



EMOTIONAL INTELLIGENCE IN PROJECT MANAGEMENT

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Summary

The purpose of this literature review was to enhance the understanding of emotional intelligence in project management by identifying, synthesising, and thematically organising relevant studies. The findings were sorted into the following themes: a) emotional intelligence framework in project management; b) an instrument for measuring the emotional intelligence of project managers; c) emotional intelligence and leadership; d) conflict management strategies used among emotionally intelligent project managers, and e) emotional intelligence and project success. Although theoretical frameworks and models are well developed, there is a significant lack of empirical research quantifying the impact of EI on concrete project outcomes. Also, research is often limited to a specific industrial perspective, ignoring variations that might arise in different cultural and industrial contexts. Future studies should focus on the empirical validation of EI tools, explore causality, and assess the influence of cultural and organisational contexts on the effectiveness of emotional intelligence in project management.

Keywords: *emotional intelligence; project management; leadership; project success.*

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1. INTRODUCTION

The idea of emotional intelligence stands out as a major theory that has garnered interest from researchers and academics (Mayer et al., 1990; Goleman, 1995; Mayer & Salovey, 1997; Goleman, 1998; George, 2000; Petrides & Furnham, 2001; Bar-On, 2004, 2006; Singh, 2006). Thorndike (1920) initially established the basis for this theory by noting that individuals exhibit various forms of intelligence, including one he referred to as social intelligence. Emotional intelligence, as described by Goleman (1995), includes a variety of skills and abilities that allow individuals to understand their own emotions as well as the emotions of others, which is crucial for successful interpersonal relationships and accomplishments in business communication. Emotional intelligence is roughly 2.5 times more significant than IQ (Goleman, 1998). While PMBOK provides some recommendations regarding knowledge, skills, and personal characteristics, the conversation surrounding the social skills of project managers remains ongoing (Davis, 2011). Previous research underscores the growing importance of soft skills, particularly emotional intelligence (EI), in project management (El-Sabaa, 2001; Zhang & Fan, 2013; Livesey, 2017; Čiutienė et al., 2019). According to Miroshnikov (2023), project management encompasses various aspects and demands a range of skills and attributes for success. Although having technical skills and being organised are crucial, emotional intelligence, or EQ, is often a neglected quality that can significantly influence a project manager's career trajectory (Miroshnikov, 2023).

Despite growing academic interest, the literature on emotional intelligence in project management remains fragmented and lacks a clear overview. The aim of this paper was to identify and synthesise existing studies on emotional intelligence in project management. Studies were organised into key themes. For each theme, the literature was synthesised, strengths were discussed, gaps were highlighted, and recommendations for future research were offered, thereby providing a structured review. The overall conclusion was drawn based on the synthesis across all identified themes. This contribution enhances the understanding of emotional intelligence in project environments among both researchers and practitioners and guides the development of more effective theoretical and practical approaches.

2. METHODOLOGY

The study employed a thematic literature review. A thematic literature review is a method of combining existing research on a subject by categorising and evaluating sources based on prominent recurring themes instead of following a chronological order.

This process includes pinpointing the main ideas, theories, or methodological approaches that reappear across various studies. The review is subsequently organised into sections that provide a thorough analysis of the literature linked to each specific theme, utilising examples to demonstrate viewpoints and discoveries related to those central themes.

The review was conducted in 2024 utilising the databases of Web of Science, Scopus, EconLit, PsycInfo and Google Scholar. In this review, to identify relevant studies on emotional intelligence in project management, the search terms included “emotional intelligence” AND “project management”. The search focused exclusively on peer-reviewed articles published in English, regardless of their publication year. The selection of works was conducted solely by the author. Therefore, five themes were identified.

3. RESULTS AND DISCUSSION

The review incorporated, examined, and summarised 73 documents. The results were sorted into the following themes: a) emotional intelligence framework in project management; b) an instrument for measuring the emotional intelligence of project managers; c) emotional intelligence and leadership; d) conflict management strategies used among emotionally intelligent project managers, and e) emotional intelligence and project success.

3.1. Emotional intelligence framework in project management

An emotional intelligence (EI) framework consists of the skills necessary for accurately recognising and managing emotions in oneself as well as others (Salovey & Mayer, 1990). These frameworks generally include various constructs or clusters that are essential for achieving high degrees of EI. There are many frameworks suggested in EI research (Zhang & Fan, 2013; Livesey, 2017; Koman & Wolff, 2008; Wong & Law, 2002b; Mersino, 2007; Maqbool et al., 2017; Zhang et al., 2018; Pekaar et al., 2018), and although most address similar aspects, there is no single framework that is widely endorsed. As stated by Ciarrochi et al. (2000), EI models "tend to be complementary rather than contradictory, " with many of them containing shared elements. Camplisson & Cormican (2023) highlighted the following fundamental constructs found in EI frameworks.

3.1.1. Self-Awareness

Self-awareness (SA) refers to the recognition of one's own feelings, beliefs regarding those feelings, and overall mood, and it is included in various emotional intelligence (EI) models (Zhang & Fan, 2013; Koman & Wolff, 2008; Mersino, 2007;

Maqbool et al., 2017; Zhang et al., 2018; Goleman & Boyatzis, 2017). Cognitive elements, such as self-assessment, appeared in EI models that did not specifically highlight SA. The literature suggests that managing emotions is not possible without first comprehending them. SA focuses on the identification and acknowledgement of emotions rather than acting upon them. During this stage, emotional catalysts (instances that might generate emotions (Isbell et al., 2020)) must be recognised within oneself.

3.1.2. Self-management

Self-management (SM) is frequently referenced in numerous emotional intelligence (EI) frameworks (Zhang & Fan, 2013; Koman & Wolff, 2008; Mersino, 2007; Maqbool et al., 2017; Zhang et al., 2018; Goleman & Boyatzis, 2017). SM pertains to the oversight and application of emotions recognised in self-awareness (SA) for personal purposes. The following encompasses self-motivation, emotional regulation, optimism, and managing stress. Certain frameworks incorporate related concepts that include the application of emotions (Wong & Law, 2002b) or the regulation of emotions (Pekaar et al., 2018).

3.1.3. Social awareness

Empathy, emotional recognition, and understanding when to apply emotions mainly constitute social awareness (SOA). While SOA is related to social awareness (SA) in that it focuses on recognition and awareness, it does not involve taking action based on these components. SOA has been acknowledged across seven distinct frameworks (Zhang & Fan, 2013; Koman & Wolff, 2008; Mersino, 2007; Maqbool et al., 2017; Zhang et al., 2018; Goleman & Boyatzis, 2017), with supplementary research (Wong & Law, 2002b; Pekaar et al., 2018) utilising emotional appraisal.

3.1.4. Relationship management

Relationship management (RM) entails actions derived from insights acquired through SOA. This may involve utilising empathy, a key aspect of SOA, during interactions. The idea is broad and encompasses several components, such as conflict resolution, leadership, persuasion, effective communication, and emotional engagement with others, including within teams. RM has been explicitly acknowledged within four distinct frameworks (Koman & Wolff, 2008; Mersino, 2007; Maqbool et al., 2017; Goleman & Boyatzis, 2017), while other frameworks feature similar categories like social skills (PMI, 2021), team management (Zhang et al., 2018), or distinguish between relationship and leadership (Mersino, 2007).

The literature provides an in-depth exploration of emotional intelligence (EI) within the realm of project management, highlighting essential elements such as self-

awareness, self-regulation, social awareness, and interpersonal relationship management. It maintains a coherent framework and references various EI models, recognising the variety of approaches available. This wide-ranging viewpoint delivers a significant understanding of how EI can be effectively utilised in project management. The study does not provide practical examples of integrating Emotional Intelligence (EI) into project management, especially within IT settings. Additionally, there is a deficiency of empirical evidence connecting EI elements to project results. The response simplifies the relationship between EI components and fails to consider cultural differences in the application of EI. These shortcomings indicate potential areas for more in-depth research and explorations tailored to specific contexts. Future studies should concentrate on empirical research that evaluates the influence of emotional intelligence (EI) elements on the success of IT projects. Creating assessment tools for measuring EI in project managers, examining the relationships among EI components, and looking into training programs might be critical areas to explore. Additionally, cross-cultural studies could shed light on how cultural settings affect EI within international project teams.

3.2. An instrument for measuring the emotional intelligence of project managers

According to Zeidner et al. (2004), emotional intelligence should only be assessed in a professional setting if the measurement tool has been specifically crafted and validated for that particular area. Camplisson & Cormican (2023) developed a tool that was tailored and evaluated with the unique requirements of project managers in mind. The fundamental aim of creating this scale is to establish a dependable measure of the underlying construct (Clark & Watson, 1995), and generating high-quality items is considered a crucial aspect of developing effective evaluations (Hinkin, 1995). Camplisson & Cormican (2023) drew upon scales (Rego et al., 2007; Wong & Law, 2002b; Maqbool et al., 2017; Pekaar et al., 2018; Schutte et al., 1998; Tapia, 2001; Jordan et al., 2002; Brown & Ryan, 2003; Petrides, 2009) from which they selected items to construct an emotional intelligence assessment tool specifically for project managers, following established best practices (Morgeson & Humphrey, 2006).

The authors Camplisson & Cormican (2023) discovered a sum of 241 initial items from these scales and then organised them according to the emotional intelligence framework, ranking them and selecting them based on the validity criteria. Thorough consideration was given to guarantee that both the sum of items on the scale and its overall extent were suitable for minimising response bias or fatigue among respondents (Hinkin, 1995). Establishing validity is crucial when creating an instrument, as highlighted by Clark & Watson (1995). According to McCrae et al. (2011), validity is broadly understood as the quality of a scale concerning its intended construct. Miners et al. (2018)

elaborate on the challenges associated with validity, particularly in evaluating emotional intelligence, and offer guidance that Camplisson & Cormican utilise in their instrument development.

Face validity plays a key role in the creation of instruments and describes the degree to which a measure accurately represents what it aims to assess (Hardesty & Bearden, 2004). Content validity pertains to the extent to which an instrument includes a suitable array of items for the construct it seeks to measure (Polit & Beck, 2004). This is a progressive step following face validity, where the relevance and appropriateness of items are evaluated. Polit & Beck (2006) outlined two primary goals of content validity: to determine if the internal items are pertinent and suitable and to verify that the items effectively measure the intended construct.

Internal consistency refers to an instrument's construct validity. How closely the items in a survey gauge a related concept is indicated via internal consistency (Nevo, 1985; Tavakol & Dennick, 2011).

The literature introduces a customised emotional intelligence (EI) assessment designed specifically for project managers, representing a major advancement compared to generic instruments. The systematic development approach assures its validity and reduces bias, adhering to recognised standards. Emphasising face, content, and construct validity enhances the credibility of the tool. Furthermore, the incorporation of multiple established EI frameworks offers a robust theoretical basis. The study does not provide empirical evidence validating the tool's effectiveness in practical environments, including its predictive validity regarding project success. Additionally, there has been insufficient investigation into the tool's ability to adapt culturally across various industries and settings. Moreover, it fails to examine the relationship between specific EI components and particular project management tasks or to assess how the new tool measures up against existing EI assessments. Empirical validation is essential, especially via longitudinal studies or case studies, to confirm the predictive ability of the tool. Research from different cultures and industries could evaluate how well the instrument can be adapted. Furthermore, additional studies should investigate how each component of emotional intelligence influences project outcomes and contrast the new tool with current emotional intelligence instruments. Ultimately, modifying the tool for team or organisational use would enhance its relevance.

3.3. Emotional intelligence and leadership

Leadership is a commonly discussed idea linked with emotional intelligence (Higgs & Aitken, 2003; Kerr et al., 2006). Daniel Goleman is recognised as a trailblazer in the field of emotional quotient and leadership. By promoting the significance of

emotional quotient as a vital aspect of leadership and success in organisations, he challenged the supremacy of IQ (Goleman et al., 2002).

Including work performance and leadership, Goleman (1995) advised that emotional quotient is essential for an individual's success within the workplace. Goleman et al. (2002) referred to primal leadership as leading with emotions, indicating that the most effective leader is one who can assist others in maintaining the most favourable emotional state. Numerous research studies have indicated that the emotions and feelings of the leader are contagious to others in the team, which is in line with Goleman et al. (2002). When the leader exhibits a positive mood, team members are likely to adopt that attitude, boosting their confidence and performance abilities. This, in turn, enhances creativity and decision-making. Conversely, if the leader is in a negative mood, it can lead to a decline in performance, as team members may also adopt that mood (Goleman et al., 2002).

George (2000) argued that emotional quotient is crucial for effective leadership. He explained that emotional quotient improves a leader's capability to address, organise, and confront the challenges and opportunities facing them, their followers, and the organisation itself. Leaders with elevated emotional intelligence are more adept at affecting and grasping the emotions of their followers, thereby securing their support and aligning with the organisation's objectives, as distinctly indicated by George. Caruso et al. (2001) additionally explored the connection between emotional quotient and leadership effectiveness. They employed the four-branch model (capability model) introduced by Mayer & Salovey (1997) to illustrate how emotional intelligence enhances the performance of effective leaders. For instance, understanding emotions equips a leader with the capability to recognise the links among intricate feelings. The following skill also offers insights into the reasons behind individuals' behaviours. Managing emotions enables a leader to regulate their own feelings and emotions, such as stress, fear, and joy (Caruso et al., 2001). In their research, Gardner & Stough (2002) examined the correlation among emotional intelligence and various leadership styles (transformational, transactional, and laissez-faire). Revealing a transparent association between transformational leadership and overall emotional intelligence, a survey conducted with 110 high-level managers found no correlation with transactional leadership and a negative relationship with laissez-faire leadership and emotional intelligence.

Wong & Law (2002a) created a concise measure of emotional quotient applicable in research on management and leadership. They explored how the emotional quotient of both leaders and followers affects performance and satisfaction. Their findings indicated that leaders' emotional intelligence impacts compensation and the extra-role behaviour of followers. However, they found no link between the emotional quotient of leaders and the performance of subordinates, while followers' emotional

intelligence was shown to influence both performance and satisfaction. In a separate study, Rego et al. (2007) examined the link between leaders' emotional quotient and employee creativity. The sample comprised 138 top and middle managers from 66 organisations within the European Union. The exploratory study produced significant findings, with the most prominent being that leaders' emotional quotient accounts for notable variance in creative dimensions. Research has shown that leaders with high emotional intelligence foster creativity among their followers (Rego et al., 2007).

In addition, Castro et al. (2012) investigated the link between emotional intelligence and employee creativity. From a leading healthcare organisation in the Iberian Peninsula, their study sample included seven managers and 66 followers. A number of results were achieved, with the key finding being a positive correlation between managers' emotional quotient and employee creativity. Additionally, they identified a relationship between creativity and emotional intelligence, notably regarding self-motivation and the awareness of one's emotions.

Bratton et al. (2011) analysed how elements of emotional quotient influence self- and other agreement, as well as leadership performance. Their sample consisted of 146 managers and 1314 subordinates employed at a large international technology firm in North America. Significant results indicated that the connection between emotional quotient and leadership performance was powerful among managers who undervalued their leadership capabilities. Conversely, a negative relationship was observed between emotional quotient and leader performance for those who overestimated their abilities. In a cohort of 41 senior managers, Rosete & Ciarrochi (2005) examined the relationship between emotional intelligence and leadership success. They utilised a competency-based tool (MSCEIT) to measure emotional quotient and implemented both an objective performance evaluation and a 360-degree feedback method to gauge leadership effectiveness. Their results indicated that higher emotional quotient scores were associated with improved leadership effectiveness. Olakitan (2014) also researched the impact of emotional intelligence on how leader effectiveness is perceived. This study involved a targeted sample of 232 participants from an organisation located in Lagos. The key findings revealed that leadership is essential to an organisation's success or failure. The research identified a positive correlation between emotional intelligence and perceived leadership effectiveness and outcomes. Furthermore, the study indicates that leaders who utilise emotional intelligence to foster strong relationships are likely to achieve better performance in their roles. There exist direct, meaningful, and beneficial relationships among leaders' emotional intelligence, transformational leadership, and transactional leadership in relation to individual job performance, as noted by Lee et al. (2023). Moon (2021) established that EI has a vital function in effective leadership and decision-making. Kubjana et al. (2024) discovered a positive relationship between

emotional intelligence and leadership, highlighting how emotional intelligence can improve leadership effectiveness during times of technological advancement.

The literature offers a solid theoretical and empirical basis, referencing key works like Goleman (1995) and Mayer & Salovey (1997). The examination of the relationship between emotional intelligence (EI) and various leadership styles, especially transformational leadership, is well-backed by existing literature. A significant advantage of the focus on employee creativity is its emphasis on how EI in leaders promotes innovation. Furthermore, the research's inclusion of a variety of samples from different industries and geographical locations enhances the applicability of the findings. The application of multiple metrics for assessing leadership effectiveness, such as 360-degree feedback, strengthens the validity of the conclusions. Although the research demonstrates noteworthy connections, it does not provide evidence of causation. Future studies could clarify causative relationships by utilising longitudinal or experimental designs. The influence of contextual elements, such as organisational culture and external pressures, is insufficiently examined, and additional research could investigate how these elements affect the relationship between emotional intelligence (EI) and leadership. Furthermore, the study does not address the reliability of different EI assessment tools in varying cultural or organisational environments. Broadening the research to encompass leadership positions across different organisational tiers would also yield a more thorough understanding of how EI affects leadership at all levels. Future research should prioritise causal studies that employ longitudinal or experimental methods to clarify the cause-and-effect dynamics between emotional intelligence (EI) and leadership results. It is important to factor in contextual moderators, such as the organisation's culture or the type of industry, to comprehend how the influence of EI may differ in various environments. Conducting cross-cultural studies could reveal whether the relationship between EI and leadership is consistent across cultures or shaped by cultural variances. A deeper exploration of specific EI elements, such as empathy and self-regulation, would shed light on which EI abilities are most significant for various leadership approaches. Lastly, broadening the scope of research to encompass lower-level leaders could present a more holistic understanding of how EI affects leadership effectiveness across all tiers within an organisation.

3.4. Conflict management strategies used among emotionally intelligent project managers

Initial studies indicate that project managers typically employ a collaborative conflict management approach as their primary choice for resolving disputes, followed by a compromise approach as the secondary option, then smoothing or accommodating strategies as the third preference, forcing or competing as the fourth, and finally

withdrawing or avoiding as a last resort (Posner, 1986). Subsequent research examining the link between an individual's emotional intelligence level and their preferred conflict resolution method revealed a significant correlation, with those scoring higher in emotional intelligence favouring collaborative approaches to conflict resolution (Lu et al., 2006). Collaboration and compromise frequently represent the most effective approaches. Initial studies by Gross et al. (1996) also suggested that the collaborative method is the most successful, while the avoidance strategy is viewed as the least effective, reinforcing the findings of Lu et al. (2006) and Posner (1986). Jordan & Troth (2002) discovered that individuals with higher emotional intelligence are more inclined to use integrative conflict management strategies, like cooperation or compromise, as opposed to those with lower emotional intelligence, who tend to resort to avoidance strategies in conflict scenarios. Ascough et al. (2007) showed that people with higher emotional intelligence do not prefer avoidance strategies for managing conflict, and Fai (2010) further endorsed this perspective by noting that individuals with a high level of emotional intelligence typically gravitate towards compromise or cooperative techniques. Fagarazzi & Garbin Praničević (2024) confirmed that project managers in the IT sector mostly compromise to resolve conflicts.

Effectively navigating workplace relationships is crucial in business management, as project managers who possess high emotional intelligence can resolve conflicts successfully, which leads to greater project success. Employers ought to evaluate candidates' emotional intelligence and conflict resolution abilities during the hiring process, with psychometric tests being helpful but not the sole deciding factor. Managers already in place should pursue career development, training, and performance evaluations to enhance their skills, while HR departments should step in to address unresolved conflicts. Organisations should conduct debriefings after projects and implement team-building activities to strengthen cohesion. Individuals can enhance emotional intelligence by reducing negative emotions, managing stress, communicating assertively, and learning from experience, ultimately improving conflict resolution in the workplace (De Villiers et al., 2019).

Studies indicate a strong link between emotional intelligence (EI) and the conflict resolution strategies favoured by project managers. The emphasis on cooperation and compromise aligns with earlier theories and research results. Furthermore, it offers specific suggestions for practical implementation, including EI assessments during the hiring process and the incorporation of training for managers. Significant shortcomings involve the absence of evidence for causality, the inconsistency in emotional intelligence assessment tools, and a narrow focus on types of conflict. The applicability of the findings is uncertain because of the small sample sizes, and the studies overlook team dynamics, which can greatly influence conflict resolution in projects. Conducting longitudinal

studies is suggested to establish the causal links between emotional intelligence (EI) and strategies for resolving conflicts. Researchers propose exploring this topic across various cultural and industrial contexts, examining team dynamics, and assessing how individual EI competencies (such as empathy and self-regulation) influence the choice of conflict management strategies.

3.5. Emotional intelligence and project success

Weiss & Cropanzano (1996) highlighted that emotional experiences evolve and work behaviours vary based on employees' emotional experiences. Employees frequently experience positive and negative emotions in the workplace (Lindebaum & Jordan, 2014). Many accept that positive emotions tend to have beneficial effects, enhancing employees' performance (Mayer et al., 2008; Sy et al., 2006; Wong & Law, 2002a), whereas negative emotions like frustration, irritation, and anger can diminish enthusiasm, leading to decreased performance (Fisher, 2003; McColl-Kennedy & Anderson, 2002; Glinow et al., 2004).

Project managers who possess emotional intelligence are more inclined to experience and express their emotions in a positive manner (Peslak, 2005). This tendency is likely to boost the enthusiasm of project managers, allowing them to communicate effectively with their team members and foster creativity in tackling challenging tasks (Carmeli, 2003). People anticipate that project managers who possess a high level of emotional intelligence have greater motivation to positively impact their team members and offer appropriate solutions to the issues and obstacles that occur in complex projects (Mount, 2006).

Numerous studies have highlighted the importance of emotional intelligence for project success (Clarke, 2010; Mazur et al., 2014; Müller & Turner, 2010; El Khatib et al., 2021). Research by Montenegro et al. (2021) indicates that the emotional intelligence of construction project managers significantly impacts project outcomes, with the relationships they maintain with internal and external stakeholders serving as key mediators in this dynamic. The interplay between intelligence quotient (IQ) and emotional quotient (EQ) is vital for project success, according to the findings of Fared et al. (2021). In particular, Müller & Turner (2007, 2010) provided clear evidence that emotional intelligence increases the chances of success, especially in complex project settings. Thomas & Mengel (2008) noted that project managers with high emotional intelligence can swiftly bounce back from negative emotions and stress in difficult circumstances. Clarke (2010) further emphasises the importance of emotional intelligence in the performance of project managers, highlighting that it serves as a critical ability that influences their behaviour in complex project situations. Supporting these conclusions, Thomas & Mengel (2008) discovered that a deficiency in emotional

intelligence leads to frustration, stress, and poor performance, especially in situations where misunderstandings and conflicts may arise in complex project scenarios.

The literature indicates that project managers with high emotional intelligence tend to achieve greater success, particularly in intricate settings. This is based on well-established theories (Affective Events Theory) and bolstered by numerous empirical studies, highlighting mechanisms such as improved regulation of emotions and enhanced communication with stakeholders. Emotional and cognitive intelligence present a more accurate representation of effective leadership. Most research is correlational, which restricts the ability to determine causation. Discrepancies in tools for measuring emotional intelligence and ambiguous interpretations of "project success" hinder comparability. Most results originate from Western, industry-specific environments (such as construction), which affects their general applicability. Researchers have mostly overlooked the emotional dynamics within groups, even though these dynamics are probably significant in project contexts. Future research should examine causality using longitudinal or experimental approaches. Effectiveness should involve assessing various dimensions. Comparative studies across cultures would help illuminate cultural factors' impact on the effectiveness of emotional intelligence (EI). Additionally, investigations should consider the dynamics of team-level EI and how it interacts with various leadership styles.

4. CONCLUSION

Incorporating emotional intelligence (EI) into project management has emerged as a significant research area, with considerable evidence implicating EI with project success, effective leadership and conflict resolution. Nevertheless, there are notable gaps, including the need for empirical validation of EI assessment instruments, particularly across various cultural and industry settings, and the lack of established causality in many studies. Although current research underscores the beneficial effects of EI, the differences in measurement tools, limited participant demographics, and inadequate examination of contextual factors (like organisational culture) hinder the applicability of findings. Future research should prioritise empirical validation of EI tools, implement longitudinal and experimental methodologies to confirm causality, and conduct cross-cultural comparisons to enhance understanding. Broadening investigations to encompass team-level EI and examining specific EI components will further enrich insights into its relevance in project management.

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EMOCIONALNA INTELIGENCIJA U UPRAVLJANJU PROJEKTIMA

Antun Fagarazzi

Sažetak

Svrha ovog pregleda literature bila je poboljšati razumijevanje emocionalne inteligencije u upravljanju projektima identificiranjem, sintezom i tematskim organiziranjem relevantnih studija. Rezultati su razvrstani u sljedeće teme: a) okvir emocionalne inteligencije u upravljanju projektima; b) instrument za mjerenje emocionalne inteligencije voditelja projekata; c) emocionalna inteligencija i vodstvo; d) strategije upravljanja sukobima koje se koriste među emocionalno inteligentnim voditeljima projekata i e) emocionalna inteligencija i uspjeh projekta. Iako su teorijski okviri i modeli dobro razvijeni, postoji značajan nedostatak empirijskih istraživanja koja kvantificiraju utjecaj emocionalne inteligencije na konkretne ishode projekta. Također, istraživanja su često ograničena na specifičnu industrijsku perspektivu, ignorirajući varijacije koje se mogu pojaviti u različitim kulturnim i industrijskim kontekstima. Buduća istraživanja trebala bi se fokusirati na empirijsku validaciju alata emocionalne inteligencije, istražiti uzročnost i procijeniti utjecaj kulturnih i organizacijskih konteksta na učinkovitost emocionalne inteligencije u upravljanju projektima.

Ključne riječi: *emocionalna inteligencija; upravljanje projektima; vodstvo; uspješnost projekta.*