1-1-2011

Exploration of the Project Management Practitioner's Emotional Intelligence Competencies

Linda A. Hooper
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Linda A. Hooper

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Jill Murray, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Ronald McFarland, Committee Member, Doctor of Business Administration Faculty

Dr. Lynn Szostek, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2013

Exploration of the Project Management Practitioner's Emotional Intelligence Competencies

by

Linda A. Hooper

MBA, George Fox University, 2004

BS, University of San Francisco, 1990

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2013

Abstract

The success rate of information technology projects is on a downward trend, with reported losses in the billions of dollars. Recent studies indicate a 50-56% project success rate based on quality, budget, and on-time criteria. Building upon the conceptual framework of the emotional intelligence and knowledge management theories, the purpose of this phenomenological study was to explore how project management practitioners apply self- and cultural-awareness competencies to affect project outcomes. Using a purposeful sampling method, 24 experienced U.S.-based project management practitioners participated in a web-based questionnaire. Following Giorgi's data reduction process resulted in numeric data coding. Thematic analysis revealed themes of (a) awareness and redirection of negative emotions, (b) cultural intelligence, and (c) balanced diverse teamwork. The findings from this research study support increasing awareness, training, and application of emotional and cultural intelligence competencies within the multidimensional knowledge-centric global business environment. Increased awareness and ability to use emotional and cultural competencies can lead to enhanced business outcomes. Improved people-based business practices may increase the economic stability for the organization, employees, and specifically the project management practitioner as a knowledge manager. Implications of social change from this study include increasing success of knowledge-based information technology solutions, expanding employment opportunities, and supporting socially-responsible integrated change.

Exploration of the Project Management Practitioner's Emotional Intelligence Competencies

by

Linda A. Hooper

MBA, George Fox University, 2004

BS, University of San Francisco, 1990

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2013

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Dedication

I dedicate this dissertation to my family, who encouraged my inquisitive, independent nature and supported my passion for learning and knowledge.

Acknowledgments

I acknowledge the encouragement and support from my family, peers, mentors, and academic experts during this journey. I would not be here without their consistent involvement, endless questions, and motivational reminders. This journey was difficult but rewarding.

I want to thank wholeheartedly Dr. Jill Murray for her positive attitude and ability to clarify. Without her strategic mentorship, I would not have completed this journey. I want to thank Dr. McFarland for his thoroughness and ability to ask the right questions. Additionally, without Dr. Endres's improvement suggestions, this study would not be as comprehensive. Finally, I want to acknowledge the overall Walden University DBA program structure and support for the foundation of my success.

Table of Contents

List of Tables iv

Section 1: Foundation of the Study 1

Background of the Problem 1

Problem Statement 2

Purpose Statement 3

Nature of the Study 4

Research Question 6

Survey Questions 6

Conceptual Framework 7

Definition of Terms 12

Assumptions, Limitations, and Delimitations 13

Assumptions 13

Limitations 13

Delimitations 14

Significance of the Study 14

Contribution to Business Practice 14

Implications for Social Change 15

A Review of the Professional and Academic Literature 17

Emotional Intelligence 19

Project Management 24

Knowledge Management 31

Project Leadership 33
Multi-Dimensional Culture 38
Transition and Summary 43
Section 2: The Project 44
Purpose Statement 44
Role of the Researcher 45
Participants 46
Research Method and Design 48
Method 48
Research Design 50
Population and Sampling 51
Ethical Research 52
Data Collection 53
Instruments 54
Data Collection Technique 55
Data Organization Techniques 56
Data Analysis Technique 57
Reliability and Validity 59
Reliability 59
Validity 60
Transition and Summary 62
Section 3: Application to Professional Practice and Implications for Change 64

Overview of Study 64
Presentation of the Findings....66
Data Collection 66
Data Analysis 67
Data Themes 68
Applications to Professional Practice 75
Implications for Social Change....77
Recommendations for Action 78
Recommendations for Further Study....80
Reflections 81
Summary and Study Conclusions 82
References....84
Appendix A: Informed Consent Form 106
Appendix B: Questions....109
Appendix C: Study Introduction Letter 111
Curriculum Vitae 112

List of Tables

Table 1. Goleman's Emotional Competency Framework 10

Table 2. Integrated EI Framework 21

Table 3. Integrated Project Management Maturity Model 28

Table 4. Emergent Themes 68

Table 5. PM Practitioner's Emotional Awareness 70

Section 1: Foundation of the Study

Despite the focus upon traditional project success factors such as project methodology, operational planning, experienced project management (PM) staffing, and stakeholder or user involvement, the overall success rate of information technology (IT) projects is on a downward trend (Stoica & Brouse, 2013). Authors of several studies have explored the impact of culture, leadership, and people management skills upon project success (Andersen, 2010; Stare, 2012; Wu, 2011). Whitty (2010) and Fisher (2011) identified that, within the organizational context, a limited number of studies have explored the application of the PM practitioner's emotional intelligence (EI) competency and its potential effect on the outcome of IT-based projects. Nevertheless, several authors have identified that a competent PM practitioner is a vital contributor to successful project outcomes (Patanakul, 2011; Pemsel & Wiewiora, 2013).

The PM practitioner integrates and builds upon a variety of competencies, both people-based and technical, to bridge the gap between business strategic planning and project implementation (Jugdev & Mathur, 2012). Cherniss (2010a) and Goleman (1998) identified EI competency as a key contributor to both individual and team success within the overall work environment; however, the PM practitioner's perceived EI competency and its potential effect upon IT project success or failure have received limited attention (Mishra, Dangayach, & Mittal, 2011a; Westergren, 2011).

Background of the Problem

Stevenson and Starkweather (2010) suggested that a PM practitioner's lack of EI competency might affect the success or failure rate of IT projects. Young, Young,

Jordan, and O'Connor (2012) noted that the high project failure rate has a detrimental impact on the execution of a business's strategic goals, which reduces organizational capacity to respond to economic opportunities.

A traditional definition of project success is the value to the client, measured by the quality and functionality of the deliverable, adherence to budget, and time to market (Nwachukwu, 2010). Projects fail for a number of reasons, including ineffective leadership, lack of PM practices and processes, adverse organizational culture, and lack of stakeholder support (Mignert & Rivard, 2012). In addition to these factors, current research has indicated that the PM practitioner is a key contributor to the success or failure of a project (Patanakul, 2011; Skulmoski & Hartman, 2010).

Mishra et al. (2011a) identified the need to explore the EI competency of the PM practitioner to increase project success. Wu (2011) identified an additional research opportunity, noting gaps between the PM practitioner's EI competency, behavior, and project success. Fisher (2011) suggested that a competent PM practitioner possessing effective people skills and emotional behavior might contribute to the success or failure of a project. Clarke (2010b) indicated that a PM practitioner with limited EI competency might contribute to a negative project outcome.

Problem Statement

The success rate of IT projects is on a downward trend, with reported losses in the billions (Stoica & Brouse, 2013). Recent studies indicate a 50-56% project success rate based upon quality, budget, and on-time criteria (Altuwaijri & Khorsheed, 2012; Wright

& Capps, 2011). Patanakul (2011) suggested that a competent PM practitioner might increase the success of IT projects.

The general business problem is that IT project failure reduces profitability, leading to negative business outcomes. Specifically, the business problem is a lack of understanding regarding the potential for application of experienced PM practitioners' self-perceived EI self- and cultural-awareness competencies toward IT project outcomes within the United States.

Purpose Statement

The purpose of this qualitative phenomenological study was to explore PM practitioners' self-perceived EI competencies and the practitioners' perceived experiences as to how their applications of EI competencies may have affected IT project outcomes. Clark (2010b) noted that the PM practitioner applies multiple EI competencies to achieve project success; however, the focus of this study was the PM practitioner's self-perceived emotional self-awareness and cultural awareness. The exploration of the EI competency phenomenon included the practitioners' lived experiences within the context of managing or leading successful projects. A holistic phenomenological reduction approach enabled me to understand the phenomenon from a descriptive, not interpretative, process perspective (Giorgi, 2012). The descriptive data analysis process provided the perception and personal experiences of the PM practitioner (Giorgi, 2012). Experienced PM practitioners provided feedback using peer-reviewed open-ended questions. Participants of the study included 24 experienced IT PM practitioners solicited through their association with the Project Management Institute

(PMI, 2013) organization within the United States. I reviewed and analyzed the words and phrases from the textual data, forming a structure or framework to explore, describe, and clarify the phenomenon (Fisher & Stenner, 2011). The exploration of the PM practitioner's self-perceived EI self- and cultural-awareness competencies may contribute to increasing positive project outcomes, including further strengthening of business organizational competitiveness. A successful organization can support positive social change by providing jobs, increasing economic stability, and providing quality community-based opportunities.

Nature of the Study

The intent of this qualitative study was to explore the PM practitioner's self-perceived application of EI competency. I did *not* measure the PM practitioners' actual EI competencies or their relationship with projects' outcomes. PM practitioners apply a unique set of competencies and possess extensive, subjective opinions of their experience (Merriam, 2009). In this qualitative research study, I sought to describe the self-perceived EI competencies that grounded the participants' experiences and the PMs' perceptions of how the EI competencies may have affected projects' outcomes. Fisher and Stenner (2011) recommended the examination of the convergent and divergent interconnectivity of PM competence; therefore, I explored these EI competencies.

A *quantitative* researcher seeks to examine the significance of relationships or causes, not to explore abilities or perceptions (Denzin & Lincoln, 2011; Fisher & Stenner, 2011). The quantitative method of inquiry supports the use of hypotheses and preconceived constructs, whereas the qualitative method seeks to expose the underlying

structure or capture the essence of an individual's experiences (Merriam, 2009). Using a human science approach, I employed a qualitative method in an effort to understand the emotional consciousness of the PM practitioner, not the correlation between the PM practitioner and the successful management of projects (Eberle, 2010). The exploration of key EI competencies described the PM practitioners' self-perceived application to project outcomes. As noted by Mignerat and Rivard (2012), traditional project success measures include being on time, being within budget, and delivering business value; however, the experienced PM practitioner may define project success or failure based upon the perspective of the customer, stakeholder, or organization.

A qualitative researcher seeks to use social phenomenology to focus upon the aggregation of individual subjective experiences. In this case, I specifically explored the essence of EI competency and its potential contribution to project outcomes (Eberle, 2010). In this exploration of EI competency from the PM practitioner's perspective, I sought to describe, not interpret, the PM's self-perceived experience related to use and outcomes in applying specific EI competencies. By examining participant experiences, or stories, I explored how project managers' self-perceived EI competencies could affect project success or failure (Englander, 2012). The social phenomenological approach has a philosophical element. With the assumption that the individual's conscious or subconscious thoughts are the basis for his or her actions or reactions, this phenomenological approach may lead to rich examples of PM practitioners' self-perceived EI competencies (Merriam, 2009). The use of conscious integration based upon individual experiences relies upon the researcher's perception and experience to

apply knowledge and meaning, which leads to a comprehensive description of the phenomenon (Giorgi, 2012). The focus of social phenomenology is participant experiences, in contrast to the cultural-sharing view as detailed in an ethnographical approach. Additionally, the use of a case study, or a bounded system, was not broad enough to explore the experience of the participants (Yin, 2009). The social phenomenological model provided the context and basis to explore the self-perceived EI competency of the PM practitioner (Tracy, 2010). The research question guided the exploration of EI influential competency.

Research Question

The research question focused upon the perceptual exploration of the PM practitioners' ability to apply their EI competencies. For this study, I used one overarching question to explore the effect that the PM practitioner's EI competency has upon project outcome.

RQ1. How, if at all, does the PM practitioner apply emotional intelligence self- and cultural-awareness competencies to affect project outcome?

Survey Questions

The expectation was that the exploratory survey questions in Appendix B would provide the EI competency data elements. These data elements or components have a basis upon the conceptual integration of several existing resource-based theories. The integration of the descriptive EI components of self-emotional awareness and social-cultural awareness within the questionnaire offered a common baseline or understanding for the PM practitioner.

Conceptual Framework

The conceptual framework supporting this study applied and integrated several concepts within the knowledge-based business context. The PM practitioner, as a *knowledge manager* (KM), leads IT-based projects using EI competencies to achieve project success (Huffman & Kilian, 2012). Killen, Jugdev, Drouin, and Petit (2012) identified that the PM discipline is young and transitional and remains atheoretical; however, the application and integration of existing theories can provide insight into the PM practitioner's competency and strategic business value. One resource-based theory that could contribute to the exploration of PM is EI (Goleman, 1998). EI theory has matured into a human resource selection and development tool for evaluating competency (Emmerling & Boyatzis, 2012). The basis of the EI theory is social intelligence and behavioral science, which, when applied, increase success in the workplace (Goleman, 1998). Lazovic (2012) suggested that, within the current knowledge-based environment, emotionally knowledgeable workers are valuable. Drucker (2001) identified the management theory more than 50 years ago and refined the theory to describe a professional who creates, synthesizes, and manages knowledge within the workplace. Lazovic indicated that knowledge management evolved into the *knowledge manager* (KM), who contributes to the management, generation, and transfer of new knowledge and knowledge-based processes. Goleman's (1998) EI theory and the knowledge management theory formed the conceptual framework for this PM-based research study. The integrated EI and KM theories provided the framework to construct a conceptual bridge between the knowledge manager's applied EI competency and

project outcome based upon the PM practitioner's perception within the knowledge-based work environment.

The PM practitioner uses detailed practices, knowledge, and competency to accomplish specified project goals (PMI, 2013). Within a knowledge-based organization, the basis for project outcome encompasses a variety of factors, including the competency of the PM practitioner (Pemsel & Wiewiora, 2013). Mishra, Dangayach, and Mittal (2011b) identified the value of competent PM practitioners in a knowledge-centric project-oriented environment.

Emotional Intelligence Theory

In 1990, Salovey and Mayer introduced the theory that the management of one's emotions could potentially enhance intellect (IQ), as noted by Salovey, Brackett, and Mayer (2004). Additionally, Goleman (1995) theorized that the ability to recognize and regulate emotions could build upon one's intellect. IQ and EI are separate competencies, but when they are integrated, the results may support superior performance (Goleman, 1998). Based upon research and surveys within the business work environment, Goleman (1998) tied the use of EI to success in the workplace. Cherniss (2010b) expanded the successful application of the EI workplace concept by identifying that success not only depends upon IQ, but also depends upon personal qualities regulated by emotion. Ozler, Mercan, Aksanyar, and Altinay (2012) suggested that the ability to combine and separate intelligence and emotion might enhance the ability to process and act upon knowledge. Cherniss (2010a) identified the value of building upon one's cognitive ability but also recognized that the identification of emotional qualities or

abilities could increase one's ability to succeed. The context and application of one's EI competency may determine the success of the behavioral value within the workplace environment (Colfax, Rivera, & Perez, 2010).

The PM practitioner's ability to understand and manage emotions is a learned behavior and can contribute to successful outcomes in the workplace (Clarke, 2010b). Within the knowledge-based IT project context, the PM practitioner, as a KM, can develop his or her underlying characteristics and body of self-knowledge to enhance competency (Stevenson & Starkweather, 2010). Goleman's (1998) competency framework has a basis upon the components of EI as presented in Table 1.

Table 1

Goleman's Emotional Competency Framework

Personal Competence	**Social Competence**
Self-Awareness	**Empathy**
Emotional Self Awareness	Understanding of Others
Accurate Self-Assessment	Development of Others
Self-Confidence	Service Orientation
	Leveraging Diversity
Self-Regulation	Political Awareness
Self-Control	
Trustworthiness	**Social Skills**
Conscientiousness	Influence
Adaptability	Communication
Innovativeness	Conflict Management
	Leadership
Motivation	Change Catalyst
Achievement Drive	Building Bonds
Commitment	Collaboration and Cooperation
Initiative	Team Capabilities
Optimism	

Note. Goleman's emotional competence framework is grouped by EI elements and is based upon capability. Adapted from *Working With Emotional Intelligence* (pp. 26-27) by D. Goleman, 1998, New York, NY: Bantam Books. Copyright 1998 by Daniel Goleman.

The grouping of Goleman's (1998) EI-based competencies is by one's ability to determine both internal and external emotions. Personal competence identifies how an individual manages internal emotions (Cherniss, 2010a). Social competence identifies how a person manages or handles external relationships (Chang, Sy, & Choi, 2012).

Knowledge Management Theory

Drucker's (1993) management theory has a basis upon political and social science theories but has evolved over time based upon the nature of business and management of people. Drucker (2001) theorized that the behavior of people within the human institution of business has a basis upon the management of social knowledge transformation. The management of knowledge or the KM is dependent upon a unique skill set and the ability to acquire and apply theoretical and analytical information to a business problem (Drucker, 2001).

Within the context of the new knowledge-based, information-driven global economy, the KM needs unique work-related competencies to achieve success (Farkas & Torok, 2011). The modern KM leads people who create and share new knowledge, not just manage their existing knowledge (Farkas & Torok, 2011). The growth of IT has created the need for workers who can generate and integrate knowledge within a global information-based economy (Hoyos & Braun, 2010). The PM practitioner as a KM leads by creatively managing people who select, analyze, and organize knowledge to produce products or services (Zand, 2010). A KM focuses upon the creation and sharing of knowledge within the cultural and technical context of the organization to generate value from intellectual and knowledge-based assets (Dashora, 2013).

The objective of this study was to explore the PM practitioner's perceived EI competency within the KM context and describe the potential effect upon project success or failure. Working within a knowledge-centric IT organizational environment, the experienced PM practitioner might apply his or her self-perceived EI competency to

effect project success (Stevenson & Starkweather, 2010). PM practices and processes provide the foundation for the practitioner, who manages knowledge-centric IT-based projects using shared knowledge and competency (Antes & Schuelke, 2011).

Definition of Terms

The following terms provide the basis and context for this research study.

Competency: A combination of abilities, experience, skills, and knowledge, which, when applied using qualified and capable behavior, achieve results in an effective and appropriate manner (Omorede, Thorgren, & Wincent, 2013).

Emotional intelligence: A concept based upon the identification of two brains or two minds, which result in both rational and emotional intellectual ability. Emotional intelligence is the ability to perceive, regulate, and use one's emotions to harness emotions and to manage the resulting behavior (Goleman, 1995).

Emotional intelligence competencies: A behavioral approach based upon a cluster of emotional competencies, which has a basis upon self-awareness, self-management, and self-knowledge (Boyatzis, 2009).

Knowledge management: A management focus and process based upon the acquisition, analysis, development, creation, storage, sharing, and usage of knowledge to maximize human and intellectual capital to achieve a competitive advantage (Lazovic, 2012).

Project-based organization: An organizational unit or structure within which the project is the primary unit of production and most activities are project based (PMI, 2013).

Project management practitioner: A human resource who fulfills the role of project manager, project leader, program manager, and portfolio manager using project management guidelines, processes, and practices (PMI, 2013).

Assumptions, Limitations, and Delimitations

This section includes the assumptions, limitations, and delimitations for this study. Assumptions are facts considered truthful, but not verified. Limitations are potential weaknesses, and delimitations provide the study boundaries.

Assumptions

This study rested on two assumptions. One assumption was that the participants understood and answered the questions honestly based upon their experiences. I used unique numeric coding to ensure response anonymity and mitigate any potential dishonest or misleading responses. Additionally, I did not use any direct reference that could jeopardize the participant. The second assumption was that all participants had a basic understanding of EI competency. As part of the questionnaire process, I provided a contextual foundation of EI competency using both a background summary and descriptions of self-emotional awareness and social-cultural awareness competencies. The purpose of this study was to explore the perceived effects of applied EI competency, not to measure the low to high range of a PM practitioner's EI competency, nor to examine the relationship between PM practitioners' EI competencies and project success.

Limitations

The participants in the study were experienced IT PM practitioners; therefore, the findings might be applicable to only IT-based projects and practitioners. The assumption

that the participants had a basic understanding of EI competencies could have limited my ability to probe and obtain meaningful responses. An additional limitation was selecting participants who associated with the professional practice of project management through the U.S.-based PMI organization as the common communication forum. This selection medium may have excluded many qualified and experienced PM practitioners. However, the awareness of potential study limitations provided additional focus with the development of the exploratory questions and potential probing of participant responses.

Delimitations

The scope of this study was determined by its focus on the experienced PM practitioner who leads or manages knowledge-based IT projects within the United States. Participants had at least 5 years of experience managing or leading IT-based projects. The focus was on the use of self- and cultural-awareness EI competencies within a project-based organizational environment.

Significance of the Study

Contribution to Business Practice

A competent PM practitioner is critical to the success of a project, specifically within the IT knowledge-based business environment (Levasseur, 2010; Mignerat & Rivard, 2012). Additionally, research has established that a PM practitioner leads people to achieve successful project outcomes (Anantatmula, 2010; Mishra et al., 2011a; Wu, 2011). Clark (2010b) and Shuck and Herd (2012) indicated that the use of emotional awareness may influence behavior. Mishra et al. (2011a) suggested a research opportunity where the PM practitioner's EI competency may contribute to project

success. In a recent study, Wu (2011) attributed the low success rate of IT projects to the PM practitioner's lack of people skills or EI competence.

A review of the literature revealed numerous gaps and opportunities regarding the PM practitioner's competency within existing business practices. Whitty (2010) identified the need to explore the potential positive effect of a PM practitioner's EI competency. Mishra et al. (2011a) identified the need to explore the mapping of EI competencies to project outcomes. Additionally, several authors identified opportunities to explore the PM practitioner's use of emotional self- and social (cultural)-awareness competencies to achieve a positive IT project outcome (Clarke, 2010b; Fisher, 2011; LaMarsh, 2009; Mishra et al., 2011b; Müller & Turner, 2010; Wu, 2011). The intent of this study was to explore PM practitioners' self-perceived EI competencies, specifically personal self-awareness and social-cultural awareness, within the context of project success or failure in conjunction with increasing the existing knowledge base for PM practice. A competent PM practitioner can use his or her expanded project-based knowledge to develop system-based business practices, which may increase the potential for sustainable social change.

Implications for Social Change

Within a project-based organization (PBO), the PM practitioner provides the linkage between strategic planning and the ultimate project execution (Bartsch, Ebers, & Maurer, 2013). When viewing social change from an applied system-thinking perspective, the study of the human activity system may result in a paradigm shift, which could result in reduced uncertainty and increasing knowledge (Zexian & Xuhui, 2010).

The PM practitioner can use his or her unique competencies within the human activity system context to generate new experience-based knowledge (Holzman, 2013). As suggested by Davidson and Rowe (2009), a PM practitioner may facilitate the development and use of knowledge, making a positive contribution to business success within a knowledge-based learning organization.

Zexian and Xuhui (2010) identified that, within a learning organizational system, the application of the experience-action cycle can capture human behavioral patterns. The PM practitioner can use the resulting experience-based knowledge to influence behavior and project outcome (Bartsch et al., 2013). The intent of this study was to contribute to positive social change by focusing upon the PM practitioner's self-perceived EI competencies, which may have an effect upon project outcome. The increased success or failure reduction of IT-based projects may lead to the increased competitive sustainability of the business, technological maturity, and a more stable economic environment (Pinheiro, 2010; Popescu & Crenicean, 2013). Additionally, EI competencies are transferable and are applicable to increasing societal benefits, both at the individual and the organizational level (Hampson & Junor, 2010). A successful organization can make a positive impact upon society by providing jobs, making capital investments, and increasing the quality of life for the community. A more vibrant and stable community base can result in economic sustainability, which can support growth and new business opportunities. Viewing social change using a global human-activity system-based interconnectivity lens, the individual can make a positive societal contribution using his or her unique EI competencies (Maciariello, 2009).

A Review of the Professional and Academic Literature

A comprehensive review of the literature to identify potential gaps or opportunities began with a PM-based search. To frame the discovered IT project failure gap, this review explored human factors and the potential use of EI to increase project success. Within the organizational context, the integration of the KM provided the basis for project complexity and identified the need for the competent PM practitioner.

Andersen (2010) found that the ability to manage and lead people was a key PM competency and was critical to project success. Geoghegan and Dulewicz (2008) indicated that management or leadership style coupled with key EI competencies could have an impact upon project success. Further, *cultural intelligence* and the ability to work effectively within the global, organizational, and project environments may have an impact on project success (Stare, 2012).

A review of the literature revealed numerous gaps and research opportunities regarding PM practitioners' EI competency and the derivative potential influence upon project success. For example, research identified the need to explore the people-centric competency as a key influential factor in project success. The exploration of the context and application of project success factors provided a basis to identify PM practitioners' competencies within the IT-based project environment. The purpose of this thematic literature review was to add to the existing PM knowledge base and conceptually bridge the knowledge deficiency in EI application by IT PMs to project success or failure.

Literature Review Strategy

The approach for the literature review was to research English-language peer-reviewed works from published materials, online databases, and professional organization websites. Online research databases included ABI/INFORM, BSC/Premier, EBSCOhost, Emerald, Google Scholar, ProQuest, SAGE, ScienceDirect, and Wiley InterScience. The selection of historical books and reference materials supported the conceptual framework and provided the grounding for the research study.

This literature review began with the EI concept and Goleman's (1998) competency model. The exploration of the PM discipline or methodology provides best practices, project success factors, and leadership styles. The examination of Drucker's (2001) KW management concept provides the context for the PM practitioner. Lastly, the investigation of cultural intelligence provides the environmental context and potential impact of the successful application of the PM practitioner's EI competency.

The research for this study started with the keywords *project management* and *emotional intelligence*. Based upon the findings of these searches, the exploration of the keywords followed: (a) *project management competency*, (b) *project management leadership*, (c) *project success or failure*, (d) *project management success*, (e) *organizational culture and intelligence*, (f) *knowledge worker*, (g) *knowledge management*, and (h) *emotional competency*. The resulting research criteria built upon and complemented each other, resulting in more than 130 peer-reviewed articles and books. Although some of the older references provided the contextual framework for the study, more than 85% of the overall references were peer-reviewed and published within 5 years of my anticipated graduation date.

Emotional Intelligence

Emotional intelligence, one's ability to recognize, regulate, and use emotional information, results in highly effective performance (Emmerling & Boyatzis, 2012). Goleman (1998) recognized the business value of EI within the workplace, and he expanded and applied the concept, resulting in the development of the idea of emotional competence. A person's EI competency involves emotional information-processing and functional intelligence (Cherniss, 2010a). The appraisal, regulation, and usage of emotions formed the basis of Goleman's (1998) behaviorally based model. Cherniss (2010a) provided further clarity to the model, including one's perception, thought facilitation, and understanding within the work environment. The U.S. Office of Personnel Management (2011) applied EI competencies and the resulting behavior to enhance the performance of IT project-portfolio management.

The grouping of behaviorally based competencies assisted in the identification and application of EI dimensions. Goleman (1998) offered an EI framework based upon five clusters or dimensions and 25 competencies. The five dimensions of Goleman's model included the following: personal competence (self-awareness, self-regulation, and self-motivation) and social competence (social awareness and social skills). This model or framework has a basis upon one's ability to recognize a feeling when it happens and possess the awareness to understand, control, and apply this emotion (Hess & Bacigalupo, 2011). Kildrff, Chiaburu, and Menges (2010) identified EI as a competency used to detect and process emotional information, resulting in a focus upon managed behavior. Similarly, Goleman (1998) identified that the EI competency was both

independent and interdependent and that this applied behavior contributed to success in the workplace.

A recent study identified that in a knowledge-based, project-oriented society, a critical IT PM practitioner's competency is behaviorally based, not based upon strictly technical skills (Skulmoski & Hartman, 2010). Alam, Gale, Brown, and Khan (2010) offered a behaviorally based core competency model based upon the PM practitioner's contextual integration of soft skills or EI. Based upon Goleman's (1998) EI model, a knowledge-based PM practitioner can enhance performance using personal and social competencies (Hess & Bacigalupo, 2011). Moon (2010) further expanded the EI competency model to include cultural awareness. Table 2 offers an integrated framework of EI competencies grouped by self and social awareness, which are applicable to the PM practitioner.

Table 2

Integrated EI Framework

Personal Competence	Social Competence
Self-Awareness	**Social-Awareness**
Emotional Self-Awareness	Cultural Awareness
Accurate Self-Assessment	Organization Awareness
Self-Confidence	Service Orientation
	Leveraging Diversity
Self-Regulation	Political Awareness
Self-Control	
Trustworthiness	**Relationship Management**
Conscientiousness	Influence
Adaptability	Communication
Innovativeness	Conflict Management
	Leadership
Self-Motivation	Change Catalyst
Achievement Drive	Building Bonds
Commitment	Collaboration and Cooperation
Initiative	Team Capabilities
Optimism	Developing Others
	Confusion Acceptance

Note. Integrated emotional behavior framework with a basis of competency (Boyatzis, Goleman, & Rhee, 2000; Moon, 2010).

Personal Competence

Personal or self-competence looks inward and bases emotional awareness upon one's character or values (Drucker, 2001). EI personal competence enables one's ability to perceive and use emotions to facilitate thought, resulting in the ability to manage emotions to achieve outstanding workplace performance (Cherniss, 2010a). The PM practitioner's self-awareness and management of emotions lead to behavior regulation and increased positive project results (Fisher, 2011). Ramo, Saris, and Boyatzis (2009) found a correlation among emotional self-awareness, self-control, and managerial

performance. The development of self-awareness builds self-understanding, which enhances one's ability to use emotions to induce desirable results in others (Mishra & Das Mohapatra, 2010).

Social Competence

EI competency has a social component, which indicates that a person's emotions support leadership influence based upon cultural, political, and power awareness, resulting in the ability to achieve superior job performance (Ramo et al., 2009). Maini, Singh, and Kaur (2012) found that EI social competency had a positive impact upon strategic economic outcomes based upon one's ability to perceive, actively manage, and use the emotions of others. Social EI competency, combined with prosocial values, resulted in a collective focus upon goals, rather than a more individualistic perspective (Sharma, 2012). Cherniss (2010b) suggested that emotional and social intelligence was a set of constructs based upon social skills, cultural awareness, values, and life experiences that contributed to performance. Within the PM team's cultural environment, individual self-awareness or social identity provided the foundation that supported EI social and behavioral progress (Adams & Anantatmula, 2010). From a project perspective, EI competence contributed to successful team dynamics and performance by combining individual and social awareness with a cultural relationship-building focus (Chang et al., 2011). Fisher (2011) noted the high importance of a PM practitioner's cultural awareness when managing people-based projects.

EI Competency

Emotional awareness provides the foundation for EI competency, which enhances the PM practitioner's knowledge-based decision-making ability (McGregor, Tweed, & Pech, 2004). The ability to recognize, identify, manage, and act upon one's emotions is one component of the emotional competence framework (Goleman, 1998). The PM practitioner's EI competence determines how to apply emotions to motivate and manage knowledge workers within the context of a project (Hess & Bacigalupo, 2011). The PM practitioner combines emotional self-awareness with self-control and self-confidence as the basis for EI behaviorally based competency (Fisher, 2011). As suggested by Culham and Bai (2011), emotional behavior has an ethical component that might influence a person's performance based upon his or her positive or negative emotional reaction.

As noted by Austin, Farrelly, Black, and Moore (2007), EI competence can assist in the production of both negative and positive outcomes. Depending upon the context and application, EI has the potential to enable manipulation of others through unethical behavior (Walter, Cole, & Humphrey, 2011). Depending upon the person's moral values and intended results, the use of EI could result in manipulative behavior based upon self-serving goals (Austin et al., 2007). Lindebaum (2012) theorized that one might use EI competency to promote nonconforming behavior by working against standardization within organizational structures. Inherent within the dynamics of the work environment is the possibility an individual may use EI competencies for personal gain using manipulative and strategic controlling of emotion-laden information (Kilduff et al., 2010).

Within the context of EI, there are three-dimensional components: emotional sensitivity, maturity, and competence. When applied by the PM practitioner, these components may enhance performance (Sharma, 2012). Adams and Anantatmula (2010) noted that emotional maturity was a key enabler of knowledge development. As suggested by Stevens (2013), behavioral-based competency includes the integration of knowledge, skills, and abilities. A study of IT-based PM practitioners revealed that a key skill set was the management of emotions, which supported competency self-development (Fisher, 2011). Hampson and Junor (2010) identified the need for knowledgeable, experienced, emotionally competent workers in the current knowledge-based service-oriented environment. The EI-competent PM practitioner may bridge the gap and have a positive influential contribution to project success (Mishra et al., 2011a).

Project Management

PM is a discipline or methodology for the management of a project based upon best practices and definitive processes (Wysocki, 2012). Traditional PM processes include the management of (a) scope, (b) time, (c) cost, (d) quality, (e) human resources, (f) communications, (g) risk, (h) procurement, and (i) stakeholders (PMI, 2013). A PM practitioner is a leader who uses different styles based upon the organizational environment (Clarke, 2010a; Lloyd-Walker & Walker, 2011). A PM practitioner's leadership effectiveness contains a behavioral component, which includes the development and application of interpersonal and emotional perception skills (Huffman & Kilian, 2012). As suggested by Gonzalez (2012), the shift in focus from traditional

task-orientated PM to a more holistic people-based approach may contribute to future project success.

Davis (2011) identified the need for PM practitioners based upon the use of PM practices to achieve a competitive advantage within the global economy. The management of projects within the knowledge-based, dynamic, and increasingly complex economy will require competent PM practitioners (Voss & Kock, 2013). The field of PM has grown during the last 40 years, assisted by the efforts of several professional organizations (Muzio, Hodgson, Faulconbridge, Beaverstock, & Hall, 2011). Under the umbrella of the International Project Management Association, the Project Management Institute and Association of Project Management formed to offer a body of knowledge and professional accreditation. Accreditation of PM practitioners included transferable skills, experience, industry knowledge, and competency (Muzio et al., 2011). In this context, *competency* referred to the ability to apply and integrate knowledge, emotions, and behavior to achieve results or success (Srinivasan, 2011).

Project management organizational structure. The framework or organizational structure has a basis upon the maximization and optimization of business value integrated with the management of projects, programs, and portfolios (Aubry et al., 2011). As noted by Pemsel and Wiewiora (2013), organizational structure provides a governance layer between senior management and the PM function. The PM structure has a basis upon the nature of the business, team or group function, and the temporary or permanent project integration requirements within the organization (Aubry et al., 2011). Notwithstanding, within a project-based organization (PBO), the management of projects

has many dimensions, which include PM practice and process standardization and knowledge management within the context of organizational internal dynamics and external interactions (Koskinen, 2010). Within a PBO, the success of complex and integrated IT-based projects depends upon a variety of factors, including the experience and competency of the PM practitioner (Antes & Schuelke, 2011). As suggested by Killen and Hunt (2013), a maturity model based upon integrated PM functions develops over time based upon organizational structure and business strategy.

Project management maturity model. A maturity model provides a method to measure capabilities, competencies, structure, and process against a benchmark (Demir & Kocabas, 2010). The Software Engineering Institute (SEI) developed the five-level capability maturity model (CMM) for software engineering, which is a robust and adaptable framework for assessing quality and process maturity for multidimensional business practices (Demir & Kocabas, 2010). As an extension of the CMM, a process-oriented view of PM emerged to provide an incrementally efficient quality-based benchmark based upon strategic fit, effectiveness, integration, and optimization (Pasian, Sankaran, & Boydell, 2012). An individual or organization can assess maturity progress and define next steps based upon an industry, technology, or professional standard (Stevens, 2013). Taylor and Woelfer (2010) suggested that the IT-based PM practitioner's processes, practices, and behavior align with PBO maturity. The Project Management Institute's guide offered PM best practices and processes, which provide the basis for PM training, certification, and a shared body of knowledge (PMI, 2013). The project management maturity model (PMMM) provides a method of measurement, which

can result in excellence, as well as the increased likelihood of a successful outcome (Demir & Kocabas, 2010). In support of the PM discipline, PMMM provided the ability to measure the project-based organizational maturity against a standard benchmark or best practice (Muzio et al., 2011). This maturity model has five integrated levels including practice and process improvement steps (Wysocki, 2012). Lin, Wu, and Yen (2012) offered the third dimension of the PMMM, which was the integration of KM maturity phases. As suggested by Pasian et al. (2012), the PM practitioner's EI competency capacity expands as he or she manages within a maturing organizational environment. Table 3 offers the multidimensional integrated maturity model.

Table 3

Integrated Project Management Maturity Model

				Level 5 - Optimized
			Level 4 - Managed	Continuous Improvement
		Level 3 - Defined	Benchmarking / Business Integration	Process Improvement
	Level 2 - Repeatable	Single Methodology	Process Control	Knowledge Sharing
Level 1 - Initial	Common Tasks	Process Integration	Knowledge Management	EI Social Relationships / Networks
Common Language	Process Defined	Knowledge Focus	EI Empathy / Cross-Cultural Sensitivity	
Ad Hoc Process	Knowledge Aware	EI Self-Motivation		
Knowledge Chaos	EI Self-Regulation			
EI Self-Awareness				

Note. Integration of the project, process, knowledge management, and EI maturity models (Demir & Kocabas, 2010; Goleman, 1998; Lin, Wu, & Yen, 2012; Wysocki, 2012).

PMMM Level 1 is the initial or beginning of the PM maturity (Demir & Kocabas, 2010). At this stage, there is a common language and an identified need for managing a project. While there is no identified process, project completion is achievable (Wysocki, 2012). Project success is achievable with the engagement of an experienced PM

practitioner with strong stakeholder or senior management support (Beringer, Jonas, & Kock, 2012). Lin et al. (2012) explained that knowledge existed but was not formally managed or acknowledged. At this stage, a person has awareness of his or her emotions, leading to recognition of emotions and the potential impact upon others (Goleman, 1998). PMMM Level 2 begins with the need for a repeatable process and methodology as the complexity and number of projects increases (Demir & Kocabas, 2010). The PM capabilities are immature, which result in practices or enablers that are not definable or predictable (Pasian et al., 2012). As process documentation proceeds, the awareness of valuable knowledge begins (Lin et al., 2012). Pemsel and Wiewiora (2013) suggested that, within a project-based organization (PBO), the value recognition of cross-project learning capabilities was achievable. Emery (2012) suggested that the regulation and control of one's emotions began at this stage.

At a Level 3, PMMM moves into a more proactive approach with a defined process and a value acknowledgement from senior management (Wysocki, 2012). The established formalized project infrastructure included PM process and practice standards, which lead to implementation across the organization (Demir & Kocabas, 2010). There is limited integration with business processes, but a focus upon business and economic value begins (Shao, Müller, & Turner, 2012). The awareness of institutional knowledge provided a focus and need to standardize the use of knowledge (Holzmann, 2013). At this stage, a person uses emotions to drive self-motivation (Nixon, Harrington, & Parker, 2012). As the PMMM evolves into a Level 4, PM practices integrate into business processes and requirements (Wysocki, 2012). At this point, PM is in full development

validation, resulting in control and quality measurements (Pasian et al., 2012). At a Level 4, the organization implements formal KM practices, which include the documentation and management of valuable knowledge (Lin et al., 2012). The grouping of knowledge processes into exploitative (sharing) and explorative (creation), results in organizational learning (Erhardt, 2011). The integration of EI into one's work activities provides the ability to manage his or her emotions and build cross-cultural relationships (Nixon et al., 2012).

When the PM methodology becomes a critical component of business planning and value integration, the achievement of PMMM Level 5 is attainable (Wysocki, 2012). The repeatable successful process and practices are available for improvement, balancing, and strategic organizational integration (Heising, 2012). The integration of shared knowledge permeates the organization, which supports innovation and sustained competitive advantage opportunities (Lin et al., 2012). The establishment of the PM practitioners' value resulted in institutional knowledge and enhanced organizational performance (Aubry, 2011). Pasian et al. (2012) noted that non-process human factors contributed to PM maturity by increased competencies such as leadership, cultural awareness, resource management, and teamwork. Adams and Anantatmula (2010) identified that the achievement of full PM integration was when team emotions evolved into highly functional integrated group, resulting in a high-performing knowledge-driven organization. For a PBO, each PMMM level results in an increased ability to innovate and obtain a competitive advantage (Demir & Kocabas, 2010; Wysocki, 2012). From an organizational perspective, a mature cross-cultural integrated PM function leads to

strategic value creation (Aubry, Sicotte, Drouin, Vidot-Delerue, & Besner, 2012). As an organization's PM maturity increases the knowledge sharing ability progressed, resulting in a learning organization (Bartsch et al., 2013). Srinivasan (2011) suggested that within the organizational context knowledge is abstract and ineffective without competent people who possess the ability to apply the knowledge and deliver results. Nixon et al. (2012) concluded that an emotionally competent PM practitioner provides persuasive leadership to integrate PM practices, processes, and organizational knowledge. Within the context of a maturing PBO, an EI competent PM practitioner may contribute to the successful outcome of integrated business practices and knowledge sharing (Pemsel & Wiewiora, 2013).

Knowledge Management

Within a PBO, the PMMM provides an effective model for the collection, integration, and dissemination of knowledge (Pemsel & Wiewiora, 2013). Holzmann (2012) identified the link between a mature PM organization and the role of the knowledge broker. Within a PBO, the availability and management of knowledge resulted in organizational learning and increased productivity, supporting the sustained competitiveness of the company (Bartsch et al., 2013). As suggested by Aubry, Müller, and Gluckler (2011), a PM practitioner plays a leading role in the organization's ability to manage and apply knowledge. When an organization embraces innovative (radical and incremental) KM, organizational leaders promote the ability to create, apply, and transfer knowledge (Amiri, Jandaghi, & Ramezan, 2011).

As an organization's internal PM practices, processes, and capacity increases, so does the ability to utilize knowledge (Pemsel & Wiewiora, 2013). Knowledge is a valuable commodity, but the overload of information may lead to inefficiency, complexity, and the loss of critical knowledge (Brennan, 2011). Therefore, the ability to manage knowledge makes a positive contribution to an organization by providing opportunity, motivation, and ability while protecting from information overload (Bartsch et al., 2013). When extending the reach of KM to a broader external audience, the organization may be poised to contribute to social change (Aubry et al., 2012). A single organization does not resolve systemic social problems, but knowledge-based IT-enabled changes are achievable (Reich et al., 2012). Recent research suggested that a PM practitioner contributes to the organizational knowledge management maturity based upon dynamic competency capabilities (Killen & Hunt, 2013). An EI competent PM practitioner might contribute to project success utilizing knowledge management best practices (Lin et al., 2012).

In a knowledge-driven, project based organization, Sharma and Djiaw (2011) identified the effective management of intellectual assets as critical. The management of knowledge-based complex resources requires competent PM practitioners who can integrate human and technical assets to produce tangible results (Jugdev & Mathur, 2012). In a recent study, Reich, Gemino, and Sauer (2012) concluded that the PM practitioner's leadership ability could contribute to the creation and usage of high-quality knowledge leading to business value.

Project Management Competency

A competent IT-based PM practitioner has the knowledge, skill, and ability to lead successful projects (Napier, Keil, & Tan, 2009). PM competency develops through education and experience, but the execution of competency is behavioral based (Mishra & Das Mohapatra, 2010). For the management of IT-based projects, the competent PM practitioner applies technical knowledge along with interpersonal skills to influence behavior and achieve project goals (Fisher, 2011).

A study by Stevenson and Starkweather (2010) suggested that interpersonal skills are a core competency for IT-based managed projects. Interpersonal skills include both self and social competence. When combined, they lead to emotional self-awareness or EI (Hess & Bacigalupo, 2011). Interpersonal skills and management of emotions provided the foundation for successful PM (Maini et al., 2012). Crawford and Nahmias (2010) identified leadership as an additional PM practitioner key competency.

Project Leadership

A recent study indicated that a PM practitioner's leadership style contributes to a successful project outcome (Wu, 2011). Based upon the organizational cultural environment, a PM practitioner may need to employ different leadership styles to achieve project success (Yang, Huang, & Wu, 2011). Yang et al. (2011) found that the most effective leadership style depends upon the unique circumstances of the environment and project. Starkweather and Stevenson (2010) identified a PM practitioner's core competency as leadership ability. Emery (2012) suggested that there are two types of emergent leadership behavior: person- and task-focused. The person-focused leader emphasizes relationships with followers while the task-based leader emphasizes

cognitive-based task accomplishment (Emery, 2012). PM practitioners' understanding and management of emotions has a linkage to relationship building or EI (Fisher, 2011). Although a task-based leader excelled at organizing, procedures, or improving activities using cognitive abilities, Emery (2011) indicated that EI assisted in the ability to achieve goals.

Authentic leadership. Leadership has a moral foundation, which contributes to positive organizational behavior (Kociatkiewicz & Kostera, 2012). Lloyd-Walker and Walker (2011) suggested the use of authentic leadership could add value, but there are many leadership styles appropriate during different phases of the project lifecycle. Rego, Sousa, Marques, and Pina e Cunha (2012) noted that authentic leadership increased individual self-awareness based upon his or her moral values. Within the project team context, the PM practitioner's leadership style and emotive behavior resulted in the empowerment and contribution to successful project delivery (Tuuli, Rowlinson, Fellows, & Liu, 2012). Lloyd-Walker and Walker indicated that authentic leadership incorporated qualities of transformational leadership style with ethical values. Notwithstanding, Hur, van den Berg, and Wilderom (2011) identified a link between transformational leadership effectiveness and EI within the service-orientated knowledge-based environment.

Transformational leadership. A PM practitioner as a transformational leader can contribute to successful project outcomes (Clarke, 2010a; Yang et al., 2011). Gundersen, Hellesøy, and Raeder (2012) identified that, within a dynamic knowledge-based environment, transformational project leadership is highly effective. As a transformational leader, the PM practitioner is a mentor or a role model who encourages

learning and individual development (Harmes & Credé, 2010). Transformational leadership behavior included individualized intellectual stimulation and intrinsic influential motivation, which resulted in high performing project teams (Gundersen et al., 2012). A transformational PM practitioner provided socioemotional support that empowered and inspired project team members to achieve goals (Harmes & Credé, 2010). The transformational PM practitioner engaged and valued individuals based upon their successful contribution both individually and as a group (Lloyd-Walker & Walker, 2011). Within the transformational environment, the individual derives self-centered rewards from the knowledge and recognition that they have successfully contributed to the outcome of the project (Nixon et al., 2012). Hur et al. (2011) identified that there were similar qualities between transformational leadership and EI based upon individual self-awareness and emotional stability. The transforming leader engages emotionally with his or her followers using influence, inspirational motivation, targeted stimulation, and personalized consideration (Shuck & Herd, 2012). Anand and UdaySuriyan (2010) suggested that 90% of leadership success was attributable to the empowerment of EI. Based upon the fundamental role of emotions in the leader follower relationship, Walter et al. (2011) suggested that EI influences the effectiveness of transformational leadership. Embedded within transformational leadership were transactional leadership components, which form an alternative project leadership style (Gundersen et al., 2012).

Transactional leadership. A PM practitioner using a transactional style focuses on planning, controlling, and anticipation of corrective action (Laufer, 2012). An active transactional leadership style identifies clear goals and behavioral expectations, and the

PM practitioner monitors the project deliverables closely (Harmes & Credé, 2010). A transactional PM practitioner focuses upon traditional documented project-management process actions within a controlled, rule-orientated environment (Lloyd-Walker & Walker, 2011). Using a traditional leader and follower model, transactional leadership rewards compliant and productive behavior based upon definitive tasks or financial accomplishments (Harmes & Credé, 2010). Yang et al. (2011) noted that transactional leadership might be more effective within a static and highly structured environment.

As suggested by Shuck and Herd (2012), EI forms a conceptual bridge between transformational and transactional leadership styles. Goleman's (1998) competency framework provides the behavior linkage between leadership styles and organizational performance based upon the premise that an engaged leader contributes to the workplace emotional climate. A leader's emotional self-awareness contributes to self-reflection, which allows decisions based upon contextual holistic factors (Shuck & Herd, 2012). Self-awareness leads to emotional self-management, which provides the ability to make better decisions with transparency, adaptability, and superior achievement (Goleman, 1998). The use of EI by both leaders and followers to connect motivational expectations and perceptions can lead to increased productivity (Shuck & Herd, 2012).

The appropriateness and application of either transformational or transactional leadership styles can lead to project success based upon context (Brocato & Gold, 2010). A PM practitioner applies his or her knowledge, experience, and competencies to invent and apply creative techniques and skills to achieve success (Reich & Sauer, 2010). Findings from a recent study indicated that EI has a significant impact upon leadership

success (Anand & UdayaSuriyan, 2010). Additionally, a PM practitioner's leadership style may contribute to a successful project outcome (Wu, 2011). Nixon et al. (2012) suggested that the achievement of successful project outcomes was attributable to effective leadership style combined with EI. As suggested by Reich and Sauer (2010), the PM practitioner, as a leader, might use EI competency to achieve a successful business outcome.

Project Success

The definition and measurement of project success is subjective and difficult to quantify (Lacerda, Ensslin, & Ensslin, 2011). As suggested by Müller and Jugdev (2012), many factors and criteria influence project success, based upon the perspective and context of the project and viewer. A project should result in a pre-determined outcome within a set of parameters (PMI, 2013). These parameters may be financial or numeric based, which could lead to unanticipated behavior and project delivery results based upon a single success measurement (Kornfeld & Kara, 2011). Mishra et al. (2011a) suggested that the basis for project success resides in the perspective of the customer, organization, stakeholder, or PM practitioner. Leadership competency and performance form an additional critical factor for the determination of project success (Nixon et al., 2012). As suggested by Cooke-Davies (2007), there are levels of success criteria: project management success, project success, and cumulative project success. Mignerat and Rivard (2012) found that multi-level success criteria resulted in the PM practitioner's ability to discover and improve PM practices. Continual or cumulative success can result in shared knowledge, which could lead to continuous process and

project improvement (Kornfeld & Kara, 2011). Traditional project success has a basis in the management performance of cost, time, and quality (Anderson, 2010). Additionally, project success may include a business orientation, where the measurement of success is by the strategic value to the business or organization (Nixon et al., 2012).

Mishra et al. (2011b) identified critical PM practitioner success factors, including effective leadership, situational management, and EI. Within a PBO, project success or failure factors change depending upon the context and diversity of the project. However, Mishra et al. (2011b) identified that a people-based approach was the most effective. The PM practitioner's leadership style, coupled with a business-value strategic focus contributed to successful project outcomes (Patanakul & Shenhar, 2012). Emmerling and Boyatzis (2012) suggested that the achievement of superior performance using emotional and social competencies has a basis upon the cultural context.

Multidimensional Culture

The PM practitioner's recognition and management of multidimensional cultural diversity may influence the success or failure of a project (Karlsen, 2011). As noted by Trompenaars and Hampden-Turner (2012), within a global knowledge-based economy, cultural diversity has many levels. The PM practitioner may need to have an awareness of the cultural dimensions from the global, national, regional, organizational, and project perspective (Trompenaars & Hampden-Turner, 2012). Based upon the organizational context, the PM practitioner should identify predominate corporate culture and sub-cultures to work effectively within this environment (Stare, 2012). Omorede et al. (2013)

suggested that a competent PM practitioner might apply social awareness while leveraging cultural diversity to achieve project success (Omorede et al., 2013).

Within a knowledge-driven PBO, projects provided the content for change and served as the process for the change (Winch, Meunier, Head, & Russ, 2012). As noted by Karlsen (2011), a strong organized corporate culture provides an environment that embraces and supports change; alternatively, change may be resisted and difficult to implement in a fragmented disorganized culture. Stare (2012) suggested that the PM practitioner's ability to manage successful project outcomes within a clashing, unsupportive multidimensional culture was a critical competency.

Hess and Bacigalupo (2011) recommended that a PM practitioner practice social, cultural, and organizational awareness. Ultimately, a supportive organizational culture provided the environment for the PM practitioner to utilize his or her competencies and achieve project success (Karlsen, 2011). The use of strategic thinking, investigative questioning, and cross-cultural knowledge can assist the PM practitioner in leading change (Emmerling & Boyatzis, 2012). Additionally, Emmerling and Boyatzis suggested an innovative holistic approach to identify resistance to strategic change, and this approach has a basis within multidimensional behavior. Fisher (2011) indicated that a PM practitioner contributes to the sustainability and competitiveness of an organization using both emotional and cultural intelligence.

Cultural Intelligence

Cultural intelligence (CI) is one's ability to perceive, adapt and thrive in ambiguous social and cultural situations (Ismail, Reza, & Mahdi, 2012). A subcomponent of EI competency is cultural awareness and ability to work within the organizational culture (Karlsen, 2011). Using Goleman's (1998) EI competency framework, diverse cultural awareness is a key social competency that may contribute to project success (Wu, 2011). Cultural awareness is a critical component of the PM practitioners' EI competency (Fisher, 2011). As noted by Moon (2010), CI results from the application and integration of various competencies, with a focus upon adaptation to culturally diverse environments.

The PM practitioner's ability to use strategic thinking in conjunction with CI may result in the ability to reframe or simplify the desired result (Zand, 2010). Aubry et al., (2012) suggested integration between strategy and internal organizational culture to create maximum business value. A culture may be individualistic (focus upon people) or collectivism (focus upon between groups), which impacts the EI competencies used to achieve the desired results (Sharma, 2012). Additional research revealed that a PM practitioner's use of EI and CI together might result in increasing the project success rate (Karlsen, 2011).

Future PM Competency

PM is the emotional management of one's self and others, which may contribute to the competitive advantage in a challenging cultural environment (Whitty, 2010). Pemsel and Wiewiora (2013) have identified the need for the EI competent PM

practitioner in an increasingly global knowledge-based environment. Bartsch et al. (2013) identified that the future PM practitioner will need to manage human and knowledge resources effectively in support of organizational learning and the continued competitive advantage of the firm. The EI competent PM practitioner may provide the knowledge and guidance to bridge the project success gap.

EI Competency Conclusion

In conclusion, within the knowledge-based project-orientated organization, the low success rate of IT projects limits the competitive advantage and sustainability of a business (Mignerat & Rivard, 2012). A successful project outcome is dependent upon many factors, such as organizational structure and cultural, leadership style and ability, and PM practitioners' experience and competency (Antes & Schuelke, 2011). Within a PBO, the PM practitioner integrates technical and people-based competencies to plan and implement successful project solutions (Jugdev & Mathur, 2012). Several studies suggested that the PM practitioner's EI competency is a contributory factor to increase successful project outcomes (Levasseur, 2010; Mignerat & Rivard, 2012). Overall, the literature revealed that the future PM practitioner's EI competency might provide an effect upon IT-based project outcomes.

Despite the extensive body of knowledge on PM and EI, few studies explored the integration between a PM practitioner's EI competency and the potential contribution to influence project outcomes. Using Goleman's (1998) behavioral-based EI competency model, a PM practitioner might apply his or her personal and social competence to

enhance work-based performance. Additionally, the PM practitioner can develop their ability to manage emotions, which may increase EI competency (Fisher, 2011).

Increasing the PM practitioner's EI competency, coupled with an industry-wide benchmark, may provide the platform to assess the maturity of the PM discipline within an organizational context. The integrated PMMM provides five multidimensional levels, which incorporate PM practices, processes, knowledge management, and EI clusters. The PMMM offers a conceptual view of a maturing PBO and the ultimate optimization potential, which supports business sustainability.

Within the dynamic and knowledge-based business environment, experienced and competent IT-based PM practitioners need the ability to generate and integrate knowledge, which supports the competitive advantage of the firm (Hoyos & Braun, 2010). Within a PBO, increasing productivity and sustainable competitiveness has a basis upon the management and the creation of new knowledge (Bartsch et al., 2013). The PM practitioner contributes to successful business value by integrating and sharing knowledge within the organization (Reich et al., 2012). A high-performing knowledge-sharing organization may contribute to successful project outcomes.

Additionally, the literature review revealed that leadership was a critical competency for the PM practitioner (Crawford & Nahmias, 2010). Different leadership styles are appropriate based upon the environment and unique characteristics of the project (Yang et al., 2011). Several studies identified that a competent PM practitioner using a transformational leadership style contributed to project success (Clarke, 2010a; Nixon et al., 2012; Yang et al., 2011). Furthermore, Shuck and Herd (2012) suggested

that EI competency forms a conceptual bridge between leadership style and the multidimensional culture, which may influence project success.

Within a global knowledge-based economy, the PM practitioner uses EI competency to manage within the national, regional, organizational, and project cultural environment (Trompenaars & Hampden-Turner, 2012). The EI competent PM practitioner could expand their effectiveness with the use of CI to increase project success (Karlsen, 2011). The literature review revealed business-related competency gaps, which applied to the PM practitioner. This study explored the PM practitioners' application of specific EI competencies (personal self-awareness and social cultural-awareness) and the potential influence upon the success of IT-based projects.

Transition and Summary

Section 1 established the foundation or basis for the study and included the background, business problem, purpose statement, research questions, and contextual framework. The literature review explored the existing body of knowledge and included key findings, which have an influence upon the success or failure of a project. The exploration of a PM practitioner's EI competency has a basis within the context of the business problem.

Section 2 expanded the methodology and design discussion while focusing upon the proposed qualitative research study, which explored EI competency, from the PM practitioner's perspective. Section 3 examined the study results, described key findings, identified practical applications to business practices, and identified gaps or potential research opportunities.

Section 2: The Project

In this study, I explored PM practitioners' self-perceived EI competency and the PMs' perception of the effect of applying EI competencies upon project success or failure. Despite an ongoing focus upon project methodology, stakeholder engagement or support, strategic alignment execution, and experienced PM staffing, the overall project success rate is 50-56% (Altuwaijri & Khorsheed, 2012; Wright & Caps, 2011). Section 2 focused on the method and design of the study, my role as the researcher, data collection, envisioned analysis approach, and the ethical components of the study. Finally, in this qualitative phenomenological study, using open-ended questions, I explored qualified PM participants' perceptions and lived experiences related to their self-perceived EI competence.

Purpose Statement

The objective of this qualitative phenomenological study was to explore PM practitioners' self-perceived application of EI self- and cultural-awareness competencies and their perceived effect upon IT-based project success or failure. In this study, I solicited PM practitioners' lived experiences within the context of IT PM. Giorgi (2012) suggested a holistic phenomenological approach; thus, I explored and described the phenomena from the PM practitioner's perspective within the project outcome context. Study participants included experienced PM practitioners who had managed IT-based projects for at least 5 years. At least 20 participants provided feedback using open-ended questions.

For this study, the focus upon specific EI competencies allowed the in-depth exploration of PM practitioners' self-perceived experience. Although the PM practitioner uses multiple competencies, the narrowing of the focus has a basis stemming from the literature with the selection of *emotional and cultural awareness*. The PM practitioner's emotional self-awareness provides a basis for behavior based upon the recognition of emotions (Shuck & Herd, 2012). The selection of the social-cultural awareness ability expanded the focus to emotional behavior based upon organizational or environmental factors. The literature identified cultural awareness or intelligence as a key behavior resulting from group or relationship interactions (Fisher, 2011).

As suggested by Englander (2012), I used a descriptive data analysis process to provide the perceptions and personal experiences of the PM practitioner. Additionally, as identified by Fisher and Stenner (2011), I reviewed and analyzed words and phrases from the data, forming a structure or framework to clarify and describe the phenomenon. Business-focused PM practitioners' self-perceived EI competencies are transferable and may lead to positive societal benefits by providing a stable community-based environment, which may increase quality of life for both the individual and the community. Maciariello (2009) indicated that the individual's use of his or her unique EI competencies can lead to human-activity system-based changes, which can provide community-based opportunities.

Role of the Researcher

For this qualitative research study, I played an active multidimensional role in the collection, organization, and descriptive analysis of the PM participants' perceptive data.

As a social scientist, I facilitated this research study from a holistic perspective based upon human activity within a business context (Melé, Argandoña, & Sanchez-Runde, 2011). As the researcher, I developed the open-ended questions, facilitated the participant responses, and pursued follow-up questions based upon response opportunities. As a PM practitioner for over 25 years, I am aware of the challenges of managing IT-based projects, including PM practices and project success and failure factors. During my years of leading and managing projects, I have confronted and overcome project obstacles, which have increased my knowledge of both technical and people-based competencies.

As Merriam (2009) noted, while my *lifeworld* knowledge as a PM practitioner provided the grounding or foundation for this social phenomenological study, I needed to set aside or bracket my experience and emotional perspective. The conscious bracketing of my assumptions and experiences allowed the exploration and probing of the individual PM practitioners' distinctive and valuable EI competency perspectives. Additionally, Giorgi (2012) recommended focusing upon a psychologically sensitive attitude, based upon the phenomenon, which provides additional sensitivity and objectivity. I solicited study participants based upon their association with the professional practice of project management using a national PM organization. This recruitment and selection process provided further support for researcher objectivity and participant credibility.

Participants

The participants for this qualitative phenomenological study were PM practitioners who had managed IT-based projects for at least 5 years and had an

association with the U.S.-based Project Management Institute (PMI) organization. PMI is a large not-for-profit membership association with a focus upon the education and advancement of the PM profession and practitioner. The solicitation and selection of PM practitioners based upon their PMI association provided access to qualified study participants who shared their life experience and EI competency perspective when managing IT-based projects. As noted by Englander (2012), a purposeful sampling of the population allows the selection of study participants based upon their lived experiences and knowledge, which represents the phenomenon of the PM practitioner. Participant selection based upon professional association and experience supports a relevant and representative study sample that allows the exploration of the phenomenon (Merriam, 2009).

The primary strategy to solicit participants was to engage PMI national and regional educational directors and obtain permission to solicit PM participants using a web-based questionnaire link. The PMI organization also offered discussion groups that focused upon specific types of projects. There are several PMI-affiliated community of practice (COP) groups, which focus upon unique types of projects or PM challenges. Additionally, there were professional PM discussion groups that offered opportunities for identifying potential interview participants. I established a working relationship with the selected participants by providing an introduction of both myself and the purpose of the study. My initial communication with the participants established the relevant competency background and the study's potential application for catalyzing positive project outcomes.

White and Fitzgerald (2010) noted that the research study method and design have an ethical component that requires the creation of and adherence to a set of prescriptive standards. These standards include a participant informed consent process and agreement (see Appendix A). The informed consent process addresses a participant's right to privacy, right to refuse, and right to discontinue participation at any time. This business-focused study did not include any vulnerable populations, such as minors under the age of 18, mentally or emotionally disabled persons, subordinates or persons under my direct supervision, and potential or current clients.

Data protection plans included data coding to ensure participant anonymity and data storage on both a password-protected computer hard drive and off-site cloud backup. I stored printed copies of questionnaire data and transcripts in a locked cabinet. Additionally, I will secure all study data for 5 years before destroying the data.

Research Method and Design

In this study, I explored the application of the PM practitioner's self-perceived EI competency and its potential effect upon project outcome using a qualitative method of inquiry. The application of the qualitative method supported the exploration of individual lived experiences based upon the PM practitioners' perceptions. This study describes the applications of the PM practitioners' self-perceived EI self- and cultural-awareness competencies and the potential for affecting project success or failure.

Method

Denzin and Lincoln (2011) noted that the application of the qualitative method of inquiry traverses multiple fields, disciplines, and scientific approaches. For the social

scientist, the intersection where lived experiences integrate with culture may provide insight into human behavior, which can apply to a business-related problem (Merriam, 2009). The expectation of the qualitative method of inquiry was to provide the framework to explore the PM practitioners' self-perceived EI competency effect, not the correlation between competency and project outcome (Eberle, 2010). Additionally, Fisher and Stenner (2011) suggested that the exploration of a person's lived experiences might reveal impact and interconnectivity upon a desired outcome.

In this qualitative study, I used exploratory questions to capture the PM practitioner's perspective stemming from his or her experience within the PM practice. An application of a *quantitative* method of inquiry would require a more remote and inferential approach that is not conducive to the exploration of the PM practitioner's perspective (Denzin & Lincoln, 2011). Additionally, the use of a quantitative method seeks to establish relationships among variables and develop generalizations based upon probabilities or causation, not to investigate individual perceptions using rich, thick details (Eberle, 2010). Teddlie and Tashakkori (2011) noted that a mixed-method approach involves the application of both qualitative and quantitative methods, which bracket or add support to the research study; however, this approach would have weakened or diluted my focus and attention to detail as I explored the PM practitioners' self-perceived lived experiences. The intent of this study was not to formulate theory or test hypotheses, but to seek a deeper understanding of the PM practitioners' applied perceptions of the EI competency phenomena within the context of IT-based project experience.

Research Design

The social scientist can apply the qualitative method of inquiry using various design approaches. As suggested by Merriam (2009), based upon the need to explore deeply and richly describe the EI competency phenomena from the PM practitioner's perspective, I selected the phenomenological design for this research study. Using a phenomenological design provided the context and ability to extract knowledge and meaning based upon the individual's perceived experience, resulting in a deep, rich description of the application of EI competency (Giorgi, 2012).

The focus of this study was upon the individual's lived experiences, not the culture-focused view of the ethnographical approach. Although there was an organizational context for the study, the focus was upon phenomena, not the cultural institution or social processes (Lincoln, Lynham, & Guba, 2011). Consideration of a grounded theory approach revealed that the intent of this study was to explore and understand the phenomenon, not to build or substantiate a theory (Merriam, 2009). Based upon Yin's (2009) case study approach, I concluded that the case study design was not broad enough to explore thoroughly the participants' experiences. Additionally, the use of a bounded system did not offer the variety of experienced IT-based PM practitioners within different organizational environments. A qualitative phenomenological design provided the most efficacious framework for exploring and describing PM practitioners' self-perceived EI competencies based upon the need to understand the application of the phenomena (Giorgi, 2012). My use of the selected

design framework and focus upon self-perceived EI competency phenomena assisted in the identification of the potential study group or population.

Population and Sampling

For this study, the potential population was experienced PM practitioners who managed IT-based projects and who associated with professional PM-based groups. The PM practitioner collaborates and communicates using PM-based associations and forums. The strategy to gain access to the target population was to use PMI national and regional websites, the local PMI chapter association, and COP groups that focus on IT-based project challenges. As noted by Merriam (2009), criterion-based population selection supported the study focus. I narrowed the population based upon individuals' PM knowledge, experience, and willingness to participate and describe the phenomena.

I used several descriptive statements to qualify and select the population (5 years of IT-based project experience and ability to apply EI competency) in the informed consent and introduction as noted in Appendix A. Selection of study participants based upon their IT-based PM knowledge and experience in conjunction with a professional association supported a purposeful sampling approach. As noted by Merriam (2009), a purposeful sampling approach is appropriate to obtain a typical practitioner who has experienced the phenomenon. Additionally, qualified participants identified additional participants, which allowed the use of the *snowball sampling* approach and increased the number of participants (Seidman, 2006).

As proposed by Seidman (2006), when conducting a qualitative phenomenological study, the determination of sample size has a basis upon the criteria of

enough: enough participants to explore sufficiency the phenomena and enough data to ensure saturation. When determining sample size, tradeoff considerations include researcher time, available funds, and participant agreement and support (Cheek, 2011). Based upon the concept of enough and the potential participant availability, I conducted my research study with a minimum of 20 participants. Similar studies used between 11 and 31 participants, which supported the use of 20 research study individuals (Aubry et al., 2012; Quisenberry, 2011; Tawiah, 2012).

When conducting phenomenological research, there is no prescribed method; however, the criteria needed to gather a complete and thorough description has a basis upon the participant's lived experience (Englander, 2012). For this study, I collected data using a web-based open-ended questionnaire that allowed the participants to describe their phenomenal experience textually instead of verbally. The hosting of this questionnaire by surveymonkey.com allowed for follow-up or clarification questions based upon participant willingness and availability. The electronic questionnaire approach and clarification technique reflected ethical dimensions described under the following heading.

Ethical Research

For the social scientist, scholarly research should adhere to a code of ethics or ethical standards. Christians (2011) recommended the following research study guidelines: (a) use of informed consent, (b) design free of deception, (c) privacy and confidentially safeguards, and (d) maintenance of accuracy. White and Fitzgerald (2010)

suggested that researchers acknowledge and consider the ethical and moral dimensions as they explore an individual's perception of a lived experience.

The focus of my study was a business- and work-related behavior that did not include any vulnerable or at-risk participants. Participant solicitation and selection had a basis upon professional association and length of PM experience. After receiving IRB approval, I invited potential study participants using the informed consent and introduction form (see Appendix A). The informed consent form described the purpose, voluntary nature, risks and benefits, lack of payment or compensation, and confidentiality of the research study. The consent form also informed participants that they could withdraw or refuse to participate at any time during the questionnaire process. I maintained participant anonymity by the assignment and use of a unique numeric identifier. Additionally, I secured the data in a locked cabinet for 5 years to ensure the confidentiality prior to destroying the data.

Data Collection

For the qualitative researcher, the medium for data conveyance and collection is text and or words, not numbers. As identified by Merriam (2009), the research study problem and purpose dictate the nature and collection of the individuals' perceived lived experiences and behavior that provide rich, descriptive data elements. In a qualitative study, the researcher is the instrument. Thus, the reliability and validity of my study depended upon my ability, effort, neutrality, and trustworthiness (Golafshani, 2003).

Instruments

The reliability (dependability) and validity (credibility and transferability) of a qualitative study has a basis upon the researcher's ethics and trustworthiness (Merriam, 2009). For this study, I was the instrument as I developed the survey questionnaire to collect, organize, and analyze the data. Solicitation of professional PM practitioner feedback increased the clarity and validity of the questionnaire prior to IRB approval. As identified by Golafshani (2003), academic judgment of qualitative studies is upon rigor, which included the credibility and precision of the researcher. Additionally, rigor provides the details and consistency enhancing the quality and trustworthiness of the qualitative research study (Thomas & Magilvy, 2011).

For this study, I collected the participant data using open-ended questions (see Appendix B). As suggested by Merriam (2009), the exploratory question construction was semistructured. I did not seek to measure a PM practitioner's EI competency but to explore and describe the PM practitioners' perspective of how they applied the EI self-perceived competence to affect project outcome. Therefore, the use of exploratory experience-based questions to collect detailed information from the PM practitioners' perspective was appropriate.

Within a business context, as a social scientist, I explored the phenomenon of the individual emotive experience within the EI competency framework or boundary using exploratory questions. The exploration of human phenomena presented a challenge for the assessment of reliability and validity of an instrument and qualitative study methodology (Lincoln et al., 2011). For this study, I maintained rigor with the

application of the method of inquiry within the contextual boundary, while applying an objective lens. The judgment of superior qualitative research is by rigor, which includes the application and focus upon the data collection and analysis procedures (Tracy, 2010). Data storage procedures increased the rigor and supportability of the study. I collected, organized, analyzed, and stored the participant raw data electronically, which was available to interested parties upon request.

Data Collection Technique

A social scientist may use interview techniques to collect focused research data and explore people's experience and perception of a phenomenon (Merriam, 2009). For this study, I collected data using a web-based questionnaire with semi structured open-ended questions. The informed consent contained an introduction section (see Appendix A) which provided the foundation and context for the EI competency based questions. I used a social construction questionnaire approach that focused on how people interpret or perceive their experience within the context of their world (Rubin & Rubin, 2012). As indicated by Seidman (2006), there were many approaches and structures for in-depth phenomenological questioning, but the ultimate goal was participant reconstruction of the study topic. The reconstructive questions explored the PM practitioners' self-perceived use of self- and cultural-awareness based upon Goleman's (1998) EI competency framework within the context of IT-based project management. Following the guidelines provided by Rubin and Rubin, the questions had a basis upon: (a) using language that the participant can understand, (b) focusing upon the knowledge and experience of the participant, and (c) using common practices supported by the literature.

The questionnaire was peer-reviewed by professional PM practitioners to ensure clarity, validity, and reliability. Incorporation of feedback based upon experienced and knowledgeable PM reviewers increased validity prior to IRB approval. Selected PM reviewers were not study participants but they did provide valuable feedback, which increased the accuracy and reliability of the exploratory questions. Based upon a professional PM peer-review prior to IRB approval, I did not conduct a pilot study.

Solicitation of potential participants was electronic using web sites, discussion forums, and email invitations. Once participants agreed to complete the questionnaire for this study, they answered the questions online using surveymonkey.com. Study participants could provide their contact information and permission for further clarification or response probing. When each participant completed the questionnaire, I transferred the data onto my personal computer and coded each response with a unique numeric identifier, which maintained participant anonymity. I organized and saved the raw data electronically to a secure off-site storage facility.

Data Organization Techniques

I stored the results of the exploratory questions using a password protected electronically secure filing system. I organized and cataloged the textual data by a unique numeric identifier to protect participant identity. The organizational scheme or coding process was hierarchical based upon assigned numbers for each participant and subsequent response (Johnson, Dunlap, & Benoit, 2010). Additionally, I organized the data elements by subtopic or key words. I used a research study log to track responses, capture my thoughts, and noted follow-up opportunities (Merriam, 2009). Charmaz

(2011) suggested the use of *gerunds*, which enabled action-based coding and provided the opportunity to make connections between categories or themes. The storage of all electronic data and paper files within a locked cabinet ensured confidentiality. Finally, I will destroy the data after 5 years.

Data Analysis Technique

For the social scientist, data analysis began with the attitude and approach to the raw data. As suggested by Giorgi (2012), the researcher's attitude and mind-set will focus upon the phenomenon as presented without adding researcher knowledge or interpretation. The researcher absorbs the data as presented without bias or preconceived ideas. Additionally, Giorgi recommended the use of a holistic phenomenological data reduction approach based upon: (a) developing a holistic perspective based upon the descriptive data set, (b) dividing into meaning units, (c) synthesizing to describe the study topic, (d) applying focus of participant intent, and (e) describing the phenomenological experience or essence.

Applying the data reduction method, I searched the textual data for common themes and patterns, which described how the PM practitioner applied the specified EI competencies. As recommended by Merriam (2009), based upon the amount and complexity of the word-based data, I loaded the data sets into a computer assisted qualitative data analysis software (CAQDAS) program. During the data reduction-analysis process, I used the QSR NVivo software; additionally I used Microsoft Word and Excel to augment the theme-based analysis. As recommended by Englander (2012),

I applied the transformed data to the research question describing the PM practitioner's self-perceived EI competency experience within the context of project success or failure.

This research study has a basis upon the EI theory and Goleman's (1998) competency framework. Based upon the literature, I selected two EI components to explore. The first component was the PM practitioner's self-awareness and basis of his or her emotions coupled with the resulting behavior, which provided the data to explore this EI competency component. The second EI component I selected for exploration was the PM practitioner's social emotional ability to direct behavior based upon cultural awareness. Within the questionnaire, I provided a descriptive introduction, which created a common foundation for the subject EI competencies. Within the context of exploring the principal research question (How, if at all, does the PM practitioner apply emotional intelligence self- and cultural-awareness competencies to affect project outcome?), I used the following interview questions to explore the research question:

1. Based upon a recent project, describe how you used your emotional awareness to effect project outcome. Describe a specific situation, your behavior, and the result.
2. Within the context of a recent project, describe your awareness of the relevant cultural elements and your resulting behavior. What was the effect of your applied cultural awareness on the project outcome?
3. Describe the value that you place upon emotional and cultural-awareness, within your PM role, and how they can affect project success or failure. Why?

Reliability and Validity

As suggested by Merriam (2009), I contributed to the reliability (dependability) and validity (credibility and transferability) of the study by focusing upon my critical reflective role as the researcher. Additionally, Merriam (2009) noted that qualitative researchers explore and describe how an individual perceives the phenomena, which indicates validity is a goal, not a definitive product or measurement. I increased the validity of the study by using a triangulation strategy with multiple participant perspectives, follow-up or probing questions, and professional peer-review. Increasing the trustworthiness of qualitative research is achievable using *crystallization*, which allows the researcher to use a prism to view the various angles of the participant responses (Merriam, 2009). Tracy (2010) suggested that credibility and transferability are achievable using rich thick descriptions based upon context.

Reliability

Reliability can be problematic when conducting qualitative studies as human behavior has a basis upon the phenomenological experience. Thomas and Magilvy (2011) suggested that, for the qualitative researcher, the *dependability* of the study resides with the researcher's detailed decision or audit trail. I provided a research journal or audit trail, which described my decisions based upon the research approach, data congruency, and analysis process (Merriam, 2009). Although applying generalizations from qualitative data is not statistical, life lessons and knowledge are transferable based upon sufficiently descriptive data (Merriam, 2009). Lincoln et al. (2011) noted that the generation of knowledge from a qualitative method of inquiry increases or enhances

individual abilities or wisdom. As suggested by Tracy (2010), in this study, I explored and described how the application of the PM practitioners' self-perceived EI competency could affect project outcomes. The identification and focus upon the contextual elements ensured the dependability of the study.

Validity

The researcher seeks to provide rigor and value using credibility and transferability when employing a qualitative method of inquiry. Merriam (2009) recommended the use of a "rich thick" descriptive strategy to increase the usefulness and practical application of the study findings. Additionally, I strove to discover any variation or divergent findings that could increase the applicability of the findings. As suggested by Guion, Diehl, and McDonald (2011), the use of a multipronged triangulation strategy would further increase the transferability and trustworthiness of the study. The use of data triangulation included using participants from multiple geographic areas within the United States and not limiting the participants to a single industry or workplace. Additionally, the use of environmental triangulation did not limit the participants to a specific environmental component or complexity, but only a project-based organization. Finally, the exploration of the EI competency phenomena from a project outcome perspective expanded the scope to both project success and failure and resulted in meaningful inconsistencies thus increasing the validity of the study. Internal validity has a focus upon data quality and researcher integrity, whereas external validity focuses upon the transferability or applicability of the study outcome or findings.

Internal validity. When seeking to describe how an individual perceives reality in a multidimensional and changing world, internal validity is a challenge. Giorgi (2012) suggested that the basis of the internal validity, or *credibility*, of a qualitative study was in the process of knowledge obtainment and through the lens of the researcher. As suggested by Merrian (2009), the researcher's rigorous adherence to the data identification, collection, analysis, and presentation contributes to the credibility of the study. Following Lincoln et al.'s (2011) guidance, I actively strove to ensure the authenticity of the data and method, so the resulting knowledge was credible and truthful. As a social scientist, I focused upon the data, which allowed me to describe the participant's perspective using an unbiased and objective lens. A multipronged triangulation strategy included multiple qualified participants, exploratory probing questions, incorporation of the peer-review questionnaire feedback, and potential informant feedback (Thomas & Magilvy, 2011). As offered by Thomas and Magilvy (2011), I sought to provide truth and value by describing similarities between, within, and across participant responses. Additionally, as the reflective researcher, my critical role was to seek and describe the PM practitioner's self-perceived EI competency experiences within the context and framework of this research study.

External validity. This research study explored the PM practitioner's self-perceived EI competency, which resulted in increasing PM knowledge and expanding business capacity. As noted by Elberle (2010), using the assumption of *adequateness*, the question becomes, can the participants understand and apply the results or findings. The business-orientated focus has a basis upon the PM practitioner's self-perceived

experience and application of EI competency to affect project success or failure. As suggested by Thomas and Magilvy (2011), the *transferability* of the research study findings would increase the value for the PM practitioner as applied to project outcomes. I enhanced the transferability of the study findings by enforcing participant selection criteria and providing a rich dense or thick description of the phenomena (Merriam, 2009). Additionally, the conceptual framework of the study and attention to detail provided trustworthiness and increased integrity of the results. As suggested by Tracy (2010), as a researcher, I implemented a study that is trustworthy, credible, and transferable resulting in dependable business value.

Transition and Summary

Section 2 focused upon the research study methodology, design, ethical considerations, and the role of the researcher. The qualitative phenomenological design included the participant selection, sampling, and access strategy. This section also identified and described the data collection instrument, collection process, organization, and analysis techniques. Lastly, a discussion of reliability and validity of the instrument, processes, and study methods contributed to the dependability, credibility, and transferability of the research study.

Section 3 provides an overview of the study including the results and findings. Section 3 contains the findings and conclusions with detailed recommendations, which can potentially contribute to the improvement of the PM discipline and affecting project outcome. The application of the study findings contributed to the improvement of knowledge-based business practices based upon the perceived effect of EI competencies.

The application of EI self- and cultural-awareness competencies can provide societal benefit by enabling community-based economic stability and increasing the quality of life of the individual. Section 3 identifies future research opportunities, implications for additional social change and summarizes my recommendations for further study opportunities. Additionally, based upon the research and study, I offer my reflections on completing this phase of my academic journey.

Section 3: Application to Professional Practice and Implications for Change

The purpose of this qualitative phenomenological study was to explore PM practitioners' self-perceived application of EI self- and cultural-awareness competencies and their perceived effect upon IT-based project success or failure. For this research study, I solicited the PM practitioner's lived experiences within the context of managing or leading knowledge-based projects and the need to bridge the IT project failure gap (Mignerat & Rivard, 2012). The intent of this research study was to explore the effect of PM practitioners' self-perceived EI competency upon project outcome. Additionally, the study goal was to contribute to the expansion of the existing EI, KM, and PM knowledge bases, within the organizational business context, using the PM practitioner as the vehicle.

Section 3 provides an overview of the research study and detailed description and explanation of the findings, including study results. The study findings provide both support and a framework for application to professional business practice and implications for social change. Based upon the findings, I provide suggestions for action, opportunities for further research, and personal reflections on this business-focused academic journey. This section concludes with a summary of the study and key impressions derived from completing this study.

Overview of Study

The success rate of IT projects is on a downward trend, with reported losses in the billions of dollars (Stoica & Brouse, 2013). The PM practitioner integrates and builds upon a variety of competencies, both people-based and technical, to bridge the gap

between business strategic planning and project implementation (Jugdev & Mathur, 2012). Cherniss (2010a) and Goleman (1998) identified EI competency as a key contributor to both individual and team success within the overall work environment; however, the exploration of the PM practitioner's perceived EI competency and its potential effect upon IT project success or failure has received limited attention (Mishra, Dangayach, & Mittal, 2011a; Westergren, 2011). For this qualitative phenomenological study, the research question focused on the perceptual exploration of the PM practitioners' ability to apply their EI competencies. I used one overarching question to explore the effect that the PM practitioner's EI competency has upon project outcome.

RQ1. How, if at all, does the PM practitioner apply emotional intelligence self- and cultural-awareness competencies to affect project outcome?

Supporting the data collection for this study was a web-based open-ended questionnaire, which allowed participants to describe their business-based experience textually instead of verbally. I did not seek to measure PM practitioners' EI competencies but sought to explore and describe their lived experiences of applying their self-perceived competence to affect project outcomes. The theme-based analysis and findings have a basis upon 24 participant responses and three follow-up interviews. The findings included awareness and redirection of negative emotions, multidimensional cultural blending or CI, and balanced diverse teamwork.

Presentation of the Findings

Data Collection

For this qualitative phenomenological study, I served as the instrument and developed the questionnaire to collect the textual data. As the researcher, I used three web-based open-ended questions, which explored the PM practitioner's perceived application of EI competencies and their effects upon projects' outcomes. The informed consent form (see Appendix A) and introductory letter (see Appendix C) provided the foundation and context for the EI competency questions. The reconstructive questions explored the PM practitioners' self-perceived use of self- and cultural-awareness based upon Goleman's (1998) EI competency framework within the context of IT-based project management. Based upon the guidelines provided by Ruben and Ruben (2012), the questionnaire was peer-reviewed by professional PM practitioners to ensure clarity, validity, and reliability.

After receiving IRB approval, I posted the introductory letter (see Appendix C) on the PMI local chapter site and the PMI national site within multiple communities of practice (COP) sites (Financial Services Industry, Human Resource Project Management, IT and Telecom, Leadership in Project Management). My intention was to seek permission to post my questionnaire on the PMI national website; however, further inquiry resulted in refusal, as the site was not accepting any new studies at that time. Additionally, I sent 71 electronic introductory letters to individuals within the LinkedIn professional site, which contained access to numerous PM professional contacts. Finally, I posted the link to my questionnaire on professional PM networking sites and discussion

forums. Based upon participant-initiated contact, three participants provided further clarifying details during phone conversations. Of the 42 questionnaire responses, 24 contained sufficient data to support a detailed textual analysis. Based upon the surveymonkey.com data-collector repository, 18 respondents started the questionnaire but did not complete or provide enough details for analysis.

Data Analysis

As the researcher, I followed Giorgi's (2012) approach to data analysis. My attitude and mindset focused upon the phenomenological data without adding researcher bias, experience, knowledge, or interpretation. Following Giorgi's holistic data reduction approach, the analysis focused upon the descriptive data set, which had a basis in the meanings of units or themes. Downloading the word-based data into computer-assisted qualitative data analysis software (QSR NVivo 10) formed the foundation that assisted with the data grouping and theme-based analysis. The use of Microsoft Word and Excel further augmented the data analysis process. Data coding (by participant and individual question response) allowed the application of the transformed data to the research question, resulting in the description of the PM practitioners' self-perceived EI competency experience within the context of project outcome. The focus upon the application of EI competencies of self and cultural awareness provided additional clarity describing how a PM practitioner perceives the effect of these competencies on project success or failure. Following Englander's (2012) descriptive data analysis process, I captured key phrases to describe the essence of the PM experience. The analysis of the

text-based data and several theme-based concepts bound and explored the research question.

Data Themes

As I reduced and analyzed the words and phrases, several common themes emerged, as displayed in Table 4. Based upon the textual data set and emergent themes, PM practitioners *actively* apply EI self- and cultural-awareness to affect project outcomes. PM practitioners' awareness of, and focus upon, the control or redirection of negative emotions can positively influence project outcomes. Social-cultural awareness or CI was also a contributing factor in project success or failure, both at the individual and team behavioral levels. Lastly, the findings of this research study suggest that the development of a balanced but diverse project team can have a positive effect on project outcomes.

Table 4

Emergent Themes

Theme	Description/Phrase
Negative Emotional Awareness	Fear, Frustration, Anger, Threatened, Attacked, Forced-Compromise, Dismissed, "Emotionally Paralyzed", "Back-Off"
Cultural Intelligence	Multi-dimensional Blending of Cultures: National, Regional, Industry, Company, Organizational, Individual, "Culturally Humble and Aware"
Balanced Diverse Teamwork	Cohesive, Well Balanced, Diversified, Normalized; Awareness of the Emotional Behavior of the Team Emphasize Commonalities, not Differences; Culturally Integrated

Emotional awareness. Using Goleman's (1998) resource-based EI theory, the study findings suggest that the exploration of the PM practitioners' self-perceived

emotional awareness can contribute to increasing success in the workplace. A PM practitioner, as a knowledge manager, leads IT-based projects using EI competencies to affect project outcomes (Huffman & Kilian, 2012). As suggested by Lazovic (2012) and Mishra et al. (2011b), emotionally knowledgeable workers are valuable within a project-oriented environment. Thus, the exploration of the PM practitioner's personal and social competence within the organizational business context may identify critical factors affecting project outcomes.

When facing complex project challenges, difficult people, or roadblocks, study participants indicated that when they became aware of their emotions, within a negative sense, they reacted by "keeping emotions in check but being sensitive to others" and "depersonalized" their reaction to both their own and other's emotions. The findings of this study suggest that PM practitioners' perceived awareness and control of their negative emotions can ultimately have a calming, but positive effect upon project outcome. The PM practitioners' emotional self-awareness ability to identify and focus upon their negative feelings, and then have the recognition and control to redirect their reaction, was enlightening. The findings from this study suggest that negative emotional awareness provides a mental trigger, which can direct or redirect behavior, resulting in enhancing successful project outcomes.

Once aware of their negative emotions, the participants used a variety of phrases to describe and control their behavior within the project environment; "back-off", "put the hold or mute button on", "keep emotions in check", "keeping my emotions in balance", and reading the "subtext". One participant indicated that, as a PM practitioner,

they were aware of their emotions and focused to "respond appropriately". Within the project context, the PM practitioner's negative emotional response has a basis upon an individual reaction, team culture, group behavior and ultimately project outcomes. Participants indicated that they became "emotionally paralyzed" and mentally forced to "step-back" before reacting to negative emotions. Voss and Kock (2013) noted that the management of a knowledge-based project is inherently a highly stressful, complex, and challenging endeavor, which includes the awareness of negative emotions as noted in Table 5. PM practitioners' awareness of their own and the team's emotions enhanced their ability to lead change, both within the workplace and their own personal lives (Shuck & Herd, 2012). The findings of the study suggest that the PM practitioners' emotional awareness and ability to control and redirect negative emotions can increase their ability to motivate and focus project team members, culminating in successful project outcomes.

Table 5

PM Practitioners' Emotional Awareness

Negative	**Positive**
Fear	Passion
Frustration	Inspiration
Anger	Trust
Threatened	Excitement
Attacked	Harmonious
Betrayed	Valued
Forced Compromise	Energized
Paralyzed	
Dismissed	

Austin et al. (2007) and Lindebaum (2012) provided focus upon the control and management of negative emotions; however, a surprising finding of this study was the PM practitioners' awareness and refocusing of negative emotions to affect positive project outcomes. As presented in Table 5, study participants identified the use of emotional awareness and the resulting power of positive emotions to generate passion and infuse excitement as a motivator for themselves, the project team members, and the ultimate stakeholder or customer. As one participant reported, the ability to identify and generate "positive energy" contributed to the project outcome. Another participant credited project success to positive emotions and behavior, which they described as "evangelistic" or "infusing passion" into the technological product and project goal. Whitty (2010) identified the need to explore the potential positive effect of a PM practitioner's EI competency. As indicated by Levasseur (2010), given the complexities and challenges of managing projects, within the IT knowledge-based business environment, an emotionally competent PM practitioner can add value. The findings of this study suggest that PM practitioners' self and team-based emotional awareness and ability to focus and redirect negative emotions can make a positive contribute to project outcomes.

One participant noted, "the world is viewed through your eyes, but you need to be aware of how others view and react to you". These study findings suggest that PM practitioners' emotional awareness can support, or hinder, the behavior of both the individual and the project team. The PM practitioners' EI competency includes the

abilities to recognize, control, and refocus their negative emotions, resulting in a positive contribution to the success of a project.

Cultural intelligence. Using Goleman's (1998) EI competency framework, diverse cultural awareness is a key social competency, which may contribute to successful project outcomes (Wu, 2011). A sub-component, or extension, of EI competency is cultural awareness and ability to work within a multi-dimensional organizational culture (Karlsen, 2011). Multiple participants reported the critical need to be aware of the interconnected cultural elements and have the awareness to engage and "build rapport" within the project team. Several study participants identified cultural elements from the perspective of *internal* and *external*. Internal cultural dimensions stemmed from the existing organization, nature of the business, and individual characteristics. External cultural elements included the organizational culture of another company or business, regional characteristics, and international cultural nuances. One participant indicated that a PM practitioner should accept and build upon the cultural differences, working towards a blending of cultures. Pemsel and Wiewiora (2013) identified the need for the EI culturally competent PM practitioner in an increasingly global knowledge-based environment. Several participants identified that the PM practitioners' ability to find and build upon the common cultural elements resulted in a "we are in this together" attitude, which contributed to positive project outcomes. Ismail et al. (2012) identified that one's ability to perceive, adapt, and thrive in ambiguous social and cultural situations resulted in CI. Additionally, Moon (2010) noted that CI results from the application and integration of various competencies, with a focus upon

awareness and adaptation to culturally diverse environments. One participant reported that the PM practitioner's *inability* to "grasp the underlying cultural dynamics" could result in a negative influence upon project outcome. Another participant suggested that to achieve project success the PM practitioner must have the "sensitivity" and "ability to compromise", thus leading the team with a concentrated focus upon the common project goal. Yet another participant identified the ability to be "culturally humble and aware", which leads to positive project results. A common theme throughout the study was the PM practitioner's ability to identify and use CI to engage and build a cohesive and productive team. One participant balanced culture and teamwork by "presenting the realities that sometimes we would all be losing something and gaining something helped bridge the [project success or failure] gap and stay on target". Benjamin, Gulliya, and Crispo (2012) supported these findings where the expanded use of CI within the team awareness context results in the increased ability to lead change.

Balanced diverse teamwork. Clarke (2010a) suggested that the PM practitioner is a leader who uses different styles based upon the organizational cultural environment. Findings of this study revealed that PM practitioners consider themselves project leaders and that they judge success by the accomplishments of the team. One participant indicated that the PM practitioner's awareness of and the ability to focus the "emotional behavior of the team" was a contributory factor in leading successful projects. Additional participants commented upon the PM practitioner's ability to create a positive and supportive team. A productive team whose members can compromise and build upon each other's differences can contribute to positive project outcomes. An experienced EI

competent PM practitioner has the emotional awareness, sensitivity, and ability to create a team that evolves from the "us versus them" behavior to a well-balanced cohesive team. Surprisingly, one participant revealed that the cancelation of a project resulted in the successful creation of a team, which found common ground and generated valuable institutional knowledge. Nixon et al. (2012) concluded that an emotionally competent PM practitioner provides persuasive leadership to integrate PM practices, processes, and organizational knowledge. Within the context of a maturing project-based organization (PBO), an EI competent PM practitioner can contribute to the successful outcome of integrated business practices and knowledge sharing with a balanced and diverse team (Pemsel & Wiewiora, 2013). In the current global multidimensional business environment, the ability to develop and lead a balanced, but diverse, inclusive project team can contribute to current and future project success. As one participant noted, the organizational knowledge created by one team contributed to the development of future project teams.

The findings from this research study supported addressing the research question regarding the PM practitioner's ability to apply EI awareness to affect project outcomes. A PM practitioner's awareness of, and ability to, mentally "step back" and refocus negative emotions, can influence project outcomes, including increasing the PM practitioners' multidimensional cultural awareness or CI. The findings of this study suggest that, within a PBO, an EI competent PM practitioner can lead a culturally diverse, balanced, and multidimensional project team, which can enhance and apply successful business practices, resulting in increased rates of project success.

Applications to Professional Practice

The findings of this research study are applicable to catalyzing improvements of current resource-based business practices in the areas of PM, organizational and cultural management, bridging the sociotechnical knowledge gap, and strengthening business competitiveness. IT-based projects fail for a number of reasons, including ineffective leadership, lack of PM practices and processes, adverse organizational culture, and lack of stakeholder support (Mignert & Rivard, 2012). In addition to these factors, other authors have indicated that the PM practitioner is a key contributor to the success or failure of a project (Patanakul, 2011; Skulmoski & Hartman, 2010). The context and application of a PM's EI competencies may contribute to success within the knowledge-driven workplace environment (Colfax, Rivera, & Perez, 2010). The PM practitioner's ability to understand and manage emotions is a learned behavior and can contribute to successful outcomes in the workplace (Clarke, 2010b).

In today's technology-driven project-based organizations, the increased need for experienced competent PM practitioners' leading complex and interdependent business solutions continues. The findings of this research study suggest that PM practitioners' emotional awareness and application of EI provide a powerful resource-based ability. Emotionally intelligent professionals can make a valuable contribution to business practices with increased emotional awareness, resulting in the ability to focus and direct their behavior to influence positive business outcomes. The management of IT-based projects has a basis with the management of sociotechnical resources, which provides an opportunity to increase the understanding of human resources and their EI abilities. The

findings of this research study suggest that when a PM practitioner is aware of, and focuses upon, his or her emotions, both positive and negative, they can use these emotions to motivate and increase project success. The awareness of negative emotions alerts the PM practitioner that they need to, mentally, step back and redirect their reaction and behavior into a positive influence. The awareness of positive emotions provides a basis for the PM practitioner to inspire and motivate both themselves and the project team. The PM practitioner can become a powerful, emotionally competent leader and use their awareness of negative emotions as a mental trigger to energize and motivate others.

The findings of this research study suggest that a PM practitioner can build upon their EI competencies and increase their cultural awareness or CI. The use of CI within a multilevel cultural business environment increases PMs' ability to work within the global interconnected cultural elements and create a blended diverse project team. In a recent study, Pemsel and Wiewiora (2013) supported the need for competent culturally intelligent PM practitioners within the increasingly global knowledge-based business environment. Furthermore, findings from this study suggest that an emotionally and culturally competent PM practitioner can provide persuasive leadership, which integrates business practices and organizational behavior, resulting in positive project outcomes.

The findings from this research study support increasing the awareness, knowledge, and focus of the potential positive effects of EI and CI within the multidimensional global business environment. Additionally, Crowne's (2013) study, in which Crowne explored the effects of an integrated use of EI and CI, from an

organizational leadership perspective, adds further support and clarity to these findings. The EI and CI competencies are directly transferrable to one's ability to lead positive social change.

Implications for Social Change

EI and CI competent individuals can lead and contribute to social change. The findings of this research study are applicable to both the business and social environments. When a person acknowledges and applies EI competency, they can harness and focus the power of their emotions. When a person applies their emotional self-awareness, they have the ability to recognize and utilize their emotions. The awareness of negative emotions can alert a person, who can then mentally step-back and adjust their reaction. An EI competent person has the ability to redirect a negative emotion into positive action. The awareness and use of positive emotions can result in a person's ability to focus upon inspiring and motivating both themselves and others. Using Goleman's (1998) EI competencies as a foundation, the recognition and application of both self and social behavior can provide positive societal value. In society, we play many roles, and the increased use of EI can provide the ability to recognize and utilize negative emotions as a mental trigger, resulting in increased opportunities for success. These opportunities range from personal interactions with others to leading group change for the benefit of many.

As suggested by the findings of this study, the PM practitioner can lead societal change using their EI competence, which contributes to positive project outcomes. Additionally, building upon EI competence, the PM practitioner can lead change by

utilizing CI within the organizational and broader multilevel global environments. Fisher (2011) recognized that cultural awareness or CI was a key behavioral result from group or relationship interactions. The transference of EI and CI competencies provides the ability to recognize and harness opportunities, resulting in the creation of a blended, diverse, and effective team. A project leader who recognizes and incorporates their EI competencies to increase project success rates can effectively apply their expanded competencies to benefit society. The awareness and management of one's EI and CI competencies can lead to enhanced business outcomes, which increases the economic stability for the organization, employees, and local community. The combined power of an integrated diverse group of concerned citizens can generate community-based business and socially responsible solutions to regional or local challenges. Based upon the multiple cultural levels within a community, a competent person using their EI and CI awareness and abilities can contribute to positive social change.

Recommendations for Action

This exploratory research study provides a foundation for the improvement of professional, business practices. Although I used the PM practitioner's leadership of IT-based projects as the research vehicle, the findings of this study are applicable to all people, who interface with people. EI and CI are personal and social tools, which when used in a positive and focused manner can provide both business and societal value. When a person applies their EI competency with their IQ, they can utilize the power of their emotions to make a positive impact upon business outcomes and societal change. Awareness of the potential power of one's emotions can provide the grounding for

increased self-knowledge, improved relationship interactions, and the additional creation of business value.

When the competent business professional builds upon or expands the use of EI, they have the potential to increase their CI with awareness and knowledge of their environment and interactions with people around them. In today's global environment, the ability to understand and apply CI can provide focus upon the creation of a balanced, diverse, and effective team. The transference of EI and CI competencies and knowledge can provide a positive influence upon the resolution of business and project challenges.

Based upon the findings of this exploratory knowledge-quest, I recommend the incorporation of EI and CI within business-focused educational and training curriculum. Within the business and societal environments, people lead and educate people. An additional recommendation is increasing senior management's focus upon EI and CI competencies, in addition to technical qualifications, within the leadership or project assignment process. A conscious focus upon the selection of a qualified, but emotionally competent person may add value to team creation and maturity. Passionate leaders, who are emotionally and culturally competent, can apply and communicate using these abilities to increase positive business outcomes. Business expansion both regionally and globally may benefit from the culturally intelligent PM practitioner. Within a PBO, the PM practitioner as a knowledge manager can use their EI and CI competencies to make a positive contribution to increasing the PM maturity of both the organization and the PM discipline.

Recommendations for Further Study

This research study provides the framework for further exploration of PM practitioners' perceived EI competency, including the expansion to additional personal and social competencies as offered in Table 2. Based upon the findings of this study, the deeper exploration of social cultural-awareness may provide additional insights into how an individual's CI could affect team performance and ultimately project outcomes. CI may provide an increased ability to work within a multidimensional diverse environment, resulting in a powerful blending of cultures that may enhance business practices and productivity.

The findings of this study present an opportunity to explore the individual's inherent subconscious use of EI within the business context, but a lack of conscious awareness the impact their behavior could have upon project outcomes. The power of individual awareness and control of their negative emotions and the resulting behavior could add further justification for EI exploration and expanded use within the business environment. Within the context of PM, the recognition and use of negative emotional awareness triggers may provide an opportunity for further behavioral management exploration, both at the individual and team levels.

There appear to be further research study opportunities to explore the effects of positive emotional awareness and the effect of passion, within the team environment, and upon project outcomes as perceived by teams' members. The use of combined (negative and positive) emotional power, at the team level, may add value to positive business outcomes. Additionally, the deeper exploration of how business professionals

acknowledge, control, and ultimately redirect their emotions may contribute to enhanced business practices and an increased knowledge base. An opportunity for further study using an expanded questionnaire with international participants may add valuable knowledge to the use of EI within a global business environment.

Building upon the research and subsequent studies of EI within the business environment, there are opportunities to expand the knowledge and application of CI. A qualitative study approach may provide the framework for the deeper exploration of cultural impacts and the potential affect upon project success or failure. Additionally, a quantitative study design using a standardized CI measurement instrument, at the individual or organizational levels, could examine a potential correlation between CI and project success rates. Lastly, a research opportunity examining a potential cause and effect of EI upon CI and the ultimate impact upon project success or failure appear worthwhile.

Reflections

This research study was a journey, which cumulated in the exploration of the use of EI within the knowledge-based business context. Project management is a business practice that is dependent upon the selection and management of people. Applying an integrated EI and KM conceptual framework, within a qualitative method of inquiry, was an effective approach to explore the application of the PM practitioner's self-perceived EI competency and the potential positive affect upon project outcome. As a social scientist, I played a multidimensional role in the research study that included the bracketing of my professional experience and emotional perspective. My attitude had a basis upon

Giorgi's (2012) recommended psychologically sensitive and objective focus upon the phenomenon.

The use of technology (web-based questionnaire and electronically linked professional groups) enabled simplicity and efficiency for the data collection process. Based upon the potential participant and their inherently complex and time-driven workloads, the design of the questionnaire focused upon ease of access and understandability. Careful wording of the questions provided background and context for the EI concept. I received a pleasant surprise with the prompt and detailed responses, which were available immediately for electronic review and download.

During this knowledge-based research journey, I realized that while PM practitioners have and use emotions within a business context, they appear to focus upon the control of negative emotions and their ability to remain calm or balance team behavior. The surprising mental trigger and ability to redirect negative emotional awareness to motivate and inspire teamwork provided a unique view of EI competencies. What started as an exploration of EI awareness abilities, within the business environment, evolved into an awareness of CI and the potential positive impact upon team performance. The enlightened use of EI and CI within the business environment transcends to the increased ability to lead social change within the community.

Summary and Study Conclusions

A key objective for this research study was to contribute to the existing knowledge base and to increase the professionalism and use of EI to affect successful project outcomes. The exploration of PM practitioners' self-perceived EI competencies

and applied experiences attempted to provide insight and means for potentially decreasing the IT-based project failure gap. An emotionally competent PM practitioner may increase the success of IT-based projects (Patanakul, 2012). The results of this study indicate that the application of EI self- and cultural-awareness can affect project outcomes. EI competencies are transferable and can support positive business and social change by increasing one's ability to recognize and redirect negative emotions, apply positive emotions, and integrate CI within a balanced multidimensional diverse environment. The findings of this study suggest that an emotionally and culturally intelligent PM practitioner can have a positive effect upon the project success rate.

References

Adams, S. L., & Anantatmula, V. (2010). Social and behavioral influences on team process. *Project Management Journal*, *41*(4), 89-98. doi:10.1002/pmj.20192

Alam, M., Gale, A., Brown, M., & Khan, A. I. (2010). The importance of human skills in project management professional development. *International Journal of Managing Projects in Business*, *3*, 495-516. doi:10.1108/17538371011056101

Altuwaijri, M. M., & Khorsheed, M. S. (2012). InnoDiff: A project-based model for successful IT innovation diffusion. *International Journal of Project Management*, *30*, 37-47. doi:10.1016/j.ijproman.2011.04.007

Amiri, A. N., Jandaghi, G., & Ramezan, M. (2011). An investigation of the impact of intellectual capital on organizational innovation. *European Journal of Scientific Research*, *64*, 472-477. Retrieved from http://www.europeanjournalofscientificresearch.com/

Anand, R., & UdayaSuriyan, G. (2010). Emotional intelligence and its relationship with leadership practices. *International Journal of Business and Management*, *5*(2), 65-76. Retrieved from http://www.ccsenet.org/journal/index.php

Anantatmula, V. S. (2010). Project manager leadership role in improving project performance. *Engineering Management Journal*, *22*(1), 13-22. Retrieved from http://www.asem.com/

Andersen, E. S. (2010). Are we getting any better? Comparing project management in the years 2000 and 2008. *Project Management Journal*, *41*(4), 4-16. doi:10.1002/pmj.20197

Antes, A. L., & Schuelke, M. J. (2011). Leveraging technology to develop creative leadership capacity. *Advances in Developing Human Resources*, *13*, 318-365. doi:10.1177/1523422311424710

Aubry, M. (2011). The social reality of organizational project management at the interface between networks and hierarchy. *International Journal of Managing Projects in Business*, *4*, 436-457. doi:10.1108/17538371111144166

Aubry, M., Müller, R., & Gluckler, J. (2011). Exploring PMOs through community of practice theory. *Project Management Journal*, *42*(5), 42-56. doi:10.1002/pmj.20259

Aubry, M., Sicotte, H., Drouin, N., Vidot-Delerue, H., & Besner, C. (2012). Organizational project management as a function within the organization. *International Journal of Managing Projects in Business, 5*, 180-194. doi:10.1108/17538371211214897

Austin, E. J., Farrelly, D., Black, C., & Moore, H. (2007). Emotional intelligence, Machiavellianism and emotional manipulation: Does EI have a dark side? *Personality and Individual Differences*, *43*, 179-189. doi:10.1016/j.paid.2006.11.019

Bartsch, V., Ebers, M., & Maurer, I. (2013). Learning in project-based organizations: The role of project term's social capital for overcoming barriers to learning. *International Journal of Project Management, 31*, 239-251. doi:10.1016/j.ijproman.2012.06.009

Benjamin, B., Gulliya, T., & Crispo, A. W. (2012). Emotional intelligence and organizational culture. *Insights to a Changing World Journal*, *1*, 52-64. Retrieved from http://www.franklinpublishing.net

Beringer, C., Jonas, D., & Kock, A. (2013). Behavior of internal stakeholders in project portfolio management and its impact on success. *International Journal of Project Management, 31,* 830-846. doi:10.1016/j.ijproman.2012.11.006

Boyatzis, R. E. (2009). Competencies as a behavioral approach to emotional intelligence. *Journal of Management Development*, *28*, 749-770. doi:10.1108/02621710910987647

Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the emotional competence inventory (ECI). In R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 343-362). San Francisco, CA: Jossey-Bass.

Brennan, L. L. (2011). The scientific management of information overload. *Journal of Business and Management*, *17*, 121-134. Retrieved from http://www.chapman.edu/asbe/academics-and-research/journals-and-essays/

Brocato, B. R., & Gold, S. S. (2010). Leadership ambiguity and ambivalence: A critical solution. *Global Management Journal*, *3*(2), 5-15. Retrieved from http://globalmj.eu/

Chang, J. W., Sy, T., & Choi, J. N. (2012). Team emotional intelligence and performance: Interactive dynamics between leaders and members. *Small Group Research*, *43*(1), 75-104. doi:10.1177/1046496411415692

Charmaz, K. (2011). Grounded theory methods in social justice research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.), (pp. 359-380). Thousand Oaks, CA: Sage Publications.

Cheek, J. (2011). The politics and practices of funding qualitative inquiry messages about messages about messages. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.), (pp. 251-268). Thousand Oaks, CA: Sage Publications.

Cherniss, C. (2010a). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, *3*, 110-126. doi:10.1111/j.1754-9434.2010.01231.x

Cherniss, C. (2010b). Emotional intelligence: New insights and further clarifications. *Industrial and Organizational Psychology*, *3*, 183-191. doi:10.1111/j.1754-9434.2010.01222.x

Christians, C. G. (2011). Ethics and politics in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.), (pp. 61-80). Thousand Oaks, CA: Sage Publications.

Clarke, N. (2010a). Emotional intelligence and its relationship to transformational leadership and key project manager competences. *Project Management Journal*, *41*(2), 5-20. doi:10.1002/pmj.20162

Clarke, N. (2010b). Projects are emotional: How project manager's emotional awareness can influence decisions and behaviors in projects. *International Journal of Managing Projects in Business*, *3*, 604-624. doi:10.1108/17538371011076073

Colfax, R. S., Rivera, J. J., & Perez, K. T. (2010). Applying emotional intelligence (EQ-I) in the workplace: Vital to global business success. [Jan2010 Supplement] *Journal of International Business Research*, *9*, 89-99. Retrieved from http://www.alliedacademies.org

Cooke-Davies, T. (2007). Project success. In P. W. G. Morris & J. K. Pinto (Eds.), *The Wiley guide to project, program & portfolio management* (pp. 226-249). Hoboken, NJ: John Wiley & Sons.

Crawford, L., & Nahmias, A. H. (2010). Competencies for managing change. *International Journal of Project Management*, *28*, 405-412. doi:10.1016/j.ijproman.2010.01.015

Crowne, K. A. (2013). An empirical analysis of three intelligences. *Canadian Journal of Behavioral Science, 45*, 105-114. doi:10.1037/a0029110

Culham, T., & Bai, H. (2011). Emotional intelligence meets virtue ethics: Implications for educators. *Journal of Thought, 46*(3), 25-43. Retrieved from http://www.journalofthought.com/

Dashora, S. (2013, January). *Knowledge management: Managing knowledge workers across different stages of employment*. Paper presented at the Eighth International Conference of Ongoing Research in Management and IT, Pune, India. Retrieved from http://www.asmedu.org/uploadfiles/image/file/pdf/INCON13-HR-019.pdf

Davidson, P., & Rowe, J. (2009). Systematising knowledge management in projects. *International Journal of Managing Projects in Business*, *2*, 561-576. doi:10.1108/17538370910991142

Davis, S. A. (2011). Investigating the impact of project managers' emotional intelligence on their interpersonal competence. *Project Management Journal*, *42*(4), 37-57. doi:10.1002/pmj.20247

Demir, C., & Kocabas, I. (2010). Project management maturity model (PMMM) in educational organizations. *Procedia - Social and Behavioral Sciences, 9*, 1641-1645. doi:10.1016/j.sbspro.2010.12.379

Denzin, N. K., & Lincoln, Y. S. (2011). The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.), (pp. 1-19). Thousand Oaks, CA: Sage Publications.

Drucker, P. F. (1993). *Management: Tasks, responsibilities, practices*. New York, NY: Harper Collins.

Drucker, P. F. (2001). *The essential drucker*. New York, NY: Harper Collins.

Eberle, T. S. (2010). The phenomenological life-world analysis and the methodology of the social sciences. *Human Studies*, *33*, 123-139. doi:10.1007/s10746-010-9146-9

El Emam, K., & Koru, A. G. (2008). A replicated survey of IT software project failures. *IEEE Software*. *25*(5), 84-90. doi:10.1109/MS.2008.107

Emery, C. (2012). Uncovering the role of emotional abilities in leadership emergence. A longitudinal analysis of leadership networks. *Social Networks*, *34*, 429-437. doi:10.1016/j.socnet.2012.02.001

Emmerling, R. J., & Boyatzis, R. E. (2012). Emotional and social intelligence competencies: Cross cultural implications. *Cross Cultural Management*, *19*(1), 4-18. doi:10.1108/13527601211195592

Englander, M. (2012). The interview: Data collection in descriptive phenomenological human scientific research. *Journal of Phenomenological Psychology*, *43*, 13-35. doi:10.1163/156916212X632943

Erharde, N. (2011). Is it all about teamwork? Understanding processes in team-based knowledge work. *Management Learning*, *42*, 87-112. doi:10.1177/1350507610382490

Eveleens, J., & Verhoef, C. (2010). The rise and fall of the chaos report figures. *IEEE Software, 27*(1), 30-36. doi:10.1109/MS.2009.154

Farkas, M. F., & Torok, G. (2011). Knowledge workers, competencies, virtuality and management. *Polish Journal of Management Studies*, *4*(2011), 67-77. Retrieved from http://www.pjms.zim.pcz.pl/home.php

Fisher, E. (2011). What practitioners consider to be the skill and behaviors of an effective people project manager. *International Journal of Project Management*, *29*, 994-1002. doi:10.1016/j.ijproman.2010.09.002

Fisher, W. P., & Stenner, A. J. (2011). Integrating qualitative and quantitative research approaches via the phenomenological method. *International Journal of Multiple Research Approaches*, *5*(1), 89-103. Retrieved from http://www.e-contentmanagement.com/

Geoghegan, L., & Dulewicz, V. (2008). Do project managers' leadership competencies contribute to project success? *Project Management Journal*, *39*(4), 58-67. doi:10.1002/pmj.20084

Giorgi, A. (2012). The descriptive phenomenological psychological method. *Journal of Phenomenological Psychology*, *43*, 3-12. doi:10.1163/156916212X632934

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. The *Qualitative Report*, *8*, 597-607. Retrieved from http://www.nova.edu/ssss/QR/index.html

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.

Gonzalez, M. D. (2012). Emotional intelligence in project management: The role of emotional (EI) in project management over the next five years. *Global Educational Journal*, *2012*(2), 123-138. Retrieved from http://www.franklinpublishing.net/globaleducation.html

Guion, L. A., Diehl, D. C., & McDonald, D. (2011). *Triangulation: Establishing the validity of qualitative studies.* (Report No. FCS6014). University of Florida: IFAS Extension. Retrieved from http://edis.ifas.ufl.edu/fy394

Gundersen, G., Hellesøy, B. T., & Raeder, S. (2012). Leading international project teams: The effectiveness of transformational leadership in dynamic work environments.

Journal of Leadership & Organizational Studies, *19*, 46-57. doi:10.1177/1548051811429573

Harms, P. D., & Credé, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies*, *17*, 5-17. doi:10.1177/1548051809350894

Hampson, I., & Junor, A. (2010). Putting the process back in: Rethinking service sector skill. *Work, Employment & Society*, *24*, 526-545. doi:10.1177/0950017010371664

Heising, W. (2012). The integration of ideation and project portfolio management – A key factor for sustainable success. *International Journal of Project Management*, *30*, 582-595. doi:10.1016/j.ijproman.2012.01.014

Hess, J. D., & Bacigalupo, A. C. (2011). Enhancing decisions and decision-making processes through the application of emotional intelligence skills. *Management Decision*, *49*, 710-721. doi:10.1108/00251741111130805

Holzmann, V. (2013). A meta-analysis of brokering knowledge in project management. *International Journal of Project Management*, *31*, 2-13. doi:10.1016/j.ijproman.2012.05.002

Hoyos, A. T., & Braun, B. M. (2010). Managing innovation: A values based approach. *The Journal of International Management Studies*, *5*(1), 62-69. Retrieved from http://www.iabe.org/domains/iabeX/journal.aspx?journalid=16

Huffman, B. J., & Kilian, C. M. (2012). The flight of the phoenix: Interpersonal aspects of project management. *Journal of Management Education*, *36*, 568-600. doi:10.1177/1052562911423006

Hur, Y., van den Berg, P. T., & Wilderom, P. M. (2011). Transformational leadership as a mediator between emotional intelligence and team outcomes. *The Leadership Quarterly*, *22*, 591-603. doi:10.1016j.leaqua.2011.05.002

Ismail, A. M., Reza, R., & Mahdi, S. (2012). Analysis the relationship between cultural intelligence and transformational leadership. *International Journal of Business and Social Science*, *3*, 252-261. Retrieved from http://www.ijbssnet.com

Johnson, B. D., Dunlap, E., & Benoit, E. (2010). Organizing "mountains of words" for data analysis, both qualitative and quantitative. *Substance Use & Misuse*, *45*, 648-670. doi:10.3109/10826081003594757

Jugdev, K., & Mathur, G. (2012). Classifying project management resources by complexity and leverage. *International Journal of Managing Projects in Business*, *5*, 105-124. doi:10.1108/17538371211192928

Karlsen, J. T. (2011). Supportive culture for efficient project uncertainty management. *International Journal of Managing Projects in Business*, *4*, 240-256. doi:10.1108/17538371111120225

Kilduff, M., Chiaburu, D. S., & Menges, J. I. (2010). Strategic use of emotional intelligence in organizational settings: Exploring the dark side. *Research in Organizational Behavior*, *30*, 129-152. doi:10.1016/j.riob.2010.10.002

Killen, C. P., & Hunt, R. A. (2013). Robust project portfolio management: Capability evolution and maturity. *International Journal of Managing Projects in Business*, *6*, 131-151. doi:10.1108/17538371311291062

Killen, C. P., Jugdev, K., Drouin, N., & Petit, Y. (2012). Advancing project and portfolio management research: Applying strategic management theories. *International Journal of Project Management*, *30*, 525-538. doi:10.1016/j.ijproman.2011.12.004

Kociatkiewicz, J., & Kostera, M. (2012). The good manager: An archetypical quest for morally sustainable leadership. *Organizational Studies*, *33*, 861-878. doi:10.1177/0170840612445124

Kornfeld, B. J., & Kara, S. (2011). Project portfolio selection in continuous improvement. *International Journal of Operations & Production Management*, *31*, 1071-1088. doi:10.1108/01443571111172435

Lacerda, R. T., Ensslin, L., & Ensslin, S. R. (2011). A performance measurement view of IT project management. *International Journal of Productivity and Performance Management*, *60*, 132-151. doi:10.1108/17410401111101476

LaMarsh, J. W. (2009). *Investigating the relationship between an IT project manager's emotional intelligence and the customer's perception of success*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses. (UMI No. 3357400)

Laufer, A. (2012). *Mastering the leadership role in project management: Practices that deliver remarkable results.* Upper Saddle River, NJ: FT Press.

Lazovic, S. (2012). The role and importance of emotional intelligence in knowledge management. In V. Dermol, N. Trunk Širca, G. Đaković, & U. Lindav (Eds.), *Knowledge and learning: Global empowerment*; *Proceedings of the management,*

knowledge and learning international conference 2012 (pp. 797-805). International School for Social and Business Studies, Celje, Slovenia. Retrieved from http://www.issbs.si

Levasseur, R. E. (2010). People skills: Ensuring project success – A change management perspective. *Interfaces*, *40*, 159-162. doi:10.1287/inte.1090.0473

Lin, C., Wu, J., & Yen, D. C. (2012). Exploring barriers to knowledge flow at different knowledge management maturity stages. *Information & Management*, *49*, 10-23. doi:10.1016/j.im.2011.11.001

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.), (pp. 97-128). Thousand Oaks, CA: Sage Publications.

Lindebaum, D. (2012). I rebel – Therefore we exist emotional standardization in organizations and the emotionally intelligent individual. *Journal of Management Inquiry*, *21*, 262-277. doi:10.1177/1056492611430125

Lloyd-Walker, B., & Walker, D. (2011). Authentic leadership for 21st century project delivery. *International Journal of Project Management*, *29*, 383-395. doi:10.1016/j.ijproman.2011.02.004

Maciariello, J. (2009). Marketing and innovation in the Drucker management system. *Journal of the Academy of Marketing Science*, *37*, 35-43. doi:10.1007/s11747-008-0098-9

Maini, J. J., Singh, B., & Kaur, P. (2012). The relationship among emotional intelligence and outcome variables: A study of Indian employees. *Vision: The Journal of Business Perspective, 16*, 187-199. doi:10.1177/0972262912460155

McGregor, J., Tweed, D., & Pech, R. (2004). Human capital in the new economy: Devil's bargain? *Journal of Intellectual Capital*, *5*, 153-164. doi:10.1108/14691930410512978

Melé, D., Argandoña, A., & Sanchez-Runde, C. (2011). Facing the crisis: Toward a new humanistic synthesis for business. *Journal of Business Ethics*, *99*, 1-4. doi:10.1007/s10551-011-0743-y

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass

Mignerat, M., Rivard, S. (2012). The institutionalization of information system project management practices. *Information and Organization*, *22*, 125-153. doi:10.1016/j.infoandorg.2012.01.003

Mishra, P. S., & Das Mohapatra, A. K. (2010). Relevance of emotional intelligence for effective job performance: An empirical study. *Vikalpa: The Journal for Decision Makers*, *35*(1), 53-61. Retrieved from: http://www.vikalpa.com/

Mishra, P., Dangayach, G. S., & Mittal, M. L. (2011a). A study of critical project success parameters in different organizational conditions. *Advances in Management*, *4*(8), 50-56. Retrieved from http://www.managein.net/

Mishra, P., Dangayach, G. S., & Mittal, M. L. (2011b). An empirical study on the identification of critical success factors in project based organizations. *Global*

Business and Management Research: An International Journal, *3*, 356-368. Retrieved from http://www.gbmr.ioksp.com/

Moon, T. (2010). Emotional intelligence correlates of the four-factor model of cultural intelligence. *Journal of Managerial Psychology*, *25*, 876-898. doi:10.1108/02683941011089134

Müller, R., & Jugdev, K. (2012). Critical success factors in projects: Pinto, Slevin, and Prescott – the elucidation of project success. *International Journal of Managing Projects in Business*, *5*, 757-775. doi:10.1108/17538371211269040

Müller, R., & Turner, J. R. (2010). Attitudes and leadership competences for project success. *Baltic Journal of Management*, *5*, 307-329. Available from doi: 10.1108/17465261011079730

Muzio, D., Hodgson, D., Faulconbridge, J., Beaverstock, J., & Hall, S. (2011). Towards corporate professionalization: The case of project management, management consultancy and executive search. *Current Sociology*, *59*, 443-464. doi:10.1177/0011392111402587

Napier, N. P., Keil, M., & Tan, F. B. (2009). IT project managers' construction of successful project management practice: A repertory grid investigation. *Information Systems Journal*, *19*, 255-282. doi:10.1111/j.1365-2575.2007.00264.x

Nixon, P., Harrington, M., & Parker, D. (2012). Leadership performance is significant to project success or failure: A critical analysis. *International Journal of*

Productivity and Performance Management, *61*, 204-216. doi:10.1108/17410401211194699

Nwachukwu, C. C. (2010). Living up to information technology's promise; A project management implementation and performance perception. *Interdisciplinary Journal of Contemporary Research in Business*, *2*(4), 84-103. Retrieved from: http://www.ijcrb.webs.com

Omorede, A., Thorgren, S., & Wincent, J. (2013). Obsessive passion, competence, and performance in a project management context. *International Journal of Project Management*, 31, 877-888. doi:10.1016/j.ijproman.2012.09.002

Ozler, D. E., Mercan, N., Aksanyar, Y., & Altinay, A. (2012). A research on the relationship between knowledge sharing and emotional intelligence in the process of knowledge management. *The Journal of Knowledge Economy & Knowledge Management*, *7*(2), 117-132. Retrieved from http://beykon.org/dergi/2012/FALL/D.Ozler.pdf

Pasian, B., Sankaran, S., & Boydell, S. (2012). Project management maturity: A critical analysis of existing and emergent factors. *International Journal of Managing Projects in Business*, *5*, 146-157. doi:10.1108/17538371211192946

Patanakul, P. (2011). Project manager assignment and its impact on multiple project management effectiveness: An empirical study of an IT organization. *Engineering Management Journal*, *23*(4), 14-23. Retrieved from http://www.asem.com/

Patanakul, P., & Shenhar, A. J. (2012). What project strategy really is: The fundamental building block in strategic project management. *Project Management Journal*, *43*(1), 4-20. doi:10.1002/pmj.20282

Pemsel, S., & Wiewiora, A. (2013). Project management office a knowledge broker in project-based organizations. *International Journal of Project Management*, *31*, 31-42. doi:10.1016/j.ijproman.2012.03.004

Pinheiro, A. B. (2010). How do managers control technology-intensive work? *Journal of Technology Management & Innovation*, *5*(2), 1-12. Retrieved from http://www.jotmi.org

Popescu, M., & Crenicean, L. (2013). Business competitiveness from social responsibility perspective, in the context of knowledge-based economy. *International Journal of Academic Research in Business and Social Sciences, 3*(4), 376-382. Retrieved from http://www.hrmars.com

Project Management Institute. (2013). *A guide to the project management body of knowledge: PMBOK guide*. (5th ed.). Newton Square, PA: Author.

Quisenberry, W. L. (2011). *Common characteristics and attributes of self-managed virtual teams*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses. (UMI No. 3481272)

Ramo, L. G., Saris, W. E., & Boyatzis, R. E. (2009). The impact of social and emotional competencies on effectiveness of Spanish executives. *Journal of Management Development*, *28*, 771-793. doi:10.1108/02621710910987656

Rego, A., Sousa, F., Marques, C., & Pina e Cunha, M. (2012). Authentic leadership promoting employees' psychological capital and creativity. *Journal of Business Research*, *65*, 429-437. doi:10.1016/j.jbusres.2011.10.003

Reich, B. H., Gemino, A., & Sauer, C. (2012). Knowledge management and project-based knowledge in it projects: A model and preliminary empirical results. *International Journal of Project Management*, *30*, 663-674. doi: 10.1016/j.ijproman.2011.12.003

Reich, B. H., & Sauer, C. (2010). Roles of the external IT project manager. *Communications of the ACM*, *53*(5), 126-129. doi:10.1145/1735223.1735254

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing the art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Salovey, P., Brackett, M. A., & Mayer, J. D. (Ed.). (2004). *Emotional intelligence key readings on the mayer and salovey model*. Port Chester, NY: Dude Publishing

Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). New York, NY: Teachers College Press.

Shao, J., Müller, R., & Turner, J. R. (2012). Measuring Program Success. *Project Management Journal*, *43*(1), 37-49. doi:10.1002/pmj.20286

Sharma, R. (2012). Measuring social and emotional intelligence competencies in the Indian context. *Cross Cultural Management*, *19*, 30-47. doi:10.1108/13527601211195619

Sharma, R. S., & Djiaw, V. (2011). Realizing the strategic impact of business intelligence tools. *VINE*, *41*, 113-131. doi:10.1108/03055721111134772

Shuck, B., & Herd, A. M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD. *Human Resource Development Review*, *11*, 156-181. doi:10.1177/1534484312438211

Skulmoski, G. J., & Hartman, F. T. (2010). Information systems project manager soft competencies: A project-phase investigation. *Project Management Journal*, *41*(1), 61-80. doi:10.1002/pmj.20146

Srinivasan, M. S. (2011). Values for excellence in professional work. *Journal of Human Values*, *17*, 121-128. doi:10.1177/097168581101700202

Stare, A. (2012). The impact of a project organizational culture and team rewarding on project performance. *Journal for East European Management Studies*, *17*, 40-67. Retrieved from http://www.hampp-verlag.de/hampp_e-journals_JEMS.htm

Stevens, G. W. (2013). A critical review of the science and practice of competency modeling. *Human Resource Development Review*, *12*, 86-107. doi:10.1177/1534484312456690

Stevenson, D. H., & Starkweather, J. A. (2010). PM critical competency index: IT execs prefer soft skills. *International Journal of Project Management*, *28*, 663-671. doi:10.1016/j.ijproman.2009.11.008

Stoica, R., & Brouse, P. (2013). IT project failure: A proposed four-phased adaptive multi-method approach. *Procedia Computer Science*, *16*, 728-736. doi:10.1016/j.procs.2013.01.076

Tawiah, T. N. (2012). *Sociotechnical perspectives of enhancing trust to improve the success of information technology projects*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses. (UMI No. 3502610)

Taylor, H., & Woelfer, J. P. (2010). Critical behavioral competencies for IT project managers: What are they? How are they learned?. *International Journal of Information Technology Project Management*, *1*(4), 1-19. doi:10.4018/jitpm.2010100101

Teddlie, C., & Tashakkori, A. (2011). Mixed methods research contemporary issues in an emerging field. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.), (pp. 285-299). Thousand Oaks, CA: Sage Publications.

Thomas, E., & Magilvy, J. K. (2011). Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Pediatric Nursing, 16*, 151-155. doi:10.1111/j.1744-6155.2011.00283.x

Tracy, S. J. (2010). Qualitative Quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, *16*, 837-851. doi:10.1177/1077800410383121

Trompenaars, F., & Hampden-Turner, C. (2012). *Riding the waves of culture: Understanding diversity in global business* (3rd ed.). New York, NY: McGraw-Hill.

Tuuli, M. M., Rowlinson, S., Fellows, R., & Liu, A. M. M. (2012). Empowering the project team: Impact of leadership style and team context. *Team Performance Management*, *18*, 149-175. doi:10.1108/13527591211241006

U.S. Office of Personnel Management. (2011). *MOSAIC study competencies: Master list, IT program management study.* Retrieved from http://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-study-competencies-master-list.pdf

Voss, M., & Kock, A. (2013). Impact of relationship value on project portfolio success – Investigating the moderating effects of portfolio characteristics and external turbulence. *International Journal of Project Management*, 31, 847-861. doi:10.1016/j.ijproman.2012.11.005

Walter, F., Cole, M. S., & Humphrey, R. H. (2011). Emotional Intelligence: Sine qua non of leadership or folderol? *Academy of Management Perspectives*, *25*(1), 45-59. Retrieved from http://aom.org/

Westergren, U. H. (2011). Opening up innovation: the impact of contextual factors on the co-creation of IT-enabled value adding services within the manufacturing industry. *Information Systems E-Business Management*, *9*, 223-245. doi:10.1007/s10257-010-0144-2

White, J., & Fitzgerald, T. (2010). Researcher tales and research ethics: The spaces in which we find ourselves. *International Journal of Research & Method in Education*, *33*, 273-285. doi:10.1080/1743727X.2010.511711

Whitty, S. J. (2010). Project management artefacts and the emotions they evoke. *International Journal of Managing Projects in Business*, *3*, 22-45. doi:10.1108/17538371011014017

Winch, G., Meunier, M., Head, J., & Russ, K. (2012). Projects as the content and process of change: The case of the health and safety laboratory. *International Journal of Project Management*, *30*, 141-152. doi:10.1016/j.ijproman.2011.06.005

Wright, K., & Capps, C. (2011). A survey of information systems development project performance. *Academy of Information and Management Sciences Journal*, *14*(1), 87-105. Retrieved from http://www.alliedacademies.org

Wu, R. M. (2011). *Profiling of project managers for project success*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses. (UMI No. 3459318)

Wysocki, R. K. (2012). *Effective project management: Traditional, agile, extreme* (6th ed.). Indianapolis, IN: John Wiley & Sons.

Yang, L., Huang, C., & Wu, K. (2011). The association among project manager's leadership style, teamwork and project success. *International Journal of Project Management*, *29*, 258-267. doi:10.1016/j.ijproman.2010.03.006

Yin, R. K. (2009). *Case study research design and methods*. (4th ed.). Thousand Oaks, CA: Sage Publications.

Young, R., & Poon, S. (2013). Top management support – almost always necessary and sometimes sufficient for success: Findings from a fuzzy set analysis. *International Journal of Project Management*, 31. Advance online publication. doi:10.1016/j.ijproman.2012.11.013

Young, R., Young, M., Jordan, E., & O'Connor (2012). Is strategy being implemented through projects? Contrary evidence from a leader in new public management.

International Journal of Project Management, *30*, 887-900. doi:10.1016/j.ijproman.2012.03.003

Zand, D. E. (2010). Drucker's strategic thinking process: Three key techniques. *Strategy & Leadership*, *38*(3), 23-28. doi:10.1108/10878571011042078

Zexian, Y., & Xuhui, Y. (2010). A revolution in the field of systems thinking – A review of Checkland's system thinking. *Systems Research and Behavioral Science*, *27*, 140-155. doi:10.1002/sres.1021

Appendix A: Informed Consent Form

Informed Consent Form

You are invited to take part in a research study exploring how project management (PM) practitioners recognize and manage their emotions to contribute to project outcomes (success or failure). The researcher is inviting project managers and leaders who have managed IT-based projects, have at least five years of project experience, and have a professional association with the Project Management Institute (PMI) to be in this study. This form is part of a process called *informed consent* to allow you to understand this study before deciding whether to take part. The researcher conducting this study is Linda A. Hooper, who is a doctorate student at Walden University.

Procedures:

If you agree to be in this study, you will be asked to describe your experience using three open-ended questions, which should take about 10 minutes, depending upon the details of your answers.

Here is a sample question:

1. Describe the value you place upon emotional and cultural awareness within your role that can affect project success or failure.

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress or fatigue, but participation in this study would not pose

a risk to your safety or wellbeing. The findings and results of this study may increase the PM practitioner's knowledge and ability to contribute to successful project outcomes. Additionally, the awareness of one's emotional response and behavior may make a positive contribution to increasing the effectiveness of business practices.

Payment:

There is no payment for the agreement to or participation in this study. If you agree to participate in this research study, you may add to the existing knowledge of PM practices and professionalism. Additionally, you may become more aware of your emotional behavior and your ability to make a positive contribution to increase project success.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by password protected and locked storage. Data will be kept for a period of at least 5 years as required by the university.

Contacts and Questions:

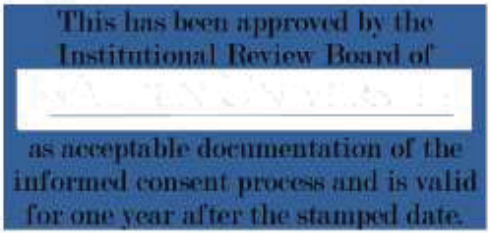
You may ask any questions you have now. You may contact the researcher via linda.hooper@waldenu.edu or 503-728-0151. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 3121210. Additionally, you may email your questions to irb@waldenu.edu. Walden University's approval number for this study is 09-25-13-0334074 and it expires on September 24, 2014. Please print or save this consent form for your records.

Statement of Consent:

I have read the above information, and I feel I understand the study well enough to make a decision about my involvement. By clicking the link below, I consent to participate in this research study and answer the questions as completely and honestly as possible. In order to protect your privacy, no signature is required.

Link to Questionnaire:

Exact link to Surveymonkey.com



Appendix B: Questions

Background Information:

The purpose of this study is to explore how the project manager or leader applies their emotional intelligence (EI) competencies to affect project outcome. A competent project management (PM) practitioner manages and leads people using technical, cognitive, and emotional abilities to achieve project goals within an organizational environment. Specific to the PM practitioner, competency is the integration of knowledge, skills, and applied behavior. The focus of this survey is to explore the PM practitioner's EI competency or their ability to identify, filter, and manage emotions affecting project outcomes. EI competency has multiple components, but this study will focus upon two specific abilities:

Self-Emotional Awareness: The ability to recognize how your emotions can affect performance and guide behavior based upon feelings, intuition, preferences, and values.

Social-Cultural Awareness: The ability to direct behavior based upon multi-dimensional organizational and group characteristics, values, unwritten rules, success factors, and reward systems.

Questions:

1. Based upon a recent project, describe how you used your emotional awareness to affect project outcome. Describe a specific situation, your behavior, and the result.

2. Within the context of a recent project, describe your awareness of the relevant cultural elements and your resulting behavior. What was the effect of your applied cultural awareness on the project outcome?
3. Describe the value that you place upon emotional and cultural-awareness, within your PM role, and how they can affect project success or failure. Why?

Appendix C: Study Introduction Letter

Linda A. Hooper (doctorate student at Walden University) is inviting you to take part in a research study exploring how project management (PM) practitioners recognize and manage their emotions to contribute to project outcomes (success or failure). This researcher is inviting project managers and leaders who have at least five years of project experience and have an interest in the advancement of professionally managing IT-based projects. This form is part of a process called *informed consent* to allow you to understand this study before deciding whether to take part. If you agree to be in this study, you will spend about 10 minutes answering three web-based questions, which are available on a hosted online survey site.

Confidential and Voluntary Nature of the Study:

This confidential study is voluntary and your descriptive answers will increase the knowledge and professionalism for the project management practice. Although there is no compensation for your participation, you can make a positive contribution with the sharing of your experience and your thoughts. If you have questions, comments, or would like to obtain a summary of the study results, you can contact the researcher via linda.hooper@waldenu.edu or 503-728-0151. Additionally, you may email your questions to irb@waldenu.edu. Walden University's approval number for this study is 09-25-13-0334074 and it expires on September 24, 2014.

Link to Questionnaire:

Exploration of PM Emotional Intelligence

Curriculum Vitae

Linda A. Hooper

EDUCATION

Doctor of Business Administration, in progress, anticipated 2013
Project Management
Walden University, Minneapolis, MN

Master of Business Administration, 2002-2004
International Business
George Fox University, Newberg, OR

Bachelor of Science, 1988-1990
Organizational Behavior
University of San Francisco, CA

PROFESSIONAL EXPERIENCE

Vice President, Financial Services Companies, 1986 - present
Technical Project Manager for multi-million budgeted IT-based projects
Process automation and engineering
People centric workflow standardization
Organizational change integration

PROFESSIONAL TRAINING

ITIL Service Management Certified
Capability Maturity Model – Information Systems (CMMI)
Six Sigma Green Belt Certified
Process Excellence
Total Quality Management
Project Management Process (PMP)
M. Hammer Process Engineering and Framework
Microsoft Implementation and Administration

PROFESSIONAL AFFILIATION

Project Management Institute (PMI)
Project Management Network