Managing Emotions in Project Teams

The Impacts of Emotions on Project Teams: The case of a Swedish Project-Based Organisation

AUTHOR: Patrick Ndubuisi Eze
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Author: Patrick Ndubuisi Eze.

Faculty: School of Industrial Engineering and Management (ITM), Applied Mechanical Engineering.

Programme: Master of Science - Project Management and Operational Development.

Supervisor: Sven Antvik.

Examiner: Torbjörn Eriksson.
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Patrick Ndubuisi Eze.
Abstract
Much research has focused on the prowess of project teams, but the roles emotions play in them have attracted little attention. Hence, this study was to identify the impacts of emotions on project teams and explore ways of managing them. A qualitative study was adopted, using a case study approach in conducting 11 face-to-face interviews at Sandvik Materials Technology. The research found that emotions like passion, grief, mood and anxiety have an impact on project teams. The effects of these emotions are: greater commitments, lack of confidence from project failure, positive or negative mood, and occupational fear, respectively. Further, the study identified emotional intelligence as a useful tool for managing emotions. It suggests that Sandvik Materials Technology should introduce a mandatory training on emotional intelligence for all its project team members, and create the right culture for it to flourish.

Keywords: Emotion, Emotional Intelligence, Projects, Project Teams, Project-Based Organisation.
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<tr>
<td>EI</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>HPO</td>
<td>Head of Project Office</td>
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<td>KT</td>
<td>Knowledge Transfer</td>
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<tr>
<td>KTH</td>
<td>Kungliga Tekniska Högskolan</td>
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<tr>
<td>PBO</td>
<td>Project-Based Organisation</td>
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<tr>
<td>PM</td>
<td>Project Manager</td>
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<td>SMT</td>
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<td>SPM</td>
<td>Senior Project Manager</td>
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1 Introduction

This introductory chapter will serve as a platform to give an insight on the subject matter. This involves a description of the background, research question, goal, limitation and overview of the structure of this study.

1.1 Background

From time immemorial, projects have always been a part of the history of humanity (Ekstedt, et al., 1999, p.50). Moreover, in the last decades, projects have metamorphosed in various sectors of the economy as a popular way of organising works (Lindgren and Packendorff, 2009), thereby playing important roles in organisations (Chipulu, et al., 2014). This change is evident as a large number of organisations now carry out their works through projects, due to the rise in competition, the need for the flexibility, and time constraint (Jerbrant and Gustavsson, 2013). Therefore, organisations who conduct most of their business activities through projects are Project-Based Organisations (Bartsch, Elbers and Maurer, 2013; Pemsel and Wiewiora, 2013).

Amid stiff market competition, Project-Based Organisations also known as (PBOs) must acknowledge that the human factor is hugely significant to the success of a project (Sunindijo, Hadikusumo and Ogunlana, 2007). As argued by Cooke-Davis (2002), people run projects, and that makes the human factor a critical success factor in a project. An important aspect of the human element that is crucial to Project-Based Organisations is a project team. As noted by Hacker (2000), project teams are formed as a response to the rapidly competitive global market environment and complexities in executing projects. These challenges make it inevitable to assemble a project team, given the skills and different experiences they convey to a project. Hence, increasing number of organisations are beginning to recognise that to improve competitiveness, it is crucial to identify the success factors of a project team (Scott-Young and Samson, 2008). Many factors play a role to either promote or hinder team process. One of those factors according to Berg and Karlsen (2014, p.449) is “emotion”.

Peslak (2005, p.251) argues that “human beings are emotional creatures”. Since project team members comprise of humans, it is natural that they sometimes exhibit their emotional side. Given that the human emotion sometimes fluctuates, the chances are that it could affect their state of mind and the outcome of their activities at workplaces. The inconsistency of the human emotion underscores the need for organisations to understand the causes, characteristics and the consequences of these feelings (Fitness, 2000, p.147). Project teams are not exempted from these consequences because their human nature will always be influenced by emotions, which certainly shapes their behaviour (Baumeister, et al., 2007). Similarly, Nezlek and Kuppens (2008), see emotions as the central component of the human life, which impacts significantly on the way people function both positively and negatively. These influences of emotions illuminate the depth, at which emotions can control our lives, that of the project team, and by extension, the projects they execute. Therefore, the will to understand and manage these emotions are crucial in making an informed decision (Peslak, 2005). Understanding and controlling emotions is supported by the findings of Clarke (2010),
which suggests that emotional awareness plays a role in strengthening behaviours and decisions that have the possibility of affecting interpersonal relationships in projects.

As leaders of Project-Based Organisations seek to explore new ways of achieving project success, there are several critical success factors in a project to be considered. Some researchers (e.g., Chua, Kog and Loh, 1999; Cooke-Davis, 2002; Scott-Young and Samson, 2008) in their studies have all identified several success factors in projects, but none have viewed the role of emotion as a factor. Although emotions and projects have been studied by (Berg and Karlsen, 2014; Dainty, et al., 2005; Lindgren and Packendorff, 2009; Whitty, 2010), there is not much consensus on the precise role emotion plays in the success or failure of a project (Berg and Karlsen, 2014; Peslak, 2005). In the same vein, Clark (2010, p.615) argues that literature has devoted little attention on the impacts of emotions on projects. Peslak (2005) advocates the need for a concerted study of the influence of emotion and its development on performance and team process. This study will attempt to ascertain the influence of emotions on project teams and seek ways to manage them.

1.2 Research Question
Considering the above background, this study will concretely address two fundamental questions:

I. What are the impacts of emotions on project teams?
II. How can these emotions be managed?

The first question seeks to identify the various roles emotion plays on project team members. As such, the second question will assist in mapping out a mechanism for managing these emotions. In seeking answers to the above fundamental questions, it is necessary to note the importance of project teams, as they are the human factors that drive projects. Therefore, project teams will play a significant role by serving as the base in achieving this.

1.3 Goal
The main goal of this study is to examine the impacts of emotion on projects teams, and ways of managing them. This goal will be accomplished by looking at the roles emotion play among project team members in carrying out project. In addition, this study hopes to create more awareness and attention on the roles emotions play among project teams, specifically to PBOs, given that research in this area is limited.

1.4 Scope and Limitations
The following parameters will describe the scope and limitations of this study: This study is centred deeply on the roles and management of emotions in projects teams; therefore, greater emphasis will be assigned to emotions. In describing the roles and management of emotions in projects teams, it is of great significance to note that this study will obtain data not from any team, but those that have been involved in projects or have project experience. Therefore, Project-based organisations (PBOs) will exclusively serve as the source of primary data, considering that they carry out their businesses through projects.

The followings are limitations and out of scope activities of this study: Data gathering for this
research will focus on organisations only within Sweden, which could make it difficult to apply its findings to organisations in other countries of the world. Even at that, it could be equally difficult to generalise its findings on all PBOs in Sweden, considering that just one organisation in Sweden will serve as the source of data. This study attempts to explore the role of emotions in project teams; it is imperative to acknowledge that aside emotions, there are other factors that could have an impact on projects teams.

1.5 Disposition

This study will employ the use of Six Chapters. Chapter one will consist of the introductory aspect of this study, involving the background information, the fundamental question for this research, and the goals and limitations. Chapter two of this research will comprise of the method chapter, where the philosophy, idea and inspiration behind the chosen research strategy, research design and data collection method will be made known. Chapter three consists of the theoretical framework where key concepts, definitions and framework will be revealed through the aid of extant and relevant literature. In addition, a model will be used to further explain the theory. Chapter four will be the empirical section, which will describe the interview process and all information regarding the conduct of interview for this research. This chapter will also talk about sampling technique, and ethical considerations employed during the interview. Also, empirical data from the interview will be presented. This will be followed by the analysis in Chapter five, where data obtained from the empirical chapter will be analysed and discussed, through which findings will be unveiled. Finally, based on the finding, conclusions will be drawn in Chapter six and path to further research will be revealed. Figure 1 below illustrates this structure.

*Figure 1: Thesis Structure*

![Thesis Structure Diagram](image)

*Source: (own construct).*
2 Methodology

This chapter will provide the rationale behind the chosen philosophical assumptions, the research strategy and design, and theoretical direction. It will also highlight the data collection method and all the methodological processes involved in this study.

2.1 Research Philosophy/Paradigm

Research philosophy is defined as the combination of assumptions and beliefs in knowledge development (Saunders, Lewis and Thornhill, 2016, p. 124). When we embark on research, consciously or unconsciously, we make some assumptions that guide our research. Some of these assumptions deal with human knowledge, which borders on epistemology. While other assumptions centre on the reality we come across in our research (ontology).

The Ontological Assumption is a philosophy that relates to social entities and its nature. The key orientations question whether social entities can be deemed as a reality external to that of social actors, or if they can be deemed as social constructions from the deeds of social actors (Bryman and Bell, 2011, p. 20). These different positions of orientations are usually referred to as objectivism and constructionism respectively in ontology (Bryman and Bell, 2011). Objectivist view implies that social phenomenon and their purposes exist independently and not influenced by social actors. Constructionism shares the view that social actors (Bryman and Bell, 2011) will always achieve social phenomenon and its meanings.

The Epistemological Assumption is concerned with what makes knowledge acceptable, legitimate and valid, and how knowledge can be communicated to others (Saunders, Lewis and Thornhill, 2016, p. 127). Bryman and Bell (2011) pinpoint key issues in this assumption, which questions whether same principals, ethos, and procedures in natural science can or should be applied in the study of the social world. However, there are two key epistemological positions, which are positivism and interpretivism. Positivism is the view that supports natural sciences, which is about creating law-like generalisations using visible social reality (Saunders, Lewis and Thornhill, 2016). One of the purposes of theory in positivism is that it allows for the generation of hypothesis, which is then tested and makes room for laws to be explained and assessed. Blumberg, Cooper and Schindler (2008) stress that one of the principals of positivism is that social world is seen objectively, and instead exists externally.

Conversely, interpretivism is an epistemological position with emphasis that physical phenomena are entirely different from humans because the latter creates meanings (Saunders, Lewis and Thornhill, 2016, p. 140). One of the arguments of interpretivism (Saunders, Lewis and Thornhill, 2016) is that human beings and their social worlds are different from physical phenomena, and should be studied differently. Therefore, there must be a distinction between social science research and natural science. Interpretivist research holds a purpose that social worlds and its contexts should be rich in understanding and interpretations (Saunders, Lewis and Thornhill, 2016). According to Blumberg, Cooper and Schindler (2008, p. 21), Interpretivists argue that to understand the complexities associated with social phenomena, simple fundamental laws are just not enough.

This research will focus and follow the path of interpretivist view, rather than the positivist.
Reason being that this study is not linked to natural sciences; therefore, hypothesis will not be tested. Instead, this research will focus on individuals and their interpretations. Also, it is more associated with qualitative research (Bryman and Bell, 2011, p. 27; Saunders, Lewis and Thornhill, 2016, p. 168). According to Cottrell (2014, p. 99), “interpretivism is sometimes also referred to as constructionism, or social constructionism” because it concerns people’s way of idealising the world. Further, the author asserts that one of the core tenets of interpretivism is its subjectivity, which accepts that interpretations, research and knowledge are essentially subjective. Saunders, Lewis and Thornhill (2016) also assert that interpretivism is subjectivist, which takes this study to a subjectivist view.

2.2 Qualitative Research Design
In formulating or choosing a research design, it is important to carefully make a methodological choice that is consistent with the research. According to Saunders, Lewis and Thornhill (2016, p.165), there are three different research designs. These are Quantitative, qualitative and mixed methods. Bryman and Bell (2011) describe quantitative as a strategy that employs the use of quantification when it comes to data collection and analysis. In Quantitative research, questionnaires are often used for data collection, and analysed using graphs or statistics that generate numeric data (Saunders, Lewis and Thornhill, 2016). In contrast, qualitative research uses words in data collection and analysis, instead of quantifications (Bryman and Bell, 2011). In this case, non-numerical data like interviews are often used in data collection (Saunders, Lewis and Thornhill, 2016). Mixed method, which is the third strategy, is a combination of quantitative and qualitative methods (Bryman and Bell, 2011; Saunders, Lewis and Thornhill, 2016).

Having defined and described the distinctions between quantitative, qualitative, and mixed method, this study will adopt the use of qualitative research. The motive for this choice is that this study will not engage in the testing of theories, which is one of the essential features of a quantitative research; rather, it will generate theories (Bryman and Bell, 2011, p. 27). One other reason for the choice of qualitative research is that in this study, data collection will be achieved with the aid of interviews instead of questionnaires. A design can follow the path of exploratory, descriptive, explanatory or evaluative study, which is influenced by its research questions (Saunders, Lewis and Thornhill, 2016). This research will follow the path of an exploratory study because its research questions usually start with “What” or “How” which aligns with the research questions of this study. Secondly, the choice of an exploratory research is borne out of the fact that it gives allowance for an open question to gain insight on the subject. Lastly, it is flexible and can adapt to change (Saunders, Lewis and Thornhill, 2016).

2.3 Inductive Approach
There are three approaches to theory development. These different approaches are deductive, inductive, and abductive (Saunders, Lewis and Thornhill, 2016). The first approach, which is the deductive strategy, involves developing a theory, which is then strictly tested with the aid of propositions. It is mostly associated with scientific research, which makes it the dominant research approach within natural sciences (Saunders, Lewis and Thornhill, 2016, p. 146). Conversely, inductive approach obtains a stance in which the outcome of research is a theory,
which allows researchers to generalise inferences from observations (Bryman and Bell, 2011, p. 13). The third approach, which is the abductive strategy, is a combination of deductive and inductive approach, which entails moving back and forth (Saunders, Lewis and Thornhill, 2016). In deciding which approach is suitable and favoured for this research, it is imperative to observe once again that this study deals with emotion and its impact on the project teams, hence favours the use of an inductive approach for three reasons. Firstly, emotional matters require flexibility in bringing out explanations. The deductive approach does not give room for flexibility in methodology (Saunders, Lewis and Thornhill, 2016, p. 147). Secondly, in this research, there will be no theory testing. Lastly, one feature of induction approach is that it supports the use of data to build theory like conceptual framework (Saunders, Lewis and Thornhill, 2016, p. 145). This study hopes to generate theory inform of a conceptual framework.

2.4 Case Study

A Case Study approach is a popular research design that is widely used in business research (Bryman and Bell, 2011), and in social research (Denscombe, 2010). Though natural advantage is enjoyed by case studies in exploratory research (Gerring, 2004), it is also suitable for the use of explanatory and descriptive research (Blumberg, Cooper and Schindler, 2008, p. 374). Denzin and Lincoln (2011) admit that the study of case study has existed since recorded history, thereby accounting for many books and articles in many areas of discipline. Before furthering to highlight the attributes of a case study, it is necessary to discuss what a case study is. In doing this, a clear definition will give an insight. Robert Yin, who is highly famous in case study research, defines a case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context may not be clearly evident” (Yin, 2009, p. 18). As noted by Cottrell (2014, p. 163), a case study deals with the study of a phenomenon, or an entity in-depth. One major similarity about the two above definitions is that they introduce the need for an “in-depth” study. Denscombe (2010) argues that studying a phenomenon in detail is an ability of a case study, which is hardly obtainable when using a survey method. This is the case when a significant amount of time is devoted to investigating a particular instance; it affords the researcher the opportunity to delve into the research in detail, and to discover things that could be hard to find using superficial research. Yin (2009, p. 4) points out that a case study method is used as an avenue to increase knowledge of organisations, individuals, social and other phenomena. It creates room for researchers to maintain the characteristics of a life event meaningfully and holistically. A “case” cannot be artificially created for research purpose; it is usually something in existence. Therefore, it occurs naturally (Denscombe, 2010, p. 54). It is crucial (Denscombe, 2010) to note that the unit of analysis in a case study can assume various social phenomena. This could be based on a workplace, country, organisation, industry, and individuals, with distinct boundaries.

Yin (2009, p. 46) identifies four types of case designs, namely single-case (holistic), single-case (embedded), multiple-case (holistic), and multiple cases embedded. A single-case (holistic) design is more appreciated for this study, hence adopted. Reason being that the case in question will be investigated holistically without the involvement of embedded units. A
single holistic design is advantageous if there are no identified logical subunits, and when the case study theories are holistic in nature (Yin, 2009, p. 50). The chosen organisation is Sandvik AB in Sweden. The reason is that it is a Project-Based Organisation, where most of its businesses are carried out in projects. One other reason is that is an established organisation full of professionals in the field of project management. Thirdly, proximity to the researcher was also a factor. Sandvik AB has three business areas; this study chose to focus on one area, which is Sandvik Materials Technology (SMT). The reason for focusing on SMT was because 10 of the participants that indicated interest for interview are from SMT, this allowed for an in-depth and holistic study of the case.

2.5 Data Collection and Analysis
Data collection for this study was done in two folds, primary and secondary data. Primary data was gathered through interviews, while secondary data was gathered with heavy reliance on existing relevant literature like books, articles, and journals. The secondary data was gathered with the aid of various database like KTH library (Primo), and database from Google Scholar and Emerald. Interview, which is one of the most common strategies in qualitative data collection (DiCicco-Bloom and Crabtree, 2006; Bryman and Bell, 2011), was deemed appropriate for this research. Reason being that this research ultimately deals with a sensitive topic like emotion, which requires a careful approach to obtain data in an honest and open way. According to Denscombe (2010, pp. 173-174), the use of interview as a mode of collecting data is more suitable for gaining insight into people’s emotion, experiences, feelings, opinions and sensitive issues. Therefore, interviews became appropriate for this study. Interviews mainly appear in three forms: structured, semi-structured and unstructured (Saunders, Lewis and Thornhill, 2016). A semi-structured face-to-face interview with an open-ended question was chosen for this study, mainly because it allows for flexibility, making it possible for respondents to develop ideas (Denscombe, 2010). Also, it is advantageous in establishing personal contacts (Saunders, Lewis and Thornhill, 2016).

Data gathered with the aid of interview was analysed using thematic analysis. Braun and Clarke (2006, p. 79) describe thematic analysis as “a method for identifying, analysing and reporting patterns (themes) within data”. The advantages of employing thematic analysis is that it can be applied to any philosophical position, regardless of the position (Saunders, Lewis and Thornhill, 2016). It is flexible, the method is easy to use, and can be applied in summarising important features of data. Also, it can be used to display similarities and differences within a set of data (Braun and Clarke, 2006, p. 97). Braun and Clarke (2006, p. 87) have Identified six steps of doing thematic analysis as follow: Getting familiarised with data, generate initial codes, search for potential themes, theme review, naming the theme and creating the report.

2.6 Reliability and Validity
Reliability and validity are essential elements in judging whether research is of high quality (Saunders, Lewis and Thornhill, 2016). Rigour is what brings out the quality of our research with the aid of reliability and validity, which without, makes our research look like a fiction and worthless (Morse, et al., 2002). Although reliability and validity are heavily applied in quantitative research strategy, its applicability in qualitative research is highly contested
(Saunders, Lewis and Thornhill, 2016). This is a case where researchers who share positivist philosophical view tend to favour reliability and validity more as a way to measure quality than their counterpart who share the interpretivist philosophical view. Yet, solution on the yardstick for assessing quality in qualitative research is yet to be resolved (Flick, 2009). This study is geared towards the interpretivist philosophical view. Regardless, this study will still attempt to assess its quality through reliability and validity. Reliability deals with “replication and consistency”, while validity deals with how appropriate are the measures you use, how accurate is the result analysis, and whether findings can be generalised (Saunders, Lewis and Thornhill, 2016, p. 202). Saunders, Lewis and Thornhill (2016, p. 244) point that one way to enhance the reliability of data is by assuring confidentiality and anonymity of participants. During the conduct of the interviews, respondents were assured anonymity and data confidentiality. Another way of ensuring a reliable data (Saunders, Lewis and Thornhill, 2016, p. 412) is by using audio-record as a means of controlling bias. In gathering primary data (interview) for this study, due permissions were taken from respondent to have their interviews recorded, thereby reducing bias.

Ensuring reliability comes with some threats. One way of ensuring that threats to reliability are minimised (Saunders, Lewis and Thornhill, 2016, pp. 202-203) is by avoiding participant bias. The researcher achieved this by making sure that interviews were conducted in closed space offices and rooms, which ensured that no third party overheard the narratives of respondents, thereby maintaining anonymity. Another way the researcher minimised threats to reliability in this study was by avoiding participant error, thus eradicating factors that could alter the performance of participants. The researcher was able to achieve this by choosing a less sensitive time by making sure that the time approved for the interviews did not coincide with the lunch breaks of participants. Instead, times approved for interviews were set way before lunch, and after lunch. This afforded them enough time without hurrying during the interviews.

In validating this study, Saunders, Lewis and Thornhill (2016, pp. 206-207) state that one way of validating a research is through participant/member validation. This occurs when a researcher sends back their research data to participants for confirmation and accuracy. In line with this, interview transcripts from this study were sent back to all interviewees for verification. Interviewees verified the transcripts as the true reflection of their thoughts.

*Figure 2: The methodological approach of this thesis. Source: (Own Construct)*
3 Theoretical Framework

This chapter will with the aid of relevant literature in the subject matter, define and explain key concepts, e.g., Emotion, Emotion and Teams, Emotional Intelligence, Projects, Project-Based Organisation, and Project Teams. Finally, with the aid of these key concepts, a conceptual model will be drawn.

To give an insight on this study, the following terms/concepts: Emotion, Emotion and Teams, Emotional Intelligence, Projects, Project- Based Organisations, and Project Teams have been selected to explain emotion and how it affects people, organisations, and the need to manage them. These concepts make up the theoretical direction of this study, which will assist significantly in creating meaning and understanding of this research.

3.1 Emotion

One of the hallmarks of our day-to-day life is emotion and the way it is expressed (Graham, et al., 2008, p. 394). These emotions are often expressed to our partners, friends and close relatives. Similarly, Baumeister, et al. (2007) point that one of the most powerful encounters of our daily lives is our reactions to emotion, in which we are likely to acknowledge the influence of anger, joy, grief, worry and even feelings of love. The authors went further to assert that a life devoid of emotion is insufficiently worth living, for this will lead to a deficiency in rich human experience. On the other hand, a life with emotion could sometimes be characterised with stereotypes that could drive people to act illogically, foolishly and destructively (Baumeister, et al., 2007).

Emotions are contagious (Goleman, Boyatzis and Mckie, 2002; Parkinson, Fischer and Manstead, 2005), in that they spread rapidly, creating the possibility of one’s feelings influencing that of others. This elucidates how our daily lives virtually revolve around our emotions. For this, one might wonder what is emotion.

The word emotion is very ambiguous, in that there are several ways of viewing it. As argued by Cabanac (2002) and Kappas (2002), consensus on the definition of emotion is lacking in literature. This lack of general agreement has ignited scholars and theorist to apply different interpretations that reflect different meanings (Izard, 2010). Nonetheless, even though there is no clear consensus on the definition of emotion, this study will mention a few definitions of emotion for clarity sake, given its ambiguous nature.

Michel Cabanac critically reviewed the perceptions and definitions of several authors on emotion and proposed a definition that sees emotion “as any mental experience with high intensity and high hedonic content (pleasure/displeasure)” (Cabanac, 2002, p. 80). According to the author, the word hedonic in the definition is a term that gives motivational experience to emotion. In another related approach, Cole, Martin and Dennis (2004, p. 319) extracted assumptions from various authors on a clear definition of emotion, and came up with an assumptive definition that emotions “are biologically endowed processes that permit extremely quick appraisals of situations and equally rapid preparedness to act to sustain favourable conditions and deal with unfavourable conditions”. However, this research will lean on the definition of emotion by Daniel Goleman, who defines emotion as “a feeling and
its distinctive thoughts, psychological and biological states, and range of propensities to act.” (Goleman, 1995, p. 289). In light of these definitions, it is then needful to explain how emotion influences project team members at workplaces. The next sub-chapter will attempt to do that.

3.2 Emotion and Projects Teams

Emotion plays a strong role in workplaces. Therefore, it is pertinent to understand its characteristics and consequences at the workplace (Fitness, 2000, p. 147). In grasping the role of emotion in organisations, it is of great value to delve into the effects of emotion on project teams and by extension, the projects they carry out.

Turner and Müller (2004) established that there is a close connection between communication and emotion in a project. This suggests that even though people would prefer and appreciate a close collaboration in projects, to the extent of empowering the project manager, they are likely to exhibit mistrust, leading to tight control. The authors went further by mentioning four emotions that are tied to communication in projects, which are: Trust, interest in project, perception and progress, comfort and need to control. Emotion can also serve as an avenue for communication in teamwork, in that it provides ample information regarding the intentions, reactions and imminent behaviours of team members at workplaces (Elfenbein, Polzer and Ambady, 2007).

Emotion has been found to influence team’s performance. The work of Sy, et al. (2005 cited in Peslak, 2005, p. 252) talks about the effects of a leader’s emotion, such as mood and its influence on performance. Findings from the authors revealed the following: - That when group leaders showed positive mood, group members also exhibited positive mood. -When their leader expressed negative mood, group members also displayed a negative mood. They also argued that groups with leaders that exhibited positive mood, aided group members to show little negative affective tone, had better coordination, increased positive affective tone, and less effort when compared to when their leaders displayed a negative mood. Peslak (2005, p. 251) also identified a link between emotion and project. The findings show that team members tend to display more positive emotion at the beginning of a project, while negative emotions increase more than positive emotion at the progression of the project. This implies that at the start of a project, team members express a high level of enthusiasm and positive emotion. Eventually, as some negative emotions begin to surface in the life of the project, negative emotions will increase over time. Similarly, after interviewing 15 project managers with emotional intelligence training, Clarke (2010, p. 618) found that Project Managers emotional awareness influenced their decisions on which approach to employ in different situations like anxiety provoking state. Other findings from the author suggest that emotional awareness also played a role in the way project managers interacted with their team members, and impacted on their relationships with their team members. Akgun, et al. (2006) and Akgun, et al. (2007) also talk about the role of anxiety in a team. Akgun, et al. (2006) stress that during projects; team members develop crisis and anxiety. Anxiety is described as “an apprehension, a state of uneasiness or fear about anticipated real or perceived events, which influences the actions and behaviours of individuals” (Akgun, et al., 2007, p. 629). The
authors further stressed that the presence of anxiety could trigger the feeling of insecurity, frustration and fright within the team (Akgun, et al., 2007, p. 629). Apart anxiety, project failure can evoke negative emotional reactions on team members (Shepherd and Cardon, 2009). Some authors (e.g., Shepherd and Cardon, 2009; Shepherd, Covin and Kuratko, 2009; Shepherd, Haynie and Patzelt, 2013; Shepherd and Kuratko, 2009) have all attempted to delve into the impacts of project failure on project teams. Project failure is defined as the discontinuation of a project’s activities due to lack of progress (Shepherd, Covin and Kuratko, 2009, p. 589). As revealed by Shepherd and Cardon (2009), those involved in a project failure will likely encounter a negative emotional response. One of the negative emotional reactions exhibited in the period of project failure is grief (Shepherd, Covin and Kuratko, 2009). Grief is defined as “a negative emotional response to the loss of something important, triggering behavioural, psychological, and physiological symptoms” (Shepherd and Kuratko, 2009, p. 451). Although grief is an emotional reaction to a project failure, Shepherd and Kuratko (2009, p. 453) acknowledge that not every project failure will lead to grief, and that individuals that are emotionally intelligent are more efficient when it comes to grief recovery. Shepherd and Cardon (2009, p. 926) share the view that the significance of a project to the organisational members will determine how intense their negative emotional reaction will be in the event of a project failure. Further, they suggest that although negative emotion can interfere with the learning process, people can better learn from negative emotional reactions from project failures if they can display self-compassions like mindfulness, self-kindness and common humanity. The higher the display of self-compassion by individuals, the lesser the level that negative emotions can interfere with learning from failure, thereby increasing the motivation to attempt again.

Emotional attachments have been found to play a role in projects. Dainty, et al. (2005, p. 241) have identified the role of the word project affinity, which they describe as “the commitment and attachment by stakeholders and participants to projects and their outcomes”. In a bid to ascertain the role of affinity in projects, the authors examined four projects of different types and sizes, where they conducted 128 in-depth interviews. It was found that operatives involved in the cancer research facility, which is one of the four projects examined, showed that one important factor that induced their attitude and commitment to the project was project affinity. Operatives who appreciated the project objectives demonstrated a high level of connection with the project they executed. The authors concluded that the notion of project affinity could have an emotional dimension.

3.3 Emotional Intelligence

The concept of emotional intelligence (EI) came to light among managers in the 1990s (Druskat and Wolff, 2001a), and has since garnered amplified interest within researchers due to its positive effects on team performance (Feyerherm and Rice, 2002). One of the earliest definitions of emotional intelligence is that of Salovey and Mayer (1990, p.189), which define emotional intelligence as the “subset of social intelligence that involves the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. In the same vein, another definition of emotional intelligence that is worth mentioning is that of Daniel Goleman, who defines
emotional intelligence in Goleman (1995, p.34) as “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping to think; to empathize and to hope”. Although Salovey and Meyer were one of those that pioneered the use of the term “emotional intelligence” (Feyerherm and Rice, 2002), the concept was made increasingly popular by Daniel Goleman’s work on the subject (Burke and Barron, 2014; Feyerherm and Rice, 2002). Apparently, these authors have made their marks in emotional intelligence; therefore, this research recognises both definitions.

The importance of emotional intelligence cannot be downplayed. Sunindijo, Hadikusumo and Ogunlana (2007) assert that increasing number of organisations now see the significance of emotional intelligence at workplaces. For instance, Goleman, Boyatzis and Mckie (2002) posit that great leaders are effective, not because of the strategy they employ, nor the input of their great ideas and vision, but their successes are credited on how rightly they drive emotions in the appropriate direction. They further explained that leaders could be exceptional if they understand the role emotion plays in improving the result of businesses, commitment, motivation and morale. In line with this opinion, Prati, et al. (2003) agree that to create an effective leadership and enhanced team performance, emotional intelligence competence is important in organisations. Similarly, Druskat and Wolff (2001a, p.90) talks about the efficiency of emotional intelligence in team performance, and concluded that “the most effective teams are emotionally intelligent ones”.

Although the attention on emotional intelligence in recent years has gained prominence, there are still areas where the study of EI requires more attention. For instance, in project management, Turner and Lloyd-Walker (2008) admit that little research has been conducted in this area. Perhaps if more research had been conducted, greater awareness would have unveiled the degree at which emotional intelligence could influence project management. In support of this, findings from Turner and Lloyd-Walker (2008) also reveal that project management success can be increased with the aid of EI capabilities.

Over the years, several authors have attempted to development models for EI, and have come up with different models. Because of the popularity of Daniel Goleman’s tremendous input in this subject, this study recommends Goleman’s model. Daniel Goleman in Goleman, Boyatzis and Mckie (2002), developed a simplified model of emotional intelligence, which comprises of four domains, namely: self- awareness, self-management, social awareness, and relationship management. These four domains are accompanied with 18 different competencies, and these 18 competencies are categorised into two major areas: personal competence, and social competence. According to Goleman, Boyatzis and Mckie (2002, p. 39), Personal competence involves the capabilities of managing ourselves, which encompasses the self-awareness and self-management domains. While, social competence involves the capabilities of managing relationships, which is centred on the social awareness and relationship management domains. The following shows the definitions and attributes of the four domains of emotional intelligence model according to Goleman, Boyatzis and Mckie, (2002).
Self-awareness refers to the ability of us understanding our emotions, our strength, our limitations, and our values, including our motives (Goleman, Boyatzis and Mckie, 2002). According to the authors, being realistic and honest with oneself and to others are some of the attributes of people who possess a strong level of self-awareness. Further, self-aware leaders tend to have a clear understanding of what they value, and what their goals are, with a clear direction. Another strong feature of self-aware people is the tendency for them to self-reflect over things. This enables them to think things thoroughly, thus preventing them from making hasty decisions.

Self-management is the second domain in the model. Goleman, Boyatzis and Mckie (2002) point out that this domain deals with people being able to control their emotions. According to the authors, the contagious nature of our emotion brings the need for individuals and leaders to manage their emotions. In this case, a leader’s emotion can equally have consequences on group members. Therefore, it is necessary for leaders to manage their emotions first if they wish to manage that of others. For instance, leaders who easily express their anger, usually create a catastrophe that does not go well within the group. On the other hand, leaders who comport themselves when under pressure, will ignite a positive feeling that creates resonance, and enables a conducive environment that promotes comfort, trust and fairness (Goleman, Boyatzis and Mckie, 2002).

Social awareness is the third domain, is mainly focused on empathising with others by understanding and sharing their feelings (Goleman, Boyatzis and Mckie, 2002). Social awareness entails giving a listening Ear to others, taking into consideration the opinions of other, and being attuned to the feelings of others and in turn create resonance. Leaders who fail to show empathy will likely go off-key and lack the right connection, which consequently could spark a negative reaction. For instance, leaders can show empathy to the extent of crying when others are crying in sharing their joy and pain. When leaders are attuned to the emotions of others, they are likely to know the right thing to say and do at a given time. This fosters social effectiveness at workplaces (Goleman, Boyatzis and Mckie, 2002).

Relationship management This is the last but not the least of the four domains, which emphasises on one’s relationship with others. Relationship management is an aggregate of self-awareness, added with self-management and empathy. Leaders that intend to manage their relationships with others must first be able to manage their emotions because relationship management deals with the handling of other people’s emotion. A leader must show authenticity as a starting point in handling relationships. This involves someone acting on genuine feelings when dealing with the group. Friendliness is a key in dealing with relationships, but friendliness is not just enough. Goleman, Boyatzis and Mckie (2002, p. 51) assert that relationship management has to do with “friendliness with a purpose”, in leading people to their proper direction.

It is essential to note that the above highlighted four domains and competencies of the emotional intelligence are not inborn talents in humans. Goleman, Boyatzis and Mckie (2002, p. 38) argue that these talents develop by learning, which contributes significantly to making us resonant leaders. Even on that, the authors went further in asserting they are yet to come
across any leader that possesses all the EI competencies. However, leaders that are highly effective usually show “strength in a half dozen or so EI competencies”.

Table 1: The four domains and 18 competencies of Daniel Goleman’s model

<table>
<thead>
<tr>
<th>Personal Competence</th>
<th>Social Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness:</strong></td>
<td><strong>Social Awareness:</strong></td>
</tr>
<tr>
<td>Emotional self-awareness: Reading our own emotions and recognizing their impact; using intuition to guide decision making.</td>
<td>Empathy: Sensing others' emotions, understanding their perspective and taking an active interest in their concerns.</td>
</tr>
<tr>
<td>Accurate self-assessment: Knowing our own strength and limits.</td>
<td>Organizational awareness: Reading the current decision networks and politics at the organizational level.</td>
</tr>
<tr>
<td>Self-confidence: A sound sense of our own self-worth and capabilities.</td>
<td>Service: Recognizing and meeting follower, client or customer needs.</td>
</tr>
<tr>
<td><strong>Self-Management:</strong></td>
<td><strong>Relationship Management:</strong></td>
</tr>
<tr>
<td>Emotional self-control: Keeping disruptive emotions and impulsive behaviour under control.</td>
<td>Inspirational leadership: Guiding and motivating with a compelling vision.</td>
</tr>
<tr>
<td>Transparency: Displaying honesty and integrity, trustworthiness.</td>
<td>Influence: Wielding a range of tactics for persuasion.</td>
</tr>
<tr>
<td>Adeptability: Flexibility in adapting to changing situations or overcoming obstacles.</td>
<td>Developing others: Bolstering others' abilities through feedback and guidance.</td>
</tr>
<tr>
<td>Initiative: Readiness to act and seize opportunities.</td>
<td>Conflict management: Resolving disagreements.</td>
</tr>
<tr>
<td>Optimism: Seeing the positive aspects of events.</td>
<td>Teamwork and Collaboration: Cooperation and team-building.</td>
</tr>
</tbody>
</table>

Source: Goleman, Boyatzis and Mckie (2002 cited in Burke and Barron, 2014, p. 135)

3.4 Project

According to PMBOK® Guide (2013, p.3) a project is defined as “a temporary endeavour undertaken to create a unique product, service, or result”. Given that a project has a beginning and an end makes it temporary. A project is said to have reached its end when it achieves its main objectives, or when its objectives cannot be realised. Also when the project seizes to exist when there is no need for its continuation (PMBOK® Guide, 2013).

Projects play significant roles in organisations (Chipulu, et al., 2014), and in mankind’s history (Ekstedt, et al., 1999, p.50). In most organisations, projects are a central part of their activities where they heavily invest resources in the development of new products, process improvements, and the creation of services (Sauser, Reilly and Shenhar, 2009). The successful management and execution of projects to meet organisational needs are challenging. Pinto and Kharbanda (1995) view these challenges as both human and technical, which needs a strategic out-outlook requiring flexibility in addressing conflicts that may arise. However, just as organisations seek different ways to increment success in their various projects, the complexities and uncertainties that characterise a project environment make it hard to establish a success/failure factors (Chipulu, et al., 2014). Therefore, methodologies, strategies and importantly people are required in managing projects because of their unique challenges (Pinto and Kharbanda, 1995).
Projects can be distinguished using some criteria. Antvik and Sjöholm (2012, pp.12-13) identify four criteria in distinguishing a project as:

- **Managed by Objectives (MBO)** – driven by a defined objective, which should be accepted by every team member.
- **Temporary** - the existence of a project is determined by the time required in achieving its objectives. Although projects are temporary, PMBOK® Guide (2013) suggests that it only applies to the engagement and longevity of the project. Therefore, products and services that are created by a project could be long lasting. This implies that for instance, the time and engagement channelled to the project of building a Football Stadium could last between 2-4 years, which is seen a temporary. The Stadium being the product of the project could last for more than 70 years, which is viewed as long lasting.
- **Limited** - projects are limited, especially regarding resources such as money, time and others.
- **Unique** - every project has its uniqueness in that it is not a repetition or copy of previous work. Some projects can share similarities with other projects; regardless there is always something different and new in every project.

Stakeholders command significant influence on projects. PMBOK® Guide (2013, p.30) identifies these stakeholders as project team members and the organisations internal and external interested entities. They are organisations, individuals or groups with the ability to affect or be affected by the outcome of a project. Their interest or involvement in a project could positively or negatively affect the completion or performance of the project- i.e., their influences are exercised on projects, deliverables and project teams to achieve business objectives. In light of these growing influences of stakeholders, it is highly necessary for project managers to identify these stakeholders, and manage their demands to ensure success (PMBOK® Guide, 2013, p.30). Figure 3 below, depicts the relationships between a project team and stakeholders in a project.

*Figure 3: Relationship between a project and stakeholders*

![Figure 3: Relationship between a project and stakeholders](source: PMBOK® Guide (2013, p. 31).)
Although projects are temporary organisations, they share a boundary of existence with project-based organisations (Pemsel and Wiewiora, 2013). In light of the shared boundary existence between a project and a project-based organisation, discussing the subject: project-based organisation becomes necessary. The next sub-chapter will attempt to achieve that.

3.5 Project-Based Organisation (PBO)

Project-based organisations, also known as (PBOs) are different organisations using temporary systems in the execution of their works. Whereby types of organisations like: (functional, matrix or projectized) can be used to create a project-based organisation (PMBOK® Guide, 2013). Hobday (2000, p.871) argues that contrary to the matrix and functional organisation, PBO is more suited to the management of complex products, fast changing markets, and uncertainties in technology.

Literature attributed to the field of the project-based organisations, has received a significant growth lately (Nightingale, Fuller and Hopkins, 2011). This growth could explain why several definitions to PBOs exist today. This study will make use of the definition from Pemsel and Wiewiora (2013, p.31) which defines PBOs as organisations that use projects to produce the majority of product and service for their internal or external customers. A PBO could be a stand-alone organisation where they service external clients or a subsidiary that involves a huge firm where both internal and external customers are serviced (Turner and Keegan, 2000, p.132). A project-based organisation is quite different from other organisations. Some of the features that distinguish it are the Uniqueness, uncertainties and complexities that characterise the projects they execute (Ajmal and Koskinen, 2008).

There are no standard terms or acronyms used to qualify organisations that carry out projects; this gives room for many researchers to apply different names to it (Pemsel and Wiewiora, 2013). In some quarters, scholars view it as project-based firms (Gann and Salter, 2000; Lindkvist, 2004; Prencipe and Tell, 2001), while some would consider it as Project-based companies (Aramo-immonen, Koskinen and Porkka 2011; Koskinen, 2010). The others as project-based organisations (Ajmal and Koskinen, 2008; DeFillippi and Leher, 2011; Hobday, 2000; Pemsel and Wieriora, 2013). This study will adopt the use of the name project-based organisation.

Ekstedt, et al. (1999, p.5) are of the opinion that the application of projects and temporary organisations is on the rise in the industries and societies. This trend could explain why Nightingale, Fuller and Hopkins (2011, p.216), have noted that Project-based organisations command a growing economic influence in different sectors, in particular, “(pharmaceutical, biotech, and financial services)”. Whereas, they are also found in industries such as “Culture, service and consulting, high-tech, and industries involving complex products and services” (Sydow, Lindkvist and DeFillippi, 2004, p.1475). Below, Table two displays the necessary project related characteristics and different organisational structures in project-based organisations. It also highlights roles and functions.
One major problem that plagues project-based organisations is the ability to effectively manage knowledge transfer (KT). This lack of proper transfer of knowledge often elicits project-based organisations to reinvent systems, leading to the tendency to repeat errors (Wiewiora, et al., 2009). Knowledge transfer, though seen as an important aspect of project-based organisations, unfortunately, involves complexities (Ajmal and Koskinen, 2008). This is because project-based organisations are faced with obstacles that hinder knowledge transfer. According to Ajmal and Koskinen (2008, p.10), these barriers are: time constraints and tight budgets on most projects, insufficient time for project team members to carry out a systematic review, and knowledge documentation of their experiences from past projects because they are immediately recruited to the next available projects. Also, social barriers that impede clear documentation of experiences and knowledge, like honesty in analysing both mistakes and failures. Further, Wiewiora, et al. (2009), also identify the absence of communication within projects that are spread across various geographic locations as a hindrance to knowledge transfer in PBOs.

### 3.6 Project Teams

Honts, et al. (2012) argue that team-based structures have become crucial in many organisations, as there are increasing numbers of organisations transiting their activities from individual-based work to team-based as a good alternative.

In many organisations today, there exists different types of team, which is subject to the kind of organisation. Cohen and Bailey (1997, p. 241) have identified four types of teams in today’s organisations. These are work teams, parallel teams, project teams, and management teams. For this thesis, this study will mainly focus on project team type. Regardless of the organisation or team type, it is of importance to have a well-functioning team. Creating an effective team is more than just a number. Antvik and Sjöholm (2012, p.34) highlight five distinctive essential features that should be incorporated in a team. These are understanding the project objectives, there should be a clear expectation for each other, results orientation, co-operation and trust.

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**Table 2: Organisational Structures and their influences on Projects**

<table>
<thead>
<tr>
<th>Organization Structure</th>
<th>Functional</th>
<th>Matrix</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Weak Matrix</td>
<td>Balanced Matrix</td>
</tr>
<tr>
<td>Project Manager’s Authority</td>
<td>Little or None</td>
<td>Low</td>
<td>Low to Moderate</td>
</tr>
<tr>
<td>Resource Availability</td>
<td>Little or None</td>
<td>Low</td>
<td>Low to Moderate</td>
</tr>
<tr>
<td>Who manages the project budget</td>
<td>Functional Manager</td>
<td>Mixed</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Project Manager’s Role</td>
<td>Part-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>Project Management Administrative Staff</td>
<td>Part-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

The formation of a project team has become the common response to project complexities and the growing global market competition (Hacker, 2000). Taylor (2010, p.411) defines a project team as “typically consisting of a group of employees assigned to complete a one-time project within a target date”. This definition explains the uniqueness and time duration associated with a project team. PMBOK® Guide (2013, p.35) states that a project team consists of individuals from various disciplines, and knowledge areas equipped with the necessary skills to execute a project. These are the project manager, project management team, and other members whose duty might not necessarily be connected to the management of the project. Cohen and Bailey (1997) assert that they convey these skills, knowledge and expertise on their tasks. Today, project teams are in service in various industries. Some of these industries are manufacturing, research and development, telecommunication, information systems and construction (Chiocchio and Essiembre, 2009).

There is no standard structure for project teams. PMBOK® Guide (2013) argues that the structure and characteristics of a project team widely varies. Some of the features of a project team as highlighted by Cohen and Bailey (1997, p. 242) are that they are time-limited, their tasks are naturally non-repetitive, and at the completion of their mission, they have their functional units to return to, or engage in another project.

Like every other entity, a project team is guided by a leader. PMBOK® Guide (2013, p.35) identifies the project manager as constantly the team leader. Antvik and Sjöholm (2012) stress the importance of a good leadership to the success of a project and argue that bad leadership constitutes several problems that arise in projects. Burke and Barron (2014) emphasise the need for project leaders to be cognizant of team’s setup and characteristics in order to lead them effectively.

Project teams play a vital role in their organisations. Some of these functions have been accomplishing mission-critical projects for their respective organisations (Taylor, 2010). Despite their critical roles, a negative aspect of a project team is longevity issue. Taylor (2010) talks about the employment situation of project teams, stressing that at the completion of their projects, they sometimes face involuntary exits from their employers due to of lack of existing projects.

Project teams, like every other team, inevitably pass through different stages of development before reaching a mature functional stage. There are many existing group development models proposed by several authors. This study will concentrate on the model developed by Bruce Tuckman in 1965. This choice emanates from the fact that Tuckman’s model has been widely acclaimed to be the most referred to and recognised by many kinds of literature (Bonebright, 2010; Chou and Garcia, 2011; Miller, 2003). Bruce Tuckman in Tuckman (1965) introduced four developmental sequences of a group, namely: forming, storming, norming and performing. In 1977, Tuckman and Jensen (1977) added a fifth stage called “adjournment”. These stages have become a model for many teams regarding developmental processes. Antvik and Sjöholm (2012, pp.39-40) explain the first four of the various stages of Tuckman’s model from a project management perspective. These are:
- **Forming**: The first stage is the team’s formation, where everyone becomes cognizant of each other. The presence of the project manager and the team’s knowledge of the project objectives and modus operandi become crucial for the team’s development.

- **Storming**: At this second stage, the team begins to work towards the actualization of the objectives of the project. This is where conflicts arise because of their divergent opinions. The project manager’s role becomes important at this stage.

- **Norming**: From this point, team members have been able to more or less resolve their conflict issues. They cooperate more to achieve the objectives of the project. Communication and trust increases among members. The performance of the team becomes better, and the project manager assumes a more supportive role without the need to control all the projects details like in the earlier stage.

- **Performing**: The team’s development and cooperation in achieving the project's objectives continue to increase, while the project manager takes a more supervisory and supportive role.

The fifth stage, which is the adjournment phase, is where the team disbands. Miller (2003, p.122) argues that the adjournment stage is the less critical stage of the group development because it is only needed for the disbanding of the group. Because of its low relevance, it is usually not referred to when carrying out investigations on the model. At this stage of the group, Miller (2003) further explains that the group focuses on wrapping up their activities. The group members are happy because of their accomplishments, and the loss of friendships could get some members depressed.

Figure 4, shows a revised model by Tuckman and Jensen (1977), as cited in Bonebright (2010, p.114) where the fifth stage is included.

**Figure 4: Tuckman and Jensen five stages of group development.**


Figure 5, as explained by Burke and Barron (2014) highlights the importance of participation and empowerment in a true team. This creates an atmosphere for team members to have adequate authority and autonomy in making their day-to-day decisions. It also paves the way for team involvement and motivation, thereby boosting accountability and responsibility.
3.7 Conceptual Model

The model/diagram in figure 6 below illustrates the relationships and connection between the concepts highlighted earlier in this chapter.

The model shows that project teams, which comprise majorly of a project manager and other team members, usually execute projects. However, project teams do sometimes encounter emotional situations during project phases. These emotional situations encountered stem from the very fact that projects are run by humans, which makes them emotional. As argued by Peslak (2005, p.251), “human beings are emotional creatures”. This makes project team members vulnerable in displaying or expressing their emotions in their line of duty. The term “emotional situation” in this context is described in this study as any emotion expressed or displayed by project team members. This emotional display according to Glikson and Erez (2013, p. 22) appear as either positive or negative emotion, depending on the intention and interpretation. The model illustrates that these emotional situations take place between a project manager and team members, or within team members, and they come in positive or negative form. The model also shows that one way to manage these emotional situations is through emotional intelligence, especially when the emotion appears negative. Managing emotions through emotional intelligence is supported by George (2000, p. 1034) which suggests that one aspect of emotional intelligence is the management of emotion.
4 Empirical Findings

This chapter will describe the process of carrying out interviews. This will include the profiles of the respondents, sampling criteria and ethical issues. Lastly, the presentation of empirical data from the interviews conducted at Sandvik Materials Technology.

A total of 11 one-to-one interviews were conducted for this study, which has to do with a meeting between the researcher and the informant (Descombe, 2010). One major reason why the researcher of this study chose one-to-one interview is that the researcher believes that the best way to explore emotional matters is through a face-to-face interview. This afforded the researcher the opportunity to see, feel, and observe the intensity of the interviewee’s experiences and narratives. This is hard to achieve by using a Telephone interview, Skype interview or questionnaires.

Out of the 11 interviews conducted, 10 have been carried out with the staff of Sandvik Materials Technology (SMT), which is the focus of this research. While one interview was performed with an employee at the Human Resource of Sandvik Group, the parent company of Sandvik Materials Technology. This brings the interviews at a total of 11. Of all the respondents interviewed, seven of them are currently Senior Project Managers (SPM), while three of the interviewees are currently Project Managers (PM). Lastly, the researcher was fortunate to have interviewed the Acting Head of the Project Office of Sandvik Materials Technology (SMT). Even on a tight schedule, the Acting Head of Project Office was kind enough to grant an interview, likewise other respondents. In all, the interviewees were very accommodating and cooperative. Nine of the interviewees work at the SMT Project Office, 1 of the interviewee works at SMT Technical Service, and lastly, 1 interviewee from the Human Resource of Sandvik Group. The inclusion of one respondent from the human resource was to assist in getting an insight of the subject from a human resource point of view, especially in managing emotions. The whole interview process lasted for five days, beginning on the 24th of October 2016, to the 28th of October 2016. Each interview lasted averagely about 45 minutes. The interviewees were given the choice and flexibility to determine which day, time and location were best suitable for them out of these five days. In all, 10 of the 11 interviews were conducted at the head office of Sandvik Materials Technology (SMT), located at Storgatan 2, Sandviken, Sweden. The other took place at Sandvik Group, Global HR office, also located at Sandviken, Sweden. The respondents are highly experienced in Project Management, which makes them knowledgeable about how project teams work, and many of them have worked at Sandvik for a very long time. Apart from working at Sandvik for several years, many of the respondents have also worked in other organisations for several years.

The interviews consisted of two sections. The first section was aimed at obtaining information about the respondent’s name, years of experience at Sandvik, current position, estimated projects involved with so far. They were also asked if as Project Managers, they sometimes act as team members in other projects, which they are not the ones driving. Many of the interviewees agreed that even as Senior Project Managers, or as Project Managers, they sometimes engage in another project as team members. This afforded the respondents the opportunity to give answers from both a project manager’s perspective and a team member’s
perspective. The second section of the interview consisted of the main questions. Seven questions were asked with some sub-questions. The first five questions were targeted at understanding the impacts of emotion, while questions six and seven served as a platform for managing emotions. Respondents were not compelled to answer all questions; they were instead asked to skip questions which they did not have the answers. This measure afforded respondents the opportunity to be flexible, and ensured that respondents gave honest answers and narratives.

4.1 Sampling Criteria for Selecting Respondents

A purposive sampling technique was adopted for this study. In a purposive sampling, the use of one’s judgement is allowed in deciding cases that satisfy your research questions and objectives, and it is mostly used for research with small samples such case study (Saunders, 2012; Saunders, Lewis and Thornhill, 2016). A purposive sampling strategy used for this study to determine the case and participants is the homogeneous sampling strategy. This strategy allows the researcher to concentrate on a subgroup, where members of the same sample are similar, “such as a particular occupation or level in an organisation’s hierarchy” (Saunders, Lewis and Thornhill, 2016, p. 302). Based on the above premise, the researcher of this study has applied judgement in selecting respondents for the interviews. Some criteria were considered in the selection of respondents. One of the criteria used was making sure that respondents were selected from a Project- Based Organisation. Because, the target group are project teams, they are more likely to be found in greater number in a Project- Based Organisation, bearing in mind that project teams are unique and quite different from other team’s types (Cohen and Bailey, 1997). As mentioned in chapter 2, the researcher specifically chose to focus on one business area of Sandvik group, which is Sandvik Materials Technology (SMT). Because most respondents were from SMT, it afforded the researcher the possibility explore the subject in-depth and holistically. Another criterion considered was that respondents should have attained the level of at least a Project Manager in the organisation’s hierarchy. PMBOK® Guide (2013, p. 35) acknowledges a Project Manager as the leader of a project team. Their vast experiences and knowledge of project matters, makes them suitable. Also, their high engagement with project teams, and the fact that most of them were once project team members, makes them appropriate for this interview. This allows the researcher to gain insight of emotion from a project manager’s point of view, and from a team member’s perspective. Lastly, respondents must have been involved with quite a number of projects in the past. The minimum number was pegged at four projects. The idea stems from the reasoning that the more projects they get involved with, the more they will understand the project team processes. All the above-highlighted criteria served as the premise at with respondents were selected. In determining the right number of interviews for this study, Saunders, Lewis and Thornhill (2016) admit that identifying the right sampling size is ambiguous because there are no defined rules. However, according to the authors, the minimum sample size for a semi-structured interview is between 5-25 (Saunders, 2012; cited in Saunders, Lewis and Thornhill, 2016, p.297). This study, having adopted the semi-structured interview, is in line with the minimum required number by having conducted 11 interviews.
Table 3: Information about the interview and respondents

<table>
<thead>
<tr>
<th>NO.</th>
<th>POSITION</th>
<th>YEARS AT SANDV.</th>
<th>BUSIN.AR EA</th>
<th>INTERVIEW FORM</th>
<th>EST. NUM OF PROJ.</th>
<th>WORKED AS A TEAM MEMB.</th>
<th>DATE OCT 2016</th>
</tr>
</thead>
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<tr>
<td>1</td>
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<td>9</td>
<td>SMT</td>
<td>F-t-F</td>
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</tr>
<tr>
<td>3</td>
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<td>SMT</td>
<td>F-t-F</td>
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<td>24</td>
</tr>
<tr>
<td>4</td>
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<td>SMT</td>
<td>F-t-F</td>
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<td>25</td>
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<tr>
<td>5</td>
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<td>SMT</td>
<td>F-t-F</td>
<td>MANY</td>
<td>-</td>
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<tr>
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<tr>
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</tr>
<tr>
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<td>F-t-F</td>
<td>&gt;50</td>
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</tbody>
</table>

The table shows that 11 interviews were conducted, which comprised of seven Senior Project Managers (SPM), and three Project Managers (PM). The table also recognises a high-ranking manager in the Project Office of SMT, who is the Head of Project Office (HPO), in an Acting capacity. The reason why the respondent’s column was left blank on the table where it states if they have “Worked as a team member?” is that the respondent is currently into full-time management at the moment, but may have been involved before as a Project Manager. All interviewees are from Sandvik Materials Technology, except one interviewee from Sandvik Group HR.

The table also does not show any column that contains names of respondents because before the interviews, many of the respondents opted for their names not to be mentioned. This led to the omission of names on the table. In maintaining the condition of anonymity, names of respondents have now been coded. Names shall now take the form of AR1-AR11 (AR1, AR2, AR3, AR4, AR5, AR6, AR7, AR8, AR9, AR10, and AR11). In this case, A.R means Anonymous Respondent. The code numbers will be randomly selected and assigned to respondents, meaning that AR1 may not mean the first interviewee in the table. The F-t-F on the table means (face to face). While the sign > signifies (greater than).

4.2 Ethical Considerations

In any research, be it quantitative or qualitative, ethical issues will always come to play (Orb, Eisenhower and Wynaden, 2001). Ethics are the standard rightful behaviour, which manages the conduct of research, by adhering to the morally responsible ways of doing things (Blumberg, Cooper, and Schindler, 2008, p. 154). Similarly, Saunders, Lewis and Thornhill (2016, p. 239) view ethics as “standards of behaviour that guide your conduct about the rights of those who become the subject of your work, or are affected by it”. Ethics also entail doing
what is good and trying to avoid possible harm. In this case, harm can highly be avoided or curtailed by heeding to the most appropriate ethical principles (Orb, Eisenhauer and Wynaden, 2001). Some ethical principles to follow when conducting research are highlighted by Saunders, Lewis and Thornhill (2016, pp. 243-245), and are as follow below:

Voluntary nature of participation and right to withdraw: - Participants of the interviews were not harassed to participate in this study; instead, they participated on their volition by signifying interest, after knowing about the research. Participants of the interviews were given a choice to determine their level of participation by deciding the day, time and venue for the interviews. Also, the researcher made sure that participants were not coerced to answer every question asked. Instead, they were told to skip questions which they had no answer to give. Furthermore, two participants who earlier indicated interest for the interview could not make it due to official commitments, thereby giving them the right to withdraw.

Informed consent of those taking part: - All the interviews conducted for this research were recorded via audio Tapes. Before every interview, the researcher ensured that due permissions were granted by all the participants of the interview to have them recorded. The researcher maintained punctuality in making sure that interviews began and lasted as agreed.

Ensuring data confidentiality and maintenance of Anonymity: - Data recordings from participants shall be treated with utmost confidentiality. Meaning that no third party will have access to the recordings only the researcher, and by request, the participants. Most of the participants of the interview opted to be anonymous. In ensuring this, names of participants have been coded from AR1-AR11, which are randomly assigned. This measure is to make sure that anonymity is maintained. It is imperative to note that codes AR1 to AR11 can be allocated to anyone regardless of their position on the above table. Hence, randomness shall be applied.

4.3 Sandvik Materials Technology (SMT)
Sandvik Material Technology (SMT) is a Swedish organisation and is one of the three business areas of Sandvik Group. Sandvik Group, being the parent company of SMT, was founded in 1862. SMT is a world leader in the manufacturing of advanced stainless and special alloys, industrial heating systems and products, and has three product areas. They consist of: Wire and Heating Technology, Strip, and Tube, Primary products. They carry out many of their business through projects. SMT has a strong tradition that is rooted in innovation and has invested heavily in Research and Development. As at 2015, the estimated number of employees at SMT reached about 6,500 (http://smt.sandvik.com/en/about-us/).

As earlier mentioned in chapter 2, this research will not focus on Sandvik Group. Instead, it is focused on Sandvik Materials Technology (SMT) as the case for this study.

4.4 Interviews at Sandvik
As mentioned earlier, names of respondents have been coded to maintain anonymity. Names and identification will now be displayed using AR1-AR11, where AR= (Anonymous Respondent). Because they have been randomly coded, AR1 will NOT assume the code name the first respondent on the Table in this Chapter. Equally, AR11 will NOT be the last
respondent on the Table. Profiles of the interviewees indicate that they are experts in the field of project management, and they have many years of experience with Sandvik. Besides working at Sandvik for an extended period, some of the interviewees have got a long working experience with other reputable organisations in Sweden and abroad before joining Sandvik.

Data collected through interviews have been meticulously transcribed, and will now be presented. The data presentation has been structured using themes from the interview questions. Each theme reflects each question asked. (See appendix at the end of this paper for more information on the interview questions and transcripts of respondents).

4.4.1 Emotion and Attachments

The question regarding how respondents see emotion generally, shows that respondents tend to interpret the word emotion differently. Respondents (AR2, AR4, and AR9) see emotion as a human thing that is difficult to live without. While respondents (AR7, AR8 and AR10) see emotion as something inside us, or that comes from the inside. One of the interviewees (AR1), sees emotion a mood, while another respondent (AR3) views it as something that happens to us 24 hours, which fluctuates. (AR5) interprets emotion as something that evokes passion, frustration and anger, while (AR6) translates it as the core of our system. Although respondents have a different interpretation of emotions, their interpretations refer to humans, which gives a picture that human beings are emotional. Just as respondent (AR2) puts it:

“All human beings have emotions”.

In a similar vein, when respondents were asked if they had seen or observed team members expressing emotional attachment to a project and how, most of the respondents (AR1, AR2, AR3, AR4, AR5, AR7, AR8, AR9, and AR11) agree that project team members do sometimes get emotionally attached to a project. Even though most of the respondents agreed to this, there is an exception of two respondents (AR6 and AR10) who share slightly different views. Respondent (AR6) claims not to have seen anyone expressing emotional attachment to a project but argues that naturally, the first project of your career is more emotional than fact based. While respondent (AR10) believes that attachment can occur during a project. However, thinks that it does not occur to the project itself, but to what the project has to offer.

The question regarding ways at which project team members show emotional attachment to a project, some respondents (AR1, AR3, AR4, and AR5) admit that team members express emotional attachment by being passionate about projects. To demonstrate the influence of passion as an attachment to a project, respondent (AR1) puts it that:

“If you cannot ride a dead Horse, and you are very passionate about this Horse you might not see that it is actually dead, you try to ride it anyways”.

While respondents (AR2 and AR8) see engagements as a result of fun derived from the project. For respondent (AR6), you can see it in the way they discuss about the project. Respondent (AR7) believes that project team members employ fatherhood approach to the project, while respondent (AR9) argues that people react differently, which largely depends on the situation. Respondent (AR10) talked about things like the feelings that come with the position and success as a way of demonstrating attachment. In the case of respondent (AR11),
project team members show attachment by asking questions and being punctual to meetings.

On the question of whether or not emotional attachments have an impact on the commitment of project team members to the project, 7 out of 11 of the respondents (AR1, AR2, AR3, AR4, AR5, AR8, and AR11) concur that emotional attachment increases project team members commitment to a project. According to the words of two of the respondents (AR3 and AR5) respectively:

“If they are passionate, they can take the sky down”.

“When they are engaged and passionate, their commitments will be stronger”.

However, respondent (AR9) tends to differ a bit on the role of emotional attachment to a project’s commitment and opined that the level of commitments could be more or less, depending on the emotional reaction that comes out. There were no clear answers from respondents (AR6, AR7, and AR10).

4.4.2 Project Failure

The interviews show that in the event of a project failure, project team members tend to display emotional reactions, and these reactions occur in different ways. Some respondents (e.g. AR2, AR5, AR6, AR7, and AR9), posit that project team members feel frustrated when there is a project failure. Respondents (AR1 and AR10) believe that sadness is what comes to play when there is a failure. In the words of respondents (AR10 and AR1):

“People get sad because there is pressure in the society for people to succeed”... (AR10).

“Sometimes to get too emotionally attached to a project can be difficult if you need to shut it down” ... (AR1).

Anger has also been identified by some respondents (AR4 and AR7), while (AR4) also identified sorrow.

“After the first initial anger, there comes a period of little bit of sorrow”... (AR4)

Respondent (AR3) talked about being downcasted. Other emotional reactions identified by respondent (AR2) are that team members seem to be stressed, afraid, and sometimes cry. Respondents (AR8 and AR10) say that the personality of the person involved determines the emotional effects. While respondents (AR11, AR4 and AR9) agree that the level of commitment to the project determines the kind or level of emotional reaction that will be displayed.

The next sub-question on project failure was centred on whether these emotional reactions as a result of project failure could affect project team members in their next project. Answers from the interviews show that many of the respondents are of the opinion that these emotional reactions could have an effect on the project team member’s next project. This view is shared by respondents (AR1, AR2, AR3, AR4, AR7, AR9, AR10 and AR11). In the words of respondents (AR2, AR10):
“They are a bit hesitant; they are not as confident, they question themselves- are my competent enough?”… (AR2).

“Probably you are going to be a little bit scared when you start your next project”… (AR10).

However, answers from respondents (AR5, AR6 and AR8) slightly differ. Respondent (AR5) believes the emotional reaction to the next project is subject to how you handle it, while respondent (AR6) says the reason for the failure will determine their reactions. If the reason is not the fault of team members, it may not affect them. However, respondent (AR8) thinks that the emotion from the last failure will not make a big difference in the next project.

4.4.3 Communication
In exploring the influence of emotion on communication among project teams, the results from the interviews show that all the respondents (AR1, AR2, AR3, AR4, AR5, AR6, AR7, AR8, AR9, AR10 and AR11) agree that emotion influences communication. To quote some of the respondents:

“Communication is a way of transferring emotions from one person to another”… (AR9).

“If many people share positive emotion, they tend to communicate more often and spontaneously. If emotions are more negative, then communications will need a little bit more support”.….. (AR4).

Respondents (AR2 and AR3) see communication as a way of assessing the team’s performance. In the words of respondents (AR2):

“If you are going to the Fika room, and you listen to the team, you can differentiate if the project is going well or not. If it is not going well, it is quite silent, you see that they are pressured”… (AR2).

Respondent (AR3) says that as a Project Manager, when you listen to your team members discussing your project from afar, through their emotional reaction, you can tell if the project is going well or not.

The interviews also show that communication is an avenue to celebrate a milestone in a project. As cited by respondent (AR5):

“Sometimes also, the communication can be engaging and positive because we share something like a milestone, and we celebrate!”

4.4.4 Team’s Performance
When respondents were asked about the effects of emotion on a team’s performance, almost all the respondents (AR1, AR2, AR3, AR5, AR6, AR7, AR8, AR9, AR10 and AR11) agreed that emotion does have an impact on project team’s performance. This can be further elaborated in the words of respondent (AR10):

“I would say emotion is one of the largest contributors to team performance, because it is central to every person”… (AR10).
Respondent (AR4) seems to have a little different view to this. The respondent believes that if a project has just one dedicated member, this might negatively affect the team. This could have a different or limited effect on performance.

The next question is a sub-question, which talks about the influence of a leader’s mood. The interview results show that all the respondents (AR1, AR2, AR3, AR4, AR5, AR6, AR7, AR8, AR9, AR10 and AR11) concur that a leader’s mood does have an impact on the project team. These impacts have been illustrated in many forms. For instance, going by the words of some of the respondents:

“If you have a Project Leader or Manager that is nervous, the team gets nervous”… (AR3).

“If I come with a negative energy into the room, that has an impact on the project team”… (AR2).

“If I am moody and sad, it affects and set the standard for the other ones”… (AR7).

“If you are in a bad mood, you better say sorry pals today I am in a bad mood, do not think about it, it just happens sometimes”… (AR10).

4.4.5 Other Observed Emotion

The question on whether there are other emotions not mentioned that could have an impact on the project team reveals that respondents identified some emotions, as they affect project team members. Although not all the respondents could give answers to this question, quite a reasonable number came up with answers that relate to their experiences and that of others. Respondent (AR1) pointed out that emotional problems emanating from private lives could affect a project. (AR3) mentioned burn-out from project members who are too engaged because of their passion for a project. (AR4) stated fun at work from achieving a brilliant technical solution. (AR5) talked about fear of losing jobs during re-organisation, which could be transferred to a project. (AR6) identified hesitation to work with some members in a new project because of past emotional experience from other projects. (AR8 and AR10) mentioned a lack of motivation and competition among project teams respectively. While respondent (AR2) added that bad feelings from a project do affect team member’s health sometimes, hence, they fall sick. According to the respondent:

“In a project, it can be very emotional”… (AR2).

4.4.6 Project Manager’s Action and EI

The question on how project managers act when they observe or see a negative emotional reaction, with the tendency to influence the team, generated several answers. The interviews reveal that most times, project managers usually take measures to quell any form of negative emotion that may arise among team members. Some of the respondents (AR3, AR8, and AR9) stress that project managers first assess if the emotion has a positive or negative dimension before they act. When it is positive, they encourage it. When they appear negative, they take actions. For respondents (AR1 and AR11), some project managers would like to swap team members to different positions. (AR4) argues that some react to the situation,
while some are task orientated and choose to disregard. (AR5) posits that some project managers would prefer a separate feedback section. Respondents (AR2, AR6, AR7, AR10 and AR11) are of the opinion that project managers would like to listen, talk, discuss, or communicate. Just as some put it:

“The good project managers are the ones that are empathetic and take the time to listen”… (AR2)

“Firstly, I try to listen to what is going on or what is causing the emotion”…. (AR7).

When respondents were asked if they have heard or come across the term Emotional Intelligence, 10 of the respondents (AR1, AR2, AR3, AR4, AR5, AR6, AR7, AR8, AR9 and AR10) have all heard or stumbled on the word emotional intelligence. Only respondent (AR11) seemed not to have heard or come across the word Emotional Intelligence. (AR3) happens to be familiar with it via the Sandvik leadership programme, while (AR2) claims to have had the competence or training from the IT department of Sandvik. In quoting the respondent:

“Emotional intelligence is one of the key top priority competencies that I have”… (AR2).

“I have seen project managers become angry, frustrated, and start to scream”… (AR2).

When respondents were asked if they view emotional intelligence as important to the organisation, the interviews indicate that all the respondents (AR1, AR2, AR3, AR4, AR5, AR6, AR8, AR9, AR10 and AR11) agreed that emotional intelligence is important. In their words:

“To be a good Project Manager or a good leader, I think it is important to have a high skill in emotional intelligence”… (AR1).

“I think it is very important to any organisation”… (AR10).

“Emotion intelligence is not something we talk about, we don’t have the label, we only talk about successful or not successful project manager”… (AR5).

“If you walk into a major stakeholder that you know or have heard is moody, you caught that stakeholder on the wrong day, you do not realise it and you keep pushing, that stakeholder is going to be pretty mad at you and could stop the project or seriously damage it. If you have the sense, you can sense that ok, this is the wrong day I will go back tomorrow. Just that easy act may be really important to the project. So, it needs this skill to be able to judge this.”… (AR9).

4.4.7 Mechanism/Training for Managing Emotion
This question deals with understanding the mechanisms or training used by Sandvik in managing emotions. The interview results indicate that respondents (AR1, AR2, AR3, AR4, AR5, AR6, AR7, AR8 and AR9) stressed that Sandvik has a leadership training for project managers, where an aspect of it talks about self-awareness, in which emotions and some elements of emotional intelligence are being discussed. Respondent (AR11) talked about
Sandvik having an education that touches very little on emotions, which the respondent attended about ten years ago. (AR6) mentioned discussing with bosses on issues like emotion. While respondent (AR9) also talked about Sandvik having a project model, which is a framework for managing projects but is also used to partly manage emotions arising from projects. Respondent (AR2) says that the leadership training educates leaders on emotional intelligence, while respondent (AR4) believes that the leadership training contains emotional intelligence, “but not completely about emotional intelligence”… (AR4).

On the first sub-question, respondents were asked about the effectiveness of the leadership programme in managing emotion. Respondents (AR1, AR5 and AR11) point that the leadership programme is not very efficient in handling emotions, while respondent (AR7) sees it as not effective because naturally, emotions come from within which makes it difficult to manage. Respondents (AR6, AR8, and AR9) view the training as effective. Respondents (AR3 and AR4) are of the opinion that its effectiveness largely depends on the individual and the individual’s emotional intelligence competence. Respondent (AR2) thinks it is effective on lower level of management, not at the higher hierarchy level because the training was changed to focus on transformational leadership and emotional intelligence only 5 years ago. When managers from higher hierarchy started as managers, the focus was not on emotional intelligence. Below are the words of some respondents:

“I would like to have the ability to measure or see when the pressure is too high, and that has very much to do with emotional intelligence I think”. “To moderate emotions I think is more important. That is not something we talk about every day; it is what gives us result every day”… (AR1).

“I do not know if all project managers have attended this type of training. They are available; we could do more as a company”… (AR5).

“From an emotional point of view I do not think it is so effective, since it is not such a clear topic, it is more up to the individual to use that ability. We are very unaware and immature in emotional intelligence”… (AR5).

“If you are not aware of the emotional impacts on your team or on your staff, you are maybe not able to see the importance of emotion”… (AR11).

“We have a little bit of old fashion way of managing”… (AR11).

Some of the respondents (AR1, AR2, AR5 and AR11) interviewed advocate that the leadership training should be extended to other project team members, not just the project manager. According to respondent (AR5):

“This is a company with a lot of Engineers, and Engineers tend to always lean on facts. If you throw in a topic like emotions, then they think of Simpsons”.

Lastly, respondents were asked to choose what mechanism or way they would propose in managing emotions.

Respondents (AR1, AR2, AR4, AR5, AR9, AR10 and AR11) all favour that emotional
intelligence should be applied as a way of managing emotions in the organisation. In quote, respondent (AR2) says:

“Emotional intelligence is a critical success factor! The more young people come to Sandvik, the more important it becomes”. “If you keep emotions inside yourself or the group, you will come to a point where it erupts”.

However, respondents (AR6 and AR8) support that the current system should be maintained, while respondent (AR3) would prefer mentorship to be introduced.

4.4.8 Summary of Empirical Data

**Emotion and Attachments:** - The views of respondents on the meaning of the word emotion show that their definitions validate the fact that emotion is a human thing, thereby establishing the fact that human beings are emotional. - Most of the respondents agree that project team members sometimes develop an emotional attachment to a project, or to what the project stands to offer. These attachments increase their level of commitments to the project.

**Project Failure:** - In the event of a project failure, project team members display different forms of negative emotional reactions like frustration, anger, sadness, sorrow, stress, fear, and sometimes they cry. This very much depends on the reason for the failure and their commitment to the project. - Most respondents believe that these negative emotional reactions resulting from project failures will affect team members in their next project. While some respondents believe that the reason for the failure will determine the way team members will handle subsequent projects.

**Communication:** - All the respondents interviewed concur that emotion does have an impact on communication among project team members. Respondents view it as a way of transferring emotions from one person to another. However, the smoothness of communication is determined by the display of positive or negative emotion.

**Team’s Performance:** - The interviews show that almost all the respondents agree that emotions have a significant impact on the performance of project teams. They see emotion as one of the largest contributors of performance. - All the respondents interviewed accept that a leader’s mood does affect the mood of the team. The leader’s mood sets the standard for the project team.

**Other Observed Emotions:** - A number of the respondents highlighted some emotions, which they deem important as having an impact on project team members. These emotions stem from team member’s private lives, burn-out from work, fear of losing jobs during re-organisation, fun at work, hesitation to work with some team members because of past experiences, lack of motivation and health issues emanating from bad feelings from a project.

**Project Manager’s Action and EI:** - When project managers observe that some certain emotions could affect the team, they assess if the emotion is positive or negative. When negative, they listen, swap team members, or use feedback session to discuss or communicate. When emotion is positive, they encourage it. - Most of the respondents claim to have heard of the term emotional intelligence in different capacities. They all stress that it is important to
the organisation.

**Mechanism/Training for Managing Emotion:** - Sandvik has a leadership training programme which talks about self-awareness that discusses emotional matters. Some see it as effective, while some as not effective. - Some respondents suggest that the training should be extended to team members not just project managers. - More respondents advocate that emotional intelligence should be completely adopted in managing emotions. While two respondents canvassed support for the status quo to be maintained.
5 Analysis

The empirical data gathered in Chapter 4, will be analysed to make sense of the data. This will be achieved by thematically analysing them (Braun and Clarke, 2006) as highlighted in Chapter 2. In doing this, one important fact to note is that qualitative studies are densely rich in data; therefore, greater attention will be channelled to focusing on relevant data through themes (Creswell, 2014, p. 195).

The analysis has been structured and organised based on the refined emerging themes from the empirical data. These include: Humans are emotional, Passion, Grief, Mood, Anxiety, and Leadership Training.

5.1 Humans are emotional

The findings from the empirical data show that all the respondents seemed to have an idea of what emotion entails. This question became necessary to see how respondents perceive the term emotion and to analyse their interpretations of emotion. Although their views were divergent, they still share several similarities. Some of the similarities illuminated by respondents are that humans cannot isolate themselves from emotion. Humans will continue to express emotions in their daily life. Judging by the opinions of the respondents, it is paramount for project teams to come to terms that no matter how professional and diligent they are in discharging their duties, emotions will always control some of their actions because it is the core of our system. This draws the need for project team members to see emotion as a critical aspect that could affect their jobs. Just like respondents (AR2, AR4, and AR9) have pointed out that emotion is hard to live without in our lives. Graham, et al. (2008, p. 394) share this view by stressing that the expression of emotion in our daily lives is among the hallmarks of human beings. A similar view is also shared by the research of Baumeister, et al. (2007) which indicates that a tough encounter of our daily lives is emotion, in which a life without emotion is worthless. If emotions are part of our daily lives as humans, therefore, it is logical to acknowledge that all humans are emotional in nature. Just as respondent (AR2) expressed, “All human beings have emotion”. The findings conclude that emotions cannot be separated from humans. Hence, humans are emotional.

5.2 Passion

The empirical data reveals the prevalence of emotional attachment expressed by some project team members during the execution of projects. Most respondents (AR1, AR2, AR3, AR4, AR5, AR7, AR8, AR9 and AR11) seem to agree that some team members convey emotional attachment to a project, or to the benefits accrued to the project. This is demonstrated by team members exhibiting a high level of passion for a project. However, it is interesting that these attachments come naturally when team members embark on their first career project as argued by respondent (AR6), thereby arguing pointing to the fact that all project team members expressed emotional attachment during their first projects. However, to some like (AR10), it is not really about the project itself that evokes the passion, it is the benefits that come along with the project like success, or hierarchical position. The fact that majority of the respondents admitted that project team members do sometimes display emotional attachments during a project validates the work by Dainty, et al. (2005), which argues that emotional attachment does play a role in a project. It is important for project team members to be
mindful of the fact that being too passionate about a project might sometimes turn out negative. This occurs when a project obviously can no longer continue due to lack of progress; team members continue to engage in that project without knowing. In the view of (AR1) “If you cannot ride a dead Horse, and you are very passionate about this Horse you might not see that it is actually dead, you try to ride it anyways”.

Most of the respondents have also argued that being emotionally attached to a project increases commitment among project team members. There seems to be a pattern among respondents as all of those in favour that team members sometimes express emotional attachments agreed that it enhances their commitments to the project. This is evident in the words of respondents (AR3 and AR5) respectively: “If they are passionate, they can take the sky down” “When they are engaged and passionate, their commitment will be stronger”. These assertions are also supported by the findings of Dainty, et al. (2005) which show that operatives of a project that displayed a high level of connection were more committed to the project.

5.3 Grief
The findings from the interviews have shown that when project team members experience a project failure, they display some negative emotional reactions. Although, judging by the reactions of respondents to a project failure, show that team members react differently. The failure makes them express various kinds of emotions, which tends to take a negative form. For instance, team members express frustration, anger, sadness, sorrow, fear, and sometimes cry. All these emotional reactions to a project failure have been classified as grief because they are negative in nature. As revealed by Shepherd and Kuratko (2009, p. 451), grief is “a negative emotional response to the loss of something important….”. The empirical data shows that there are many reasons why team members grief in the event of a project failure. An instance is a situation where passionate team members who are emotionally attached to a project, find it difficult to let go the project, even when it is clear that the project can no longer continue. As added by a respondent (AR1), “Sometimes to get too emotionally attached to a project can be difficult if you need to shut it down”. The high level of pressure on team members to succeed makes it hard for them to absorb any form of failure. Some of these projects are so important that some team members would like to take advantage of its success to uplift their careers. Therefore, the pressure to succeed in these projects becomes non-negotiable. Just as stated by respondent (AR10), “People get sad because there is pressure in the society for people to succeed”. The intensity of the emotional reaction will tell how important the project is (Shepherd and Cardon, 2009, p. 926). The establishment of grief as an emotional response to a project failure supports the findings of Shepherd, Covin and Kuratko (2009), which state that grief is an emotional reaction exhibited in the period of a project failure. However, it is important to be conscious of the fact that not all project failures can lead to grief. Some respondents pointed out that some factors will determine if a project team member will display any emotional reaction in the event of a project failure. These determinants are the level of commitment channelled to the project in question, and the reason why the project has failed. Sometimes, when the cause of the discontinuation of the project has nothing to do with team members, they may find it hard to grief over the project,
especially when it has nothing to do with competence. This view is stated clearly by Shepherd and Kuratko (2009, p. 453) that some project failures may not lead to grief. In observing the emotional effects of these failures on subsequent projects, project team members who have experienced grief from a project failure tend to be affected when they embark on their next projects. The majority of the respondents have highlighted this problem as an issue that is of great concern in the sense that team members show hesitation, and are scared to execute their next project. These diminish their confidence level if nothing concrete is done to address the situation. “They are a bit hesitant; they are not as confident, they question themselves- are my competent enough?”… (AR2).

5.4 Mood

The interview findings underscore the importance of a leader’s mood on project team members. With no iota of doubts, all the respondents talked about the significance of the mood of the leader, and how contagious it could be to the team. A leader’s mood at a very given time has been described as the standard feeling of the team. For instance, the nervous mood of a project manager/leaders could be transmitted to the team, thereby creating an atmosphere characterised by fear among team members. It is crucial for project managers or leaders to express optimistic moods, especially when projects are not going as smoothly as planned. The expression of an optimistic mood will empower team members with hopes and will encourage them to strive harder in the face of crisis in the project. The contagious nature of our emotions gives room for the possibility of one’s feelings influencing that of others (Goleman, Boyatzis and Mckie, 2002; Parkinson, Fischer and Manstead, 2005). “If you have a Project Leader or Manager that is nervous, the team gets nervous”… (AR3). “If I come with a negative energy into the room, that has an impact on the project team”… (AR2).

Being human, it is sometimes natural for project managers to be in a battle with their emotions, putting them in a difficult situation that makes them express a sad mood. Situations like this can be overcome by the leaders sending signals to other team members about the state of their mood, using it as a way to allay fears and nervousness that may arise, and create a happy and productive environment. Respondent (AR10) shares this view by saying: “If you are in a bad mood, you better say sorry pals today I am in a bad mood, do not think about it, it just happens sometimes”. The findings of this interview on the contagious nature of a leader’s mood on project teams correspond with the findings of Sy, et al. (2005 cited in Peslak, 2005, p.252) that the mood of a leader does have an impact on the mood of the team. The study further found that leaders who displayed positive mood, aided group members to be better coordinated, with increased positive tones when compared to leaders who displayed a negative mood.

The impacts of mood can be extended to communication and performance. Some respondents stressed that emotion plays a role in communicating a team’s performance. The interviews show that project managers sometimes use the mood state of a team as a means of communication to ascertain the level of situation and progress within the team. This aids project managers to know if the team is under pressure or not. Respondents (AR2 and AR3) share same opinion on this matter. “If you are going to the Fika room, and you listen to the team, you can differentiate if the project is going well or not. If it is not going well, it is quite
silent, you see that they are pressured”… (AR2). Elfenbein, Polzer and Ambady (2007) argue that communication done using emotional signals are useful in providing information about a team’s intentions and imminent behaviours. This could explain why some respondents like (AR2 and AR3) have stressed the importance of using the mood of the team as a communication tool to gain insight on their level of performance in a project.

5.5 Anxiety
Empirical evidence reveals that anxiety has been identified to have a high impact on project team members. Akgun, et al. (2007) refer to anxiety as a state of apprehension that paves the way for uneasiness or fear that influences individual’s actions and the way they behave. Project team members sometimes experience anxiety. Anxiety state like fear has been identified by respondent (AR5) as an emotion team members express in the event of a reorganisation. This implies that the news of a reorganisation triggers the feeling that some project team members could lose their jobs or be redeployed to other positions which they see as unpleasant to them. The fear of reorganisation by team members can equally be conveyed to a project, which could influence the project. Anxiety state like uneasiness has also been identified. Respondent (AR6) stressed that some project team members show hesitation in working with some team members due to previous experiences with them. In this case, past emotional experiences can propel uneasiness and discomforts among team members, which could disrupt team formation in a particular project. Even if they are coerced to work together, there could be a breakdown in communication within the project. Anxiety state in the form of apprehension also plays a role in the health of project team members. Respondent (AR2) mentioned that sometimes project team members do fall sick as a result of bad feelings they experience from a project. These bad emotional feelings could sometimes get them apprehensive about the project. Competition among team members according to respondent (AR10) could also invoke anxiety among project team members. The thought of team members out-performing their colleagues or under-performing could cause apprehension. The role of anxiety on project teams validates the fact that projects come with emotion. Akgun, et al. (2006) uphold this view by noting that crisis and anxiety are some of the problems team members face during projects. Further, Akgun, et al. (2007) note that these anxieties lead to insecurity and fright on project team members. This goes further to validate the notion that projects can be emotional. In the words of respondent (AR2): “In a project, it can be very emotional”.

5.6 Leadership Training
Virtually all the respondents mentioned the Sandvik leadership training as a programme aimed at breeding future leaders at Sandvik. This training contains an aspect called self-awareness, which is embedded with emotional matters and elements of emotional intelligence. However, there seem to be different views among respondents on the emotional content of this training. For instance, respondent (AR2) asserts that the training educates leaders on emotional intelligence, while respondent (AR4) believes that it contains emotional intelligence, “but not completely about emotional intelligence”. Apparently, there are traces of emotional intelligence in the leadership training. For instance, self-awareness, which is an aspect of the leadership training, is one of the four domains of emotional intelligence
according to Goleman, Boyatzis and Mckee (2002). Also, empirical evidence from respondents (AR2 and AR7) reveals that one of the approaches that project managers employ in addressing emotional situations within the team is by listening and showing empathy. In their words “The good project managers are the ones that are empathetic and take time to listen”… (AR2) “Firstly, I try to listen to what is going on or what is causing the emotion”… (AR7). Listening and being empathetic are some of the components of the social-awareness domain of emotional intelligence by Goleman, Boyatzis and Mckee (2002). The interviews show that there seems to be some disparity in the competence level of emotional intelligence among project managers at SMT. Although respondents say that the self-awareness part of the leadership training talks about emotions and has elements of emotional intelligence, respondent (AR2) claims to have a full competence in emotional intelligence. This raises questions on the uniformity of the training among project managers at Sandvik. The words of respondents (AR2 and AR5) validate this disparity in knowledge and competence level of emotional intelligence among project managers: “Emotional intelligence is one of the key top priority competencies that I have”… (AR2). “Emotion intelligence is not something we talk about; we do not have the label, we only talk about successful or not successful project manager”… (AR5). Perhaps, one reason to explain this disparity could be the timing of the training. It is said that the leadership training was changed to focus on transformational leadership and emotional intelligence in the last five years, according to respondent (AR2).

All respondents seem to know the usefulness of emotion intelligence, as they agreed to the importance of it to any organisation. To buttress this point, respondent (AR1) says: “To be a good Project Manager or a good leader, I think it is important to have a high skill in emotional intelligence”. This is in line with the views of Prati, et al. (2003) and Sunindijo, Hadikusumo and Ogunlana (2007) which argue that for leadership to be effective, emotional intelligence competencies are crucial to the organisation.

The effectiveness of this leadership training in handling emotional matters was met with mixed reactions by respondents. Quite a good number of respondents have expressed doubts on its effectiveness probably because they feel they do not have as much competence as they should have. Some even complained of the system being old fashioned. In the face of this, there were a few respondents who canvassed for the status quo to be maintained. Though respondent (AR2) claims to have the emotional intelligence competence; it appears there is a lack of clarity on the subject among project team members…. “From an emotional point of view I do not think it is so effective, since it is not such a clear topic, it is more up to the individual to use that ability. We are very unaware and immature in emotional intelligence” … (AR5). “We have a little bit of old fashion way of managing” … (AR11).

Nonetheless, many of the respondents, drum support for emotional intelligence. They have proposed that they would prefer emotional intelligence in managing emotions at Sandvik because they value the advantages that come with it… “I would like to have ability to measure or see when the pressure is too high, and that has very much to do with emotional intelligence I think”. “To moderate emotions I think is more important. That is not something we talk about every day; it is what gives us result every day”… (AR1). It is surprising that this training according to some respondents (AR1, AR2, AR5 and AR11) is created for future leaders; there is no similar mandatory training for ordinary project team members who are not
leaders. A project team comprises of human beings, who are also emotional, regardless of their status in the team. The training for other team members could create a better understanding between project managers and team members in emotional matters. Particularly, when there are so many Engineers at SMT, coupled with the recruitment of more young employees without prior experiences… “This is a company with a lot of Engineers, and Engineers tend to always lean on facts. If you throw in a topic like emotions, then they think of Simpsons” … (AR5). “Emotional intelligence is a critical success factor! The more young people come to Sandvik, the more important it becomes”. “If you keep emotions inside yourself or the group, you will come to a point where it erupts”… (AR2). Assembling a project team where every member is emotionally intelligent is supported by Druskat and Wolff (2001a, p. 90) because it enhances team performance, and “the most effective teams are the emotionally intelligent ones”.

5.7 Summary of Analysis

After a carefully analysis of the interview data, the findings have emerged and will be summarised. (1).The analysis shows that respondents demonstrated a clear understanding of the word emotion based on their various experiences. Emotion is something inevitably encountered in the daily lives humans, as such; the findings reveal that humans are emotional. (2). Passion, for instance, is one strong emotion expressed in a project in the form of emotional attachment, which triggers and enhances the commitment of those who are passionate during projects. (3). When a project fails, some project team members involved experience grief. The intensity of the grief will depend largely on how passionate and committed they are to the project and the reason for the failure. If the grief is not addressed before subsequent projects, team members may lack the full confidence to embark on their next project. (4). The study also identified the influence of a leader’s mood in the team. It promotes the fact that leaders should be wary of how they express their moods or face creating an emotional environment that consequently fosters nervousness or negative feelings. The mood of the team also serves as a communication tool for project managers to ascertain the state of the team. (5).The findings further show that anxiety like fear; apprehension and uneasiness have an impact on project team members. Fear is expressed during re-organisation. Uneasiness is exhibited in the form of hesitation by some team members to work with others due to previous experiences. Moreover, apprehension due to bad feeling encountered during a project, which consequently impacts on their health. Competition also triggers apprehension in that project team members would like to gain a competitive edge over others to boost their careers. (6). The study reveals that Sandvik has a leadership training programme that talks about emotional matters through an aspect of the programme called self-awareness. The leadership training already has elements of emotional intelligence embedded in it. The findings indicate that almost all the respondents have heard of the word emotional intelligence, but seem to lack the competence, and in some cases, they are unaware of how it works. Some of the respondents feel that the leadership training is not so effective in managing emotions. Hence, many of the interviewees support having emotional intelligence training and competence. They are also rooting for the training to involve every project team member.
6 Conclusion

In this chapter, conclusion will be drawn by providing answers to the two fundamental questions mentioned in chapter 1, based on the findings of the analysis of this study. This will then be followed by a path to possible further research.

This study was aimed at unveiling the effects of emotions on project teams and finding ways to manage them. The study sought to provide answers to two fundamental questions as they border on emotions, which are:

I. What are the impacts of emotion on project teams?

II. How can these emotions be managed?

With the aid of interviews from Sandvik Materials Technology (SMT) focusing on project teams and relevant literature, the above questions will now be answered.

6.1 What are the impacts of emotion on project teams?

This study has been able to show that as humans, we will always be consumed by emotions. The way we handle these emotions will determine how useful or detrimental they can be to our private lives and the organisations we find ourselves. In this regard, project team members are equally not exempted from the web emotions. For instance, displaying emotion like passion for a project can have a great impact on project team members in that it broadens their commitment to the project. A project failure has also been found to impact strongly on project team members involved in the project. This triggers different negative emotional reactions, which consequently makes them to grief over the failure of the project, or to the benefits accrued to the project. The impact of emotion like grief on some project team members is that their confidence level becomes low when they embark on their next project if nothing concrete is done to enable their recovery. The mood of a leader is very contagious in that it influences the mood and activities of the team. It is also a communication tool to measure the state of the team by project managers. The impact of a leader’s mood is that it serves as the standard feeling in the team, which can lead to a positive feeling, or evoke a negative energy on the team. Another emotional reaction expressed by project team members is anxiety. One of the impacts of anxiety on project team members is that it creates an atmosphere of fear during reorganisation. Fear that they may lose their jobs or be redeployed to unfavourable departments. Another impact of anxiety is that it stirs up uneasiness that makes some team members hesitant to work with some of their colleagues due to their past experiences. Also, anxiety has an impact on the health and well-being of project team members, by making them apprehensive over the bad feelings they encounter while executing projects. Lastly, competition among project team members leads to apprehension caused by anxiety in their quest to out-perform other team members to enhance their careers.

6.2 How can these emotions be managed?

This study has identified emotional intelligence as an effective way to manage these emotions. In view of this, SMT is on the right track by having a leadership training programme that has an aspect called self-awareness, which is an element of emotional intelligence. This indeed explains why some project managers have demonstrated emotional
intelligence competencies like listening and showing empathy during emotional situations. In light of this, there seems to be a disparity among project managers at SMT regarding their knowledge about emotional intelligence, as some appear to have an idea of how it works. While some of them have little or no knowledge of it. This brings to question, the uniformity of the self-awareness training. However, some Project Managers at SMT have endorsed the need to have various competencies of emotional intelligence, and have expressed the desire to have these skills.

One importance of this study is that it has been able to establish that projects do come with emotions, that makes project team members emotional. However, for SMT to effectively manage emotions among its project teams, more works need to be considered. A major consideration is for SMT to introduce a mandatory training programme in emotional intelligence for all project managers geared towards equipping them with various competencies. It is even more imperative for project teams as whole to have these training. Project teams are unique and different from other of teams. This means that at every new project, team members might be faced with the challenge of being selected to a new team where the members are unfamiliar to them. The one competence that could ensure a good relationship with their new team members is emotional intelligence. Therefore, this training must be extended to the entire project team members, not just to project managers alone. This will assist immensely in minimising the impacts of grief caused by project failure, enable leaders to express the right mood, and reduce the effects of anxiety. After all, authors have stressed that teams that are emotionally intelligent, appear to be the most effective. It is of great importance for SMT to acknowledge that for this training in emotional intelligence to be effective, the right cultural atmosphere must be introduced by the older generation of leaders in the hierarchy. If the leaders can lead by example by adhering to this training, younger generation at SMT will learn greatly from them in applying these competencies.

6.3 Recommendations for Further Research

There are some potential areas where further research can be conducted on emotion as it affects project teams.

- Given that this research was directed at just one of the three business areas of Sandvik AB, further research should be conducted concentrating on the three business areas of Sandvik. Many interviews should be conducted to determine the effects of emotion on project teams at Sandvik AB as a whole.

- Another area of further research worth considering is to conduct a multiple-case study research involving a Project-Based Organisation from Sweden and a Project-Based Organisation from another country that is culturally different from Sweden. In this case, both findings will be compared to ascertain whether culture plays a role on the effects of emotions on project teams.
Reference List


**Primary Data: Interviews**

Acting Head of Project Office at SMT (anonymous) 28th of October, 2016.

Project Manager at SMT (anonymous) 24th of October, 2016.

Project Manager at SMT (anonymous) 25th of October, 2016.
Project Manager at SMT (anonymous) 24th of October, 2016.

Senior Project Manager at Sandvik Group AB (anonymous) 28th of October, 2016.

Senior Project Manager at SMT (anonymous) 24th of October, 2016.

Senior Project Manager at SMT (anonymous) 25th of October, 2016.

Senior Project Manager at SMT (anonymous) 26th of October, 2016.

Senior Project Manager at SMT (anonymous) 26th of October, 2016.

Senior Project Manager at SMT (anonymous) 28th of October, 2016.

Senior Project Manager at SMT (anonymous) 28th of October, 2016.
Appendix 1: Interview Questions

Interview Questions

1. What is your view about the term “emotion”?
   • What is your observation on project team members having emotional attachments to a project?
   • In what way, have you, or any team member you have worked with, expressed emotional attachment to a project?
   • Does this attachment to a project impact on a team or team member’s commitment to the project?

2. What type of emotional reaction do project team members express in the event of project failure, especially projects that are critical to the organisation?
   • How can this emotion or emotions impact on their next project?

3. Does emotion influence communication among the project team, how?

4. What is your observation regarding emotions having an effect on a project team’s performance?
   • Does a leader’s mood influence the mood of the team? How?

5. What other impacts not mentioned, have you observed that emotion can have, or has had on the team, according to your experience?

6. How does a Project Manager act when an observed emotion could have had an impact on the team?
   • Have you heard of the word “Emotional Intelligence” (EI)?
   • How important do you think EI is or could be to this organisation?

7. What mechanism does Sandvik have in managing emotions?
   • How effective is this mechanism?
   • How can it be improved?
   • What kind of mechanism would you propose in managing emotional situations in this organisation?

Note: Please, if there is anything or term you do not understand, it will be explained during the interview.
Appendix 2: Interview Transcripts

**Participant: AR1**

1. Sees Emotion as a mood. If you are in a good mood, it is easier to perform than when you are in a bad mood. Believes that team members sometimes express emotional attachment to projects. It shows that you are passionate about what you do. The problem is that sometimes people drive projects that cannot fly for too long. “if you cannot ride a dead Horse, and you are very passionate about this Horse you might not see that it is actually dead, you try to ride it anyways”. Admits that emotional attachment increases commitment to the project.

2. In regards to a case of a project failure, the respondent points out that if they were emotionally attached to that project, their level of emotions rise immensely like sadness. “Sometimes to get too emotionally attached to a project can be difficult if you need to shut it down”. This could affect them in their next project if they immediately move to a new project. But when team members take time before engaging in other projects, that could lessen the effect of their last experience.

3. Believes emotion affects communication. When projects are going good, you can have an easier climate in the team. When there is stress, there is tendency to trigger blame culture.

4. The respondent agrees that emotion can affect team’s performance. Posits that team members perform better in a balanced mood. Though, some perform better when the stress level is high, while some perform better when they are in control. Thinks that a leader’s mood does influence the mood of the team. If the leader is happy, then you have a positive feeling in the group. When the leader has a bad day, it can affect the team. They are hesitant to ask questions. “The leader mirrors the group”

5. We are humans, therefore our private lives matter. When Project Managers have emotional problems in their private life, it could affect the project. Technical change in the market can also have an impact on project team. For instance, when team members embark on a project, and towards the end they realise that the project or technology is no longer in vogue, making the project almost useless. In this case, project team members tend to be hesitant in embarking on other projects.

6. When Project Managers observe that some displayed emotion could affect the project, the Project Manager needs to sort out the emotion even to the point of swapping team members. The respondent has heard the word Emotional Intelligence, but not sure what it is. After explanation, the respondent believes that “to be a good Project Manager or a good leader, I think it is important to have a high skill in emotional intelligence”.

7. Sandvik has a leadership programme which talks about self-awareness and emotions. Believes that the leadership programme from an emotional point of view is sometimes effective, and sometimes not depending on situations. Sandvik also sometimes arranges a psychologist to assist when there are emotional crises. The respondent would like to have the ability to measure or see when the pressure becomes high. “I would like to have the ability to measure or see when the pressure is too high, and that has very much to do with emotional intelligence I think”. “To moderate emotions I think is more important. That is not something we talk about every day; it is what gives us result every day”. Would propose emotional intelligence in managing emotions. Admits emotional intelligence is embedded in the leadership model, but not completely described. Would also like the training extended to team members. Believes that emotion is what can make or break a team.
Participant : AR2

1. The respondent’s view about emotion is that “All human beings have emotion”. Respondent admits that some people show emotional attachments to a project. From experience, the respondent posits that team members display emotional attachment to a project by exhibiting a high level of engagement through their eagerness to show at work, punctuality, and overwork, as a result of the fun they derive from the project. Admits that this attachment increases their commitment to the project.

2. According to the respondent’s experience, team members who experience project failure tend to be stressed, afraid, frustrated, and even cry. These emotional reactions do affect them in their next project. For instance, “they are a bit hesitant; they are not as confident, they question themselves- are my competent enough?”

3. The respondent agrees that emotion influences communication within the project team. “if you are going to the Fika room, and you listen to the team, you can differentiate if the project is going well or not. If it is not going well, it is quite silent, and you see that they are pressured”.

4. The respondent believes that emotion does affect project team performance. Gave an instance that re-organisation could have a direct consequence on team’s performance. Totally agrees that a leader’s mood has an impact on the team’s mood. “if I come with a negative energy in to the room, that has an impact on the project team”. Says people express different emotions during the project phases, which can be positive or negative feeling.

5. Another impact of emotion on the project team recognised by the respondent is its effects on team member’s health. They sometimes fall sick for a long period because of the bad feelings they get from a project. “In a project, it can be very emotional”.

6. When asked about how project managers act on managing emotional situations among the project team, the interviewee stated that there are two categories of project managers. One that is attentive, listens and dialogues. The other does not care to talk about things, which is usually based on fears because they think it’s hard to talk about that. “The good project managers are the ones that are empathetic and take the time to listen”. The respondent thinks it’s important to have self-awareness. “I have seen project managers become angry, frustrated, and start to scream”. The interviewee seemed to know a lot about emotional intelligence, the respondent got the training from I.T department. “Emotional intelligence is one of the key top priority competencies that I have”. Believes emotional intelligence is extremely important in this organisation, and sees it as a critical success factor of project management, especially to younger generations coming.

7. Sandvik has a leadership programme where they educate their leaders in emotional intelligence. Believes the emotional aspect of the leadership training programme is only effective on lower levels of management, but less effective on the higher hierarchy. This is because the leadership programme was changed to focus on emotional intelligence and transformational leadership only five years ago. When people from higher hierarchy started as managers, the focus was not on emotional intelligence. The respondent proposes that there should be a requirement for those project managers who have acquired this knowledge from the leadership programme to start applying them, as a way of enforcement. Would like the tools and techniques taught in the basic leadership programme, be used by all managers, especially top management. Unfortunately, they have not attended that training. Also, proposes that emotional intelligence be a required training for team members who are not project managers because we are all humans. But then, the right culture must be there to create a conducive environment for people apply it. Emotional intelligence “is a critical success factor! the more young people come to Sandvik, the more important it becomes”. “If you keep emotions inside yourself or the group, you will come to a point where it erupts”.

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Participant: AR3

1. We have emotions 24 hours a day and seven days a week, and it goes up and down, you have good days and bad days. The respondent agrees to the fact that team members sometimes express emotional attachment to projects. For those who do not have basic experience to carry out a project, that can be compensated by passion. These attachments increase their commitment. “If they are passionate, they can take the sky down”.

2. In the event of a project failure, project team members feel downcasted. This will have an impact on their next project. Members see it as a learning experience for the next project, if they can control it.

3. Respondent believes that emotion does influence communication. If you have two people who do not share same chemistry, it definitely influences communication. When there is a good chemistry within the group, communication becomes better. As a Project Manager, when you listen to your team members discussing about your project from afar, through their emotional reaction, you can tell if the project is going good or not.

4. Accepts that emotion can absolutely affect project team performance. Agrees that a leader’s mood can influence the mood of the team. As a Project Manager, team members look up to you the way you react in crises situation. “If you have a Project Leader or Manager that is nervous, the team gets nervous”.

5. When project team members are too engaged, they hit the wall. Because some team members are very passionate about their jobs, they get burned out because they love their work. Also, for team members who do not like their current projects, they tend to be less engaged and less passionate, making them emotionally worn out.

6. When Project Managers observe that some emotions could have an influence on the project, they act based on the kind of emotion. If it is positive, they do not have to act. When the emotion is negative, they must act. It is important for Project Managers to have a mixed team. The respondent claimed not to have heard the word emotional intelligence, but is familiar with how it works through the leadership course. Thinks EI is very important to this organisation.

7. Sandvik has a leadership programme that deals with self-awareness. How effective the programme is largely depends on that person who has attended the programme. Respondent would propose mentorship as a better way of managing emotion. Believes that team members should have mentors before they embark on any project.
Participant: AR4

1. Respondent’s view on emotion is that “we are human beings, human beings have emotions, and we don’t turn them off just because we go to work”. Regarding emotional attachments, respondent believes that people fall in love with some technical solution leading to attachment. You can see they are attached in the way at which they show passion, and do loads of job. “Of course, absolutely!”, they commit more to the project.

2. Emotional reaction to a project failure depends on the initial commitment. People who were not committed tend to not care so much. Committed ones tend to express anger and sorrow, it depends on the individual. “After the first initial anger, there comes a period of little bit of sorrow”. If the negative feelings are not addressed, it negatively impacts on their next project. If addressed properly, it improves the next project.

3. “If many people share positive emotion, they tend to communicate more often and spontaneously. If emotions are more negative, then communications will need a little bit more support”.

4. If the project has just one member that is committed to a specific solution in a project, it might negatively affect the team. Unless the positive experience is shared within the team, it has different or limited effect on performance. A leader’s mood impacts on the mood of the team. If a leader is not committed or positive, that mood sends a message to others not to be committed. “The leader sets the standard”.

5. Fun at work is another emotional reaction that can occur within project team members. This could be as a result of a brilliant technical solution to a customer’s need or people enjoying being in project or line roles.

6. Project managers handle emotional situations in the team differently. They are humans, this makes them sensitive to other people’s emotions, while some are task oriented not seeing people’s emotions or choose to disregard them. The respondent seems to know about emotional intelligence, agrees by saying “In general I would say it is important”.

7. Sandvik has basic leadership training for project managers which emotion is part of it. They contain emotional intelligence “but not completely about emotional intelligence”. This training can be effective depending on the emotional intelligence competence of the person involved. Would propose getting it more integrated in everyday life, and with follow up.
Participant: AR5

1. Emotions could be engagement, passion, frustration and anger. Believes that emotional attachment to a project happens. “We have engaged and passionate project members so we do our best to fulfil the goal of the project”. Respondent agrees that emotional attachments increase commitment. “When they are engaged and passionate, their commitments will be stronger”.

2. Project team members seem to be frustrated when there is a project failure, because the long-term vision of the project has been truncated. The effects depend on how you handle the next project. If handled in a good way, it creates new enthusiasm and new engagement with lessons learned.

3. Emotion “influences a lot” in communication. Not everyone communicates as it should be. “This makes some avoid communication because some project members are not in agreement with each other”. When there is anger and frustration, then the communication could be loud. “Sometimes also, the communication can be engaging and positive because we share something like a milestone, and we celebrate!”. This depends on the emotion.

4. When a team is happy, they can easily collaborate as colleagues. This makes the result of the project much better. Believes the project manager’s mood influences the team. When a project manager shows optimism in the project, this positive feeling reflects on the project team. On the contrary, when a project manager expresses doubt about a project, it creates confusion and loss of focus among the team.

5. Another emotion experienced by team members are external emotion, like fear of losing jobs during re-organization, regardless if the project is going smoothly. This external emotion could be transferred to the project, thereby affecting the project.

6. Based on experience, the respondent chooses to have separate feedback sections with project members when handling emotional issues among the team. Respondent has bumped into the word Emotional Intelligence, but does not know so much about the subject. Believes the difference between a good project manager and a bad project manager is their ability to have high awareness and emotional intelligence. Believes it will be beneficial to Sandvik. “Emotion intelligence is not something we talk about, we don’t have the label, we only talk about successful or not successful project manager”.

7. Sandvik has leadership training for managers which comprises of self-awareness. “I do not know if all project managers have attended this type of training. They are available, we could do more as a company”. “We have quite a lot of project managers who run smaller projects as part of their job, but they are not attending this project management training.” “The results of the project they run are quite poor”. Does not think the leadership training is effective from an emotional point of view. In the respondent’s words... “From an emotional point of view I do not think it is so effective, since it is not such a clear topic, it is more up to the individual to use that ability. We are very unaware and immature in emotional intelligence”. The respondent would propose that project team members should have basic knowledge of different type of emotion and how to manage them. “People are different, some are introverts and some are extrovert”. “This is a company with a lot of Engineers, and Engineers tend to always lean on facts. If you throw in a topic like emotions, then they think of Simpsons”.

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Participant: AR6

1. Sees emotion as the core of our system. The respondent has not seen anyone expressing emotional attachment to a project, but argues that it is natural that the first project in your career is more emotional to you than fact based. When team members are emotionally attached, you can see it through their Eyes, and the way they talk about the project.

2. When there is a project failure, team members tend to be frustrated. This makes them to be more careful with their emotion in the next project. This depends on the reason for the project failure. If the failure is not the fault of the team, emotionally, it does not affect their confidence.

3. Emotion affects communication. When team members feel relaxed, it fosters good communication. If there is a tensed situation, it affects communication. Also, when Project Managers are too dominant, this hinders them from hearing the truth about the true state of the project from team members.

4. Yes, emotion does affect a team’s performance. Joy and happiness will improve performance. Believes that a leader’s mood does affect the mood of the team, especially when the team is new. When the team has worked longer and gotten used to each other, then it has little effect.

5. Other emotional impact on project teams is that some team members are hesitant in working with some members in a new project because of their past emotional experience in other projects.

6. As a way of addressing emotional issues in a project, Project Managers tend to talk to the parties involved to understand why it has occurred, and discuss with them about a possible solution. The respondent seems to have heard of the word emotional intelligence, believes it is of somewhat importance to the organisation.

7. On the way emotions are handled in Sandvik, the respondent opined that you have your boss to talk to in situations like this. There are also regular meetings with the bosses which addresses this. Believes the Sandvik way of managing emotion is effective. Would propose that the current way be maintained.
**Participant: AR7**

1. Sees emotion as something that comes from the inside. An overwhelming sense of something you would like to express. Project team members tend to be emotionally attached when they have invented something; they tend to have this fatherhood approach to the project. A case where an inventor of a project expresses frustration and anger over the termination of the project because management failed to grasp the goodness of the invention and the business opportunity accrued to it.

2. When there is a project failure, Project team members are angry and frustrated, and sometime they can feel a certain relief if they have been deeply involved and are trying to get to somewhere without success. In their next project, the last failure could affect them in a way that makes them not wanting to strive harder.

3. Emotion has an impact on communication in a way that when there is anger, other members tend to back off, or keep a distance.

4. Another emotional impact on project team is when a team member experiences private issues at home, or when there is conflict within project team, this influences the project team deeply. Regarding Project Managers influence on a team’s mood, respondent agrees totally that the project manager’s mood influences the team’s mood. “If I am moody and sad, it affects and set the standard for the other ones”. When there is a positive attitude, it tends to be nicer.

5. ------Skipped

6. On how Project Managers address emotional situations, respondent says that “Firstly, i try to listen to what is going on or what is causing the emotion”. Most times, it has to do with miscommunication or misunderstanding. The respondent seems to have heard of emotional intelligence, but not in detail.

7. Sandvik has leadership training programme where emotion is part of it like self-awareness. Thinks that the leadership training is not so effective when it comes to emotion. The respondent is not so convinced that the leadership training if very effective when it comes to handling emotions. This is because naturally emotion comes from within, which makes it a bit difficult to manage.
Participant: AR8

1. Views emotion as something that comes from the inside, due to what you hear or see, and cannot be controlled. On team members having emotional attachments to a project, the respondent agrees to have observed that. Says it can be seen in the way the team is highly committed to the task, and are more engaged to the project. Believes that emotional attachment increases their commitment, depending on the situation.

2. If a project has failed, team members react differently. This depends on the personality of the person. This will determine how affected you will become emotionally. Respondent believes that the project failure will not have big influence on team member when they embark on a new project.

3. Regarding the impact of emotion on communication, the respondent sees it as indirect. Respondent is of the opinion that without communication, you can have emotional reactions in the team. You can also have emotional reactions if you communicate something that is not in line the project.

4. Respondent believes that emotions can affect a team’s performance. This is part of how you are engaged and committed to the project. Emotions are the result of how teams are committed. Respondent agrees that the mood of a Project Manager can influence the mood of the team. When a leader is angry, it affects the team.

5. On other emotions that could impact on project team members, the respondents pointed out that when team members are not motivated, or feeling the project, it reduces performance of the team.

6. When a Project Manager observes that some emotions could affect the team, the project manager needs to analyse the reaction, and see if the emotion is positive or negative. The respondent has heard of the world emotional intelligence, but not directly. Believes that in general a manager should first be able to manage their emotion before that of others. Agrees that it is important to an organisation.

7. Sandvik has a general leadership programme, which part of it has to do with emotion. As a way of managing emotion in Sandvik, the respondent proposes that the current leadership programme on emotion is effective and should remain.
**Participant: AR9**

1. The respondent views emotion as a human thing, that humans cannot live without, which sometimes appear better or worse.
   The respondent agrees to have witnessed emotional attachment from team members. Posits that being emotionally attached to a project is almost necessary, or you do not drive the project the way you should.
   On how people express emotional attachment, the respondent believes that people react differently. Could be if a project is stopped, or changed in a major way or when a project is successful closed.
   Their commitment to the project could become more or less, depending on what kind of emotion that comes out.

2. In the event of a project failure, people express different emotions, which depends on the reason for the failure. If the circumstances are such outside the project’s own control that the project is not possible to carry out, then team member’s express frustration or a bit of relief. If is because of lack of commitment within the team, you probably have a non-emotional reaction which might not matter to team members because they were not committed. This could probably have an impact in their subsequent project. Team members go to the next project with their last experience at the back of their mind. They may be hesitant, or ask some more control questions.

3. On regarding the influence of emotion on communication, the respondent concurs that emotions do affect communication. “Communication is a way of transferring emotions from one person to another”. When emotion is expressed at a certain stage of the project, or something is failing or breaking, that influences communication in a completely different manner.

4. Regarding emotion having effect on team’s performance, the respondent agrees that emotion does have an effort on team’s performance.
   Believes that a leader’s mood does influence a team’s mood. If a leader is happy or sad, chances are that your mood will get better or worse.

5. Skipped

6. On how project managers act on observed emotions, respondent believes that a skilled Project Manager uses emotion to his or her advantage and that of the project. They sense emotions, and when the emotions are positive, they try to encourage them to bring the project forward. Equally, when they sense negative emotions, they correct them before they escalate.
   The respondent knows about emotional intelligence. Stresses that emotional intelligence is an important skill for Project Managers to have. “If you walk into a major stakeholder that you know or have heard is moody, you caught that stakeholder on the wrong day, you do not realise it and you keep pushing, that stakeholder is going to be pretty mad at you and could stop the project or seriously damage it. If you have the sense, you can sense that ok this is the wrong day I will go back tomorrow. Just that easy act may be really important to the project. So, it needs this skill to be able to judge this.”

7. Sandvik has a project model, which is a framework for managing projects from start to finish. It is there to partly manage emotions that could come out of the project. Sandvik has a leadership programme for several steps depending what kind of leader you are. It covers self-awareness and emotion, also how you manage teams.
   The respondent revealed that the project model as regards to managing emotion is reasonably effective. Would propose that greater emphasis should be placed on the importance of having good and right leaders in the organisation that are capable of leading. Also, to have a strategic framework, that gives a clear understanding of what people’s assignments are. For the respondent, a good leader from an emotional point of view is the one that has an emotional intelligence competence.
**Participant: AR10**

1. Emotions are things that happen inside; it is a connection between your thoughts and physical expression, and a reaction of something. Respondent agrees that emotional attachment can occur during a project, not to the project itself, but to the things that come along with the project. Things like the feeling of a position, success, and other good feelings that are accrued to a project.

2. People react differently to project failure, depending on the person. “People get sad, because there is pressure in the society for people to succeed”. Again, that depends on the person. If you think it was your fault, you tend to analyse what went wrong, and “probably you are going to be a little bit scared when you start your next project”. People who see the failure as not being their fault, most times do not have the opportunity to learn from the experience.

3. Emotions influence communication in the team “very much”. There are many things going on within the team. Things like competition which makes people careful not to be treaded on. Some people try to dominate in discussions. These things create emotional reactions like anger, people feeling belittled, pride, and not being appreciated for your opinions.

4. Believes emotions can very much affect team’s performance. “I would say emotion is one of the largest contributors to team performance, because it is central to every person”. Believes the project manager’s mood affects the team. If the project manager feels things are not going as planned, the team members feel that. “If you are in a bad mood, you better say sorry pals today I am in a bad mood, do not think about it, it just happens sometimes”. They will understand why you are acting that way as a leader.

5. Competition within the project team could have an impact on the project. This leads to a win or lose situation where winners are happy, and losers tend to be unhappy.

6. Regarding dealing with emotional situations among the project team, respondent acknowledges that it depends on the situation, but the project manager should engage in discussion to ascertain the problem. The respondent seems to know about emotional intelligence, and asserts that emotional intelligence is important. In the respondent’s word “I think it is very important to any organisation”.

7. The respondent would propose emotional intelligence as an efficient tool in managing emotion.
Participant: AR11

1. Emotion is important in our lives. Our emotions guide us when we meet people. It is a main part of life. Regarding emotional attachments, respondent stressed that everyone expresses emotional attachment to a project. Team members demonstrate this by always promoting the projects, asking questions and always being in the meetings. This increases their commitment to the project.

2. During a project failure, respondent believes that team members react differently depending on their level of commitment to the project. Usually, it is a disaster for those who love the project.

3. On emotional impacts on communication, the respondent says that if a project manager speaks to team members wrongly, team members will not work happily.

4. Emotion affects performance of a team when team members are emotionally stressed. Respondent agrees that a leader’s mood affects the mood of the team. If a project manager is mad, it can affect others. A leader should be enthusiastic, and promote the project regardless of the problem.

5. Question 5 was skipped.

6. Project managers tend to handle emotional situations through communication with team members involved by bringing the case on the table. In some cases, team members are swapped. Sometimes project managers try to avoid conflict by shying away from resolving these issues. The respondent seemed not to have heard of the word emotional intelligence, but after much explanation, the respondent believes it important to the organisation.

7. In managing emotions, Sandvik has an education that touches on emotion very little, which the responding took about 10 years ago. Respondent believes that the education is not very effective in managing emotion. “If you are not aware of the emotional impacts on your team or on your staff, you are maybe not able to see the importance of emotion”. “We have a little bit of old fashion way of managing”. The respondent would propose that a chapter in Sandvik’s project module education should focus on people and emotion, like emotional intelligence. Suggests that training should be extended to team members, not just project managers because team members are also emotional.