Research Paper Management

Impact of Emotional Intelligence and Organizational Climate on Project Success: A study of Software Project Teams on Select IT Companies

Dr. Rajeesh Viswanathan | Assistant Professor Department of International Business,School of Management,Pondicherry University,Pudcherry-605014.

Moiz Mohd | Research Scholar,Department of International Business,School of Management,Pondicherry University,Puducherry- 605014

ABSTRACT

MNC's make utilization of teams to oversee and work out their operation or undertakings. Now and then these teams comprises of talents from distinctive nation or society who unite to take a shot at a task. There are two kind of global teams, one is the global virtual group and the other is global co-placed group. Not just do teams shift in their level of heterogeneity and undertakings, yet they likewise differ with respect to the area of their colleagues. At one great, colleagues who are structure distinctive societies and nations are all found in the same place and meet up close and personal to perform the greater part of the assignments. At the other great, colleagues are structure diverse nations and societies and scattered around the globe and at times meet or never meet vis-à-vis .Instead undertakings are refined practically, with the assistance of data and correspondence innovations, for example, email, phone, and feature conferencing .When working in global multicultural virtual teams aggravated crosswise over distinctive work societies, the colleagues may confront social contrasts. This requests social affectability to work effectively in the undertaking environment. One of the paramount difficulties is to make a positive group environment in a practically dispersed group, where the parts a lot of people never meet one another. Heading a global group can be an exceedingly extreme, upsetting and testing knowledge. Some of the time such global appropriated teams may neglect to achieve their targets as a result of the difficulties they confront. There are likewise global multicultural teams which are arranged. This sort of group additionally confront a few difficulties on the grounds that the group may comprise of individuals who are structure distinctive societies. Dealing with a global teams is multidimensional and complex. The virtual and social contrasts make the dealing with the global teams more intricate. Under such circumstances Organization Climate, Emotional Intelligence assume a vital part in the accomplishing the proposed venture execution conclusions i.e. Time, Budget and Quality. This paper will attempt to comprehend the part of authoritative atmosphere, passionate discernment play to attain the expected undertaking results i.e. sticking to the Time timetables, Budget and Quality. Two critical variables Organization atmosphere and Leadership have enormous effect on the general execution of the task. This study is proposed to research the global undertaking situations and effect of the authoritative atmosphere and transformational authority on the colleagues in ventures as a rule and the venture results specifically furthermore the enthusiastic brainpower of the colleagues in meeting expectations firmly in the multicultural task situations

KEYWORDS | Emotional Intelligence Organizational Climate and Transformational leadership, Project Success, Project management.

Introduction:

In the course of recent decades, the effect of authoritative atmosphere on firm execution has intrigued both scholastics and professionals (Clark, 2002; Koene et al. , 2002; Patterson, 2005). At an opportune time, Herzberg et al. 's (1959) cleanliness component hypothesis intimated that less steady living up to expectations atmospheres, (for example, those with poor correspondences and connections in the middle of pioneer and adherent, or strained interpersonal connections and supervision) might fundamentally help worker disappointment and diminishment in business execution.

Resulting examination recommends that surely atmosphere is connected with a mixture of vital conclusions (counting staff turnover expectations, representative fulfillment, client fulfillment and money related execution) at the individual, gathering and hierarchical levels (Brown and Leigh, 1996; James and Jones, 1980; James and Tetrick, 1986; Lawler et al., 1974; Patterson, 2005; Pritchard and Karasick, 1973; Rentsch, 1990). In any case, no much former exploration has been led into the relationship in the middle of atmosphere and execution in little organizations and expert administrations, despite the fact that little firms structure the spine of numerous economies. Given the conceivably close living up to expectations connections among representatives and directors in little organizations, the positive or negative impacts of atmosphere may be amplified there contrasted and bigger firms. In bigger associations, representatives have a more noteworthy possibility of discovering shelter from undesired workplaces, a choice less suitable in little organizations. To the degree that the administrator impacts hierarchical atmosphere, representatives in little organizations are prone to experience genuinely steady atmosphere levels, either positive or negative, with less chiefs included than in huge firms. This study inspects the impacts of authoritative atmosphere on little business execution in retail drug stores. Both money related and non-budgetary measures of execution are utilized. This paper starts by plotting the calculated foundation to the relationship between authoritative atmosphere and business execution. Particular speculations are then created, the information gathering and examination routines portrayed, and discoveries, limits and opportunities for further research depicted. At long last, conclusions and managerial ramifications are introduced to help professionals in enhancing hierarchical execution through more steady atmospheres.

Literature Review:

Emotional Intelligence

Nicholas Clarke, (2010) investigated the potential role of emotional intelligence (EI) abilities within learning in teams. The research focuses on examining how EI abilities are enacted within team contexts and how these are associated with critical reflection and team processes associated with learning.

The two EI abilities, emotional awareness and emotional management, were found to influence the three critical reflection processes: problem analysis, theorizing cause and effect relationships, and action planning, as well as processes associated with team learning including team identification, social engagement, communication and conflict management. EI may offer insights into how differences in the nature, direction and depth of critical reflection can occur in team learning contexts. Developmental initiatives that aim to improve the emotional abilities of team members may help individuals to better manage the emotional context of learning in teams.

Rebecca Turner, Beverley Lloyd-Walker, (2008) examined the influence of increased EI capabilities on project success. Results of the case study and survey indicate that developing EI capabilities will contribute to increased project management success.

Alan R. Peslak, (2005) explored the relationships between emotions and overall team processes and task performance. It was found that team emotions at the start of the project are more positive than negative. Negative emotions grow more than positive over the life of the project. Emotions show increased intensity over the life of the project. Initial emotions did not significantly affect overall team processes. Final emotions somewhat affected overall team processes.

Crissie M. Frye, Rebecca Bennett, Sheri Caldwell, (2006) in an exploratory study, studied the relationships between the emotional intelligence (EI) of self-directed teams and two dimensions of team interpersonal process team task orientation and team maintenance function were investigated using the five dimensional model of emotional intelligence measured by the BarOn Emotional Quotient Inventory (EQ-i®) in a sample of thirty-three work teams. Average team emotional intelligence scores were calculated by aggregating the individual emotional intelligence scores of each team member and dividing the sum by the number of team members. Regression analyses of team averaged emotional intelligence across all five sub-dimensions of the EQ-i® reveal significant predictive relationships between team averaged interpersonal EI and Team Task Orientation (r =.37) and team averaged interpersonal EI and Team Maintenance Functions (r =.31). Team averaged interpersonal EI predicted 10 percent of the variance in Team Maintenance Function while team averaged interpersonal EI and team averaged general mood EI combined to predict 16 percent of the variance in Team Task Orientation.

Dirk Lindebaum& Peter J. Jordan (2012) argue that context and nature of tasks are neglected issues in studies of EI and performance at work. The construction industry provides a unique context to test this proposition. Findings suggest that project managers' levels of EI are linked to most relational performance dimensions. However, project manager EI was not associated with cognitive task related performance dimensions. Therefore, they argue that, while contributing to some aspects of project manager performance, the benefits of EI in this present context should not be overstated. Rather, it should be only one of a set of competencies that are required by successful construction project managers.

Robert M. Leichta, Gretchen A. Macht, David R. Riley & John I. Messner (2013) provides an introduction to emotional intelligence (EI) and the importance of EI to the AEC community. Here, we describe an exploratory study, which was undertaken to identify which EI traits of students were linked to success in a team-based undergraduate construction engineering course. Ninety-five students were randomly divided into teams to complete projects during the Spring 2008 semester. Individual exam scores, project scores, and team member evaluations were compared with individual trait assessments, using the Bar-On Emotional Quotient Inventory (EQ-i). The resulting analysis identifies specific individual team member traits that may lead to improved performance in team projects. The relationship between team performance and EI was explored from a three-pronged perspective, using the mean, the maximum and the range of each of the aggregated EQ-i components for the team as a whole. The results showed three areas with significant correlation to team performance, with all three involving the range of team-aggregated EQ-i traits. The outcomes suggest a balance in a team, when team selection is based on EI scores, can impact team outcomes. The results of the study will be used to improve professional and collaborative skills in the undergraduate engineering curriculum at Penn State and may be extended to other institutions.

Rajashi Ghosh, Brad Shuck, Joseph Petrosko, (2012) explored the relation between emotional intelligence (EI), team learning and team psychological safety, using a context sensitive approach.

Post analysis, evidence suggested EI was significantly and positively related with team psychological safety and team learning. Likewise, team psychological safety was significantly associated with team learning. Q-Sorting technique was used to establish discriminant validity between the three scales. Bootstrapping revealed that team psychological safety mediated the relation between EI and team learning.

Lianying Zhang, Weijie Fan, (2013) explored application of project manager's EI to improve project performance. The results of the study indicate high expressions of six EI factors in project performance of large and complex scale; whereas the effects of self-confidence and teamwork have not been confirmed. Additionally, international involvement and contract type are found to moderate the relationships between certain EI factors and project performance.

Nicholas Clarke, (2010) offer insights into how emotions can influence project manager behaviours and decisions specifically within the context of undertaking their roles in relationship management in projects. It shows that the emotional awareness of project managers may be a factor that helps to explain how project managers may arrive at decisions that affect their inter-personal relationships on projects. The data suggest that project managers are consistently subject to emotion generating situations during project management and their emotional awareness plays a part in determining how they potentially respond to the emotional information generated. Emotional awareness was found to be particularly significant in underpinning decisions and behaviours that were likely to affect the subsequent pattern of inter□personal relationships in projects.

Panagiotis V. Polychroniou, (2009) investigated the relationships between social skills, motivation and empathy (emotional intelligence components) and transformational leadership in Greek organizations giving emphasis on supervisor□subordinate interaction on a team basis. In particular, this study aimed to investigate employees' perceptions regarding their supervisor's emotional intelligence as well as transformational leadership. Results provided support for the model which suggests that supervisors' emotional intelligence components such as social skills, motivation, and empathy are positively associated with transformational leadership increasing team effectiveness with subordinate.

Organisational Climate

Nic Beech, Oliver Crane, (1999) empirically studies an organization's attempt to improve from its existent structure of team working to a higher level of organisational performance through the development of enhanced, or high performance, teams. The analysis revealed three factors which were crucial to development: transparency, check ability and a climate of community.

AtifAçıkgöz, AyseGünsel (2011) investigates the interrelationships among organizational climate and team innovativeness based on the data gathered from 86 software development teams. The results provide empirical evidence in support of the relationship between (i) innovative vision and (ii) managerial support dimensions of climate and team innovativeness. Moreover environmental uncertainty is used as a moderator

between organizational climate and team innovativeness. The findings show that the greater environmental uncertainty, the greater relationship between (i) innovative vision and (ii) managerial support dimensions of climate and team innovativeness.

Ramírez Heller Benjamin, Berger Rita, C. Brodbeck Felix (2014): reported the application and psychometric validation of a multi-dimensional measure of team climate for learning in a multinational organization. This research shows that the TCL should be of interest to all group leaders, managers and organizations that strive to achieve a sustainable competitive advantage. For being successful in the long-term, work teams need to have the most favorable conditions for effective and efficient learning and knowledge sharing, being vital for the achievement of high-quality results and surviving in steadily changing business contexts.

Richa Chaudhary, Santosh Rangnekar, Mukesh Kumar Barua: Organizational Climate, Climate Strength and Work Engagement (2014): explored the role of human resource development climate quality and climate strength in determining work engagement at organizational level of analysis. Climate strength was examined for its linear, curvilinear and interactive effects on aggregate level work engagement. Climate quality was found to relate significantly with work engagement. However, climate strength did not show any significant linear effects on work engagement after controlling for climate quality. Further, climate strength failed to show any curvilinear effects on climate quality-work engagement relationship. Interestingly, climate strength for one climate dimensions displayed significant moderation effects on climate quality-work engagement relationship.

Peter Kangis, D. Gordon, S. Williams, (2000) The aim of this study is to contribute to organisational climate discourse by examining the extent to which "above" and "below" average performing companies also exhibit different climate measurements. The results showed a consistent association between climate and performance. Independently of sector, companies performing above average showed higher values on climate dimensions than those performing below average. They concluded that although a link was shown to exist between climate and performance, it would be premature to conclude that this connection is causal and, if so, in which direction.

According Gabriela Rusu, Silvia Avasilcai(2014) Motivation has a central role in achieving high performances within organizations. As the organizational climate can be closely correlated with employees' motivation, providing a motivating environment in industrial firms depends on managers' ability to create a supportive organizational climate. They have explored the most relevant dimensions of the organizational climate which increase employees' intrinsic and extrinsic motivation, according to Herzberg's dual factors theory. By analyzing the relationships between organizational climate dimensions and motivation, the results demonstrated the influence of organizational climate on the level of employees' motivation.

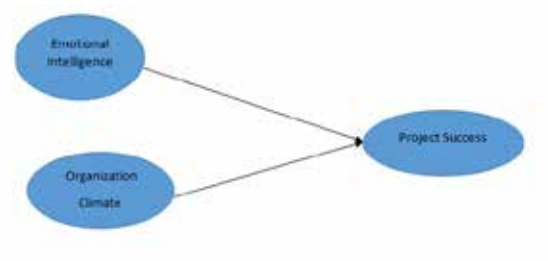
P. YukthamaraniPermarupan, Roselina Ahmad Saufi, Raja Suzana Raja Kasim, Bamini K.P.D. Balakrishnan (2013) examined the organizational climate and employee's work passion and organizational commitment within academician of public and private Universities in Malaysia. An argument is put forward that there is a causal link of good organizational climate, employees work passion and commitment in an organization. A conceptual model of organizational climate and employee's work passion and organizational commitment is presented that provides an explanation of the linkage between these variables.

Project Success

Ani Birgit Raidén , Andrew R. J. Dainty & Richard H. Neale (2006) found form their research suggested that project priorities often took precedence over the delivery of the strategic intentions of the organization in meeting employees' individual needs. This approach is not sustainable in the long term because of the negative implications that such a policy had in relation to employee stress and staff turnover. It is suggested that a resourcing structure that takes into account the multiple facets of AMO may provide a more effective approach for balancing organisational strategic priorities, operational project requirements and individual employee needs and preferences more appropriately in the future.

Conal Monaghan, Boris Bizumic, Katherine Reynolds, Michael Smithson, Lynette Johns-Boast & Dirk van Rooy (2014) This paper explores the influence two components of the aggregate personalities of the team members: conscientiousness and agreeableness and self-categorization theory that argues that identifying as team members and the team's performance norms should substantially influence the team's performance. The results emphasize the importance of taking into account personality (particularly conscientiousness), and both team identification and the team's norm of performance, in order to cultivate higher levels of performance in student software engineering project teams.

Hypothetical Model:



The Objectives of the Study

1. To Study the Impact of Emotional Intelligence on Project Success
2. To Study the Impact of Organization Climate on Project Success

Hypothesis:

Null Hypothesis: There is no significant relationship between Emotional and Project Success

Alternate Hypothesis: There is significant relationship between Emotional and Project Success

Null Hypothesis: There is no significant relationship between Organization Climate and Project Success

Alternate Hypothesis: There is significant relationship between Organization Climate and Project Success

Scope of the Study

The Scope of the study has been limited to project team members working in project teams in software development centers in MNCS.

Methodology:

The aim of this study is to find the impact of the emotional intelligence, organization climate on project success, especially among the software engineers working in the project teams. The scope of the study is pertained to Indian software engineers who are working in global teams in IT industry. The sample of the study constitutes individuals employed in Indian Software Industry. Questionnaires were administered to assess their level of emotional intelligence and the organisational climate as perceived by them and the level success of the project.

Appropriate statistical tools were used for data analysis and the results indicate that there exist a significant relation between the emotional intelligence of project team members and project success and between organisational climate and project success and also between the transformational leader-

ship style and project success.

Research Design
The purpose of this study is to study the impact of emotional intelligence and organisational climate on project success. The data were collected from the respondents with the help of a structured questionnaire. The Statistical tools used for the purpose of data analysis are correlation analysis and multiple regression analysis to draw the inference.

Measures
To measure the relationship between the variables emotional intelligence, organisational climate and project success a structured questionnaire is used to collect the primary data.

Organisational climate: The 38 item HRD climate survey developed by T V.Rao and E Abraham is used in this study. These 38 items assess OCTAPAC (openness confrontation, Trust, Autonomy, Pro action, Authenticity and Collaboration. The questionnaire uses a five-point scale.

Emotional Intelligence: Emotional intelligence scale constructed by Dhar, Hyde and Pethe (2001) is based on 10 factors having 34 items with reliability of .88 and validity .93 standardized on Indian population. It is used to measure the level of emotional intelligence. The items of the scale are directly related to the concept of emotional intelligence. It includes self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behavior. To measure the Project Success a scale developed by Jeffrey k. Pinto and Dennis P. Slev.

Procedure
For the survey four major IT hubs viz. NCR, Hyderabad, Bangalore and Chennai were selected. For Each IT hub 8 companies were selected making 32 companies in total. A tool of 600 questionnaires were sent to these 32 companies out of which 278 responses were received. For the study only 233 completely filled questionnaires were considered and the rest discarded due to incomplete data. The data collected were then sorted and was set for further analysis by using SPSS 20.0.

Analysis:
Test of Reliability: For the reliability analysis Cronbach's alpha coefficient is widely used as a measurement value which describes how the data is close to normal distribution. A Cronbach's alpha value of 0.6 and above normally considered as effective reliability for judging a scale. In this study Cronbach's alpha value is .975 for the variables used for this study which demonstrated high reliability.

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	84

Relation between Emotional Intelligence and Project Success

H0: There is no significant relationship between Emotional Intelligence and Project Success

H1: There is a significant relation between Emotional Intelligence and Project Success Correlation			
		EI	PS
EI	Pearson Correlation	1	.871**
	Sig. (2-tailed)		.000
	N	223	223
PS	Pearson Correlation	.871**	1
	Sig. (2-tailed)	.000	
	N	223	223
**. Correlation is significant at the 0.01 level (2-tailed).			

Interpretation:
The correlation between Emotional Intelligence and Project Success r= .871 and the significant value is.000.This indicates that Emotional Intelligence and Project Success are not independent of each other. Here the value of r is .871 so it is considered to a Strong correlation .Therefore the null hypothesis is rejected and alternate hypothesis is accepted and indicates that there is a significant relation between emotional intelligence of project team members and project success

Relation between Organisational Climate and Project Success

Correlations			
		OC	PS
OC	Pearson Correlation	1	.903**
	Sig. (2-tailed)		.000
	N	223	223
PS	Pearson Correlation	.903**	1
	Sig. (2-tailed)	.000	
	N	223	223
**. Correlation is significant at the 0.01 level (2-tailed).			

Interpretation:
H_0: There is no significant relationship between Organisational Climate and Project Success

H_1: There is a significant relation between Organisational Climate and Project Success

The correlation between Organisational Climate and Project Success is r= .903 and the significant value is.000.This indicates that Organisational Climate and Project Success are not independent of each other. Here the value of r is .903 so it is considered to a strong correlation. Therefore the null hypothesis is rejected and alternate hypothesis is accepted and indicates that there is a significant relation between Organisational Climate and project success

Relation between Emotional Intelligence and Organisational Climate and Project Success

H0: There is no significant relationship between Emotional Intelligence and Organisational Climate on Project Success

H1: There is a significant relation between Emotional Intelligence and Organisational Climate on Project Success:

Model Summaryb					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.909a	.826	.825	1.07729	1.869
a. Predictors: (Constant), OC, EI					
b. Dependent Variable: PS					

R is the correlation, its value is .909 and R square is degree of determination, its value is .826.The degree of determination show the extent to which emotional intelligence and organisational climate influences the project success. Here the project success is determined to an extent of 82 % by emotional intelligence and transformational leadership.

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1213.160	2	606.580	522.665	.000b
	Residual	255.321	220	1.161		
	Total	1468.482	222			
a. Dependent Variable: PS						
b. Predictors: (Constant), OC, EI						

ANOVA table shows that the significant value is less than 0.01, which mean the dependent variable that is project success is significantly predicted by the independent variables namely emotional intelligence and transformational leadership at 99 % confidence level

Coefficientsa						
Model B		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	7.653	.924		8.283	.000
	EI	-.172	.048	-.569	-3.607	.000
	OC	.396	.043	1.464	9.270	.000
a. Dependent Variable: PS						

The common regression equation is y = a + bx

The effect of emotional intelligence and transformational leadership on project success is given by the regression equation

Project success = 7.653-.172 (Emotional Intelligence) + .396 (Transformational Leadership)

Discussion:

Organizations invest heavy amount of time and resources in attracting talented human resources. But the operating strategy as well the employees EI matters a lot in the success of the project. An employee may be highly intellectual but would fail in the process if lacks in EI. On the other hand if all the facilities are being provided but the environment is non conducive then again the success of the project is very low. It is observed that project success and climate is closely correlated. If the climate is conducive it facilitates the development in multiple way. Employees develop the confidence and trust in the organization. They develop confidence to try innovative measures as they are confident that at every point of time organization is there to back them. On the other hand absence of conducive climate leads to mistrust and fear factor among the employees. This in turn hampers the project success. Conducive climate facilitates autonomy in decision making. Further, presence of emotional intelligence among the employees makes them raise to the occasion. They tune their mind set accordingly and make decisions on the same basis. Employees with high EI do not get emotional and carry out things in more analytical manner. Conducive climate with high EI employees would facilitate in applying transformational leadership style. Where by the managers or employees would transform the subordinates or peers in the team.

Conclusion:

Its felt that for the success of a project its vital that they need to possess conducive organizational climate and employees with high emotional intelligence. Absence of either would lead to hampering of the project. Or the real employee engagement would be minimal. In such scenario it would effect the organizations long term success. May be for short period it would work out. Long term it would lead to issues like absenteeism, employee turnover etc. Now the question is whether it is easier to change the leadership style or the organizational climate? The climate is a relatively stable characteristic of the organization and cannot be changed easily or quickly (Denison, 1996). So, the first consideration should be the leader's style. Here, too, a leader's style may be difficult to change. So, either change may be difficult, costly, and/or long term. Despite its seeming harshness, it may be necessary to change the leadership style by changing the leader herself. Executives do change jobs frequently – perhaps for this reason as well as other reasons. An executive who has the "wrong" job is not good for either the executive or the organization. If the CEO cannot or is not willing to change his/her leadership style, the organizational climate should be changed for good economic performance. However, changing the organizational climate is involved and may be very time consuming.

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