The Moderator effect of Emotional Capability on the Relationship between Emotional Intelligence and Project Success:

An Empirical Study on Jordanian Human Pharmaceutical Industrial companies

أثر القدرات العاطفية كمتغير معدل على العلاقة بين الذكاء العاطفي ونجاح المشروع:

دراسة ميدانية على الشركات الأردنية لصناعة الأدوية البشرية

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Dedication

I dedicate this work to my wonderful mother, for her constant, unconditional love, care and encouragement.

To my beloved father, who gave me the thirst for new knowledge and the potential to seek it.

To my sister, who never left my side and urged me to do better.

To my brothers, for their prayers and support.

I will always appreciate all what they have done.

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Abstract

The Moderator effect of Emotional Capability on the Relationship between Emotional Intelligence and Project Success

An Empirical Study on Jordanian Human Pharmaceutical Industrial companies

Prepared by

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Dr. Nidal Amin AL-Salhi

The study aimed to investigate the moderator effect of emotional capability on the relationship between emotional intelligence and project success in Jordanian Human Pharmaceutical Industrial companies.

The study population and sample consisted of all Jordanian Human Pharmaceutical Industrial companies listed in the Jordanian Association of Pharmaceutical Manufacturers in (2015) which are (15) companies. The survey unit of analysis composed of all employees from various departments who are in charge and working on projects in the Jordanian Human Pharmaceutical Industrial companies in Amman that belongs to the Jordanian Association of Pharmaceutical Manufacturers totaling (172).

To achieve the study objectives the study used descriptive analytical method in addition used multiple regression analysis and Hierarchical Multiple Regression analysis to test the hypotheses of the study.

The study reached a number of results; there is a significant statistical effect of Emotional Intelligence (Self Regulation & Empathy) on Project

Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$) and there is a significant statistical moderate effect of Emotional Capability (Dynamics of Encouragement & Dynamics of Experiencing) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

The study recommended that companies under study can help their employees to recognize their own emotions through considering the development of emotional intelligence concept as a strategic priority; in addition companies can help their employees to be results-oriented with a high drive to meet objectives by boosting employees' morals through techniques such as rousing speeches and reward ceremonies to celebrate success.

Keywords: Emotional Capability, Emotional Intelligence, Project Success.

أثر القدرات العاطفية كمتغير معدل على العلاقة بين الذكاء العاطفي ونجاح المشروع:

دراسة ميدانية على الشركات الأردنية لصناعة الأدوية البشرية

أعداد

ديما أحمد عبدالله دحبور النسور

المشرف

الدكتور نضال أمين الصالحي

هدفت الدراسة إلى التعرف على أثر القدرات العاطفية متغير معدل على العلاقة بين الذكاء العاطفي ونجاح المشروع في الشركات الأردنية لصناعة الأدوية البشرية. تكون مجتمع الدراسة وعينتها من الشركات الأردنية لصناعة الأدوية البشرية المسجلة في الإتحاد الأردني لمنتجي الأدوية لعام (2015) والبالغ عددها (15) شركة. وقد تكونت وحدة التحليل من كافة العاملين من مختلف المواقع الإدارية بصفتهم مسؤولين وعاملين على المشاريع في الشركات الأردنية لصناعة الأدوية البشرية المسجلة في الإتحاد الأردني لمنتجي الأدوية والبالغ عددهم (172). ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي التحليلي إضافة إلى استخدام تحليل الإنحدار المتعدد وتحليل الإنحدار المتعدد الهرمي لإختبار فرضيات الدراسة.

توصلت الدراسة إلى العديد من النتائج، أبرزها: وجود تأثير دال إحصائياً للذكاء العاطفي (تنظيم الذات والتعاطف) على نجاح المشروع في الشركات الأردنية لصناعة الأدوية البشرية عند مستوى دلالة ($\alpha \leq 0.05$). ووجود تأثير معدل دال إحصائياً للقدرات العاطفية (ديناميكية التشجيع

وديناميكية التجربة) على العلاقة بين الذكاء العاطفي ونجاح المشروع في الشركات الأردنية لصناعة الأدوية البشرية عند مستوى دلالة ($\alpha \leq 0.05$).

وقد أوصت الدراسة بضرورة قيام الشركات محل الدراسة بمساعدة موظفيهم لإدراك عواطفهم من خلال النظر في تطوير الذكاء العاطفي أولوية استراتيجية. إضافة إلى ضرورة قيام الشركات محل الدراسة بمساعدة موظفيهم بتوجيههم للوصول للنتائج و أن يكون لديهم الحافز لتحقيق الأهداف من خلال تعزيز معنويات الموظفين باستخدام الخطابات المثيرة التي تشحذ المعنويات ومكافأة الموظفين الناجحين بعقد احتفالات تكريمية.

الكلمات المفتاحية: القدرات العاطفية، الذكاء العاطفي، نجاح المشروع.

CHAPTER ONE

Study Background and its Significance

(1-1): Introduction

(1-2): Problem Statement

(1-3): Study Objectives

(1-4): Study Significance

(1-5): Study Questions and Hypotheses

(1-6): Study Model

(1-7): Study Limitations

(1-8): Study Delimitations

(1-9): Study Terminologies and Operational Definitions

(1-1): Introduction

Over the past two decades the concept of emotional intelligence has emerged due to the intensive research in the relationship management issues. Several modern theorists have generated models to investigate and describe an individual's emotional intelligence.

In recent years a great deal of research have examined the traits and abilities associated to effective project leadership, and found out that the concept of emotional intelligence (EI) is considered an important measure of project leadership effectiveness; as it plays an essential role in project management. In today's business environment achieving project success is so challenging. Since the role of a project manager is so vital and it contributes to a project's success or failure, firms started to give extra attention when it comes to recruiting the right project manager, they look for a project manager who has the emotional intelligence competency, because his job requires dealing with a group of people, such as his own team, clients and other stakeholders, this implies his capability to manage the behavioral challenge with his team members effectively which in turn will lead to a high performing teams.

In addition, emotional capability is one of the concepts that have emerged in the group behavior literature, and researchers should give extra attention on it, whether it was for the sake of fundamental change, innovation or any other thing so that it could be applied to a diversity of a firm's activities. In a more recent study, Huy (2005) also suggests that the theory of emotional capability adds to the emerging firm competency literature by demonstrating emotion-related processes that facilitate organizational innovation. Emotional intelligence has its roots in social intelligence, which was first identified by Thorndike in 1920 (Law, et. al., 2004). Emotional intelligence as a definition

and construct continues to develop. Generally, “Theorists are interested in identifying the mental processes which involve emotional information, including appraising, expressing and regulating emotions in self and others, and using the emotions in adaptive ways”. Emotional intelligence (EI) refers to the processes associated with the recognition, use, understanding and management of one’s own and other emotional states to solve emotion-laden problems and to control behavior (Salovey, et. al., 2007). Within the project management field, Pinto (2013) noted that achieving project success requires a leader that plays a vital role during the development of the project.

Akgün, et. al., (2011) clarify that managers should improve the emotional capability of team projects through: (a) Create a psychologically safe environment so that team members are able to interact safely with each other, to exchange knowledge, skills, and emotions during interactions, (b) Encourage cooperation and mutual interaction between team members, (c) Allow project team members to feel free to make substantial decisions but in the meantime managers must control the project’s process to a certain level and (d) Keep individuals encouraged by using their former experience during the project.

Yildirim (2007) stressed the importance of emotional intelligence referring to it when members are working in project teams toward a shared project goal. Moreover, Decker, et. al., (2009) explained that the accomplishment of project objectives is improved because of the emotional competencies demonstrated by individuals when interacting and because of its connection to the completion of project outcomes. From this point, project managers or leaders contribute in a direct way in achieving project’s success or failure. Therefore, the aims of the current study are to identify the moderator effect of Emotional Capability on the Relationship between Emotional Intelligence

and Project Success in Jordanian Human Pharmaceutical Industrial companies.

(1-2): Problem Statement

Over the past 20 years many studies related to business settings, show that emotional intelligence skills is a key factor when it comes to improving workplace performance. These findings raise questions as to whether or not Emotional Intelligence and Emotional Capability can enhance the project success. Furthermore there haven't been enough studies about the role of Emotional Intelligence or Emotional Capability in project success in Arab countries specifically Jordan. Since many projects in Jordanian pharmaceutical industry are likely to encounter various difficulties, that might decrease the chances of project success, this established the need to study the role of Emotional Intelligence in project success and the moderate role of Emotional Capability in this relationship. Cooke-Davies (2002) mentioned that until recently researchers in the area of project management have been trying to reveal which factors that contributes to project success ,and that human factor was not directly concerned to the critical success factors ,although that it's well known that projects are delivered by people not processes or systems. Moreover Obradovic, et. al., (2013) noted that project oriented companies should consider emotional intelligence when recruiting staff for project manager position. Akgün, et. al., (2011) indicated that emotional capability provide energy to teams to get socially interacted and to be enthusiastic, it also facilitates the feeling of togetherness to complete project more successfully.

Therefore it comes of a great value for the researcher to study the moderate effect of emotional capability on the relationship between

emotional intelligence and project success in Jordanian Human Pharmaceutical Industrial companies.

(1-3): Study Objectives

This study aims to identify the moderator effect of Emotional Capability on the Relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies through the following objectives:

1. Determine the Emotional Intelligence dimensions level in Jordanian Human Pharmaceutical Industrial companies.
2. Determine the Emotional Capability dimensions level in Jordanian Human Pharmaceutical Industrial companies.
3. Determine the Project Success level in Jordanian Human Pharmaceutical Industrial companies.
4. Investigate the effect of Emotional Intelligence dimensions on Project Success in Jordanian Human Pharmaceutical Industrial companies.
5. Determine the moderate effect of emotional capability dimensions on the Relationship between emotional intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies.

(1-4): Study Significance

The current study might be considered as an initiative that presents the moderator effect of emotional capability on the relationship between emotional intelligence and project success in Jordanian Human Pharmaceutical Industrial companies. The study can be used as a reference to academic studies related to the reporting and decision making concerning

emotional capability and emotional intelligence and their effect on projects success. Therefore the importance of this study derives from the following scientific and practical considerations and the importance of the variables that are dealing with it:

- Provide measures of emotional intelligence and emotional capability that have a high degree of reliability which can help researchers to rely on.
- Increase the awareness of the study variables concepts and dimensions that can benefit researchers as a starting point for their future research.
- Highlight the importance of the role of emotional capability and emotional intelligence in supporting the competitive position, as well as in maximizing the project success in Jordanian Human Pharmaceutical Industrial companies.

(1-5): Study Questions and Hypotheses

The study problem can be perceived by having detailed and scientific answers to the following main questions:

Question One: Is there an impact of Emotional Intelligence (Self Awareness; Self Regulation; Empathy; Motivation & Social Skills) on Project Success in Jordanian Human Pharmaceutical Industrial companies?

Question Tow: What is the role of Emotional Capability (Dynamics of Encouragement & Dynamics of Experiencing) as a moderate variable on the Relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies?

(2-1) What is the role of Dynamics of Encouragement as a moderate variable on the Relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies?

(2-2) What is the role of Dynamics of Experiencing as a moderate variable on the Relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies?

Based on the problem statement, questions, and according to the study model, the following main hypotheses were formulated:

H_{o1}: There is no significant effect of Emotional Intelligence (Self Awareness; Self Regulation; Empathy; Motivation & Social Skills) on Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

H_{o2}: There is no significant moderate effect of Emotional Capability (Dynamics of Encouragement & Dynamics of Experiencing) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

Derived the following sub-hypotheses

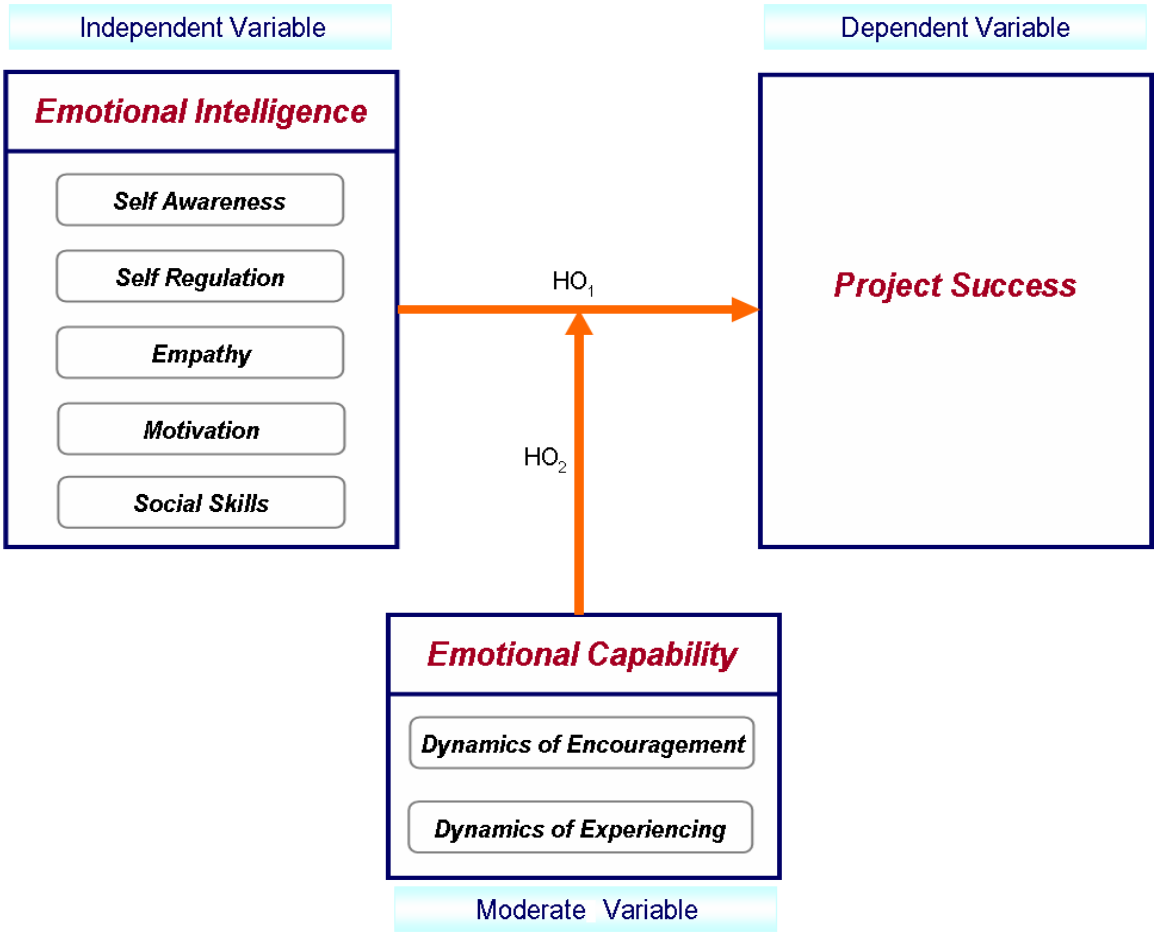
$H_{o2\text{-}1}$: There is no significant moderate effect of Dynamics of Encouragement on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

$H_{o2\text{-}2}$: There is no significant moderate effect of Dynamics of Experiencing on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

(1-6): Study Model

Figure (1-1) shows the study hypothetical model included the independent variable, the dependent variable and the moderate variable.

Figure (1 – 1): Study model



Source: Prepared by the researcher based on Dulewicz, et al, (2003); Kiyani, et al, (2011) and Riaño, (2014) in measuring emotional Intelligence. Akgün, et al, (2009), Akgün, et al, (2008), in measuring emotional capability. As well as, Müller & Jugdev (2012) and Kuen, et al, (2009) in measuring Project Success.

(1-7): Study Limitations

The results of the study deals with the following dimensions:

Human Limitations: The study has been carried out on all employees from various departments who are in charge and working on projects, in the Jordanian Human Pharmaceutical Industrial companies in Amman that belongs to the Jordanian Association of Pharmaceutical Manufacturers.

Place limitations: This study has been carried in Jordanian Human Pharmaceutical Industrial companies in Amman.

Time Limitations: The study has been carried out during the period between 2st semester and 1st semester of academic year 2015/2016.

(1-8): Study Delimitations

The use of one industry limits its generalizability to other industries. The study has been carried out in Jordan; therefore, generalizing results of one industry and/or Jordanian setting to other industries and/or countries may be questionable. Extending the analyses to other industries and countries represent future research opportunities, which can be done by further testing with larger samples within same industry, and including other industries will help mitigate the issue of generalizing conclusions on other organizations and industries. Moreover, further empirical researches involving data collection over diverse countries especially Arab countries are needed. Limitations to data access refer to the fact that data gathering through the questionnaires is controlled to the period of these questionnaires, which may limit the quality and quantity of the data collected. And lack of similar studies in Jordan and other Arab countries.

(1-9): Study Terminologies and Operational Definitions

Emotional Intelligence: "multifunctional array of interrelated emotional, personal and social abilities which influence our overall ability to actively and effectively cope with demands and pressures" (Dulewicz, et. al., 2003). It will be measured through:

Self Awareness: deep understanding of emotions, strengths, weaknesses, needs and drives with having the ability to manage them; a propensity to judge one's self accurately.

Self Regulation: the ability to control or regulate one's emotions if exposed to pressure, also to avoid rushed judgment and to thinking before acting.

Empathy: the skill that allows individuals to show sensitivity and recognize feelings of others, and treat individuals to the emotional reactions that they express.

Motivation: having the drive and passion, to achieve challenging targets for the sake of achievement; a tendency to follow goals with energy and persistence.

Social Skills: skills in managing relationships and building networks; ability to demonstrate persuasiveness, build rapport and move people to the desired goals.

Emotional Capability: "a firm's ability to perceive, understand, monitor, regulate, and use its members' emotions and to manifest them in the organization's routines and structures" (Akgün, et. al., 2009). It will be measured through:

Dynamics of Encouragement: the firm's capacity to instill hope among all of its individuals.

Dynamics of Experiencing: the quality of a firm's efforts to recognize a variety of emotions, where individuals re-experience the same emotions, and act on a deep level of understanding.

Project Success: a project that meets business requirements, delivered and completed on time, within budget, and meets or exceeds customer's satisfaction.

CHAPTER TWO

Theoretical Literature and Previous Studies

(2-1): Introduction

In recent years, many authors have written about the concept of Emotional Intelligence, several studies have shown that Emotional Intelligence is considered a key element of workplace success; as it contributes in achieving higher productivity and success in organizations.

Although many studies have been carried out on human factors in project management, however few research addressed Emotional Intelligence or Emotional capability in this field.

The researcher has reviewed several previous related studies that showed positive correlation between Emotional Intelligence and project success, for instance one study found out that Emotional Intelligence abilities influence team learning, another study of project managers showed that emotional awareness was found to affect interpersonal relationships in projects, also one of the studies revealed that emotional capability enhance firm performance and innovativeness, furthermore some studies showed that high emotional intelligence can boost professional success.

Such findings established the need for further study of emotional intelligence by researchers and practitioners to help in improving the rate of project success.

Based on these findings and recommendations, it comes of a great interest for the researcher to conduct the study on the effect of emotional intelligence on project success and the moderate role of emotional capability in this relationship.

This chapter reviews the theoretical literature and previous related studies to support the study undertaken in this thesis, finally the study contribution to knowledge is introduced.

(2-2): Theoretical Literature

(2-2-1): Emotional Intelligence

Emotion is generally defined as a feeling or mood about someone or something. In general, moods differ from feelings as they tend to be less intense and have longer durations (Salovey & Mayer, 1990).

Smith & Lazarus (1990) provide a more specific definition, stating that "emotion is an organized response system that coordinates physiological, perceptual, experiential, cognitive, and other changes into coherent experiences of moods and feelings, such as happiness, anger, sadness, and surprise".

Goleman (1995) defines emotion as an "impulse to act, the instant plans for handling life that evolution has instilled in us".

Locke (2005) addresses the psychological underpinnings of emotion, stating that emotions "reflect one's stored beliefs about objects, people, or situations, and one's subconscious appraisal of them based on one's values"

Different authors defined intelligence from different views, such as Roberts, et. al., (2001) said that Intelligence is generally defined as the ability to learn facts and skills, and to apply those facts and skills to new situations.

Furthermore, intelligence "refers to one's ability to form and grasp concepts" (Locke, 2005).

Tapia & Marsh (2006) noted in their study that intelligence is classified into three types: (1) abstract intelligence, (2) mechanical or concrete intelligence, and (3) social or practical intelligence, whereas the social intelligence is defined as the ability to perceive others, manage individuals,

and perform wisely in social settings. For Sternberg (1985), successful intelligence consists of three general types of abilities: (1) analytic, (2) creative, and (3) practical.

In recent years hundreds of articles have been written on Emotional intelligence concept and many authors defined this term from different perspectives, such as Salovey & Mayer (1990) who defined Emotional Intelligence as the subset of social intelligence that deals with the ability to monitor emotions and feelings in self and others, to differentiate among them and to use this information to guide one's thinking and actions.

Goleman (1998) defined Emotional Intelligence as the ability to recognize and understand our own feelings and those of others, for motivating ourselves, and for handling emotions well in us and our relationships.

Therefore Emotional intelligence can be viewed as the skill that helps diagnose emotions and their effects, which improve decision making and problem solving skills. Emotional intelligence is involved in the capacity to perceive emotions, integrate emotion-related feelings, understand the information of these emotions, and manage them (Mayer, et. al., 2000).

Hedlund & Sternberg (2000) defined emotional intelligence as "the ability to accomplish personally valued goals by adapting to the environment, shaping (or changing) the environment, or selecting a new environment".

It's also described as; the ability to reason about emotions to improve thinking, it includes the abilities to precisely perceive emotions, to access and create emotions so as to help thought, to understand emotions and emotional knowledge, and is shown by controlling emotions so as to develop emotional and intellectual growth (Mayer, et. al., 2004).

Bar-On (2004) another founding researcher of emotional intelligence, defined emotional-social intelligence as a "cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands".

There are three main models of emotional intelligence in the current literature (Ford, 2010):

1. Emotional intelligence as leadership competencies. This framework "attempts to capture a person's potential for mastering a range of competencies" to associate to success. Goleman uses the Emotional Competence Inventory to measure emotional intelligence.

2. Emotional intelligence as personality traits and characteristics. This framework of Emotional intelligence is "based in personal attributes that include resilience and optimism, along with many others… and provides an estimate of a person's capacity to effectively cope with pressures and demands of daily life".

Emotional Intelligence as a distinct intelligence and set of abilities. John Mayer and Peter Salovey (later joined by David Caruso) were the first to coin "Emotional intelligence". The Mayer-Salovey-Caruso ability model views Emotional intelligence as a distinctive intelligence encompassed of measurable abilities in four zones of performance, where these abilities precisely perceive emotions, use emotions to facilitate thought, understand complex emotions and transitions between phases of emotions, and assimilate data and emotions to develop effective problem solving strategies. This model integrates both emotions and intelligence.

In general Emotional Intelligence maybe defined as the ability to master one's own emotions, as well as diagnose emotions displayed by others, thus manage them effectively.

Emotional Intelligence concept is used in the academic world in an intensive way, it is noticed that there is some argument concerning the actual conceptualization of emotional intelligence (Giorgi, 2013). This argument divides definition of emotional intelligence into two deviating theories (Silong, et. al., 2012):

1. Emotional Quotient as mixed model – In which Emotional Quotient combines mental abilities with other personal characteristics, describes it as a "non-cognitive intelligence". This conceptualization is essentially supported by academics.

2. Emotional Quotient as an ability based model – Identifying Emotional Quotient as standard intelligence is much alike to cognitive intelligence (i.e. IQ) and backed up by academics.

Emotional intelligence involves (Salovey, et. al., 2007):

1. The ability to perceive precisely, assess, and express emotion.
2. The ability to use and/or create feelings when they facilitate thought.
3. The ability to understand emotion and emotional information.
4. The ability to control emotion to develop emotional & intellectual growth.

Emotional intelligence refers to the individual's abilities to regulate emotions and recognize them in us and in others (Alegre & Chiva, 2008).

Emotional intelligence describes the ability, capacity, skill or, in the case of the trait emotional intelligence model, a self-perceived great ability to

identify, evaluate, manage and regulate the emotions of one's self, of others, and of groups (Ealias & George, 2012). According to Goleman (1998), who states the five components of Emotional Intelligence at work are: Self-Awareness, Self-Regulation (or management), Motivation, Empathy (Social Awareness, and social skills (Relationship Management).

Furthermore, Emotional intelligence abilities have shown to correlate positively with significant workplace outcomes in research from various fields such as academia, organizational development, psychology, sales, military leadership, and human relations (Mayer, et. al., 2008).

According to Carmeli (2003) who noted that senior managers with high level of Emotional intelligence perform better on their jobs compared to their contemporaries with lower Emotional intelligence.

Dulewicz & Higgs (2000) supported this statement by mentioning that the intelligence Quotient test has failed to add adequate variance in success criteria both in the educational and in the organizational environments. The emotional attributes of resilience and optimism have also been described as personal characteristics that help buffer the impact of work and job demands and decrease emotional exhaustion (Jackson, et. al., 2007).

More recently, research has started to explore the place of political skill and self-monitoring in mitigating the propensity of persons to involve in rude behaviors in the workplace (Kisamore, et. al., 2010).

(2-2-2): Emotional Capability

The concept of emotional capability is one of the competencies that a firm has which is essential for the daily life of the organization (Akgün, et. al., 2009). Moreover, Akgün, et. al., (2009) argue that few research studies have been conducted on emotional capability, and that it is one of the factors that

researchers need to focus on whether they are interested in radical change, innovativeness or any other aspect to extend its usefulness to a variety of a firm's activities.

Emotional capability can be viewed as a process approach that describes how organizational emotional capability comes about; it includes a definite set of events or incidents, and identifies the variables or concepts where emotional capability is a function (Akgün, et. al., 2009).

Emotional Capability refers to a team's capacity to perceive, understand, monitor, control, and use its members' emotions and to demonstrate them in the project team's routines and structures (Akgün, et. al., 2011).

Therefore emotional capability can be viewed as the firm's ability to recognize employee's emotions, which help improve team member's cohesiveness, emotional sharing, and harmony, thus achieving better performance.

Emotional capability is difficult to imitate, because it's embedded in the organization's internal capacity and not easily transferable, based on that it's considered one of the requirements of sustaining a competitive advantage, thus emotionally capable organizations are more likely to realize change (Huy,1999). Emotional capability is not exactly separate from firm knowledge and routines. For instance, the literature on organizational behavior and psychology indicate that the growth of knowledge and routines cannot be distinct from the emotions, and that how we execute in the course of doing anything is tied to our subjective feelings around the action (Callahan & McCollum, 2001).

Emotional capability is inherently an individual-level concept, certainly it's hard to find a dividing line between individual and organizational emotional capability. Indeed, as organizations consist of (1) individuals and

their felt reactions, (2) information processing infrastructures, such as information technologies, and (3) interpretive systems for environmental events, so in order to gain a broad view of emotional capability; one should merge the emotions that exist in various areas of an organization (Akgün, et. al., 2009).

In project team context, Moenaert, et. al., (2000) mentioned that emotional capability in teams can be enhanced through collaboration; as team members share their feelings with others, thus making team emotions transparent. This ensures that team members embrace the idea of emotional sharing, as well as have the ability to deal with their own emotions and those of others through self-observation and direct communication in relationships with others (Bolton, 2005).

Akgün, et. al., (2011) mentioned that the team experience is one of the factors that develops emotional capability, and it's achieved as members bring a set of experiences and contacts from prior projects, and this in turn will facilitate the socialization of emotions, as a result every emotional experience felt by a team becomes a part of team's emotional history, this history then influences expectations for emotional expression in future group interactions as well as behaviors in those interactions.

Huy (1999) described six emotional capability dynamics, namely:

- Emotional dynamics of encouragement means the company's capacity to instill hope among all of its members.
- Emotional dynamics of displaying freedom refers to the company's ability to facilitate the variety of authentic emotions that legitimately can be displayed (and felt) in the organization.

- Emotional dynamics of playfulness is to create a context that encourages the experimentation and that tolerates mistakes during any action.
- Emotional dynamics of experiencing refers to the individuals' ability to understand feelings of others and re-experience them in the company.
- Emotional reconciliation is the people's ability to bring together two seemingly opposing values about which people have strong feelings in the company.
- Emotional dynamics of identification points to the attachment of people to salient organizational characteristics including core values and beliefs that is considered meaningful to particular individuals or groups.

In this study, the researcher chose the two dimensions (dynamics of encouragement and dynamics of experiencing), because they are most closely associated towards project success, on the other hand, they are the most suitable for application in the Jordanian workplace, especially in the Jordanian Human Pharmaceutical Industrial Companies, as well as they are strongly linked to emotional intelligence.

(2-2-3): Project Success

Until recently the definition of project success remains ambiguous. Traditionally, many authors have defined the successful completion of a project as achieving the project objectives within time, within cost, and at the desired scope, while utilizing resources effectively and at the desired level of quality (Lewis, 2005).

Kerzner (2003) has identified a project as something that contains a particular objective, defined start and end date, and funding limits; consumes resources; and is multifunctional. Shenhar & Dvir (2007) defined a project as "a temporary organization and process set up to achieve a specified goal

under the constraints of time, budget, and other resources".Byosiere & Luethge (2007) defined a project as useful tool for implementing corporate strategies and it facilitates the knowledge transfer from one project to another or one stakeholder to another.

The traditional success criteria as time cost and quality does not provide any practical information of achieving project objectives efficiently. Identification of main drivers of success gain great importance for companies in the light of highly competitive environment (Didenko & Konovets, 2008).

Turner (2004) identifies on time, within budget and to specification especially for information technology projects as the standard for judging success.

The success is defined by a set of listed criteria that the outcome or the solution should meet to be considered successful (Babu & Srivatsa, 2011).

Steinfort (2011) points out that "success needs to be investigated from the perspective of active project team stakeholders as well as from that of their client/benefit recipients and in the theoretical and empirical/practical review of critical success criteria and factors on any project".

In a comprehensive literature review of the evolution of our understanding of project success, Jugdev& Muller (2005) wrote that "success evolved from the project being merely technically correct in the views of the providing organization to how the project interfaced with the client organization and flowed from internal and external factors".

Other researchers have used these internal and external categories to broadly identify project success factors. The internal factors include cost, scope, schedule, and other project-oriented metrics that an organization may choose to measure and track, on the other hand, external measures relate to the perceptions and perceived benefits derived by project stakeholders,

including team members, the project manager, the project sponsor, the senior management, and the client (Jugdev, 2004).

A study of 60 complex projects found similar key factors that correlated to project success (Miller & Hobbs, 2005). Their study found that effective front end management, strong project sponsors, a project anchored in institutional strategies, effective management of stakeholders, effective risk management, a flexible approach to project planning, strategic flexibility, and a high level of leadership scrutiny were the most common characteristics that distinguished successful projects.

Pinto & Slevin (1988) described project success as "a complex and often illusory construct." They recommended two elements to project success: issues dealing with the project itself and issues dealing with the client.

Others have identified trust (Mumbi, 2007) and culture (Henrie & Sousa-Poza, 2005) as additional elements which may be important in understanding project outcomes.

A project is successful when the objectives are met (Maylor, et. al., 2008).

Project success is an objectively measurable state describing how well the project performed (De Bakker, et. al., 2012).

Project success is best understood within the project context: organizational structure, project type, or project lifecycle (Thomas & Mengel, 2004) as well as individual stakeholder viewpoint, priorities, and perceptions (Jugdev & Muller, 2005). Erling, et.al (2006) stated that overall project success deals with the wider and longer term impact of the project, which means both project management success and project product success.

Bourne (2007) suggested that internal project metrics such as time, cost, and scope are not enough to measure success; they must be complemented with other factors of project outcomes including handling project risk profile

to the satisfaction of stakeholders and managing stakeholder expectations throughout the life of the project.

PMBOK (2008) stated that if the project achieves the triple objective outcome of within time, scope, and quality then it's considered successful.

According to Wui-Ge, et. al., (2010), researchers argue critical success factors such as project mission, top management support, and project schedule are essential in the start of a project.

Therefore project success can be defined as meeting business requirements, completing it on time, within budget, and exceeding customer's satisfaction.

Based on what stated above, the researcher pointed out that making clear criteria of project success from the beginning will increase the possibilities in meeting all other factors that would lead to project success.

The difference between project success and project management success clarified by Cooke-Davies (2002) when he defined project success as being measured against the overall objectives of the project, and that project management success being measured against the traditional gauges of performance (i.e., time, cost and quality), however, according to the identified list of success factors, none of them was directly concerned with human factors, as they did not encompass the project manager's competence, but instead focusing on other aspects such as risk management, program and portfolio management, and benefits management, although its fast becoming accepted wisdom that it is people who deliver projects not processes and systems, thus the people side of the success factors is inevitably related to them, and again the one list was offered as being appropriate for all projects.

(2-3): Previous Studies

The section will focus on the previous studies related to the study variables, as following:

Akgün, et. al., (2008) study titled: "**The moderating role of environmental dynamism between firm emotional capability and performance".**

Aimed to examine the impact of a firm's emotional capability on its performance by considering the environmental dynamism, and to enhance the literature on organizational change and competencies. A total of 356 surveys from 112 firms operating in Turkey were received and subjected to moderate multiple hierarchical regression analyses. The results show that firm emotional capability, which involves the dynamics of encouragement, displaying freedom, playfulness, experiencing, reconciliation, and identification constructs, has a significant effect on the firm's financial performance and organizational effectiveness. Further, that the relationship between emotional capability and firm performance was influenced by the environmental dynamism including changes in industry, competition and consumer.

Akgün, et. al., (2009) study titled "**Organizational emotional capability, product and process innovation, and firm performance: An empirical analysis".**

Aimed to make the emotional capability concept more explicit, and then operationalize and empirically test the impact of a firm's emotional capability on its innovativeness, which is composed of product and process innovation, and performance. By investigating 163 Turkish firms, the dynamics of encouragement and experiencing were found to have a positive

association with both firm product and process innovativeness; and the dynamics of displaying freedom have a positive relationship with firm process innovativeness. They also demonstrate that the impact of emotional capability constructs on firm innovativeness is contingent upon environmental uncertainty. Specifically, the findings clarified that the influence of the dynamics of encouragement on firm product innovation increases with increased rate of environmental uncertainty. Interestingly, the relationship between the dynamics of experiencing and product innovation across low, medium, and high levels of environmental uncertainty is a ∩-shape, the relationship between the dynamics of displaying freedom and product innovation across low, medium, and high levels of environmental uncertainty is a ∪-shape. In addition, the study showed that a firm's emotional capability influences it's financial and market performance via firm innovativeness.

Clarke (2010) study titled: "**Emotional intelligence and learning in teams".**

Aimed to investigate the potential role of emotional intelligence (EI) abilities within learning in teams. It focused on examining how EI abilities are enacted within team contexts and how these are associated with critical reflection and team processes associated with learning. A phenomenological approach to the investigation of EI abilities were adopted using a diary methodology to capture how EI abilities were enacted over a 14-week team project by 80 MBA students from a range of international backgrounds. The findings indicated that the two EI abilities, emotional awareness and emotional management, were found to influence the three critical reflection

processes: problem analysis, theorizing cause and effect relationships, and action planning, as well as processes associated with team learning including team identification, social engagement, communication and conflict management.

Clarke (2010) study titled: "**Projects are emotional: How project managers' emotional awareness can influence decisions and behaviours in projects".**

Aimed to offer insights into how emotions can influence project manager behaviors and decisions specifically within the context of undertaking their roles in relationship management in projects. It shows that the emotional awareness of project managers may be a factor that helps to explain how project managers may arrive at decisions that affect their inter-personal relationships on projects. The study is set within the context of follow-up interviews conducted with 15 project managers who attended emotional intelligence training that provided in-depth, rich qualitative data that was collected making use of a critical incident technique, and analyzed using a semi-emergent theme approach. The data suggest that project managers are consistently subject to emotion generating situations during project management and their emotional awareness plays a part in determining how they potentially respond to the emotional information generated. Emotional awareness was found to be particularly significant in underpinning decisions and behaviors that were likely to affect the subsequent pattern of inter-personal relationships in projects.

Tang, et. al., (2010) study titled: "**The relationship between emotional intelligence and leadership practices: A cross-cultural study of academic leaders in Taiwan and the USA".**

Aimed to explore the relationship between the emotional intelligence and transformational leadership practices of academic leaders in Taiwan and the USA. The study employs a casual-comparative approach to draw cross-cultural comparisons. Convenience samples of 50 academic leaders in Taiwan and 50 in the USA. The results revealed that Taiwanese participants' overall emotional intelligence was found to be positively correlated in a statistically significant manner with all five areas of leadership practice. The US participants were found to have statistically significant positive relationships between overall emotional intelligence and all areas of leadership practice except Challenging the process, and Inspiring a shared vision. ANOVA results revealed that significant differences exist in distinct areas of EI and distinct areas of leadership practice as a function of cultural difference.

Akgün, et. al., (2011) study titled: "**Antecedents and Results of Emotional Capability in Software Development Project Teams".**

Aimed to identify the antecedents and results of emotional capability in Software Development Project Teams by using Huy's (1999) dynamics of encouragement, displaying freedom, playfulness, experiencing, reconciliation, and identification constructs were investigated. By studying 95 software development project teams in the IT departments of 52 firms, it was found the dynamics of encouragement is positively related to the speed-to market, and the dynamics of encouragement and experiencing is

positively related to the market success of new software products. In addition, it was demonstrated that team autonomy has a positive influence on the dynamics of encouragement; collaboration among team members has a positive impact on the dynamics of encouragement and experiencing; and team experience has a positive effect on the dynamics of experiencing.

Fazlani, et. al., (2012) study titled: "**Influence of Emotional intelligence and Leadership Performance on organizational development in the prospect of Pakistan's corporate culture".**

Aimed to investigate the influence of Emotional intelligence and Leadership Performance on organizational development in the prospect of Pakistan's corporate culture. The target population is employees who are serving in six different organizations, including banks, healthcare hospital, engineering company, educational Institution, construction company, and Pharmaceutical company operating in Pakistan. The samples consisted of (195) responses were select and the rest were omitted due to the surrogate error. The entire six organizations samples were equally divided. The results revealed the statistically significant positive Influence of Emotional intelligence and Leadership Performance on organizational development in the prospect of Pakistan's corporate culture.

Hutchinson & Hurley (2013) study titled: "**Exploring leadership capability and emotional intelligence as moderators of workplace bullying".**

Aimed to explore the potential for emotionally intelligent leadership as a way to mitigate bullying behavior within nursing workplace environments. The narrative synthesis of the literature presented in this paper is forwarded as supporting the need for strengthening leadership capability, especially those capabilities associated with emotional intelligence, as a means of diminishing experienced bullying within nursing. The findings revealed that the leadership and emotional intelligence capabilities offer real potential to mitigate bullying behavior, disparity exits between clinical and managerial nurses toward preferred leadership styles and emotional intelligence is open to challenges towards its content validity.

Obradovic, et. al., (2013) study titled: "**Project Managers' Emotional Intelligence - A Ticket to Success".**

Aimed to investigate the correlation between project managers' emotional intelligence and their professional success. Data collection instrument was questionnaire consisted of self-descriptive emotional intelligence test and data on respondent's position in organizational hierarchy and educational level. The study sample consisted of 75 project managers from top 10 Serbian companies. The empirical research revealed that there is a very high positive correlation between emotional intelligence and professional success.

Pillay, et. al., (2013) study titled: "**The relationship between emotional intelligence and leadership styles in the South African petrochemical industry".**

Aimed to determine the relationship between self-reported emotional intelligence and leadership styles in a South African context and to determine whether emotional intelligence can predict an effective leadership style. The research used quantitative research instruments. Leaders (N = 161) were selected from a business unit in a South African petrochemical organization. Correlation analyses indicated statistically-significant relationships between emotional intelligence and transformational and laissez-faire leadership. The main findings indicated positive correlations between self-reported emotional intelligence (specifically adaptability) and transformational leadership. Negative correlations were obtained between emotional intelligence (specifically intrapersonal skills) and laissez-faire leadership. The research also showed differences between specific demographic variables.

Jugdev, et. al., (2013) study titled: "**An exploratory study of project success with tools, software and methods".**

Aimed to examine the relationships between project delivery success factors, project management tools, software, and methods. A statistical analysis was undertaken using data from a survey from a purposive sample of 150 participants across three countries (Australia, Canada and the UK). The findings revealed that the number of project management tools used and the number of risk tools used showed the highest direct correlation. Also, the use of project management tools exhibited less variability as compared to

use of information communication technology support tools and risk management tools. In addition, use of formal project management methods exhibited less variability than use of formal decision-making methods. Therefore, it is suggested that use of project management tools and methods is more consistent across the organizations studied, as compared to other tools and methods.

EL-Badawy, et. al., (2014) study titled: "**Assessing the Relationship between Emotional Intelligence, Job Satisfaction and Organizational Learning Capability in Private Higher Educational Institutions in Egypt and India: A Comparative Study".**

Aimed to make a comparative study between Egypt and India aiming to measure the impact of three variables, which are: Emotional Intelligence (EI), Job Satisfaction (JS) and Organizational Learning Capability (OLC) among academicians in private Higher Educational Institutions (HEIs) in both countries Egypt and India. Data was collected from private HEIs in Egypt and India. The study employs standardized scales for Emotional Intelligence, Organizational Learning Capability and Job satisfaction variables. Sample consists of 100 faculty members from Egypt, and 100 faculty members from India. The findings revealed that the relationship between Emotional Intelligence and Job Satisfaction was non-significant; however, the relationship between the Organizational Learning Capability and the Job Satisfaction was found to be significant, with regards to both countries, Egypt and India. It was also found that there is a non-significant relationship between OLC and EI in India but a significant one between OLC and EI in Egypt. Another main finding is that the OLC, in Egypt, when found to be high, the relation between EI-JS was found to be positive and

almost significant. However, when having low level of OLC, the EI-JS relationship was found to be inverse and non-significant. For the limitations and implications; it is due to certain features of the sample and the use of measurement scales, that the final results should be considered with caution.

Soltani, et. al., (2014) study titled: "**The impact of emotional intelligence on crisis management capabilities case study: Small and Medium Enterprises in the Province of Isfahan".**

Aimed to study the impact of emotional intelligence on crisis management capabilities in managers of small and medium enterprises in the province of Isfahan. One main hypothesis was formulated and four supporting hypotheses. The study used the applied descriptive survey. The statistical population included the SME managers, at all organizational levels in the province of Isfahan. After Using random sampling, 300 copies of the questionnaire were distributed among the participants, of which 130 were acceptable upon return. The results indicated that emotional intelligence as well as its components, excluding social skills, has a significant positive impact on crisis management capabilities in managers.

Khadem, et. al., (2015) study titled: "**A Study on the Relation between Different Dimensions of Emotional Intelligence and Employees' Creativity".**

Aimed to explaining the relation of emotional intelligence and its dimensions such as problem-solving, happiness, independence, stress tolerance, self-actualization, self- awareness, realism, interpersonal relations, optimism, self- esteem, impulse control, flexibility, accountability, empathy,

and self- presentation with employee creativity in Iran Khodro Company in 2013. The statistical population comprises 260 employees of this company. By using Jersey and Morgan table and simple random sampling method, 152 persons were selected as sample. Data were gathered by using questionnaires. The results revealed that there is a significant relation between emotional intelligence dimensions and employee creativity. Also, the dimensions of emotional intelligence in Iran Khordo Co. were ranked by Friedman ranking test and independence had the highest rank.

(2-4): Study Contribution to Knowledge

To clarify what distinguishes the current study from previous studies, some comparisons have been made, which are presented as follows:

- Purpose: Most of the previous research works were conducted to measure either Emotional Intelligence or Emotional Capability. Very few studies were carried out to examine both concepts; the impact of emotional intelligence on project success and considering the emotional capability as a moderator in Jordanian Human Pharmaceutical Industrial companies.
- Emotional intelligence and emotional capability concepts: the researcher expects to increase the awareness about the role of emotional capability as a moderator and its effect on the relationship between emotional intelligence and project success.
- Environment: All studies have been mainly conducted in American, European and Asian countries. In contrast, the current study was carried out in an Arab country, namely Jordan, specifically Jordanian Human Pharmaceutical Industrial companies.

- Industry: Most of the previous studies have been mainly focusing on service industry areas, while this one is applied in Jordanian Human Pharmaceutical Industrial companies.
- Comparison: The researcher compared the results of the study work with the results of previous studies mentioned earlier to highlight similarities and differences that might be there.

CHAPTER THREE
Study Methodology
Method and Procedures

(3-1): Introduction

(3-2): Study Methodology

(3-3): Study Population and Sample

(3-4): Unit of Analysis, Personal and Occupational Characteristics

(3-5): Study Tools and Data Collection

(3-6): Study Variables

(3-7): Statistical Treatment

(3-8): Normal Distribution of Study Variables

(3-9): Validity and Reliability

(3-1): Introduction

In this chapter the researcher will describe in detail the methodology used in this study, and the study population and its sample .Next, the researcher describes the study unit of analysis, personal and occupational characteristics, explains the study tools, the way of data collection and study variables. After that, the researcher will discuss the statistical treatment that is used in the analysis of the collected data. Then the researcher tested the normality of the study variables. In the final section the validation of the questionnaire and the reliability analysis that is applied will be clearly stated.

(3-2): Study Methodology

This study is exploratory, quantitative in nature, aiming to develop a better understanding of the moderate effect of emotional capability on the Relationship between Emotional Intelligence and Project Success. More specifically, the study intends to empirically investigate the moderate effect of emotional capability on the Relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies Neuman (2003). Investigation research was deemed the most suitable technique of measuring the quantitative data. Leedy and Ormrod (2005) defined Investigation research as research include gathering of information about the subject of the object to be measured from the members of the study sample and analyzing their responses to a set of predetermined questions. It starts with literature review that explores the independent variable of the study and their effect on project success. Then, a panel of judges will be conducted to confirm the items to be included in the questionnaire will be carried out. Empirical data were collected and analyzed

through a quantitative investigate approach. This approach was chosen because the current study was concerned with testing the validity and discerning the suitability of the constructed evaluatory model. Finally, the survey will be carried out and the data will be collected from all Managers and their assistants, heads of sections, team leaders and supervisors as well as directors of departments working in the Jordanian Human Pharmaceutical Industrial companies, then the data will be tested through the SPSS 22. Finally, the results will be compared with previous researches work.

(3-3): Study Population and sample

The study population and sample consisted of all Jordanian Human Pharmaceutical Industrial companies listed in the Jordanian Association of Pharmaceutical Manufacturers in (2015) which are (15) companies. Table (3-1) clarifies the Jordanian Human Pharmaceutical Industrial Companies names.

Table (3-1)

Jordanian Human Pharmaceutical Industrial Companies' Names

No.	Company Name	No.	Company Name
1	The Arab Pharmaceutical Manufacturing	2	Dar Al Dawa Development and Investment
3	Hikma Pharmaceuticals	4	Jordanian Pharmaceutical Manufacturing
5	Arab Center for Pharmaceutical Industries	6	United Pharmaceuticals Manufacturing
7	Amman Pharmaceutical Industries	8	Ram Pharmaceutical industries
9	Hayat Pharmaceutical Industries	10	Philadelphia Pharmaceutical
11	Middle East Pharmaceutical Industries	12	Pharma International
13	Jordan Sweden	14	M.S. Pharma Pharmaceutical Manufacturing
15	Jordan River Pharmaceutical Industries		

Source: The Jordanian Association of Pharmaceutical Manufacturers (2015).

(3-4): Unit of Analysis, Personal and Occupational Characteristics

The survey unit of analysis composed of all employees from various departments who are in charge and working on projects in the Jordanian Human Pharmaceutical Industrial companies in Amman that belongs to the Jordanian Association of Pharmaceutical Manufacturers.

After distributing (225) questionnaires evenly distributed on employees from various departments who are in charge and working on projects in the Jordanian Human Pharmaceutical Industrial companies in Amman as shown in Table (3-2). A total of (191) from (225) answered questionnaires were retrieved, of which (19) were invalid, Therefore, (172) answered questionnaires from study unit of analysis were valid for study.

Table (3-2)

Companies' names and the number of questionnaires distributed, retrieved, and good for analysis

No.	*Company Name*	*No. of Questionnaires Distributed*	*No. of Questionnaires Retrieved*	*No. of Questionnaires Good for analysis*
1	Arab Pharmaceutical Manufacturing	15	13	11
2	Dar Al Dawa Development and Investment	15	13	11
3	Hikma Pharmaceuticals	15	12	10
4	Jordanian Pharmaceutical Manufacturing	15	13	11
5	Arab Center for Pharmaceutical Industries	15	12	11
6	United Pharmaceuticals Manufacturing	15	12	11
7	Amman Pharmaceutical Industries	15	12	10
8	Ram Pharmaceutical industries	15	14	13
9	Hayat Pharmaceutical Industries	15	13	11
10	Philadelphia Pharmaceutical	15	13	12
11	Middle East Pharmaceutical Industries	15	13	12
12	Pharma International	15	13	13
13	Jordan Sweden	15	13	12
14	M.S. Pharma Pharmaceutical Manufacturing	15	13	13
15	Jordan River Pharmaceutical Industries	15	12	11
Total		225	191	172

Tables (3-3); (3-4); (3-5); (3-6); (3-7) and (3-8) shows the Personal and Occupational Characteristics of the unit of analysis (Gender; Age; Educational Level; Scientific Specialization according to Certificate; Years of Practical Experience and Job title).

Table (3-3)

Descriptive the Gender of the unit of analysis

Variable	Categorization	Frequency	Percent
Gender	Male	133	77%
	Female	39	23%
Total		172	100%

Table (3-3) clarify the gender of the employees unit of analysis, that (77%) of the study unit of analysis were male and (23%) of the study unit of analysis were female.

The reason behind the high percentage of male respondents in comparison with females refers to the masculine nature of pharmaceutical industrial companies.

Table (3-4)

Descriptive the Age of the unit of analysis

Variable	Categorization	Frequency	Percent
Age	From 20 – 29 Years	31	18%
	From 30 – 39 Years	52	30%
	From 40 – 49 Years	72	42%
	50 Years or greater	17	10%
Total		172	100%

Table (3-4) shows that the (18%) of the unit of analysis range Aged 20 to 29 Years, (30%) of the unit of analysis range Aged between 30 – 39 Years,

(42%) of the unit of analysis range Aged between 40 – 49 Years, Finally, (10%) of the unit of analysis range Aged 50 Years or greater.

A shown in table above the percentage of youth respondents is the highest and this indicates that the majority of workers in the companies under study are from the youth.

Descriptive analysis of the Educational level in the table (3-5) shows that the (1%) of study unit of analysis having High School or Diploma, (77%) of study unit of analysis having BSc, (12%) of study unit of analysis having Master or High Diploma, finally, (10%) of study unit of analysis having PhD.

This is an evidence of high level of education that the employees possess, which is demonstrated by the responses of the unit of analysis to the questionnaire.

Table (3-5)

Descriptive the Educational Level of the unit of analysis

Variable	Categorization	Frequency	Percent
Educational Level	High School or Diploma	2	1%
	BSc	132	77%
	Master or High Diploma	21	12%
	PhD	17	10%
Total		172	100%

Descriptive analysis of the Scientific Specialization according to Certificate in the table (3-6) shows that the (21%) of study unit of analysis from Administrative Sciences, (19%) of study unit of analysis from Engineering Sciences, (45%) of study unit of analysis from Chemical

Sciences, finally, (23%) of study unit of analysis from Pharmaceutical Sciences.

This indicates the correct selection of subspecialties for the work of the surveyed companies in the field of chemical and pharmaceutical sciences. On the other hand, there is a relative balance between the ratio of subspecialties of the chemical and the pharmaceutical sciences.

Table (3-6)

Descriptive the Scientific Specialization according to Certificate of the unit of analysis

Variable	Categorization	Frequency	Percent
Scientific Specialization according to Certificate	Administrative Sciences	21	12%
	Engineering Sciences	33	19%
	Chemical Sciences	78	45%
	Pharmaceutical Sciences	40	23%
Total		172	100%

Table (3-7) shows that the (16%) of the unit of analysis range experience less than five Years, (40%) of the unit of analysis range experience between 5 – less than 10 Years, (34%) of the unit of analysis range experience between 10 – less than 15 Years, Finally, (10%) of the unit of analysis range experience 15 Years or greater.

This reflects that the Jordanian Human Pharmaceutical Industrial companies' work has high level of experienced workers, which is demonstrated by the responses of the youth element to the questionnaire.

Table (3-7)

Descriptive the Years of Practical Experience of the unit of analysis

Variable	Categorization	Frequency	Percent
Years of Practical Experience	Less than 5 Years	27	16%
	From 5 – Less than 10 Years	68	40%
	From 10 – Less than 15 Years	59	34%
	15 Years or greater	18	10%
Total		172	100%

Table (3-8) shows that the (5%) of the unit of analysis are general manager, (7%) of the unit of analysis are general manager assistant, (10%) of the unit of analysis are director of department, (23%) of the unit of analysis are head of section, (18%) of the unit of analysis are team leader, Finally, (37%) of the unit of analysis are supervisor.

This reflects that the representation of all leadership levels in the companies surveyed was fairly represented, and this indicates the objectivity of the responses to the questionnaire items.

Table (3-8)

Descriptive the Job title of the unit of analysis

Variable	Categorization	Frequency	Percent
Job title	General Manager	9	5%
	General Manager Assistant	12	7%
	Director of Department	18	10%
	Head of section	39	23%
	Team Leader	31	18%
	Supervisor	63	37%
Total		172	100%

(3-5): Study Tools and Data Collection

The current study is two fold, theoretical and practical. In the theoretical part, the researcher relied on the scientific studies that are related to the current study. Whereas in the practical side, the researcher relied on descriptive and analytical methods using the practical manner to collect, analyze data and test hypotheses.

The data collection, manners of analysis and programs used in the current study are based on two sources:

1. Secondary sources: books, journals, theses to write the theoretical framework of the study.

2. Primary source: questionnaires that were designed to reflect the study objectives and questions.

In this study, both primary and secondary data were used. The data collected for the model was gathered through questionnaires. After conducting a thorough review of the literature pertaining to study variables, the researcher formulated the questionnaire for this study.

The questionnaire instrumental sections are as follows:

Section One***: Personal and Occupational Characteristics***. The Personal and Occupational Characteristics information was collected with closed-ended questions, through (6) Characteristics (Gender; Age; Educational Level; Scientific Specialization according to Certificate; Years of Practical Experience and Job title).

Section Two: ***Emotional Intelligence.*** This section measured the Emotional Intelligence through (5) dimensions (Self Awareness; Self Regulation; Empathy; Motivation & Social Skills); (25) items as follows:

Emotional Intelligence	Self Awareness	Self Regulation	Empathy	Motivation	Social Skills
No. of items	5	5	5	5	5
Items Arrangement	1 - 5	6 - 10	11 - 15	16 - 20	21 - 25

Section Three: ***Emotional Capability.*** This section measured the Emotional Capability through (2) dimensions (Dynamics of Encouragement and Dynamics of Experiencing); (7) items as follows:

Emotional Capability	Dynamics of Encouragement	Dynamics of Experiencing
No. of items	3	4
Items Arrangement	26 - 28	29 - 32

Section Four: ***Project Success***. This section measured the Project success through (8) items, from (33 to 40).

All items of the questionnaire were measured on a Likert-type scale as follows:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

(3-6): Study Variables

Independent Variable: The researcher identifies and measures the independent Variable ***(Emotional Intelligence)*** through literature review based on Dulewicz, et. al., (2003); Kiyani, et. al., (2011) and Riaño (2014).

Moderate Variable: The researcher adopted the proposed idea form Akgün, et. al., (2009), Akgün, et. al., (2008) in identifying and measuring the moderate Variable ***(Emotional Capability).***

Dependent Variable: The researcher identifies and measures the dependent Variable ***(Project Success)*** through literature review based on (Müller & Jugdev, 2012) and Kuen, et. al., (2009).

All variables have been measured by five-point Likert-type scale to tap into the respondents'' perceptions, ranging from value 1 (Strongly disagree) to value 5 (Strongly agree) used throughout the questionnaire.

(3-7): Statistical Treatment

The data collected from the responses of the study questionnaire were used through Statistical Package for Social Sciences "SPSS Ver.22" for analysis and conclusions. Finally, the researcher used the suitable statistical methods that consist of:

(3-7-1): Descriptive Statistics Methods

- Percentage and Frequency.
- Arithmetic mean to identify the level of response of study sample individuals to the study variables.

- Standard Deviation to measure the responses spacing degree about arithmetic mean.
- Relative importance, assigned due to:

  The Low degree from 1- less than 2.33

  The Medium degree from 2.33 – 3.66

  The High degree from 3.67 and above.

$$\text{Class Interval} = \frac{\text{Maximum Class} - \text{Minimum Class}}{\text{Number of Level}}$$

$$\text{Class Interval} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

(3-7-2): Inference Statistics Methods

- Kolmogorov-Smirnov Normality Test to verify the normal distribution of variables.
- Cronbach Alpha reliability (α) to measure strength of the correlation and coherence between questionnaire items.
- One sample t-test.
- Variance Inflation Factor and Tolerance to make sure that there are no Multicollinearity between independent variables.
- Multiple Regression analysis to measure the effect of independent variables on dependent variable.

- Hierarchical Multiple Regression analysis to measure the moderate effect of emotional capability on the relationship between emotional intelligence and project success.

(3-8): Normal Distribution of Study Variables

In order to ensure the verification of the study results, the researcher carried out the Kolmogorov - Smirnov Test, to verify the absence study data from the statistical problems that may adversely affect the results of the test study hypotheses, as is shown in the table (3-9).

Table (3-9)

Normal Distribution of Study Variables

No.	Variables	Kolmogorov – Smirnov	Sig.*	Result
1	Emotional Intelligence	2.987	0.116	Follows a normal distribution
1 - 1	Self Awareness	1.568	0.068	Follows a normal distribution
1 - 2	Self Regulation	1.249	0.088	Follows a normal distribution
1 - 3	Empathy	1.217	0.074	Follows a normal distribution
1 - 4	Motivation	1.234	0.083	Follows a normal distribution
1 - 5	Social Skills	1.269	0.080	Follows a normal distribution
2	Emotional Capability	2.933	0.092	Follows a normal distribution
2 - 1	Dynamics of Encouragement	1.593	0.079	Follows a normal distribution
2 - 2	Dynamics of Experiencing	1.487	0.056	Follows a normal distribution
3	Project Success	2.040	0.063	Follows a normal distribution

*Distribution is normal when the significance level (0.05> α).

In view of the above table and at the significance level of (α >0.05) it is apparent that the distribution of all variables was normal, where the normal

distribution ratios for each variable is greater than (0.05) which is the approved level in the statistical treatment of the current study.

(3-9): Validity and Reliability

(3-9-1): Validation

To test the questionnaire for clarity and to provide a coherent research questionnaire, a macro review that covers all the research constructs was thoroughly performed by academic reviewers from Middle East University and other universities specialized in faculty and practitioners Business Administration and Marketing. Some items were added, while others were dropped based on their valuable recommendations. Some others were reformulated to become more accurate to enhance the research instrument. The academic reviewers are (8) and the overall percentage of respond is (100%), (see appendix "1").

(3-9-2): Study Tool Reliability

Cronbach's alpha, was used to determine the internal consistency reliability of the elements comprising the four constructs as suggested by Gregory (2004) Reliability should be (0.60) or higher to indicate adequate convergence or internal consistency (Sekaran & Bougie, 2010: 184).

The results shown in Table (3-10) are acceptable levels as suggested by (Sekaran & Bougie, 2010: 184).

Table (3-10)

Reliability of Questionnaires Dimensions

No.	*Variable*	*Dimensions*	No of items	Cronbach's alpha Value
1	***Emotional Intelligence***		25	0.935
	(1-1)	Self Awareness	5	0.883
	(1-2)	Self Regulation	5	0.812
	(1-3)	Empathy	5	0.887
	(1-4)	Motivation	5	0.850
	(1-5)	Social Skills	5	0.858
2	***Emotional Capability***		7	0.890
	(2-1)	Dynamics of Encouragement	3	0.870
	(2-2)	Dynamics of Experiencing	4	0.859
3	***Project Success***		8	0.907

CHAPTER FOUR
Analysis Results & Hypotheses Test

(4-1): Introduction

(4-2): Descriptive analysis of study variables

(4-3): Analysis adequacy of the data to test the study hypotheses

(4-4): Study Hypotheses Tests

(4-1): Introduction

According to the purpose of the research and the research framework presented in the previous chapter, this chapter describes the results of the statistical analysis for the data collected according to the research questions and research hypotheses. The data analysis includes a description of the Means and Standard Deviations for the questions of the study, Multiple Regression analysis and Hierarchical Multiple Regression analysis were used.

(4-2): Descriptive Analysis of Study Variables

(4-2-1): *Emotional Intelligence*

To analyze the independent variable (Emotional Intelligence) with dimensions the researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as follows.

(4-2-1-1): *Self Awareness*

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-1).

Table (4-1) clarifies the importance level of Self Awareness, where the arithmetic mean for these variable ranges between (4.122 - 4.244) compared with General Arithmetic mean amount of (4.194). It is observed that the highest mean for the "***I have a guiding awareness of my values and goals"*** with arithmetic mean (4.244), Standard deviation (0.682). The lowest arithmetic mean was for the "***I recognize my emotions***" With Average (4.122) and Standard deviation (0.899). In general, it appears that the Importance level of Self Awareness in Jordanian Human Pharmaceutical

Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

The table also shows the low dispersion in the unit of analysis responses around Self Awareness dimension in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the convergence in the unit of analysis views around items of Self Awareness dimension in the surveyed companies.

Table (4-1)

Arithmetic mean, SD, one sample t-test, item importance and importance level of Self Awareness

No.	Self Awareness	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
1	I recognize my emotions	4.122	0.899	16.356	0.000	5	High
2	I have a guiding awareness of my values and goals	4.244	0.682	23.895	0.000	1	High
3	I realize the links between my feelings and what I think	4.191	0.767	20.372	0.000	3	High
4	I am aware of my strengths and weaknesses	4.174	0.712	21.623	0.000	4	High
5	I can judge my self-worth and capabilities	4.238	0.738	21.996	0.000	2	High
General Arithmetic mean and standard deviation		4.194	0.591	26.468	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-1-2): *Self Regulation*

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-2).

Table (4-2) shows the importance level of Self Regulation, where the arithmetic mean for these variable ranges between (4. 087- 4.215) compared

with General Arithmetic mean amount of (4.145). It is observed that the highest mean for the "***I always take responsibility of my personal performance"*** with arithmetic mean (4.215), Standard deviation (0.745). The lowest arithmetic mean was for the "***I am quite flexible in handling change***" with average (4.087) and Standard deviation (0.740). In general, it appears that the Importance level of Self Regulation in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

The table also shows the low dispersion in the unit of analysis responses around Self Regulation dimension in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the convergence in the unit of analysis views around items of Self Regulation dimension in the surveyed companies.

Table (4-2)

Arithmetic mean, SD, one sample t-test, item importance and importance level of Self Regulation

No.	Self Regulation	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
6	I can keep in check my disturbing emotions and desires	4.098	0.828	17.398	0.000	4	High
7	I always maintain standards of honesty and integrity	4.139	0.767	19.480	0.000	3	High
8	I always take responsibility of my personal performance	4.215	0.745	21.376	0.000	1	High
9	I am quite flexible in handling change	4.087	0.740	19.263	0.000	5	High
10	I feel comfortable with new ideas	4.186	0.749	20.755	0.000	2	High
General Arithmetic mean and standard deviation		4.145	.579	25.934	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-1-3): ***Empathy***

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-3).

Table (4-3) demonstrates the importance level of empathy, where the arithmetic mean for these variable ranges between (4. 046- 4.110) compared with General Arithmetic mean amount of (4.072).

It is observed that the highest mean for the "***I can analyze groups emotional relationships"*** with arithmetic mean (4.110), Standard deviation (0.783). The lowest arithmetic mean was for the " ***I feel others feelings and perspectives***" with average (4.046) and Standard deviation (.7930).

In general, it appears that the Importance level of empathy in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

The table also shows the low dispersion in the unit of analysis responses around empathy dimension in the Jordanian Human Pharmaceutical Industrial companies under study which reflects the convergence in the unit of analysis views around items of empathy dimension in the surveyed companies.

Table (4-3)

Arithmetic mean, SD, one sample t-test, item importance and importance level of Empathy

No.	Empathy	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
11	I feel others feelings and perspectives	4.046	0.793	17.300	0.000	5	High
12	I understand others developing needs and encourage their abilities	4.069	0.769	18.241	0.000	3	High
13	I anticipate customer's needs	4.058	0.799	17.348	0.000	4	High
14	I can develop opportunities through different kind of people	4.075	0.779	18.086	0.000	2	High
15	I can analyze groups emotional relationships	4.110	0.783	18.594	0.000	1	High
General Arithmetic mean and standard deviation		4.072	0.651	21.587	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-1-4): ***Motivation***

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-4).

Table (4-4) demonstrates the importance level of motivation, where the arithmetic mean for these variable ranges between (3.982 - 4.232) compared with General Arithmetic mean amount of (4.111). It is observed that the highest mean for the "***I keep myself persistence in pursuing goals despite obstacles"*** with arithmetic mean (4.232), Standard deviation (0.712). The lowest arithmetic mean was for the "***I am results-oriented with a high drive to meet objectives***" with average (3.982) and standard deviation (0.819). In general, it appears that the importance level of motivation in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high. The table also shows the low dispersion in the unit of analysis responses around motivation dimension in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the

convergence in the unit of analysis views around items of motivation dimension in the surveyed companies.

Table (4-4)
Arithmetic mean, SD, one sample t-test, item importance and importance level of motivation

No.	Motivation	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
16	I am results-oriented with a high drive to meet objectives	3.982	0.819	15.717	0.000	5	High
17	I always force to improve a standard of excellence	4.011	0.816	16.251	0.000	4	High
18	I align with the goals of the organization	4.145	0.784	19.136	0.000	3	High
19	I am always ready to act on opportunities	4.186	0.741	20.975	0.000	2	High
20	I keep myself persistence in pursuing goals despite obstacles	4.232	0.712	22.702	0.000	1	High
General Arithmetic mean and standard deviation		4.111	0.613	23.753	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-1-5): *Social Skills*

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-5).

Table (4-5) clarifies the importance level of Social Skills, where the arithmetic mean for these variable ranges between (4. 093- 4.215) compared with General Arithmetic mean amount of (4.168). It is observed that the highest mean for the ***" I inspire individuals and groups"*** with arithmetic mean (4.215), Standard deviation (0.705). The lowest arithmetic mean was for the " ***I can take initiative and manage change easily***" With Average (4.093) and Standard deviation (0.766). In general, it appears that the Importance level of Social Skills in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high. The table also shows the low dispersion in the unit of analysis

responses around Social Skills dimension in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the convergence in the unit of analysis views around items of Social Skills dimension in the surveyed companies.

Table (4-5)

Arithmetic mean, SD, one sample t-test, item importance and importance level of Social Skills

No.	Social Skills	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
21	I listen to others openly	4.174	0.744	20.690	0.000	3	High
22	I can negotiate disagreements	4.186	0.709	21.928	0.000	2	High
23	I inspire individuals and groups	4.215	0.705	22.598	0.000	1	High
24	I can take initiative and manage change easily	4.093	0.766	18.697	0.000	5	High
25	I work with others toward mutual goals	4.174	0.728	21.141	0.000	3	High
General Arithmetic mean and standard deviation		4.168	0.584	26.237	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-2): *Emotional Capability*

To analyze the independent variable (Emotional Capability) with dimensions the researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as follows.

(4-2-2-1): *Dynamics of Encouragement*

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-6).

Table (4-6) clarifies the importance level of dynamics of encouragement, where the arithmetic mean for these variable ranges between (3.883 – 3.953) compared with general arithmetic mean amount of (3.910). We observe that the highest mean for the "***Managers in our company infuse hope and joy in the organization"*** with arithmetic mean (3.953),

Standard deviation (0.884). The lowest arithmetic mean was for the "***Our company has an ability to instill hope among of all its members***" with Average (3.883) and standard deviation (0.815). In general, it appears that the importance level of dynamics of encouragement in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

The table also shows the low dispersion in the unit of analysis responses around dynamics of encouragement dimension in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the convergence in the unit of analysis views around items of dynamics of encouragement dimension in the surveyed companies.

Table (4-6)

Arithmetic mean, SD, one sample t-test, item importance and importance level of Dynamics of Encouragement

No.	Dynamics of Encouragement	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
26	Our company has an ability to instill hope among of all its members	3.883	0.815	14.215	0.000	3	High
27	Managers in our company encourage enthusiasm	3.895	0.831	14.129	0.000	2	High
28	Managers in our company infuse hope and joy in the organization	3.953	0.884	14.146	0.000	1	High
General Arithmetic mean and standard deviation		3.910	0.751	15.891	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-2-2): ***Dynamics of Experiencing***

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-7).

Table (4-7) shows the importance level of dynamics of experiencing, where the arithmetic mean for these variable ranges between (3.779 - 4.011) compared with general arithmetic mean amount of (3.885).

It is observed that the highest mean for the "***People in our company demonstrate care for one another"*** with arithmetic mean (4.011), standard deviation (0.885). The lowest arithmetic mean was for the "***People in our company experience the same emotions***" with average (3.779) and standard deviation (0.953).

In general, it appears that the importance level of dynamics of experiencing in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

The table also shows the low dispersion in the unit of analysis responses around dynamics of experiencing dimension in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the convergence in the unit of analysis views around items of dynamics of experiencing dimension in the surveyed companies.

Table (4-7)

Arithmetic mean, SD, one sample t-test, item importance and importance level of dynamics of experiencing

No.	Dynamics of Experiencing	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
29	Our members have the ability to understand others' feelings	3.877	0.846	13.607	0.000	2	High
30	People in our company experience the same emotions	3.779	0.953	10.711	0.000	4	High
31	People in our company communicate their emotions with others	3.872	0.902	12.677	0.000	3	High
32	People in our company demonstrate care for one another	4.011	0.885	14.989	0.000	1	High
General Arithmetic mean and standard deviation		3.885	0.752	15.420	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-2-3): *Project Success*

The researcher used the arithmetic mean, standard deviation, one sample t-test, item importance and importance level as shown in Table (4-8).

Table (4-8) clarifies the importance level of project success, where the arithmetic mean for these variable ranges between (3. 912- 4.238) compared with general arithmetic mean amount of (4.114). The researcher observed that the highest mean for the "***The Project value has been discussed with the eventual customers"*** with arithmetic mean (4.238), Standard deviation (0.813). The lowest arithmetic mean was for the "***The Project has completed according to the budget allocated***" with Average (3.912) and standard deviation (0.960). In general, it appears that the importance level of project success in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

The table also shows the low dispersion in the unit of analysis responses around project success in the Jordanian Human Pharmaceutical Industrial companies under study, which reflects the convergence in the unit of analysis views around items of project success in the surveyed companies.

Table (4-8)

Arithmetic mean, SD, one sample t-test, item importance and importance level of Project Success

No.	Project Success	Mean	St.D	t- value Calculate	Sig	Item importance	Importance level
33	The Project has completed on time	3.959	0.907	13.869	0.000	7	High
34	The Project has completed according to the budget allocated	3.912	0.960	12.466	0.000	8	High
35	The Project was used by its intended customers	4.058	0.785	17.674	0.000	6	High
36	The Project has directly benefited the intended users	4.209	0.743	21.338	0.000	2	High
37	The Project goals were in line with the general goals of our company	4.151	0.885	17.050	0.000	5	High
38	The Project basic goals were made clear to the project team	4.186	0.802	19.390	0.000	4	High
39	The Customers were kept informed of the project's progress	4.197	0.784	20.018	0.000	3	High
40	The Project value has been discussed with the eventual customers	4.238	0.813	19.959	0.000	1	High
General Arithmetic mean and standard deviation		4.114	0.651	22.416	0.000	-	High

t- Value Tabulate at level ($\alpha \leq 0.05$) (1.653)
t- Value Tabulate was calculated based on Assumption mean to item that (3)

(4-3): Analysis adequacy of the data to test the study hypotheses

Before testing the hypotheses of the study, the researcher conducted some tests in order to ensure the adequacy of the data for the assumptions regression analysis, it was confirmed that there is no high correlation between the independent variables Multicollinearity using the Variance

Inflation Factor (VIF) and test Tolerance for each variable of the study variables taking into account the Variance Inflation Factor not to exceed the allowable value (10), And that the Tolerance value greater than (0.05).

Also to ensure that the data follow the normal distribution, the researcher calculates the skewness coefficient, as the data follow a normal distribution if the value of skewness coefficient is less than (±1). Table (4-9) shows the results of these tests.

Table (4-9)

Results of Variance Inflation Factor, Tolerance and skewness coefficient

No.	Independent Variables	VIF	Tolerance	Skewness
1	Self Awareness	1.902	0.526	-0.483
2	Self Regulation	2.808	0.356	-0.642
3	Empathy	1.872	0.534	-0.816
4	Motivation	1.960	0.510	-0.380
5	Social Skills	2.080	0.481	-0.456

It’s evident from the results listed in Table (4-9) there is no Multicollinearity between the independent variables, confirms that the values of Variance Inflation Factor of the dimensions are (1.902; 2.808; 1.872; 1.960 & 2.089) , respectively, less than (10). As can be seen that the values of Tolerance are between (0.481 – 0.534) which is greater than (0.05). This is an indication that there is no Multicollinearity between the independent variables

So as to make sure that the data follow a normal distribution the researcher calculates the Skewness coefficient where the values were less than (±1).

(4-4): Study Hypotheses Tests

The researcher divided this section into four hypotheses; the first main hypothesis was tested using multiple regression analysis. The second main hypothesis was tested through Hierarchical Multiple Regression analysis.

H_{o1}: There is no significant effect of Emotional Intelligence (Self Awareness; Self Regulation; Empathy; Motivation & Social Skills) on Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

To test this hypothesis, the researcher uses the multiple regression analysis to ensure the effect of Emotional Intelligence (Self Awareness; Self Regulation; Empathy; Motivation & Social Skills) on Project Success in Jordanian Human Pharmaceutical Industrial companies. As shown in Table (4-10).

Table (4-10)

Multiple regression analysis to ensure the effect of Emotional Intelligence on Project Success in Jordanian Human Pharmaceutical Industrial companies

	(R)	(R^2)	F Calculate	DF	Sig*	β		T Calculate	Sig*
Project Success	0.672	0.451	27.295	5	0.000	self awareness	0.151	1.903	0.059
				166		self regulation	0.351	3.643	0.000
						empathy	0.178	2.264	0.025
						motivation	0.120	1.493	0.137
				171		social skills	0.010	0.125	0.901

* the impact is significant at level ($\alpha \leq 0.05$)

Table (4-10) shows the effect of Emotional Intelligence (Self Awareness; Self Regulation; Empathy; Motivation & Social Skills) on Project Success in

Jordanian Human Pharmaceutical Industrial companies. The regression model achieve a high degree of fit, as reflected by "R" and "R^2" value (0.672) , (0.451), which asserted that (0.451) of the explained variation in project success can be accounted for Emotional Intelligence (Self Regulation & Empathy). On the other hand, Table (4-10) for the executive data set indicated the slope value of (0.351) and (0.178) for the regression line. This suggested that for a one unit increase in emotional intelligence (Self Regulation & Empathy) can significantly predict a (0.351) and (0.178) increase in project success. As well as Table (4-10) shows that the analysis of variance of the fitted regression equation is significant with F value of (27.295). This is an indication that the model is a good one. Since the p-value is less than (0.05), it shows a statistically significant relationship between the variables at (0.95) confidence level.

The results also indicate that emotional intelligence (self regulation& empathy) actually affected on project success with a coefficient of (0.351) for self regulation and (0.178) for empathy.

Thus, emotional intelligence (self regulation & empathy) actually affected on project success. Rejected the first null hypothesis and accept the alternative hypothesis:

There is a significant statistical effect of Emotional Intelligence (Self Regulation & Empathy) on Project Success in Jordanian Human Pharmaceutical Industrial companies at level (α≤0.05).

H_{o2}: There is no significant moderate effect of Emotional Capability (Dynamics of Encouragement & Dynamics of Experiencing) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level (α≤0.05).

To test this hypothesis, the researcher uses the Hierarchical Multiple Regression analysis to ensure the moderate effect of Emotional Capability on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. As shown in Table (4-11).

Table (4-11)

Hierarchical Multiple Regression analysis to ensure the moderate effect of EC on the relationship between EI and PS in Jordanian Human Pharmaceutical Industrial companies

Dependent Variable	Independent Variables	Model 1			Model 2		
		β	T Calculate	Sig*	β	T Calculate	Sig*
Project Success	Emotional Intelligence	0.653	11.237	0.000			
	Emotional Intelligence X Emotional Capability				0.545	5.731	0.000
	R	0.653			0.721		
	R^2	0.426			0.520		
	ΔR^2	0.426			0.093		
	F	126.273			91.385		
	ΔF	126.273			32.844		
	ΔF Sig.	0.000			0.000		

* The effect is significant at level ($\alpha \leq 0.05$)

Table (4-11) shows the effect of moderate effect of Emotional Capability on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. The first model reflected based on the results the value of the correlation coefficient (R = 0.653), these demonstrates that there is a positive correlation between

Emotional Intelligence and Project Success. The results also show the statistically significant effect of Emotional Intelligence on Project Success, with F value of (126.273) since the p-value is less than (0.05). As the value of the coefficient of determination (R^2 = 0.426), this indicates that the Emotional Intelligence explains (42.6%) of the variance in Project Success in Jordanian Human Pharmaceutical Industrial companies.

In the second model, the entry of the moderate variable (Emotional Capability) to regression model, increased the value of the correlation coefficient to become (R = 0.721) as well as the value of the coefficient of determination (R^2) increased by (0.093%), and this percentage is statistically significant, where the value of (ΔF = 32.844) and the significance level (Sig. ΔF = 0.000) which is less than (0.05). As the slope value (β = 0.545) at Emotional Capability and the (t Calculate) value was (5.731) since the p-value is less than (0.05). This confirms that there is a statistically significant effect of Emotional Capability (moderate variable) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. Rejected the second null hypothesis and accept the alternative hypothesis:

There is a significant statistical moderate effect of Emotional Capability (Dynamics of Encouragement & Dynamics of Experiencing) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

$H_{o2\text{-}1}$: There is no significant moderate effect of Dynamics of Encouragement on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

To test this hypothesis, the researcher uses the Hierarchical Multiple Regression analysis to ensure the moderate effect of Dynamics of Encouragement on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. As shown in Table (4-12).

Table (4-12)

Hierarchical Multiple Regression analysis to ensure the moderate effect of Dynamics of Encouragement on the relationship between EI and PS in Jordanian Human Pharmaceutical Industrial companies

Dependent Variable	Independent Variables	Model 1			Model 2		
		β	T Calculate	Sig*	β	T Calculate	Sig*
Project Success	Emotional Intelligence	0.653	11.237	0.000			
	Emotional Intelligence X Dynamics of Encouragement				0.367	3.745	0.000
	R	0.653			0.686		
	R^2	0.426			0.470		
	ΔR^2	0.426			0.044		
	F	126.273			74.985		
	ΔF	126.273			14.024		
	ΔF Sig.	0.000			0.000		

* The effect is significant at level ($\alpha \leq 0.05$)

Table (4-12) shows the effect of moderate effect of Dynamics of Encouragement on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. The first model reflected based on the results the value of the correlation

coefficient (R = 0.653), these demonstrates that there is a positive correlation between Emotional Intelligence and Project Success. The results also show the statistically significant effect of Emotional Intelligence on Project Success, with F value of (126.273) since the p-value is less than (0.05). As the value of the coefficient of determination (R^2 = 0.426), this indicates that the Emotional Intelligence explains (42.6%) of the variance in Project Success in Jordanian Human Pharmaceutical Industrial companies.

In the second model, the entry of the moderate variable (Dynamics of Encouragement) to regression model, increased the value of the correlation coefficient to become (R = 0.686) as well as the value of the coefficient of determination (R^2) increased by (0.044%), and this percentage is statistically significant, where the value of (ΔF = 14.024) and the significance level (Sig. ΔF = 0.000) which is less than (0.05). As the slope value (β = 0.367) at Emotional Capability and the (t Calculate) value was (3.745) since the p-value is more than (0.05). This confirms that there is a statistically significant effect of Dynamics of Encouragement (moderate variable) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. Rejected the sub first null hypothesis and accept the alternative hypothesis:

There is a significant statistical moderate effect of Dynamics of Encouragement on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

$H_{o2\text{-}2}$: There is no significant moderate effect of Dynamics of Experiencing on the relationship between Emotional Intelligence and Project

Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

To test this hypothesis, the researcher uses the Hierarchical Multiple Regression analysis to ensure the moderate effect of Dynamics of Experiencing on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. As shown in Table (4-13).

Table (4-13)

Hierarchical Multiple Regression analysis to ensure the moderate effect of Dynamics of Experiencing on the relationship between EI and PS in Jordanian Human Pharmaceutical Industrial companies

Dependent Variable	Independent Variables	Model 1			Model 2		
		β	T Calculate	Sig*	β	T Calculate	Sig*
Project Success	Emotional Intelligence	0.653	11.237	0.000			
	Emotional Intelligence X Dynamics of Experiencing				0.482	5.802	0.000
	R	0.653			0.722		
	R^2	0.426			0.522		
	ΔR^2	0.426			0.095		
	F	126.273			92.104		
	ΔF	126.273			33.669		
	ΔF Sig.	0.000			0.000		

* The effect is significant at level ($\alpha \leq 0.05$)

Table (4-13) shows the effect of moderate effect of Dynamics of Experiencing on the relationship between Emotional Intelligence and Project

Success in Jordanian Human Pharmaceutical Industrial companies. The first model reflected based on the results the value of the correlation coefficient (R = 0.653), these demonstrates that there is a positive correlation between Emotional Intelligence and Project Success. The results also show the statistically significant effect of Emotional Intelligence on Project Success, with F value of (126.273) since the p-value is less than (0.05). As the value of the coefficient of determination (R^2 = 0.426), this indicates that the Emotional Intelligence explains (42.6%) of the variance in Project Success in Jordanian Human Pharmaceutical Industrial companies.

In the second model, the entry of the moderate variable (Dynamics of Experiencing) to regression model, increased the value of the correlation coefficient to become (R = 0.722) as well as the value of the coefficient of determination (R^2) increased by (0.095%), and this percentage is statistically significant, where the value of (ΔF = 33.669) and the significance level (Sig. ΔF = 0.000) which is less than (0.05). As the slope value (β = 0.482) at Dynamics of Experiencing and the (t Calculate) value was (5.802) since the p-value is less than (0.05). This confirms that there is a statistically significant effect of Dynamics of Experiencing (moderate variable) on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies. Rejected the sub second null hypothesis and accept the alternative hypothesis:

There is a significant statistical moderate effect of Dynamics of Experiencing on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

CHAPTER FIVE
Results Discussion and Recommendations

(5-1): Results Discussion

(5-2): Recommendations

(5-1): Results Discussion

This study raised a number of questions, and developed hypotheses related to the study variables. The study results answered the study questions and came up with the following conclusions.

1. The Importance level of Emotional Intelligence with dimensions (Self Awareness, Self Regulation, empathy, motivation and Social Skills) in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

2. The importance level of Emotional Capability with dimensions (Dynamics of Encouragement & Dynamics of Experiencing) in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

3. The importance level of project success in Jordanian Human Pharmaceutical Industrial companies in Amman from the study Unit of Analysis viewpoint was high.

4. There is a significant statistical effect of Emotional Intelligence (Self Regulation & Empathy) on Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

These results agree with Fazlani, et. al., (2012) results that found there is a statistically significant positive influence of emotional intelligence and leadership performance on organizational development in the prospect of Pakistan's culture.

5. There is a significant statistical moderate effect of Emotional Capability (Dynamics of Encouragement & Dynamics of Experiencing) on the

relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

These results agree with Akgün, et. al., (2009) results that revealed the dynamics of encouragement and experiencing were found to have a positive association with both firm product and process innovativeness; and the dynamics of displaying freedom have a positive relationship with firm process innovativeness.

6. There is a significant statistical moderate effect of Dynamics of Encouragement on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

These results agree with Akgün, et. al., (2008) results that show the firm emotional capability, which involves the dynamics of encouragement, displaying freedom, playfulness, experiencing, reconciliation, and identification constructs, has a significant effect on the firm's financial performance and organizational effectiveness. Further, that the relationship between emotional capability and firm performance was influenced by the environmental dynamism including changes in industry, competition and consumer.

7. There is a significant statistical moderate effect of Dynamics of Experiencing on the relationship between Emotional Intelligence and Project Success in Jordanian Human Pharmaceutical Industrial companies at level ($\alpha \leq 0.05$).

These results agree with Akgün, et al., (2011) results that revealed the dynamics of encouragement is positively related to the speed-to market, and

the dynamics of encouragement and experiencing is positively related to the market success of new software products.

(5-2): Recommendations

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

1. Companies under study can help their employees to recognize their own emotions through considering the development of emotional intelligence concept as a strategic priority.

2. In order to have a good understanding of Emotional Intelligence, companies under study need to help their employees to increase the awareness of their strengths and weaknesses, through developing training programs and workshops.

3. The researcher recommends that companies under study need to adopt the culture of change in order to increase the employee's flexibility in handling change.

4. Companies under study can help their employees to feel others feelings and perspectives by opening communication channels, such as an open door policy.

5. Companies under study can help their employees to anticipate customer's needs by following up with customers and getting their feedback.

6. It's recommended that companies under study should help their employees to be results-oriented with a high drive to meet objectives, by

boosting employees' morals through techniques such as rousing speeches and reward ceremonies to celebrate success.

7. Companies under study can help their employees to develop their listening skills, by conducting brainstorming sessions.

8. Companies under study can help their employees to increase their ability to experience the same emotions, through training them to read others' emotions and show mutual respect.

9. In order to achieve high performing teams, companies under study should help their employees to communicate their emotions with others, through emotional support structures.

10. Companies under study can help their employees to keep the project within budget, by performing efficient continuous monitoring of project finances.

11. Further related research studies are recommended, to increase the awareness of both, emotional intelligence and emotional capability concepts in the field of project management.

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APPENDICES

(1): Names of arbitrators

(2): Questionnaire

Appendix (1)
Names of arbitrators

No.	Name	Specialization	University
1	Prof. Musa Al-Louzi	Public Administration	Jordan
2	Prof. Hasan Al-Zoubi	Business Administration	Applied Science
3	Prof. Mohamad Abu Saleh	Statistic	Amman Arab
4	Dr. Ahmad Ali Saleh	Business Administration	MEU
5	Dr. Amjad Tawiqat	Business Administration	MEU
6	Dr. Sameer AL-Jabali	Business Administration	MEU
7	Dr. Sami AL-Edwan	Business Administration	MEU
8	Dr. Raed AL-Momani	Marketing	Petra

Appendix (2)
Questionnaire

Mr / Ms ..... Greetings

The Researcher aims to carry out a study entitled "***The Moderator effect of Emotional Capability on the Relationship between Emotional Intelligence and Project Success: An Empirical Study on Jordanian Human Pharmaceutical Industrial Companies***". Where the study mainly aims to identify the moderator effect of Emotional Capability on the Relationship between Emotional Intelligence and Project Success on Jordanian Human Pharmaceutical Industrial Companies

Student Deema Ahmad A.Dahbour Nsour Supervisor Dr. Nidal AL-Salhi

Personal and Occupational characteristics of the study sample

(1) ***Gender***			
Male	☐	Female	☐
(2) ***Age***			
From 20 – 29 Years	☐	From 30 – 39 Years	☐
From 40 – 49 Years	☐	50 Years or greater	☐
(3) ***Educational Level***			
High School or Diploma	☐	BSc	☐
Master or High Diploma	☐	PhD	☐
(4) ***Scientific Specialization according to Certificate***			
Administrative Sciences	☐	Engineering Sciences	☐
Chemical Sciences	☐	Pharmaceutical Sciences	☐
(5) ***Years of Practical Experience***			
Less than 5 Years	☐	From 5 – Less than 10 Years	☐
From 10 – Less than 15 Years	☐	15 Years or greater	☐
(6) ***Job title***			
General Manager	☐	General Manager Assistant	☐
Director of Department	☐	Head of section	☐
Team Leader	☐	Supervisor	☐

Please state your opinion in the following items to determine the extent of agreement in each of the ***Emotional Intelligence*** ítems.

No.	items	Answer alternatives				
		Strongly disagree	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Self Awareness						
1	I recognize my emotions					
2	I have a guiding awareness of my values and goals					
3	I realize the links between my feelings and what I think					
4	I am aware of my strengths and weaknesses					
5	I can judge my self-worth and capabilities					
Self Regulation						
6	I can keep in check my disturbing emotions and desires					
7	I always maintain standards of honesty and integrity					
8	I always take responsibility of my personal performance					
9	I am quite flexible in handling change					
10	I feel comfortable with new ideas					
Empathy						
11	I feel others feelings and perspectives					
12	I understand others developing needs and encourage their abilities					
13	I anticipate customer's needs					
14	I can develop opportunities through different kind of people					
15	I can analyze groups emotional relationships					
Motivation						
16	I am results-oriented, with a high drive to meet objectives					
17	I always force to improve a standard of excellence					
18	I align with the goals of the organization					
19	I am always ready to act on opportunities					
20	I keep myself persistence in pursuing goals despite obstacles					
Social Skills						
21	I listen to others openly					
22	I can negotiate disagreements					
23	I inspire individuals and groups					
24	I can take initiative and manage change easily					
25	I work with others toward mutual goals					

Please state your opinion in the following ítems to determine the extent of agreement in each of the ***Emotional Capability*** ítems.

No.	items	Answer alternatives				
		Strongly disagree	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Dynamics of Encouragement						
26	Our company has an ability to instill hope among of all its members					
27	Managers in our company encourage enthusiasm					
28	Managers in our company infuse hope and joy in the organization					
Dynamics of Experiencing						
29	Our members have the ability to understand others' feelings					
30	People in our company experience the same emotions					
31	People in our company communicate their emotions with others					
32	People in our company demonstrate care for one another					

Please state your opinion in the following ítems to determine the extent of agreement in each of the ***Project Success*** ítems.

No.	items	Answer alternatives				
		Strongly disagree	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
33	The Project has completed on time					
34	The Project has completed according to the budget allocated					
35	The Project was used by its intended customers					
36	The Project has directly benefited the intended users					
37	The Project goals were in line with the general goals of our company					
38	The Project basic goals were made clear to the project team					
39	The Customers were kept informed of the project's progress					
40	The Project value has been discussed with the eventual customers					