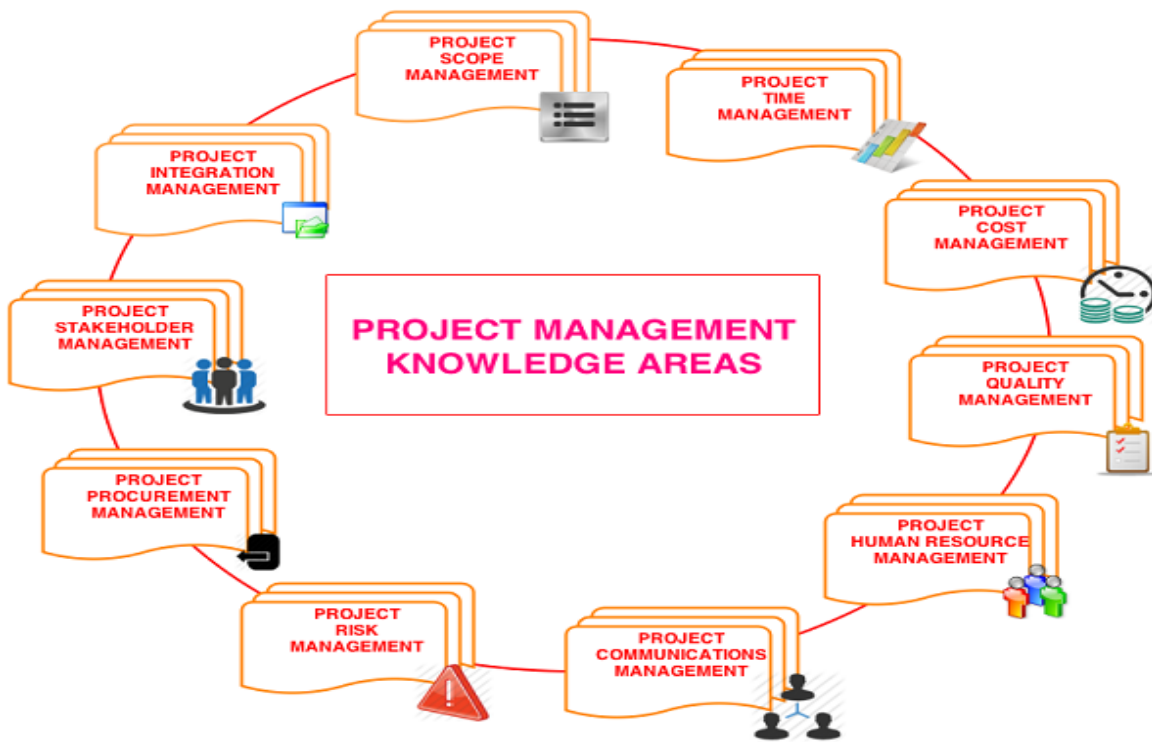
Figure 1.1. Project Management Knowledge areas adapted from (Cleland D. , 1999) (Kodyaz Development Resources, 2017)

2.1.7. Project Success

A project is successful if all the stakeholders are happy (Hartman, 1999). Hartman states that this definition has nothing to do with quality, cost, time, scope, or safety (technical factors in project management). But rather, it deals with people (stakeholders and the project team) and how effectively communications are managed. Recent research on the importance of stakeholder engagement has reinforced the need for project management teams to actively consider the perspective of the stakeholder in a way that requires the use of emotional competencies (EC) (Bourne & Walker, 2006).

Project success has always been attributed to time, scope and quality and risks. Further studies attributed project success to include satisfying key stakeholders, achieving sustainability and recognizing the role of society. (Sasu, 2018), on his study relies on three project success factors which include: schedule, beneficiary satisfaction and monitoring and feedback as key project success factors for managing international development projects (Jiang, 2014).

Cleland (1986) suggested "project success is meaningful only if considered from two vantagepoints: the degree to which the project's technical performance objective was attained on time and within budget; the contribution that the project made to the strategic mission of the enterprise."

After assessing various projects (Pinto & Slevin, 1988), concluded that project success has two major components; the project and the client. They also stated project management is much more complex than meeting budget and schedule. In fact, client satisfaction has a large impact on the ultimate failure and success of the project.

According to (Baccarini, 1999) project success consists of two separate components, namely project management success and project product success. He distinguishes between them as follows: Project management success focuses on the project management process and, on the successful accomplishment of the project with regards to cost, time, and quality. These three dimensions indicate the degree of the 'efficiency of project execution'. Project product success focuses on the effects of the project's end-product. Although project product success is distinguishable from project management success, the successful outcomes both are inseparably linked. 'If the venture is not a success, neither is the project' (Pinkerton, 2003).

2.1.8. Emotional Competencies and Project Success

EI competencies are essential in terms of managing projects (Satchwell & Smallwood, 2016). Emotional intelligence can successfully transform a project's outcome. The skill of managing emotions are an aspect of EI that can be important for success. EI has as much to do with knowing when and how to express emotions as it does with controlling them. The idea of EI being the only important factor for success can be misleading. Goleman in his article argued by itself, EI is probably not a strong predictor of job performance, rather it provides the bedrock for competencies that are strong predictors (Goleman, 2008). Goleman tried to represent this idea by making a distinction between EI and emotional competence. Emotional competence refers to the personal and social skills emotional competencies are linked to and that certain levels of EI are necessary to learn the emotional competencies. In some cases, the ability to recognize accurately what another person is feeling enables one to develop a specific competency such as influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as initiative or the drive behind achievement. Ultimately, it is these social emotional competencies that people need to identify and encourage in project management cultures if people are to improve measurable performance and general job satisfaction (Goleman, 2008).

Zhang and Fan (2013) Identified EI as a critical success factor accepted in many industries. High EI allows PMs to handle complex relationships with both internal and external stakeholders. Emotional intelligence helps the PM to balance competing claims when addressing the stakeholder satisfaction critical success factor.

Mount (2006) assessed the skills related to the success of project managers in 74 international petroleum corporations, and found that, of all the skills that contributed to project managers' success, 69 percent were the emotional competencies (self-confidence, influence, achievement orientation, teamwork, and coordination); 31 percent were business expertise; whereas there was none (0 percent) in the area of cognitive skills, such as conceptual or analytical thinking.

A study by (Geoghegan & Dulewicz, 2008) was carried out to identify whether a significant relationship existed among emotional competencies and project success. After analyzing data from 52 project managers and project sponsors in the UK, the researchers found a significant relationship between EQ dimensions and project success. These researches suggest that emotional intelligence capabilities greatly contribute to project success.

2.2. Empirical Review

Recent studies discussed that emotional intelligence is positively corelated with project success. (Tram & O'Hara, 2006) suggested that employees with higher EI tend to have more satisfaction in their job. The research also suggested that employees with higher EI are less dependent on the mangers and in the contrary, employees with low EI are dependent on their managers in the context of improving job performance. Regardless of the managers, employees with high EI are better in managing their own emotions that lead to more confidence and control, resulting in better job performance.

EI becomes a necessity when one wants to manage a large project. (Livesey, 2017) in his research found that all emotional competencies had a relevance of over 98 percent in dealing problems in project management. He conducted a Delphi study to determine the importance of EI to project success. By selecting 18 skills contained in the Boyatzis model of EI, He identified project management situations where each EI skill was beneficial to success. The author in his study confirms the importance of emotional intelligence in managing large projects (Livesey, 2017).

Zhang and Fan (2013) observed a significant positive correlation between several factors of EI and project success in the construction management industry. The researchers used quantitative correlation to identify the relationship between 12 EI factors and 4 dimensions of project performance. Zhang and Fan selected the EI factors from both the ability and trait models. Among the highest positive relationships to success were emotional self-awareness, emotional self-control, empathy, organizational awareness, cultural understanding, and communication (Zhang & Fan, 2013).

Zhang, Zuo and Zillante (2013) in their research on Chinese construction projects found a significant relationship between EI competencies in the dimensions working with others and social awareness, and construction PM success. The correlation between the EI and project management led to the conclusion that EI is important to PM Success (Zhang, Zuo, & Zillante, 2013).

Obradovica, Jovanovic, Petrovica, and Mihic and Rashid (2013) in their research were able to positively correlate the level of project managers' emotional intelligence to their professional success. The higher level of emotional intelligence a project manager corresponds the higher their professional success.

Maqbool. Sudong, Manzoor, and (2017) their empirical study supported that emotional intelligence and competencies of project managers have direct positive impact on project success. Consistent with the theoretical argument, their study provides support to the hypothesis that emotionally intelligent

project managers perform better than their counterparts, as they not only understand their own emotions but those of others and manage their own and others' emotions in the appropriate way (Maqbool, Sudong, Manzoor, & Rashid, 2017).

Finally, complementing the above-mentioned researches, this paper will present research on the effect of emotional intelligence on project success.

2.3. Research Gap

Although, there is a considerable amount of studies on manager's emotional intelligence, the importance of emotional intelligence in project management is still not yet fully recognized. There is also a gap in the research of emotional competencies of project teams as opposed to project managers and its relationship with project success. Much of the studies done on emotional intelligence and project management is done only through the perspective of the project managers, not taking in to account the project team's emotional intelligence. This research will not only focus on the emotional intelligence of the project manager, but the emotional intelligence of the project team in general. This research will create another view or perspective to other previously done researches. Furthermore, the lack of research in Ethiopia on the subject 'emotional intelligence' and its effect on project management, especially in development projects prompted the researcher to conduct this study.

2.4. Conceptual Framework

After reviewing literatures, the following conceptual framework has been developed.

Emotional Intelligence
Communication, Conflict Management, Awareness, Self-Management

Project Success
Cost, Time, Quality and Stakeholder Satisfaction
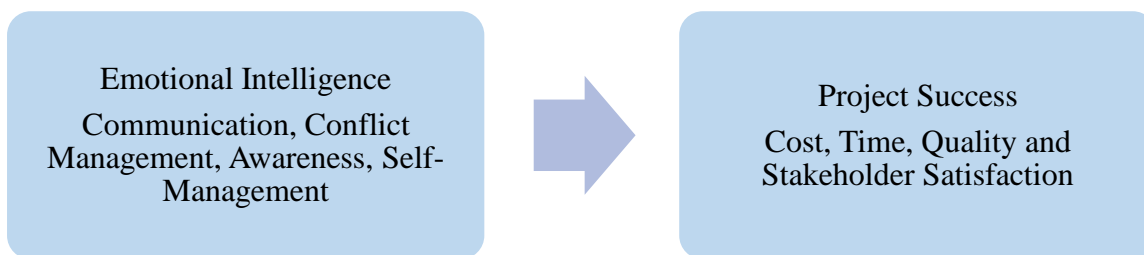
Figure 2.1. Conceptual Framework Model

3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter will present the description of the research process. It will provide information on the method that will be used in this research. It will also describe the selection of participants, data collection process.

3.1. Research Method

The study aims to determine the effect of emotional intelligence on project success. The researcher used quantitative method to analyze the data collected. Quantitative method research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative data (e.g., experiments, surveys). Quantitative research can effectively translate data into easily quantifiable and accurate results. (Codier & Odell, 2014) stated researchers investigate a relationship between variables using the quantitative method. Quantitative method is most appropriate when previous research and established data collection tools exist (Yilmaz, 2013). This research utilizes the quantitative method as a means of establishing a relationship between emotional intelligence and project success.

3.2. Research Design

The research design for this study is explanatory and descriptive research. Explanatory research works to give survey and research design a better focus and significantly limits any unintended bias information (Yousaf). To get better results the researcher went with explanatory research, on the other hand, information like quantitative data allows the researcher to go for descriptive research which leads to unearthing specific relationships. Descriptive research provides an accurate portrayal or account of characteristics of a particular individual, situation or group; these studies are means of discovering new meaning, describing what exists, determining the frequency with which something occurs and/or categorizing information. It also discovers associations or relationships between or among selected variables (Dulock, 1993).

3.3. Population of the Study

The target population for this research defined to include all 650 GIZ Ethiopia staff, while the accessible population are the GIZ staff in Addis Ababa City, since these are the project staff within the researcher's reach. This target population for this study includes both male and female, 50 project managers and project teams of GIZ Addis Ababa from the age of 21-65.

3.4. Research Sample

For this research, Projects in GIZ Ethiopia and Djibouti are used as target population. There are 28 projects being implemented by GIZ in Addis Ababa. By convenience sampling method only 10 projects representing various sectors were selected for data collection. The researcher opted for this sampling method keeping in mind the busy schedule of the project teams and to increase the response rate of the questionnaires. The projects are selected just because the project team members are easiest to recruit for the study. Convenience sampling is a type of non-probability or non-random sampling method where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007).

The researcher used purposive sampling method to select the sample population. In purposive sampling method people are sampled based on the judgment of the researcher. It is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set of number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002).

3.5. Sources of Data and Data Collection Methods

For this study, 10 projects were conveniently selected. On average each project employs around 10 staff. Five employees were purposively selected from each project. Thus, 50 employees of GIZ Addis Ababa were the source of data for this study. Data was collected through questionnaires for this research. Questionnaires can be cheaper than personal interviewing and quicker if the sample is large and widely dispersed. Generally, it is relatively quick to collect information using a questionnaire (Mathers, Fox, & Hunn, 2009). The questionnaire was sent around through emails. The questionnaire first gathered demographic information since this information may influence the analysis of data. The responses of this questionnaire were captured using the five-point likert scale, i.e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Due to unforeseen situation, the researcher forgoes interview as part of the data collection. Secondary data has also been collected from articles, books, web sources and pervious researches done on this topic.

3.6. Method of Data Analysis & Presentation

The process of data analysis involves compilation of the data; its screening; descriptive statistics; and analysis of respondents' demographics, assessing reliability measures, and running the regression.

Statistical Package for Social Sciences-20 (SPSS) software was employed. Quantitative data was analyzed using descriptive statistics which include mean, standard deviations, frequencies, and percentages and presented in terms of tables, graphs and charts.

The researcher conducted multiple linear regression analysis using SPSS- 20. SPSS is the tool of choice for multiple EI studies with topics including its correlation to personality and job performance (Jeon & Koh, 2014). Multiple linear regression is the most applicable statistical test to identify the correlation between a dependent variable and multiple predictor variables. Multiple linear regression helps a researcher infer the importance of predictor variables related to a dependent variable (Nimon & Oswald, 2013).

O'Neil, McLarnon, Schneider and Gardner (2014) also stated multiple regression testing identifies the relationship between a dependent variable and more than one predictor variable.

3.6.1. Normal Distribution of the Study Variables

The data was screened for normal distribution of the variables. The researcher carried out Kolmogorov-Smirnov test. The Kolmogorov-Smirnov test is used to decide if a sample comes from a population with a specific distribution (Chakravarti, Laha, & Roy, 1967).

Table 1.1 Normal distribution of variables

No	Variables	Kolmogorov – Smirnov (sig)
1	Emotional Intelligence	0.200
1.1.	Awareness	0.124
1.2.	Self-Management	0.143
1.3.	Communication	0.056
1.4.	Conflict Management	0.47
2	Project Success	0.145

The significant level as seen in the table (1.1.) is $\alpha > 0.05$, indicating the normal distribution of the variables.

3.6.2. Research Model

Table 2.1 Research model

Variable	Symbol	Measure
Project Success	PS	
Communication	Com	
Awareness	AW	Likert
Self-Management	SM	Scale
Conflict Management	CM	

Project Success = f (emotional intelligence)

Project Success = f (communication, awareness, self-management, conflict management)

$PS = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4$

Time = f (Emotional Intelligence Dimension)

Cost = f (Emotional Intelligence Dimension)

Quality = f (Emotional Intelligence Dimension)

Stakeholder Satisfaction = f (Emotional Intelligence Dimension)

3.7. Reliability and Validity of Data

3.7.1. Validity

To ensure the validity of this research, the researcher relied on previous literature scales, the items used in the scale were gathered from various scales developed from researches with similar interest. In addition to this another step was taken, the questionnaire was disseminated to selected project managers in the company to assess and arbitrate the questionnaire content, and to ascertain the validity of this research.

3.7.2. Reliability

Before data analysis, the data collected was screened for any missing values and multi-collinearity. Cronbach's alpha was also used to measure the reliability of the survey instruments. Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1 (Tavakol & Dennick, 2011). Although the standards for what makes a "good" α coefficient are entirely arbitrary and depend on theoretical knowledge of the scale in question, many methodologists recommend a minimum α coefficient between 0.65 and 0.8 (Goforth, 2015). As can be seen from the table (3.1) all α values are between 0.7 and 0.9, thereby verifying the reliability of the variables.

Table (3.1) Reliability of data

No	Variables	No of items	Cronbach's alpha Value
1	Emotional Intelligence	25	0.883
1.1.	Self and Social Awareness	5	0.747
1.2.	Self-Management	6	0.707
1.4	Communication	7	0.767
1.6.	Conflict Management	7	0.798
3	Project Success	18	0.859

3.8. Ethical Considerations

Ethics help researchers protect the rights of participants and maintain the legitimacy of study results. Researchers accomplish the aims of ethical research through protocols, including privacy and confidentiality, informed consent, protection of vulnerable groups, and avoidance of harm, that if followed by the researcher, guide an ethical study (Barker, 2013).

The research was conducted based on the ethical considerations of not to plagiarize, not to fabricate or falsify data and/or data analysis. The researcher also respects the rights of the research subjects, particularly their rights to information privacy, and to being informed about the nature of the research and types of activities in which they are asked to engage, and not to take or use published data of

others without acknowledgment, or unpublished data without both permission and acknowledgment. A data protection notice appeared at the start of each questionnaire and the responses are also be kept in the strictest of confidence.

4. CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction

This chapter presents the result of the research. The data analysis includes a description of mean, standard deviation for the data collected as well as multiple regression analysis.

4.1. Descriptive analysis of the data collected

The researcher used survey instruments that have already been used in previous researches to avoid errors. The researcher ran descriptive statistics to verify the accuracy of data and to observe for the expected mean and standard deviation as suggested by (Garson, 2012).

4.1.1. Demographic characteristics of respondents

Table (4.1) shows the gender composition of the respondents. 25 % of the respondents were female and the rest 16% were male. GIZ is a company that encourages the hiring of females through different schemes, thus the high number of female respondents.

Table (4.1) Gender analysis of respondents

Variable	Categorization	Frequency	Percent
Gender	Female	25	61.0
	Male	16	39.0
	Total	41	100.0

Table (5.1) shows the educational level of the respondents. All respondents are bachelor and/or master level educated except one respondent who only had a high school diploma.

Table (5.1) Education analysis of the respondents

Variable	Categorization	Frequency	Percent
Education	Highschool Diploma	1	2.4
	Bachelors	20	48.8
	Masters	20	48.8
	Total	41	100.0

Table (6.1) Professional level of respondents

Table (6.1) shows the professional experience of the respondents. 3% of the respondents are relatively new while most of the respondents have vast experience in their current profession starting from two years to more than 15 years.

Variable	Categorization	Frequency	Percent
Professional level	0-2 years	3	7.3
	2-5 years	6	14.6
	5-10 years	12	29.3
	10-15 years	10	24.4
	>15 years	10	24.4
	Total	41	100.0

4.1.2. Emotional Intelligence

The questionnaire section was as follows:

Table 7.1 Questionnaire for the research

The	Emotional Intelligence	Awareness	Self-Management	Communication	Conflict Management	other
	No of Variable Items	6	6	7	7	

section of the questionnaire measured project success. The section contained 18 items. Items in each section were measured on 5-point likert scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree)

4.1.2.1.   Awareness

The researcher analyzed the arithmetic mean and standard deviation as shown in the table (8.1).

The result of the analysis shows that the arithmetic mean for these variables ranges from 4.146-4.488 compared with general arithmetic mean of 4.312. The highest mean recorded is for 'I recognize my own emotions and their effects' variable 4.4878 with standard deviation of 0.675, and the lowest for 'I anticipate, recognize, and meet my clients' needs' variable 4.1463 with standard deviation of 0.85. It should be noted here that one variable has been deleted to increase the reliability of the research. This shows most of the respondents are self-aware.

Table 8.1 Arithmetic mean and standard deviation of awareness

No	Awareness	Mean	Standard Deviation
1	I recognize my own emotions and their effects	4.488	0.675
2	I know my strengths and weaknesses	4.390	0.586
3	I sense others' feelings and perspectives and take an active interest in their concerns	4.293	0.782
4	I read/understand my group's emotional currents and power relationships	4.244	0.799
5	I anticipate, recognize, and meet my clients' needs	4.146	0.853
	General arithmetic means and standard deviation	4.312	0.739

4.1.2.2.   Self-Management

The table (9.1) shows that the arithmetic mean for these variables ranges from 4.341 - 4.658 compared with general arithmetic mean of 4.508. The highest mean recorded is for 'I maintain integrity and act congruently with my values' variable 4.659 with standard deviation value of 0.480

and the lowest for 'I keep disruptive emotions and impulses in check' variable 4.341 with standard deviation of 0.480, indicating the respondents' self-management trait.

Table 9.1 Arithmetic mean and standard deviation of self-management

No	Self-Management	Mean	Standard Deviation
1	I keep disruptive emotions and impulses in check	4.341	0.480
2	I maintain integrity and act congruently with my values	4.659	0.480
3	I am persistent in pursuing my goals despite obstacles and setbacks	4.536	0.505
4	I exercise flexibility in handling change	4.488	0.506
5	I strive for improvement or meeting a standard of excellence	4.561	0.502
6	I am always ready to act on opportunities	4.463	0.596
	General arithmetic means and standard deviation	4.508	0.511

4.1.2.3. Communication

The table (10.1) shows that the arithmetic mean for these variables ranges from 3.439 - 4.634 compared with general arithmetic mean of 4.303. The highest mean recorded is for 'I maintain good working relationships with others involved in the project' variable 4.634 with standard deviation value of 0.536 and the lowest for 'I maintain an informal communication channel' variable 3.439 with standard deviation of 1.097. This analysis shows that most of the respondents don't maintain an informal communication channel

Table 10.1 Arithmetic mean and standard deviation of communication

No	Communication	Mean	Standard Deviation
1	I understand the communication from others involved in the project	4.415	0.706
2	I maintain a formal communication channel	4.342	0.762
3	I maintain an informal communication channel	3.439	1.097
4	I share my knowledge and expertise with others involved in the project	4.415	0.741
5	I maintain good working relationships with others involved in the project	4.634	0.536
6	I build trust and confidence with both stakeholders and others involved on the project	4.390	0.771
7	I help to create an environment of openness and consideration on the project	4.488	0.711
	General arithmetic means and standard deviation	4.303	0.769

4.1.2.4.   Conflict Management

Table (11.1) shows that the arithmetic mean for these variables ranges from 3.781 - 4.317 compared with general arithmetic mean of 4.014. The highest mean recorded is for 'I attempt to build consensus in the best interests of the project' variable with 4.317 and standard deviation value of 0.722 and the lowest for 'I work effectively with the organizational politics associated with the project' variable with 3.781 and standard deviation of 1.061. The results of this descriptive analysis indicate that there is a lack of conflict management skill among most of the respondents.

Table 11.1 Arithmetic mean and standard deviation of conflict management

No	Conflict Management	Mean	Standard Deviation
1	I help others to see different points of view or perspectives	4.098	0.768
2	I recognize conflict within an early timeframe	3.927	0.905
3	I resolve conflict amicably	3.951	0.973
4	I work effectively with the organizational politics associated with the project	3.781	1.061
5	I attempt to build consensus in the best interests of the project	4.317	0.722
6	I manage ambiguous situations satisfactorily while supporting the project's goal	4.171	0.629
7	I maintain self-control and respond calmly and appropriately in all situations	3.854	1.085
	General arithmetic means and standard deviation	4.014	0.877

4.1.3. Project Success

For this dependent variable, the arithmetic mean ranges from 3.537 - 4.634 compared with general arithmetic mean of 4.228. The highest mean recorded is for 'I recognize the importance of good team relationships' variable with 4.634 and standard deviation value of 0.698 and the lowest for 'I was able to manage and satisfy all project stakeholders with the project deliverables/outcome' variable with 3.537 and standard deviation of 0.778. The results show that there is a common issue in achieving stakeholder satisfaction among the respondents.

Table 12.1 Arithmetic mean and standard deviation of Project Success

No	Project Success	Mean	Standard Deviation
1	I have a positive and enthusiastic attitude that contributes to the team	4.512	0.840
2	I recognize the importance of good team relationships	4.634	0.698
3	I acknowledge individual and team accomplishments	4.488	0.637
4	I willingly accept feedback	4.366	0.767
5	I deliver feedback in a productive way	4.244	0.995
6	I willingly help others	4.512	0.840
7	I follow instructions	4.537	0.674
8	I manage assigned workload effectively	4.342	0.794
9	I complete work assignments on time	4.268	0.775
10	I am flexible in anticipating and adapting to changes	4.219	0.988
11	I proactively resolve problems	4.098	0.969
12	I ask for help in tackling difficult assignments	4.390	0.833
13	I completed my projects on time as scheduled	4.049	0.865
14	I completed my projects within the allocated budget	4.024	0.821

No	Project Success	Mean	Standard Deviation
15	In the project, I met the quality needs and requirements of the customers	4.098	0.917
16	I was able to achieve satisfaction of my team members with overall project management and performance	4.024	0.790
17	I was able to manage and satisfy all project stakeholders with the project deliverables/outcome	3.537	0.778
18	I was able to achieve end users' satisfaction with the project outcome/deliverables	3.756	0.830
	General arithmetic means and standard deviation	4.228	0.823

4.2. <u>Regression Analysis</u>

Before performing the regression analysis, the researcher screened the data collected for any multi-Collinearity. Variance Inflation Factor (VIF) and Tolerance test was conducted to test multi-Collinearity given that Variance Inflation Factor does not exceed the allowable value (10) and Tolerance value is greater than 0.05. Table (13.1) shows the results of these tests.

Table 13.1 Variance Inflation Factor and Tolerance

No	Independent Variables	VIF	Tolerance
1	Self and Social Awareness	1.797	0.556
2	Self-Management	1.399	0.715
4	Communication	1.562	0.640
7	Conflict Management	1.329	0.752

The table above shows that there is no multicollinearity between the independent variables, all values of Variance Inflation Factor is less than 10. As can be seen that the values of Tolerance are between (0.556 – 0.752) which is greater than (0.05). This is an indication that there is no multicollinearity between the independent variables.

Based on the three research questions the researcher performs multiple regression analysis

A. Do emotional intelligence elements lead to better job performance?

To answer this research question, the researcher used the multiple regression analysis to see the effect of emotional intelligence elements on job-performance in GIZ Ethiopia, as seen in the Table (14.1).

Table 14.1 Multiple regression analysis to see the effect of emotional intelligence on Job Performance in GIZ Ethiopia

	R	R2	F calculate	Sig	β		T Calculate	Sig
Job performance	0.802	0.644	16.255	0.000	SA	0.195	1.462	0.152
					SM	0.203	1.719	0.094
					COM	0.562	3.821	0.001
					CM	0.347	2.965	0.005

This analysis as seen above has achieved a high degree of fit, as reflected by "R" and "R2" value (0.802) and (0.644), which means the variation in job performance can be accounted for Emotional Intelligence elements (communication and conflict management). The slope value for these

emotional intelligence elements are 0.562 and 0.347, respectively. The analysis of variance of the fitted regression equation is significant with F value of (16.255). Since the p-value is less than 0.05, it shows a statistically significant relationship between the variables at (0.95) confidence level. The results also indicate that emotional intelligence elements (communication & conflict management) affected job performance with a coefficient of (0.567) and (0.347) respectively. This can be interpreted as people with emotional intelligence of communication & conflict management perform better in projects implemented by GIZ in Addis Ababa. This finding is line with the findings of (Munir & Azam, 2018).

B. Do improved communication and resolving conflicts lead to better project results?

To answer this research question, the researcher uses the multiple regression analysis to see the effect of emotional intelligence elements (Improved Communication and conflict management) on Project Success in GIZ Ethiopia, as seen in the Table (15.1).

Table (15.1) Multiple regression analysis to analyze the effect of Emotional Intelligence elements Improved Communication and Resolving Conflicts on Project Success in GIZ Addis Ababa

	R	R2	F calculate	Sig	β		T Calculate	Sig
Project success	0.704	0.495	18.652	0.000	COM	0.417	3.354	0.002
					CM	0.432	3.474	0.001

This analysis as seen above has achieved a high degree of fit, as reflected by "R" and "R2 " value (0.704) and (0.495), which means the 49.5 percent variation in project result can be accounted for communication and conflict management. The slope value for independent variables are (0.417) and (0.432) respectively. The analysis of variance of the fitted regression equation is significant with F value of (18.652). Since the p-value is less than 0.05, it shows a statistically significant relationship between the variables at (0.95) confidence level. The results also indicate that emotional intelligence (communication & conflict management) affected project results with a coefficient of (0.417) and

(0.432) respectively. This finding shows change in communication and conflict management causes positive change in project results. This finding is line with the results of (Anh, 2019).

C. Would effectively using emotional competencies lead to overall project success?

To answer this research question, the researcher uses the multiple regression analysis to see the effect of emotional intelligence on Project Success in GIZ Ethiopia, as seen in the Table (16.1).

Table (16.1) Regression analysis to analyze the effect of Emotional Intelligence elements (Awareness, Self-Management, Improved Communication and Resolving Conflicts) on Project Success

	R	R2	F calculate	Sig	β		T Calculate	Sig
Project success	0.765	0.586	55.159	0.000	EI	0.765	7.427	0.000

The regression analysis above shows a "R" and "R2" value of (0.765) and (0.586) respectively. This signifies that 58.6 percent variation in project success can be attributed to emotional intelligence. The slope value for the independent variable is 0.765. The analysis of variance of the fitted regression equation is significant with F value of (55.159). Since the p-value is less than 0.05, it shows a statistically significant relationship between the independent variable and dependent variable at 95 percent confidence level. The results also indicate that emotional intelligence affects project success with a coefficient value of 0.765. The results of this regression analysis can be interpreted as emotional intelligence has a strong positive influence on project success, as emotional intelligence increases so does project success. This finding is line with the results achieved by (Ayub, 2019).

How does emotional intelligence affect project time?

As from the table (17.1) 23.9 percent of variation in project time can be attributed to emotional intelligence. The slope of emotional intelligence is 0.489 with F value of 12.240. Since the p-value is less than 0.05, it shows a statistically significant relationship between the independent variable and dependent variable at 95 percent confidence level. The result of this analysis shows that there is a positive correlation between emotional intelligence and project time. This is in line with (Davis, 2011).

Table (17.1) Regression analysis to analyze the effect of Emotional Intelligence on Project Time

	R	R2	F calculate	Sig	β		T Calculate	Sig
Project time	0.489	0.239	12.240	0.000	EI	0.489	3.499	0.001

How does emotional intelligence affect project cost?

As from the table (18.1) 12.7 percent of variation in completing projects within the allocated budget can be attributed to emotional intelligence. The slope of the independent variable is 0.356 with F value of 5.669. Since the p-value is less than 0.05, it shows a statistically significant relationship between the independent variable and dependent variable at 95 percent confidence level. The result of this analysis shows that project cost is influenced by emotional intelligence. This result is in line with (Afzal, Khan, & Mujtaba, 2018).

Table (18.1) Regression analysis to analyze the effect of Emotional Intelligence on Project Cost

	R	R2	F calculate	Sig	β		T Calculate	Sig
Project cost	0.356	0.127	5.669	0.000	EI	0.356	2.381	0.022

How does emotional intelligence affect project quality?

As from the table (19.1) 33.8 percent of variation in project quality can be attributed to emotional intelligence. The slope of the independent variable is 0.581 with F value of 19.878. Since the p-value is less than 0.05, it shows a statistically significant relationship between the independent variable and dependent variable at 95 percent confidence level. The finding of this regression analysis shows that change in emotional intelligence causes a positive change in project quality. This finding is in line with the result of (Maqbool, Sudong, Manzoor, & Rashid, 2017).

Table (19.1) Regression analysis to analyze the effect of Emotional Intelligence on Project Quality

	R	R2	F calculate	Sig	β		T Calculate	Sig
Project quality	0.581	0.338	19.878	0.000	EI	0.581	4.459	0.000

How does emotional intelligence affect stakeholder satisfaction?

As from the table (20.1) 40.6 percent of variation in stakeholder satisfaction can be attributed to emotional intelligence. The slope of the independent variable is 0.637 with F value of 26.688. Since the p-value is less than 0.05, it shows a statistically significant relationship between the independent variable and dependent variable at 95 percent confidence level. The results can be interpreted as emotional intelligence strongly influences stakeholder satisfaction. This finding is supported by the study performed by (Skudiene, Auruskeviciene, Reardon, & Stangej, 2011)

Table (20.1) Regression analysis to analyze the effect of Emotional Intelligence on Stakeholder Satisfaction

	R	R2	F calculate	Sig	β		T Calculate	Sig
Stakeholder Satisfaction	0.637	0.406	26.688	0.000	EI	0.637	5.166	0.000

This study aims to identify the effect of the independent variables on the dependent variable. The beta coefficient results of each regression analysis can show the strength at which the predicator variables influence the dependent variable.

5. CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

This research posed three research questions to study the variables. The research questions are answered by the results of the study with the following conclusions. (1) Emotional intelligence elements particularly communication and conflict management, lead to better job performance in projects implemented with GIZ in Addis Ababa. (2) Emotional intelligence elements- communication and conflict management- lead to better project results in projects implemented with GIZ in Addis Ababa. (3) Utilizing emotional intelligence, leads to overall project success in projects implemented with GIZ in Addis Ababa. There is a significant statistical effect of Emotional Intelligence (particularly communication and conflict management) on Project Success in projects implemented with GIZ in Addis Ababa at a level ($\alpha \leq 0.05$).

5.1. Conclusion

The purpose of the study was to find out the relationship amongst two variables: project success and emotional intelligence. The project activities implemented by GIZ need to be executed at a top-level intelligence so that intended results are delivered within the time limit, budget, cost, quality, and satisfaction of stakeholders. Effectively using emotional intelligence will yield better results. An employee with high emotional intelligence can result in a project success with respect to its dimensions (cost, quality, cost, and stakeholder satisfaction). Emotions at the workplace influence the outcome of a project and the job performance of employees. Hence, organizations need to consider emotional intelligence as a strategic priority to increase the organization's performance. The study concludes that emotional intelligence is an important aspect in project management and project success.

5.2. Recommendations

Based on the results of the study, the researcher suggests the following recommendations:

1. The organization under the research needs to recognize emotional intelligence as a strategic topic

2. The organization under the research needs to increase employees' awareness regarding emotional intelligence topic

3. The researcher recommends that the organization under the study harnesses the communication skill of the employees

4. The organization under the research can support their employees in delivering quality results by introducing emotional intelligence concepts

5. It is recommended that the organization under the study can support their employees in satisfying all stakeholders by harnessing their communication and conflict management skills 6. The organization can create an open environment that can enable employees to share knowledge/expertise as well as build confidence and trust.

7. It is recommended that the organization under the study help its employees to recognize conflict early and proactively solve problems through conflict management trainings and workshops

8. Further related research studies are recommended, to increase the awareness emotional intelligence in the field of project management in the development work.

5.3. Limitations of the research

While this research was performed in Addis Ababa, similar researches can be done in different parts of the city or other countries. This research has a sample size as well resource limitations. As this study was performed in development projects, the researcher acknowledges that the results of this study may not represent all type of projects

The topic of emotional intelligence is vast and future related studies can be conducted that can benefit project management. This was a quantitative research with results that suggest positive relation amongst variables.

5.4. Future Research

This research can be conducted in a qualitative or mixed method to gain more insight in the future. Other researches could also focus on specific concepts of emotional intelligence to see the effect on project success. In the same manner, research on the effect of emotional intelligence on project quality, time, cost, or satisfaction of stakeholders can be extensively studied to see its effects on the different dimensions of project success. As written above this research was conducted in a specific area and work, future researches could include other parts of the country and various types of professional area to widen the awareness of emotional intelligence.

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APPENDIX

Participant #_____

A small amount of demographic information is requested to complete our survey process. Please select those elements that apply to you:

Gender:☐ Female

☐ Male

☐21-25 ☐ 46-55

Age Group: ☐26-35 ☐ 56-65

☐36-45 ☐ 65 and older

Education: (Indicate highest level completed)

☐High School Diploma

☐ Bachelors

☐ Masters

☐Doctorate

Profession: (Indicate years of profession)

☐ 2-5 years ☐ 18-25 years ☐ 50-60 years

☐ 5-8 years   ☐ 25-30 years   ☐> 60 years

☐8-13 years ☐30-40 years

☐13-18 years ☐40-50 years

Number of years in current professional area: _____

Research Questionnaire on the effect Emotional Intelligence on Project Success

No	Variable Items	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Awareness						
1	I recognize my own emotions and their effects					
2	I know my strengths and weaknesses					
3	I have a strong sense of self-worth and capabilities					
4	I sense others' feelings and perspectives and take an active interest in their concerns					
5	I read/understand my group's emotional currents					

	and power relationships					
6	I anticipate, recognize, and meet my clients' needs					
Self-Management						
1	I keep disruptive emotions and impulses in check					
2	I maintain integrity and act congruently with my values					
3	I am persistent in pursuing my goals despite obstacles and setbacks					
4	I exercise flexibility in handling change					
5	I strive for improvement or meeting a standard of excellence					
6	I am always ready to act on opportunities					

Questionnaire on Emotional Intelligence

No	Variable Items	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Communication						
1	I understand the communication from others involved in the project					
2	I maintain a formal communication channel					
3	I maintain an informal communication channel					
4	I share my knowledge and expertise with others involved in the project					
5	I maintain good working relationships with others involved in the project					
6	I build trust and confidence with both stakeholders					

	and others involved on the project					
7	I help to create an environment of openness and consideration on the project					
Conflict Management						
1	I help others to see different points of view or perspectives					
2	I recognize conflict within an early timeframe					
3	I resolve conflict amicably					
4	I work effectively with the organizational politics associated with the project					
5	I attempt to build consensus in the best interests of the project					
6	I manage ambiguous situations satisfactorily while					

	supporting the project's goal				
7	I maintain self-control and respond calmly and appropriately in all situations				

Questionnaire on Project Success

Project Success: A project is successful if it has fulfilled its scope while remaining within the budgeted cost, scheduled timeframe and how effectively communications are managed with in all stakeholders, ensuring their satisfaction.

No	Variable Items	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	I Have a positive and enthusiastic attitude that contributes to the team					
2	I Recognize the importance of good team relationships					
3	I acknowledge individual and team accomplishments					
4	I willingly accept feedback					
5	I deliver feedback in a productive way					

6	I willingly help others					
7	I follow instructions					
8	I manage assigned workload effectively					
9	I complete work assignments on time					
10	I am flexible in anticipating and adapting to changes					
11	I proactively resolve problems					
12	I ask for help in tackling difficult assignments					
13	I complete my projects on time as scheduled					
14	I complete my projects within the allocated budget					
15	In the project, I met the quality needs and requirements of the customers					
16	I was able to achieve satisfaction of my team members with overall project					

	management and performance					
17	I was able to manage and satisfy all project stakeholders with the project deliverables/outcome					
18	I was able to achieve end users' satisfaction with the project outcome/deliverables					