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EMOTIONAL INTELLIGENCE, COMMUNICATION, AND THEIR IMPACT
ON JOB SATISFACTION

Case company: Teleste Information Solution Oy

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ABSTRACT

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The main purpose of this thesis was to investigate how emotional intelligence and effective communication interrelate with job satisfaction. Emotions drive feelings; hence it is important to know self-emotion and the emotions of work colleagues to create a friendly and productive working environment. A friendly environment creates mutual understanding between personnels, which subsequently drives output and increases productivity.

The idea for the topic on this master thesis started with the personal interest of the author to explore the human resources aspect of an organisation with the aim of creating cordial relationship between personal by exploiting emotional intelligence and communication within project environment. Emotional intelligence is steadily becoming an important phenomenon within working environment because of its impact on creating mutual understanding and fostering effective communication between personnels.

A web-based questionnaire in the form of a survey was sent out to 134 employees and 58 responses were received. Two research questions were created, and three hypotheses were tested. The result suggested that there is a positive correlation between emotional intelligence, communication, and job satisfaction.

Practically, the management should pay more attention to communication planning to ascertain responsibility and develop the trait of EI amongst employees.

Keywords¹ Emotional intelligence, Communication, Job satisfaction.

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ABSTRACT

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LIST OF ABBREVIATIONS

CC: Communication.....	54
EI:Emotional intelligence.....	12
EQ:Emotional intelligence	25
H:Hypothesis.....	46
IQ:intelligence quotient.....	25
JS:Job satisfaction	39
PM: Project management	14
POM:Production and operation management	48
RQ:Research question.....	10, 61
SPSS: statistical package for the social science	49

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1 INTRODUCTION AND OBJECTIVE OF THE THESIS

1.1 Background and Thesis Concept.

The idea for the topic on this master's thesis started with the personal interest of the author to explore the human resources aspect of an organisation with the aim of creating cordial relationship among the personnel by exploiting emotional intelligence and communication within project environment. This idea was born from the authors experiences on previous projects and personal interactions with colleague. Although project management has been in existence for a long time and so many books and journals have been published to support project management principle, but the case was not so for emotional intelligence, as it is rather new concept. Hence there is an existing gap between project management and emotional intelligence skills needed to manage the project and people. We cannot talk about the successful execution of a project from start to finish without taking the human resources aspect into consideration.

The world is fast becoming global and more complex; hence it is important for companies to carve a niche for themselves in this highly competitive business environment. As a result, carefully planning a project from the initiation, execution, control, and all through to the closing phase of the project is of paramount important. Project management plays an important role in companies' business, this is also the case with Teleste information solution Oy business. Project management comprises process from planning, execution, control and closing of the project, and the successful outcome of a project solely lies in the hands of the leaders and the project managers applying the right practices, processes, technique, and tools in completing the project (PMI, 2017). These processes need to be strictly adhered to satisfy the customers, stakeholders, and general growth of the company, as these are the keyways to create value and benefits in an organisation in today business environment. The working environment comprises people from different countries with different cultural believes, background and orientation.

Hence, understanding self-emotions and the emotions of colleagues will create a conducive working environment for everyone which will increase input and improve productivities. The project manager is the focal point of any project as they liaise between the project team and different stakeholders to achieve the project set goals and objectives. However, being a project manager or a leader is not always an easy task because they must manage people from different background and culture, hence having only cognitive skill is not enough to successfully pull through this task, and this is the core reason why the project manager or leaders needs non-cognitive skills (soft skill) to manage their teams. A true leader can influence the behaviour of their followers, motivate, and strongly influence their performance, and the quest to have these soft skills further introduce the concept of emotional intelligence EI. (Bassem & Joelle, 2017).

EI has dates back into history when a second type of intelligence (social intelligence or practical intelligence) was discovered, but it was not until 1920 when it gained traction with the social intelligence definition by Edward Thorndike and then in 1983, Gardner discussed the presence of multiple intelligence, with intrapersonal and interpersonal intelligence as the top two. Further research into EI introduced the ability model which consider four different abilities, such as the ability to perceive emotions, understand emotion, manage emotions, and use emotion to facilitate thought (Bassem & Joelle, 2017).

Discussing EI is obviously important, but this also requires effective communication to pass the message from one person to another, it is not enough for a leader or some members of team to possess high a level EI without influencing other members. This is the main objective of the thesis. This research aims at seeking the relationship between emotional intelligence and communication and its impact on job satisfaction. "Satisfaction is the pleasure that you feel when you do something or get something that you wanted or needed to do or get" (Collins Cobuild Advanced learners English Dictionary, 2006). Invariably job satisfaction, is the satisfaction that one gets from carrying out certain job or task and this satisfaction motivate the employee to do more or contribute their quota in achieving

the organization set target or goals. Job satisfaction is mediated by both internal and external factors, internal factors in the case of satisfaction derive from the job itself, accomplishment and personal growth, while external factor will be the case of satisfaction derived from payments, company policies and supports, supervision, fellow workers, chances for promotion and customers (Moslehpour, Man-Ling, Van, & Alaleh, 2022). It makes more sense to evaluate the role of effective communication in job satisfaction. Effective communication is important because distortion in a process flow is a direct result of ineffective communication, which also leads to misunderstanding between personnel, inadequate defined tasks and critical processes, and this distortion create uncertainty regarding responsibility, scope, and objectives of the projects. (Zulch, 2014), and this distortion can also lead to distrust and lack of confidence between workers.

1.2 Research Question and Objective of Thesis

The main objective of this thesis was to investigate the working environment to explore how emotional intelligence and communication will impact on job satisfaction. To find a solution to these questions, a research questionnaire was created in the form of a survey, which was analyzed based on the responses from people within the organization. The aim of the study was to look at the relationship between emotional intelligence, communication, and job satisfaction. Two research questions were created to get a clearer picture into this concept.

RQ1. How can emotional intelligence enhance effective communication?

RQ2. What is the effect of emotional intelligence and communication on job satisfaction?

1.3 Thesis Structure

Figure 1 below is created to provide a better understanding and path of the research topic. Chapter 1 will introduce the general concept of the topic, and the theoretical framework of the thesis will be discussed in Chapter 2.

Chapter 3 will cover the research method, data collection and other variables that were used during the processing of the data. The data received from the survey questionnaire will be analyzed in chapter 4. Further discussion and conclusion will be in Chapter 5.

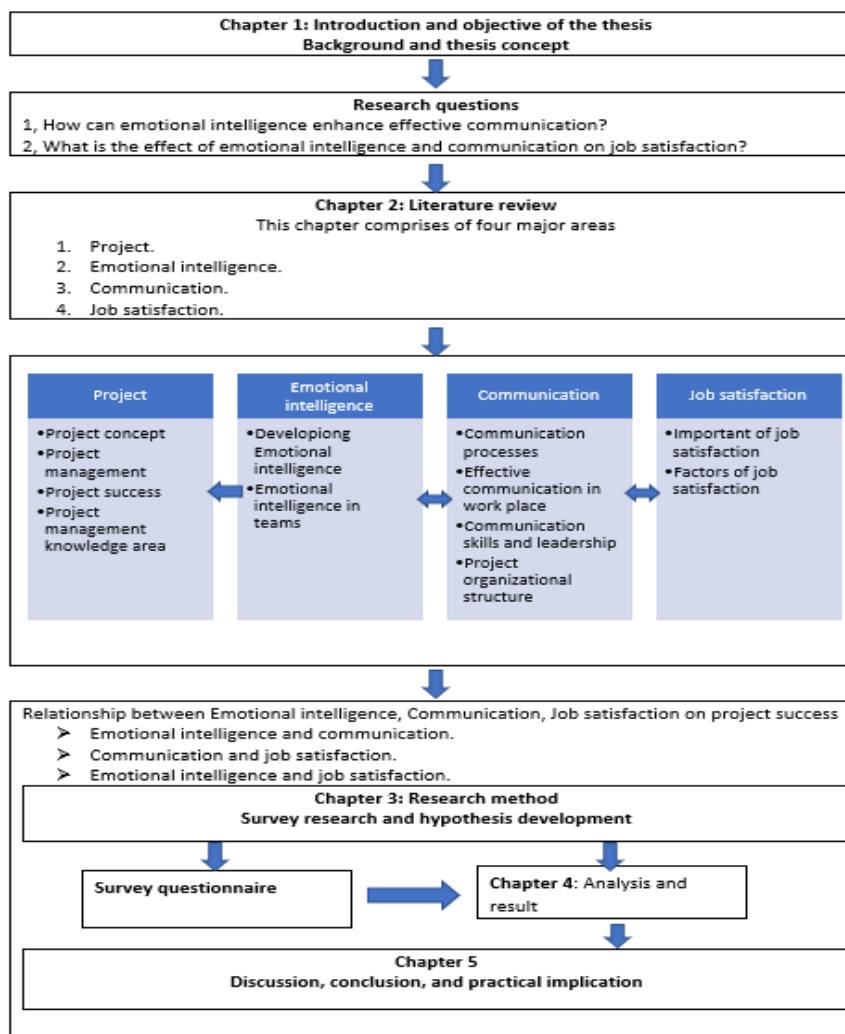


Figure 1. Thesis Structure

2 LITERATURE REVIEW

The literature review comprises of six main parts which are later broken down into subtopics. The main part will create an overview of project management, Emotional intelligence EI, communications, job satisfaction. This part will highlight the connection between projects, programs, and portfolio. Thereafter, the concept of emotional intelligence and how it impacts communication will be investigated. Also, the concept of job satisfaction as related to effective communication will be highlighted. This chapter will be concluded by creating the hypothesis to support the research method.

2.1 Project

A project, this can simply be said as a set of temporary endeavour which are undertaken to create a unique services or products, and a project always has a beginning and an end. The end usually signifies the close of the project when all criterial are met and all stakeholders are satisfied. A project can either be a stand-alone project, within a program, or within a portfolio, and are undertaken to fulfil an objective by producing deliverable. (PMI, 2017)

2.1.1 Program Management

A program is simply grouping of related projects, subsidiary programs, and programs activities, which cannot be achievable when done separately. Program requirement can be met by the application of knowledge, skills, tools, and techniques. (PMI, 2017). The program management is strategic in nature as it aligns the projects with the organisation strategics in achieving the organization goals. In a typical project-oriented organisation, responsibility and accountability of program passes from one functional group to another. "For example, from research during the concept phase, to marketing during the feasibility phase, to engineering during the planning and execution phase, to manufacturing during the production readiness phase, and finally, back to marketing for capability release". (Tim

Rahschulte, 2014). Chains of responsibility can easily break down on the part of the functional managers in an organisation where the plans of a projects are poorly conceived and executed, hence the program management model is important because the program assumes this full responsibility throughout the program cycle. program management support the business strategic goal, and with its implementation, it turns the business strategic into action as shown in figure 2 below. (Tim Rahschulte, 2014).

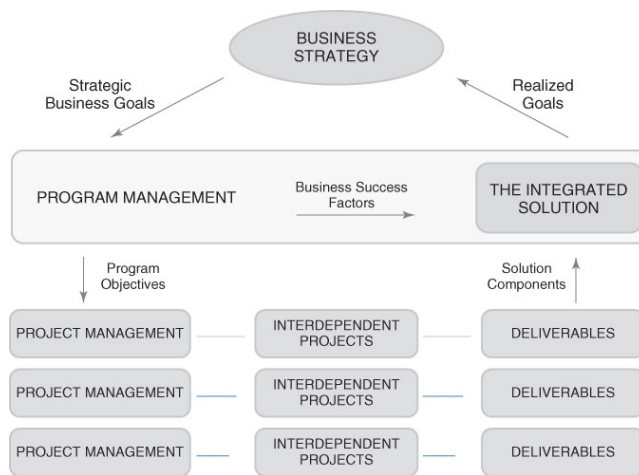


Figure 2. The strategic nature of program management

2.1.2 Portfolio Management

Portfolio management is more of the strategic level of the organization, and it contains the programs, projects, and the operations. The main aim of portfolio management is to investment decision of the organization, provide transparent decisions making, meeting the strategic objective by creating the optimal mix of programs and prioritizing physical resources and team allocation. (PMI, 2017, p. 2). Although, some organisation with multiple projects and program adopts the project portfolio management concept for effective management of project at any given time. (PMI, 2017, p. 1)

Figure 3 below depicts the relationship between the portfolio, project, program, shared resources, and stakeholders. It is very common that portfolios, programs, projects, and operations often engage with the same stakeholders, hence there might be conflict in the organisation since they make use of same resources and

in order to avert this situation, proper coordination is required within the organisation through using of portfolio, program, and project management. (PMI, 2017).

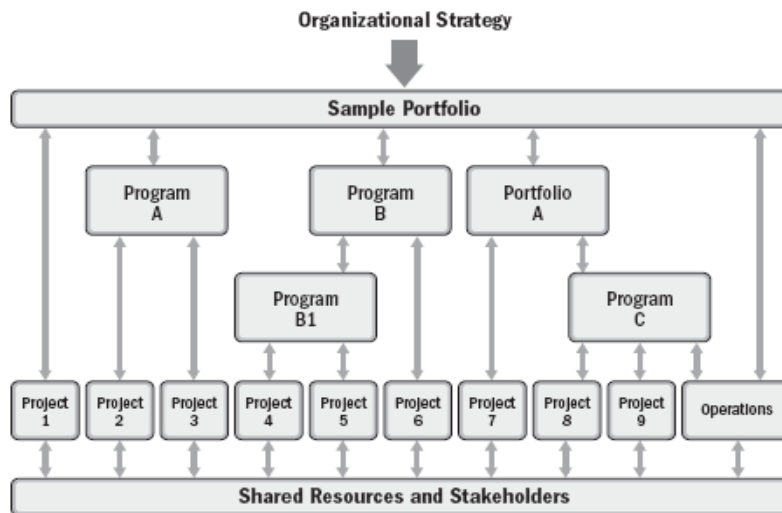


Figure 3. Portfolio, Programs, Projects, and Operations

2.1.3 Project Management.

Project management PM, is the process of applying knowledge, skills, and technique to meet up with the project requirements. (PMI, 2017) Typically, project has phases which are independent in each process group. Project management is divided into five process group as listed below: -

1. Initiating phase.
2. Planning phase.
3. Executing phase.
4. Monitoring and Controlling phase.
5. Closing phase.

Project management typically includes but is not limited to:

- Identifying requirement.
- The various needs, expectations and concern of the stakeholders are important while executing the project.

- Effective communications are required between stakeholders to create active collaboration.
- Project deliverables are met by effectively managing stakeholders.
- Balancing the competing project constraints as listed below,
 - ✓ Scope.
 - ✓ Quality.
 - ✓ Schedule.
 - ✓ Budget.
 - ✓ Resources.
 - ✓ Risks.

It is believed that the above listed constraints are strongly related and any changes in one factor is likely to affect the outcome of at least one other factor. Shortening the schedule for example, often increases the budget as it requires an increase in resources to complete the same amount of work in less time. (PMI, 2013). However, to deliver a successful project, the project team needs to critically assess the situation, balance the demand, and maintain proactive communication with the stakeholders.

Projects are temporary in nature; hence the successful nature of a project is measured within the constraints in terms of scope, time, cost, quality, resources, and risks. (PMI, 2013). It is most likely that a project will cost more and consume more resources when it exceeds the allocated schedule time of completion. A scenario companies are trying to avoid with proper planning and execution of the project deliverables.

Figure 4 below is the iron triangle, also known as the triangle of balance. It depicts the choices in terms of the constraints and how it helps in making good decisions as a project manager. It is a representation of the competing pressure which allows for good production and for a minimum cost.

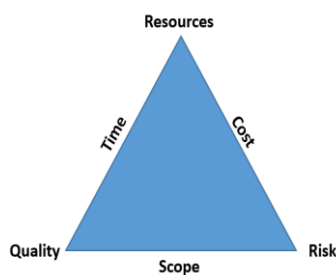


Figure 4. Project competing constraints.

2.1.4 Project Success

Project success is measured in terms of stakeholder satisfaction, timely execution and within the stipulated budget. Traditionally, the success of project management is the ability of the project to deliver in scope, time, cost, and quality. (Caccamese & Bragantini, 2012). However, it is important to note that meeting the above constraints requires individual with motivation, but the available motivation space is not infinite. “There is more than the “iron triangle”; there is the “soft pyramid,” a metaphor for concurrent constraints related to the “internal satisfaction” of the individuals working on the project” (Caccamese & Bragantini, 2012). For a project to be successful, there should be a reasonable trade-off among various concurrent heterogeneous factors that constitute the “soft pyramid”, which is more than making use of the soft skills in project Management (Caccamese & Bragantini, 2012). The project is successful after the last baseline are met and approved by the authorized stakeholders (PMI, 2013). The soft skill in the instance are emotional intelligence traits, for example, empathy, motivation, self-regulation, and social skills.

2.1.5 Project Management Knowledge Area.

Project management knowledge areas are defined by their requirement. In this case, requirements are described in terms of its component processes, inputs, outputs, tools, practice, and technique. (PMI, 2017). However not all projects make use of the 10 knowledge areas as different projects come with different

constraints. In other words, the influence of the constraint strongly determines which area the project teams need to focus on.

1. Project integration management.
2. Project scope management.
3. Project schedule management.
4. Project cost management.
5. Project quality management.
6. Project resources management.
7. Project communication management.
8. Project risk management.
9. Project procurement management.
10. Project stakeholder management.

2.2 Emotional Intelligence

Emotion can be defined “as a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with”, and “Intelligence is the ability to think, reason and understand instead of doing things automatically or by instinct”. Emotional intelligence is used to refer to people interpersonal and communication skills (HarperCollins, 2006).

The business environment has become more dynamic in recent years with unstable and unpredictable events, it simply means that, managers need extra competitive edge from their employees to achieve success of the organization. Significantly, empowering leadership and creativity has proven to be competitive approaches in organization success, and these approaches are influenced by emotional intelligence of managers (Bhattacharjee & Sahidur Rahman, 2016).

Emotional intelligence is fast becoming more discussed topic and it is gaining ground in most organizations, but according to (Bhattacharjee & Sahidur Rahman, 2016) the term “Emotional Intelligence” was first brought in the management literature by Salovey and Meyer in 1990 Here, they define emotional intelligence as “subset of social intelligence that involves the ability to monitor one’s own and

others feeling and emotions, to discriminate among them, to use this information to guide one's thinking and action". However, developing valid measures for accurately assessing social intelligence became a problem within research on human intelligence, and as a result, this concept was omitted from most traditional perspectives of intelligence (Hasson, 2017). It was recently that the notion of social and affective dimensions of intelligence started gaining attention. Subsequently, Howard Gardner's publication shed more light on the topic when he proposed the existence of seven intelligence domains and social intelligence, comprising a person's intrapersonal and interpersonal intelligence was one of them (Hasson, 2017).

Emotion plays an important role on how we think and behave, basic emotions such as fear, anger and disgust help protect a person and keep them physical by prompting them to react to the threat of danger around them (Hasson, 2017). There are three main aspects of emotions: thoughts, physical feelings, and behaviour. Although there is no specific order in which these aspects of an emotion occur, but it is like a chain reaction, as one aspect affects the others. For example, what one thinks can affect how one feels, which in turn affects one's behaviour (Hasson, 2017).

Over the years, research had focused more on the application of tools and techniques in project management with less attention given to the role of people management and the management of relationships (Nicholas & Ranse, 2010). However, over the past two decades, attention is gradually shifting to the "human side" of project management which is a critical component of the project manager's role and associated with project management success. Leadership and relationship management are identified by many authors as an important constituent of the project manager role between all parties involved in the project (Nicholas & Ranse, 2010).

Goleman has identified five components of measuring the EI of an individual and these five components are listed as follow, self-awareness, self-regulation, motivation, empathy, and social skills (Bhattacharjee & Sahidur Rahman, 2016).

People’s personalities are different; hence people react differently to situations. This is where the five domains of EQ (self-awareness, self-regulation, self-motivation, social awareness, and social skills) competences help in developing people. (Serrat, 2017).

Table 1. Self-awareness (Serrat, 2017)

Competence	Attribute
Emotional awareness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Know which emotions they are feeling and why • Realize the links between their feelings and what they think, do, and say. • Recognize how their feelings affect their performance. • Have a guiding awareness of their values and goals
Accurate self-assessment	<p>Individuals with this competence are.</p> <ul style="list-style-type: none"> • Aware of their strengths and weaknesses • Reflective, learning from experience • Open to candid feedback, new perspectives, continuous learning, and self-development; and • Able to show a sense of humour and perspective about themselves
Self-confidence	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Present themselves with self-assurance and have presence • Can voice views that are unpopular and go out on a limb for what is right; and • Are decisive and able to make sound decisions despite uncertainties and pressures

Self-awareness: As the name implies, it simply means having an understanding on one's emotion strengths, weaknesses, need, and drive, and its effect on others.

Table 2. Self-regulation (Serrat, 2017)

Self-control	<p>Individuals with this competence.</p> <ul style="list-style-type: none"> • Manage their impulsive feelings and distressing emotions well. • Stay composed, positive, and unflappable even in trying moments. • Think clearly and stay focused under pressure.
Trustworthiness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Act ethically and are above reproach • Build trust through their reliability and authenticity • Admit their own mistakes and confront unethical actions in others. • Take tough, principled stands even if they are unpopular.
Conscientiousness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Meet commitments and keep promises • Hold themselves accountable for meeting their objectives. • Are organized and careful in their work.
Adaptability	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Smoothly handle multiple demands, shifting priorities, and rapid change • Adapt their responses and tactics to fit fluid circumstances. • Are flexible in how they see events
Innovativeness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Seek out fresh ideas from a wide variety of sources • Entertain original solutions to problems • Generate new ideas.

Self-regulation: It demonstrate integrity and trustworthiness, accept ambiguity, and open to change, it is the component that refer to the ability to keep and impulses under control.

Table 3. Self-motivation (Serrat, 2017)

Achievement drive	<p>Individuals with this competence.</p> <ul style="list-style-type: none"> • Are results-oriented, with a high drive to meet their objectives and standards • Set challenging goals and take calculated risks. • Pursue information to reduce uncertainty and find ways to do better. • Learn how to improve their performance.
Commitment	<p>Individuals with this competence.</p> <ul style="list-style-type: none"> • Readily make personal or group sacrifices to meet a larger organizational goal. • Find a sense of purpose in the larger mission. • Use the group’s core values in making decisions and clarifying choices. • Actively seek out opportunities to fulfil the group’s mission.
Initiative	<p>Individuals with this competence.</p> <ul style="list-style-type: none"> • Are ready to seize opportunities. • Pursue goals beyond what is required or expected of them. • Cut through red tape and bend the rules when necessary to get the job done. • Mobilize others through unusual, enterprising efforts.
Optimism	<p>Individuals with this competence.</p> <ul style="list-style-type: none"> • Persist in seeking goals despite obstacles and setbacks. • Operate from hope of success rather than fear of failure. • See setbacks as due to manageable circumstance rather than a personal flaw.

Motivation: Highly motivated EI leaders can drive change, optimism, and high organisational commitment. This component demonstrates the ability to stay focus rather than backward, they are ready to accept changes to achieve failure rather than fear of failure.

Table 4. Social awareness: (Serrat, 2017)

Empathy	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are attentive to emotional cues and listen well. • Show sensitivity and understand others' perspectives. • Help based on understanding other people's needs and feelings.
Service orientation	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Understand customers' needs and match them to services or products • Seek ways to increase customers' satisfaction and loyalty. • Gladly offer appropriate assistance. • Grasp a customer's perspective, acting as a trusted advisor.
Developing others	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Acknowledge and reward people's strengths, accomplishments, and development. • Offer useful feedback and identify people's needs for development. • Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.
Leveraging diversity	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Respect and relate well to people from varied backgrounds • Understand diverse worldviews and are sensitive to group differences • See diversity as opportunity, creating an environment where diverse people can thrive.
Political awareness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Accurately read key power relationships and detect social network.

Empathy: This component deals with the feelings transmitted through verbal and non-verbal messages. It helps in understanding the links between the emotions and behaviour of other people and to provide people with support if needed.

Table 5. Social skills (Serrat, 2017)

Influence	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are skilled at persuasion. • Fine-tune presentations to appeal to the listener. • Use complex strategies like indirect influence to build consensus and support. • Orchestrate dramatic events to effectively make a point.
Communication	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are effective in give-and-take, registering emotional cues in attuning their message • Deal with difficult issues straightforwardly • Listen well, seek mutual understanding, and welcome sharing of information fully. • Foster open communication and stay receptive to bad news as well as good.
Leadership	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Articulate and arouse enthusiasm for a shared vision and mission. • Step forward to lead as needed, regardless of position. • Guide the performance of others while holding them accountable. • Lead by example.
Change catalyst	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Recognize the need for change and remove barriers. • Challenge the status quo to acknowledge the need for change. • Champion the change and enlist others in its pursuit.

Conflict management	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Handle difficult people and tense situations with diplomacy and tact. • Spot potential conflict, bring disagreements into the open, and help deescalate. • Encourage debate and open discussion. • Orchestrate win-win solutions.
Building bonds	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Cultivate and maintain extensive informal networks. • Seek out relationships that are mutually beneficial. • Build rapport and keep others in the loop. • Make and maintain personal friendships among work associates.
Collaboration and cooperation	<p>Individuals with this competence.</p> <ul style="list-style-type: none"> • Balance a focus on task with attention to relationships. • Collaborate, sharing plans, information, and resources. • Promote a friendly and cooperative climate. • Spot and nurture opportunities for collaboration.
Team capabilities	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Model team qualities such as respect, helpfulness, and cooperation. • Draw all members into active and enthusiastic participation. • Build team identity, esprit de corps, and commitment. • Protect the group and its reputation and share credit.

Social skills: are more of relationship building skills, the ability of a person to deal with a problem without degrading it negatively but rather create cooperation and resolve conflict with diplomacy.

2.2.1 Developing Emotional Intelligence

There are several different standardized tests for measuring intelligence, and Intelligence quotient or IQ is one of them, but many have argued that IQ is quite narrow because, some people might be academically brilliant but lack social and interpersonal skills (Serrat, 2017). It simply means that high IQ does not automatically translate to success. We need a more holistic approach when working as a team and dealing with people from different cultural backgrounds and beliefs, hence the concept of emotional intelligence EQ is more relevant in the work environment.

EQ is more important and relevant in work related outcomes in terms of organization productivity, individual performance, and people development because its principle and concept provide a new way to understand and assess people attitude, management styles, behaviors, and interpersonal skills. (Serrat, 2017). Developing EQ increases individual productivity and success, it promotes understanding thereby creating stability and fostering relationships between colleagues. Although, while some people are naturally gifted with high EQ, others can learn EQ skills. However, people that are willing to learn EQ, must be personally motivated, practice extensively and must be ready to receive feedback in order to reinforce their new skills (Serrat, 2017).

2.2.2 Emotional Intelligence in Teams

Working in teams might be tricky or difficult except when the team members accept their differences to work for a common goal of the team. With this regards, emotional intelligence has been on the fore front as a concept to harmonize the differences between team members. Generally, significant amount of research over the years has supported the notion that, EI fosters relationship between individuals and create the capacity to engage in social interactions or an individual level of social skills (Nicholas & Ranse, 2010). "A number of authors have found relationships between emotional intelligence and behavior, or individual dispositions considered important for working teams and team processes" (Nicholas &

Ranse, 2010). A study of 18 teams of student and a survey of 134 employees respectively, found that emotional competences are positively associated with team cohesiveness and emotional intelligence was also positively associated with individual team orientation (Nicholas & Ranse, 2010).

The work environment has evolved a lot in the last 20 years with fewer levels of management, and most management styles are becoming less autocratic. This scenario has created more autonomy for individuals, as most jobs tends towards knowledge based, team based and client-oriented jobs so that individual have more autonomy. (Serrat, 2017). Improving performance is fast becoming the core process and target of model organization, which can be achieved with higher emotional intelligence (Serrat, 2017). To further buttress the important of EI in team, a study conducted by Jordan shows that, there are positive correlation between the team level of emotional intelligence and team effectiveness, another study of 122 teams, highlighted the positive relationship between team level of EI, less task and relationship conflict (Nicholas & Ranse, 2010).

We can state that a team with less relationship conflict will achieve high job performance with timely execution. Hence, the importance of EI cannot be over emphasized. Organizations are becoming more adaptive, and they do not measure the successes of staff only by smartness, expertise, or training, but by how well they handle themselves and one another. Of course, these qualities are strongly influenced by self-control, perseverance, and the skill of getting along with others (Serrat, 2017). It further reiterates that EI may be the long sought missing link that unites conventional “can do” job performance ability with “will do” dispositional determinant. As a result, organization now opt to offer staff with learning and development that is explicitly labeled as emotional intelligence or emotional competence training (Serrat, 2017).

2.3 Communication

Communication is an originally Latin word (*Communicare*), which simply means “to make common” and this expression connotes that a common understanding is created while communicating (Zulch, 2014).

Communication is defined as a process or system that is used to communicate or broadcast information, to communicate in this sense simply means to share or exchange information with one another by writing, speaking, or using equipment (HarperCollins, 2006). We communicate every day of our lives and likewise at our workplace, and it is important to communicate more effectively and efficiently because it improves yourself confident, worth and you become more valuable employee. (Wells, 2018). Typically, people think that communication is merely spoken word, be it face to face or over the telephone. But in the real sense, communication is more than that. Communication can take many forms, of which spoken word is just one of it (Wells, 2018). Communication can either be verbal or non-verbal, and because it is the transmission of meaning from one person to another or many people, its need to be done properly, because the communication skills or ability of the project manager is the single most significant factor affecting the success of a project (Zulch, 2014). Project teams are indispensable for organizational collaborations in terms of planning schedule, establish procedures, and monitoring finance and personnel to develop product and improve processes, and where there is fault in team collaboration, the product quality suffers, there are delay in deliveries, and cost exceeds the budget. One of the underlining factors is lack of communication (Manata, Miller, Mollaoglu, & Garcia, 2022).

2.3.1 Communication Processes

Project teams need effective collaboration to achieve a common goal, and an effective collaboration is influenced by good communication processes. Communication is the process of acquiring all relevant information, interpreting this information, and effectively disseminating the information to the person who might need it. Communication is referred to as the lifeblood of a project because team

members need to collaborate, share, collate and integrate knowledge to realize project success. Communication consists of three components: a transmitter/sender, a transmission channel/medium and a receiver, and there is a fourth component which is the medium of communication, basically this is code in which a message is transmitted (Zulch, 2014). Of course, these three components need to work harmoniously to achieve effective communication.

Communication is a process like any other, except that the input is information, a simply flow in figure 5 below shows the communication cycle. Sender – Encoder – Transmission – Decoding – Receiver. And this process has feedback and the output which affects the next set of inputs. (Institute of Leadership & Mana, 2013).

Often, project managers have the perception that the success of a project is hinged to defining the scope correctly, having a complete work breakdown structure, or managing risks, but the success of a project is beyond this. Effective communication with all stakeholders is the most crucial factor in project successes. (Campbell, 2014)

Communication is all about perception and most people understanding on communication comes from their perceptions, and because there is a constant communication in work environment between people, stakeholders, or project teams. hence it is important to have other people perception in mind before communicating with them (Campbell, 2014) to avoid conflict of interest.

It is important to consider the following before communicating,

- What information do people need?
- Are there particular feeling or attitude in the message?
- What is best media to deliver the information, (for example, one-on-one meeting, town hall, email)?
- How should the message be delivered?
- How to receive feedback on how people react to the information?

Strong communication can help in predicting the success of a project, while weak communication inevitably led to problems within the project.

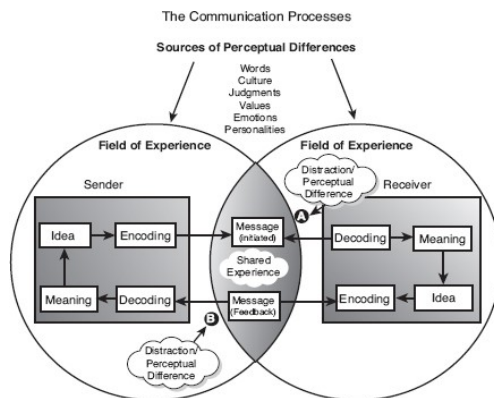


Figure 5. Communication processes

In the above communication circle, there is a sender, which is a message that is input into the process, and this input depends on the type of work or organisation. A typical example with this thesis context will be a purchase request, product release for production, change request, production updates, shipping request, invoices from supplies, etc. these information received needs to be process by somebody, that is, someone must check the information for decision making, and this could be, do nothing, because no action is presently required, take action yourself, or get others to take the action on your behalf, in this case, the needs should be clearly communicated to others (Institute of Leadership & Mana, 2013). While transmitting information to other people, it's important to decide how they will best understand the message. Taking into consideration that the working environment comprises of people with different language and cultural background.

Typically, distortion in process flow is a direct result of ineffective communication, which also lead to misunderstanding between personnel, inadequate defined tasks and critical processes, and this distortion create uncertainty regarding responsibility, scope, and objectives of the projects. (Zulch, 2014)

2.3.2 Overcoming Barriers to Communication

Communication is the transmission of meaning from one person to another or to many people, and this is commonly depicted as a simple triangle consisting of the

context, the sender, the message, and the receiver (Barrett, 2006). This is represented as shown in figure 6 below,

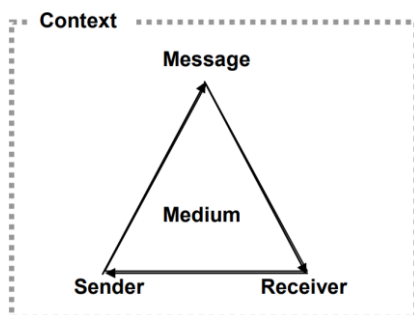


Figure 6. The Communication triangle.

The diagram depicts what would be very simple and ideal communication, in this case, there would be no miscommunication or misunderstandings. “The sender would understand the context and the audience (receiver), select the right medium, and send a clear message, and the receiver would receive and understand that message exactly as the sender intended” (Barrett, 2006).

Every human need communication, but this could be difficult to achieve sometimes, there are basically two forms of communication, verbal, and Non-verbal communication. (Institute of Leadership & Mana, 2013).

Verbal and writing communication: Language is full of ambiguities, and it is also depends on the willingness and ability of both parties to speak the same language, but the absence of this factors always lead to distortion in communication, which can simply be term as barriers in communication (Institute of Leadership & Mana, 2013).

Barriers to good spoken communication include:

- Poor command of the language.
- Accent- strong regional or foreign accents.
- Mispronunciation of words.
- Lack of a clear message/irrelevant content.

- Speaking too softly, too slowly, too fast, too loudly – or sometimes all combinations.

Barriers to written communication includes:

- Illegible handwriting.
- Unreadable faxes or printing.
- Unnecessary length and details which obscure the sense of the document.

Often, speaker and writers communicate on their own terms, thereby creating communication barriers with their audience (Institute of Leadership & Mana, 2013).

Non-verbal communication and body language: Apart from the popular verbal or written form of communication, there are also other forms of code to transmit information, one such form is the use of body language. This form of communication can come naturally as breathing, and it is a simple, powerful, and effective form of communication. But the shortcoming of this form of communication is the inability to convey the message in detail. (Institute of Leadership & Mana, 2013). Understanding body language is mostly attributed to perception because people can understand and interpret the same situation differently due to their state of mind at that moment. Considering a typical meeting situation, where a newly employee becomes fidgety, sweaty and lack concentration, the body language is visible to other colleagues in the meeting, but they will interpret the situation differently because the newly employee did not give further explanation on the situation. In this situation, the body language might be interpreted as nervous about having bad news, or unwell, or forgot to complete a task. (Institute of Leadership & Mana, 2013).

2.3.3 Effective Communication in the Workplace.

Communication in the work place is the most important aspect of every managers job as they aim to achieve their objectives and goals through other people by delegating tasks and requirement, hence they must ensure to pass a clear message

and also ensure that those people understand what is required of them. (Institute of Leadership & Mana, 2013). Moreso, there must be effective communication between colleagues as well to achieve a seamless process within production and product life cycle. In communication, there is a limit to the number of people a manager can manage for effective communication. It is difficult to effectively communicate once the number exceeds 12 people because they might be barriers that hinder the communication cycle, but this can be overcome by recognizing them and developing (adapting) the skills to properly ensure that the right message is received and understood. (Institute of Leadership & Mana, 2013).

The complication in communication is because of the interruption or interference in that transmission, it is either the sender who causes them or the receiver. This could be in the context of which the information is sent, the selection of medium, word use in the message, etc. all these and more as shown in the below figure influences the meaning of the message as it travels or affect the intended meaning from one to another. Selecting the right medium and crafting clear messages that allow the meaning to get to the specific receiver as intended is a goal of effective business communication (Barrett, 2006).

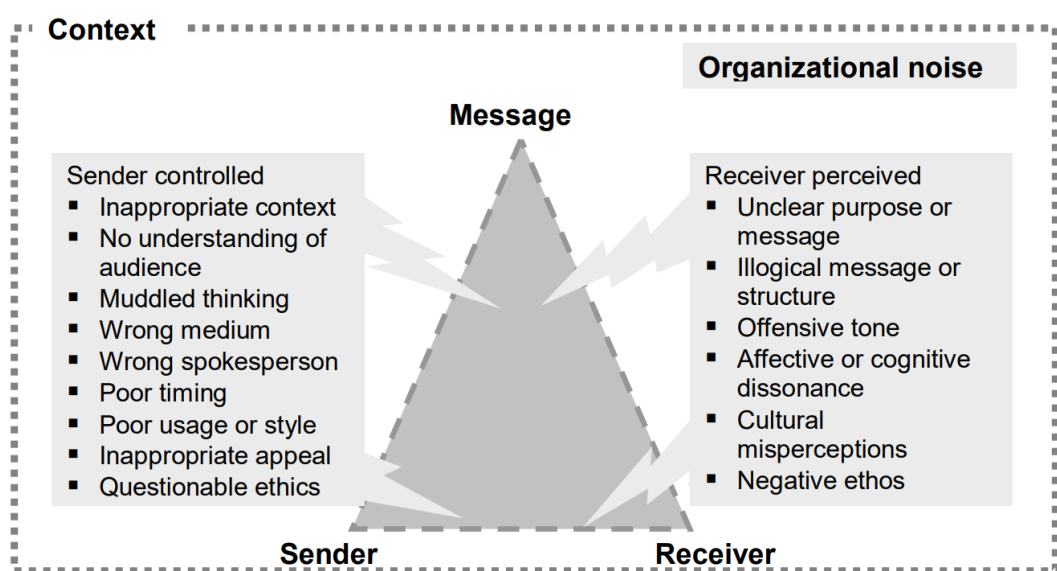


Figure 7. Communication Reality or the Interruption to communication

Communication is said to be effective, when a person (sender) passes his or her message across and the other party (receiver) can understand the message, in more sense, the more our intension and the response we receive correspond, the more effective we have been in communication. Effective communication is often simple, explicit, and straight to the point. (Tubbs, Moss, & Papastefanou, 2012).

Listed below are four rules to effective communication,

- Rule 1: Make it clear.
- Rule 2: Say what you mean.
- Rule 3: Avoid acronyms and abbreviations.
- Rule 4: Get to the lowest common denominator.

2.3.4 Communication Skills and Leadership

Leadership communication consists of layers which can be from the core strategy development skills to effective writing and speaking skills, and subsequently using these skills in complex organizational situations. We develop constantly as human, likewise our communication skills, as a project manager, the need to improve the core communication skills to become more effective in communication cannot be over emphasize. (Zulch B. , 2014)

Leaders are the men and women who influences others in an organization, they direct, inspire, guild and motivate others. They command others attention and persuade people to follow their goals, they mentor less experienced or younger employees. (Barrett, 2006)

2.3.5 Communication Planning

Two needs should be taken into consideration to understand the requirements of a project communication plan, and these are, understanding the requirement from the project communication system and the need to understand the communication method and style that is suitable to effectively address these

requirements, because poor communication during projects affect all parameter to project success, the safety of workers, cost, schedule, and project quality. While improve communication led to improve project quality and less failure. (Zulch, 2014) .

The sole responsibility of developing the project information and control system lies in the hand of project manager and project officer, it is very important to determine the lines of communication and the methods to effectively manage these information's at the start of any project. (Zulch, 2014). In this case, all stakeholders are carried along and responsibilities are easily shared and identified.

Good communication and strong leadership go hand in hand. And it is stated that the project managers who effectively manage the interaction and communication between people and organizations, consistently record successes in their projects. (Institute of Leadership & Mana, 2013). There are three types of communications that must occur to effectively manage a project. And these are Vertical, horizontal, and diagonal communications.

- Vertical communications, this is based on hierarchical relationships established on an organization chart, it is the up to down organization communication.
- Horizontal communication is simply the communication between peers and can also be referred to as lateral communication.
- Diagonal communication involves an upward relationship with managers and offices from other departments, and downward communication with third parties, such as contractors, suppliers, and consultants.

Properly establishing these three dimensions of communication will help in managing and resolving issues when conflict arises between organization, styles, and procedures. (Institute of Leadership & Mana, 2013).

2.3.6 Project Organizational Structure

Organizations are structured to reflect the way they aim to achieve their goals and objectives. Basically, there are two main structures, the bureaucratic structure, which is arranged in the pyramidal hierarchy. In this type of structure, the authorities lie in the position rather than the people, and the authority increases as one moves upward in the organization. While the other is the matrix structure, which breaks the unity of command, every employee has one person to report to. The main advantage of this structure is that it leads to greater motivation and teamwork because it allows flexibility and involvement. (Zulch, 2014).

Matrix organization structure is characterized by dual or multiple managerial accountability and responsibility. There are basically two chains of command within the matrix structure, one along functional line and the other along project, product, or client line. (Stuckenbruck, 1979). Matrix organization structure design keeps communications open between teams and this helps companies create more innovative products and services (Team Asana, 2021). Typically, there is a balance of power between the project and functional managers and the fact that project is temporary whereas the functional departments are more permanent (Stuckenbruck, 1979).

The below figure 8 depicts the functionality of the matrix organization, where the need is for the organization to effectively manage very large and very complex programs, projects, problems, and for managing limited resources as the matrix structure clearly defines responsibilities and authority which result in effective management. (Stuckenbruck, 1979). The main idea of the matrix structure is that, functions and skills are fragmented throughout the organization and problem solving is much easier which ordinarily will be difficult for individual functional departments because of a failure to view the total system and a tendency to sub-optimize or solve the problem within their discipline (Stuckenbruck, 1979).

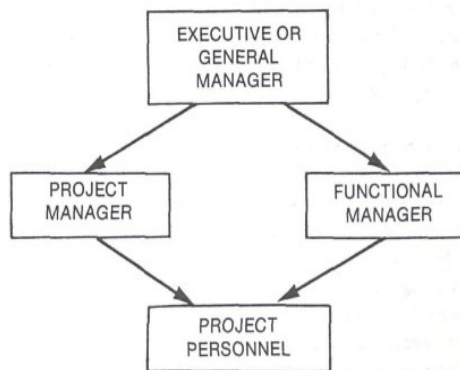


Figure 8. The basic unit of the matrix organization.

In the matrix structure, departments are separated, but information flows within the department and across other department, it simply means that in a project, teams members report to their department head but also report to project managers. (Team Asana, 2021). This is represented in figure 9 below,

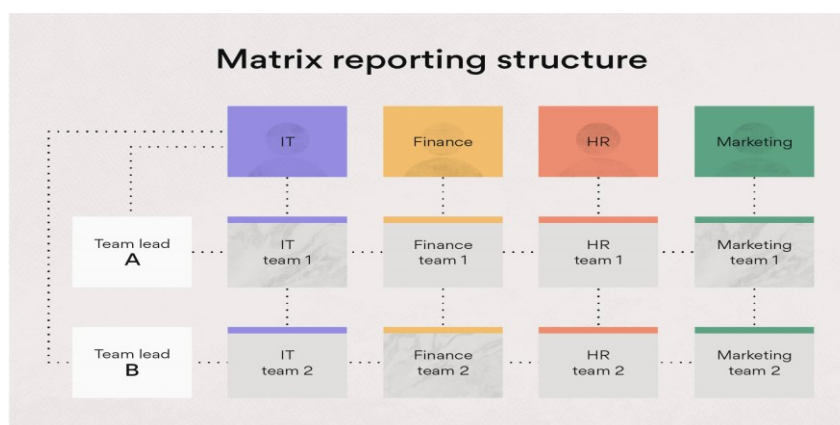


Figure 9. Matrix reporting structure.

2.3.7 Cross Functional Integration

Activities in an organization requires a lot of interaction and communication between the people involved, and the ability for a good performance within the team is a direct function of the cross functional team to create a shared understanding task, the process, and roles of each member (Tohidi, 2010). With the increase of globalization and competitiveness of the global economy, organizations are faced

with a more complex and dynamic environment. The increase in demand and emergence of new technologies has brought about new challenges and instability within the industries (Tohidi, 2010). Cross functional integration has proven to be an important system to overcome the barriers and conflicts between functions as it properly integrates members of different departments in information sharing and communication. Just like the human body, all parts need to work in synergy for optimal performance. Likewise, high degree of information sharing and information transfer between functional department will have a positive impact on decisions making and innovation performance in the process of product development (Bai, Feng, Yue, & Feng, 2016).

2.3.8 Cross-Functional Communication Challenges

Cross functional integration has proven to be a strong structure in organization operations, however there are some challengers with this model as stated (DeRosa, 2019). Listed below are the challenges in cross-functional communication,

- **Lack of clarity**, it is very easy to lose track on information since team members receive and send information to variety of sources. This cause distortion during decision making because there may be uncertainty on who has the authority.
- **Lack of trust**, uncertainty may arise between members as information criss-cross from one department to another, this can create lack of trust between member, thereby creating a scenario where member withhold information.
- **Lack of productivity**, even though this process drags a pool of expertise and knowledgeable personnel together on a project, thing can quickly become chaotic and unwieldy as multiple functional managers involved in a project can make it harder to share information and allocate resources.

2.3.9 Improving Cross-Functional Communication

(DeRosa, 2019). highlighted three ways of improving communication in a cross functional environment,

- **Develop a communication plan**, it is important to prioritize communication and develop a clear plan on how information will be shared, and which medium will be most effective. Also, the plan should clarify reporting relationships and stipulate who has the authority in final decision making.
- **Establish goal**, setting a goal will help to foster relations and create collaboration within teams. Without a goal, team members often find themselves working at cross-purposes.
- **Build trust**, Leaders and team members must come together to convince each other that they will take responsibility for their actions and create a conducive working environment for everyone by leveraging on their expertise and resources to drive production optimally. Without the right systems and practices in place, the diverse nature of these teams has the potential to undermine their effectiveness.

2.4 Job Satisfaction

Job satisfaction JS is defined as the “satisfaction of employees psychological and physiological satisfaction towards the working environment and the job itself, reflecting a subjective reaction to a work situation” (Moslehpour, Man-Ling, Van, & Alaleh, 2022). Furthermore, job satisfaction can be defined as affective orientations on the part of an individual toward the work roles which they are presently occupying (Aziri, 2011).

Job satisfaction represents a combination of positive or negative feelings which an individual has toward his or her work. (Molla, 2015).

The growth of a company is strongly dependent on its workforce; the commitment of this workforce to a large extent depends on their satisfaction with the job. This

is a crucial factor in an organization irrespective of whether it is a private or public organization. It was stated that the degree of interest is that satisfied personnel is reported as committed workers and commitment is the indication for organization output and effectiveness (Tatar, 2020) “Organizational commitment is the degree to which an employee feels loyalty to a particular organization, thus organizational commitment acts as a psychological link to an organization which influences individual act in a way that are consistent with the organization interest” (Tatar, 2020).

The important of job or work in an individual life cannot be over emphasis as it occupies a lot of personal and professional time compared to any other activities. To this end, it is paramount to understand the extend individual are satisfied with their job. Satisfaction is simply the pleasure felt after fulfilling a need, it is important to note that a person is satisfied when their expectations or desire or requirement are met. (Ali, 2016).

Job satisfaction is mediated by both internal and external factors, internal factors in the case of satisfaction derive from the job itself, accomplishment and personal growth, while external factor is the case of satisfaction derive from payments, company policies and supports, supervision, fellow workers, chances for promotion and customers (Moslehpour, Man-Ling, Van, & Alaleh, 2022). Although as human nature, employee can be satisfied or dissatisfied with job that they are assign to, hence it is important for organization to create policies that will create an enabling environment for the employee to be satisfy with their job, because employees satisfaction is important to the organization in terms of organizational performance, organizational commitment, employee productivity and turnover (Ali, 2016).

2.4.1 Important of Job Satisfaction

Employee satisfaction is a key aspect of organizational growth which must be guided zealously as this is a key variable which is considered while evaluating an organization’s success. An organization must meet the expectations and concerns of its employees effectively and efficiently (Tatar, 2020)

Organization has strong influence on their employee, and this reflects directly on the employee behavior toward the organization. It simply means that job satisfaction is important for both the employee and the organization. Studies has shown that an organization with satisfied employees are more likely to have better employee turnover and more productivity (Tatar, 2020).

Job satisfaction is a worker's sense of achievement and success on the job, this is directly linked to wellbeing and productivity. From all indication, job satisfaction implies doing a job one enjoys, and being rewarded for one's effort. Job satisfaction is the key ingredients that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Aziri, 2011).

(Aziri, 2011). listed three important features of job satisfaction.

- Organizations should be guided by human values by treating workers fairly and with respect. High levels of job satisfaction may be a sign of a good emotional and mental state in employees.
- The behavior of workers depending on their level of job satisfaction will affect the activities and functionality of the organization's business.
- Job satisfaction may serve as indicators of organizational activities.

Employees should be treated first and foremost as people with their desires and needs, as this is a good indicator of job satisfaction in modern organizations. Job satisfaction can be properly evaluated by considering some of the negative consequences of job satisfaction, such as lack of loyalty, increase in accidents, increase in the number of incapacities for work, etc. (Aziri, 2011).

Literature suggests that the antecedents of job satisfaction can be categorized into personal characteristics, role, perceptions, and organization variables (Christen, Iyer Ganesh, & Soberman, 2006).

There is the perception that effort and compensation are critical determinants for the viability of any employment situation. It is imperative that an employee will

not be willing to exert effort unless he or she is paid, and likewise, the employer will not be willing to pay unless the employee work (Christen, Iyer Ganesh, & Soberman, 2006). It simply means that both parties should be better off in creating a conducive working environment.

2.4.2 Factors of Job Satisfaction

While discussing job satisfaction, it is also empirical to highlight job dissatisfaction as they are two opposite but non excludable phenomena. There are a couple of factors which cause job satisfaction and dissatisfaction. These factors were segmented into two, that is the motivator (satisfaction) and the hygiene factors (dissatisfaction). (Aziri, 2011). Table 6 below highlighted the factors, we can take the motivational factors as an internal factors and hygiene factors as external factors. These internal factors are those personal factors that influence the worker decision to stay on his job and keep contributing their quota to the project successes, but the internal factors are a great determinant of the external factors. Let take a scenario where the interpersonal relations or company policies are not right or not well implemented, it will greatly impact the motivator factors which in turns affect job satisfaction.

Table 6. Job satisfaction factors

Hygiene factors	Motivators
Company policies	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Statuse	Growth
Job security	

(HERZBERG, 1976). (Aziri, 2011)

Maslow hierarchy of needs clearly stated that food, air, rest, security, freedom from threat, affection, affiliation, recognition, status, achievement, competence, personal growth, realization of potentials, self-fulfilment are indicators of one fulfilment and these needs motivate individuals. The satisfaction of these needs eventually translates to job satisfaction. (Molla, 2015).

Employees who are satisfied with their jobs are more likely to stay with their employers (Malveaux, 2009).

Listed below are five important aspects of job satisfaction.

- Job Security.
- Benefits.
- Compensation/Pay.
- Opportunity to use skills and abilities.
- Feeling safe in the work environment.

Commitment to organization success is a direct reflection of the positive aspect of the above listed attributes and the absent of these positive attributes of job satisfaction creates job dissatisfaction. Several factors influence employee job satisfaction, and these factors are dynamic. In the absence of satisfaction, there is the tendency of job dissatisfaction leads to low performance and decreases productivity. (Malveaux, 2009).

2.4.3 Factors of job Dissatisfaction

Individuals have different perspective towards jobs in terms of expectations, motivations, inspiration and of course pay, but often, these factors tend to degenerate, and the individual find it difficult to cope with the job, hence dissatisfaction on the job gradually set in. (Molla, 2015) highlighted below are some factors that can lead to job dissatisfaction,

- Conflict between co-workers
- Conflict with supervisor
- Inappropriate pay for service render.
- Inadequate equipment to become successful.
- Lack of opportunities for promotion.
- Having little or no say in decisions that affect a person.

- Fear of losing the job through downsizing or outsourcing.

Collaboration in and outside the work environment is an essential tool to drive up production and enhance productivity, mostly in this era of increased competition amongst companies. Teamwork is the mean of improving manpower utilization and potentially raising performance of individual (Manzoor, HafizUllah, Murad, & Zulqarnain, 2011). To buttress the above point, let take a scenario of a production line of four workstations with a through put time of 10 mins and these workstations are man by four individuals to complete a task. In the process, it is obvious that the progress of the job requires a lot of teamwork because lagging behind one worker will automatically ruin the entire production process.

One of the benefits of teamwork is that it enhances knowledge sharing and skills distribution. So many organizations emphasize more on teams because it increases employee performance, greater productivity and problem solving (Manzoor, HafizUllah, Murad, & Zulqarnain, 2011).

Working in a team requires effective communication skills because it is a great determinant of interpersonal relationships between team members. A study concluded that a good manager is the one who assigns responsibilities to their employee in teams to maximize output (Manzoor, HafizUllah, Murad, & Zulqarnain, 2011).

2.5 Emotional Intelligence and Job Satisfaction

Job satisfaction and Emotional intelligence are two great and important concepts to consider while evaluating the growth and success and an organization. Simply put, my contribution toward the success of my organization depends on how satisfied I am with the job and my relationship with my work colleague. It is often said that the happier the workers, the higher their input.

The work environments are occupied with people of different status, backgrounds, beliefs, and race. Hence, there are chances of misunderstanding between work colleagues. It is considered that an employee with higher emotional intelligence

can create strategies to overcome the consequences which might arise due to stress, however, those with less emotional intelligence will find it more difficult to manage the situation. (Ealias & George, 2012). Based on the literature review above, the following hypothesis is suggested:

H1. There is a positive association between emotional intelligence and job satisfaction.

2.6 Emotional Intelligence and Communication

The backbone of growth and survival in an organization is hinge on effective communication between personnel and across departments because human activities drive the processes in an organization. It is imperative to think of an organization in which individuals operate in isolation without the benefit of communication. Hence, it is important to determine the skills needed for effective communication. These skills can be divided into three: cognitive, technical and communication. While cognitive and technical are more of personal skills, communication or social skills entail the individual having the ability to interact with client and other professional. (Zulch B. , 2014). Furthermore, interpersonal skill and emotional skills are highlighted as an important skill in a project environment, while interpersonal is basically having the confident to communicate and emotional skill is the ability to make the right decision in a difficult situation. "Without emotional skills, the interpersonal skill may not be effectively, and without the interpersonal skill, the technical skills may be wasted". (Zulch B. , 2014). It is inevitable to note that emotional intelligence is playing a vital role in communications.

Interpersonal skill involves verbal and non-verbal communication skills, relating and collaboration skills, conflict management skills, promoting team spirit, respecting others, and being respected. (Petrovici & Dobrescu, 2014). Interpersonal skills are a strong enabler in positive interaction and social cohesion, people with this skill create a good impression in the society because they can monitor their behavior and adjust accordingly.

Effective control of communication skills is the medium by which the leader influences a single person, a group, an organization, or a community. Leadership communication consists of three rings (1) core, (2) managerial and (3) corporate, this simply means that the higher the manager move up in the organization, the more complex his communication demand becomes (Barrett, 2006).

The core communication ability represented in the centre of the framework below expands to the managerial communication ring and then further to the communication capabilities included at the broader corporate communication ring (Barrett, 2006). The framework in figure 10 is depicted as a spiral because it was not meant to suggest hierarchy.



Figure 10. The leadership Communication Framework.

Figure 10 above depicts the core skills which a leader must master in an organization and these include (strategy, writing, and speaking), but as the spiral suggested, they also require other skills by expanding outward from the core skills to the managerial skills level where they need to manage groups, and the skills required at this level include emotional intelligence, cultural literacy, listening, managing teams and meetings, coaching and mentoring. (Barrett, 2006). Therefore, the following hypothesis is suggested:

H2. There is a positive association between emotional intelligence and effective communication.

2.7 Communication and Job Satisfaction

As stated in Chapters 2.4 above, job satisfaction is the physiological and psychological satisfaction toward the working environment and, also Job satisfaction is a worker sense of achievement and success on the job. But it is inevitable to talk about job satisfaction without mentioning effective communication, communication is also a medium of outlining the work procedure in terms of deliverable and set goals Communication is the pivot point that drive information between work colleagues, which if properly use can create proper bonding and foster stronger relation between colleagues which is healthy for company growth, but on the contrary, bad communication processes can spell doom for the company because it can easily drive down motivation of workers, which is one of the core ingredients of job satisfaction.

The effectiveness of communication was further highlighted on how Philip of Macedon rescued his country from collapse and when asked of what prompt the victory, he named Demosthenes (384-322BC), an orator and communicator in the Athenian court with two pieces of advice as a young man: speak with positive intent and prepare your body for effective communication. The bottom line is, there is the need to learn how to communicate and to be able to communicate. (Zulch B. , 2014)

A good number of skills which include, communication skills, interpersonal skills, stress handling skills, problem solving, presentation skills, motivation skill and leadership skills were listed as the skills needed in the project environment by the project manager. Although all the skills are important, but communication skills stood out as the most important skills amongst the lot because none of the above-mentioned skills can function properly without the communication skills. (Zulch B. , 2014). Therefore, the following hypothesis is suggested:

H3. There is a positive collaboration between effective communication and job satisfaction.

The following research model is suggested.

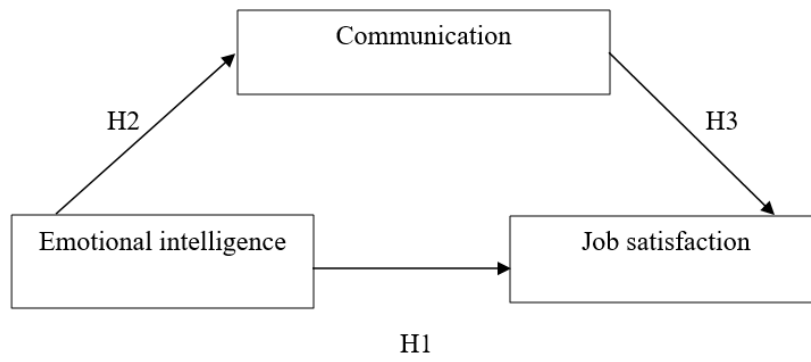


Figure 11.Research model

3 RESEARCH METHOD

The thesis was aimed at investigating people and their interaction between each other to foster a proper relationship and communication between workers. Hence, a survey research method was adopted, where raw data was collected from respondents using a web-based survey questionnaire which was compiled and delivered by mail to avoid any form of errors within the process.

3.1 Research Buildup

Teleste is an international technology group that offers an integrated product and service portfolio that makes it possible to build a networked and secure society while reducing negative impact on the environment. With the drive for innovation, Teleste is a leading international company in broadband, security and information technologies and related services. Teleste Corporation is listed on Nasdaq Helsinki in the Technology sector and is quoted in the small cap segment and the net sales in 2020 stands at 144.0 million Euro. (Teleste, 2021)

Teleste business is divided into two unit, Networks and Video Security and Information with offices in 20 countries and presence in over 30 countries. (Teleste, 2021).

This research was restricted to Teleste information solutions and not the whole body as the Teleste corporation.

3.2 Survey research

Over the years, the field-based empirical methodologies in the production and operation management (POM) have increased steadily, and the prominent among these is the survey research methodology (Malhotra & Varun, 1998). This method is date back to the 1950s and have continued to evolve with time. This study adopted the explanatory research method because it is devoted in finding relationships among the variables (emotional intelligence, communication, and job

satisfaction) after establishing the theoretical foundation. This research method employs the use of gathering data from the business context or social setting in which practice occurs, more so in the POM field. This is a non-traditional field-based methodology which opposes the long traditional methodology of simulation and modelling. In all of these, it is important that the method is critically implemented to achieve a valid and meaningful result. (Malhotra & Varun, 1998). This can be achieved with proper technique for collecting, analysing, and interpreting data.

3.3 Data Collection and Sampling

As earlier stated, a survey in the form of a questionnaire was sent by electronic mail to a total of 134 personnel with 58 responses received, giving a response rate of 43%. These responses were exported from the questionnaire form into an Excel spreadsheet and subsequently exported into a statistical package for the social science (SPSS) program. The background variables of the respondents are presented in tables 7 below.

Table 7. Statistics on gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	16	27.6	27.6	27.6
	Male	42	72.4	72.4	100.0
	Total	58	100.0	100.0	

As indicated in the above table 7, 16 females responded to the questionnaire, which represent 27.6% and 42 males which represent 72.4% responded to the survey questionnaire.

Table 8. Years in service

Data of years in service					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11years - 20 years	5	8.6	8.6	8.6
	21 years and above	5	8.6	8.6	17.2
	6years- 10 years	11	19.0	19.0	36.2
	Below 5 years	37	63.8	63.8	100.0
	Total	58	100.0	100.0	

It was observed that the group below 5 years in service responded more to the survey representing 63.8 percent of total respondents, followed by the group of 6 – 10 years as indicated in table 8 above.

Table 9. Age distribution

Data on age distribution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	5	8.6	8.6	8.6
	30-39	20	34.5	34.5	43.1
	40-49	17	29.3	29.3	72.4
	Over 50	16	27.6	27.6	100.0
	Total	58	100.0	100.0	

Workers within the age bracket 30-39 responded more with a response rate of 34.5%, following closely are the group with age bracket 40 – 49 years with response rate of 29.3% as indicated in table 9 above.

Table 10 below highlighted the responses based on organisational role. Research and development had the highest response rate of 27.6%, followed by projects with 14%.

Table 10. Role in organisation

Role in the organisation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Operations, Sale, and logistics	13	22.4	22.4	22.4
	Others	3	5.2	5.2	27.6
	Production activities	6	10.3	10.3	37.9
	Projects	14	24.1	24.1	62.1
	Research and Development	16	27.6	27.6	89.7
	Service	6	10.3	10.3	100.0
	Total	58	100.0	100.0	

3.4 Measurement of Variables

3.4.1 Emotional Intelligence

The questions on emotional intelligence were taken from an existing literature (Naseer, Saeed-ul-Hassan, Fazalur, & Nabi, 2011) and the question was asked on a scale of one to five (strongly agreed to 5 strongly disagreed).

3.4.2 Communication.

The questions on communication were taken from an existing literature (Zulch, 2014) and the question was asked on a scale of one to five (1 not important to 5 extremely important) and another scale of (1 very dissatisfied to 5 very satisfied).

3.4.3 Job Satisfaction.

The questions on job satisfaction were taken from an existing literature (Hofmans, Dries, & Pepermans, 2008) and the questions were asked on a scale of one to five (1 very dissatisfied to 5 very satisfied).

3.5 Reliability and validity of variables.

To establish content validity, the questionnaire on Emotional intelligence, Communication, and Job Satisfaction were taken from existing literature, and a review of existing theories suggested that there is a strong correlation between the three variables. The survey questionnaire was pre-tested by the project manager, He was asked to review the questionnaire on language clarity and comment on the overall format of the instrument. The test showed that the instrument contains no ambiguities, and the number of questions were reasonable. The survey was sent to 134 persons.

Cronbach Alpha was run to determine the reliability of the instrument as shown in the table 11 below.

Table 11. Reliability measure

Name of variables	Number of items	Cronbach alpha
Emotional intelligence	8	0.62
Communication	9	0.60
Job satisfaction	10	0.70

4 RESULT AND DATA ANALYSIS

4.1 Descriptive Statistics

The descriptive statistics are presented in table 12 below, the data indicates the importance of emotional intelligence in the work environment with a mean value of 3.8618 and it is a determining variable for effective communication and job satisfaction.

Table 12. Descriptive statistics

Statistics				
		EI	JS	Communication
N	Valid	57	58	56
	Missing	1	0	2
Mean		3.8618	3.6626	3.6429
Median		4.0000	3.7143	3.5556
Std. Deviation		.48682	.55017	.43096
Minimum		2.38	2.57	2.78
Maximum		4.75	4.71	4.56

The mean value of EI is 3.8618, which is higher than the mean value of JS and communication, 3.6626 and 3.6429 respectively. But there are no significant differences between the numbers, it simply implies that these three variables are important in the success of projects and for an organization.

4.2 Correlation and Hypothesis Testing

A simple correction test was done on the three variables and the result was represented as shown in table 13 below.

Table 13. Hypothesis testing

Correlations				
		Emotional intelligence	Communication	Job satisfaction
Emotional intelligence	Pearson Correlation	1	.469**	.412**
	Sig. (2-tailed)		<.001	.001
	N	57	55	57
Communication	Pearson Correlation	.469**	1	.487**
	Sig. (2-tailed)	<.001		<.001
	N	55	56	56
Job satisfaction	Pearson Correlation	.412**	.487**	1
	Sig. (2-tailed)	.001	<.001	
	N	57	56	58

** . Correlation is significant at the 0.01 level (2-tailed).

The hypothesis was tested in three stages as highlighted below,

The first hypothesis H1 of the research model suggested a positive relation between emotional intelligence and job satisfaction. H1 is supported since there is a positive and significant relationship between EI and JS. ($r = 0.412$, $p = 0.001$).

The second hypothesis H2 of the research model suggested a positive relation between emotional intelligence and communication. H2 is supported since there is a positive and significant relationship between EI and CC. ($r = 0.469$, $p < 0.001$).

The third hypothesis H3 of the research model suggested a positive relation between communication practices and job satisfaction. H3 is supported since there is a positive and significant relationship between CC and JS. ($r = 0.487$, $p < 0.001$).

The results suggest that communication practices mediate between emotional intelligence and job satisfaction.

4.3 Additional Observations

An additional analysis was explored to see if the differences in age, gender, and duration in the organisation has an effect in relation to emotional intelligence and job satisfaction. The finding is illustrated with the below tables.

Table 14. EI and Age

Report			
Emotional intelligence and Age			
	Mean	N	Std. Deviation
20-29	3.4250	5	.69933
30-39	3.8750	20	.45883
40-49	3.8824	17	.38899
Over 50	3.9667	15	.51855
Total	3.8618	57	.48682

From the above table 14, the analysis was done with EI as the dependent variable and age as an independent variable. Although not significant, it was observed that the group above 50 years portray more EI than others. This buttresses the point that emotional intelligence increases with age. (Serrat, 2017). Although the number of responses within the age bracket 20-29 is small as compared to others, it can also be observed that the group portray less EI traits than others.

Table 15. EI and work experience

Report			
EI and Work experience			
	Mean	N	Std. Devia- tion
11years - 20 years	4.1750	5	.32596
21 years and above	3.9500	5	.45586
6years- 10 years	3.9000	10	.47799
Below 5 years	3.7973	37	.50720
Total	3.8618	57	.48682

The group with working experience of 11-20 years are more satisfied with their job with a mean value of 4.1750, following closely are the group with working experience of 21years and above with a mean value of 3.9500 as represented in the above diagram. It simply means that the group with more years of working experience are more satisfied with their jobs than others as shown in figure 15 above.

Table 16. EI and gender

Report			
EI and gender			
	Mean	N	Std. Devia- tion
Female	3.9250	15	.58972
Male	3.8393	42	.45051
Total	3.8618	57	.48682

Although not significant, the above figure 16 indicates that females have more EI with a mean value of 3.9250 as compared to males with a mean value of 3.8393.

5 CONCLUSIONS AND DISCUSSION

The thesis explored three main topics (emotional intelligence, communication, and job satisfaction) as a cure ingredient of an organization's success. The main motivation was the authors' personal drive to look beyond other resources in an organization (capital resources, monetary resources, raw materials, and technology) and focus on human resources, which is arguably one of the key components of an organization's success but has not been given as much attention as other resources. The competencies of an employee comprise important factors of an organization's performance and perhaps the role of human resources and competences constitute a greater proportion of an organization's values in a society that is moving away from industrialization and capital, and towards innovation and knowledge as the backbone of industrial competitiveness (Nielsen & Marco, 2012). This insinuation of the importance of resources motivated the author to explore the topic of "emotional intelligence, communication, and its impact on job satisfaction". The key finding here is job satisfaction with other variables as emotional intelligence and communication. It is often said that the more an employee is satisfied with their job, the more their contributions towards the job increase, which in turn increases productivity.

The research hypothesis was created for clarity and understanding the underlying mechanisms connecting EI, CC, and JS. This research hypothesis was tested using the data that was received from a survey questionnaire responded by 58 work colleagues of 134. The hypothesis testing in Table 13 above shows a strong correlation between EI and JS, EI and CC, CC, and JS. The results suggest that communication practices mediate between emotional intelligence and job satisfaction.

5.1 Theoretical Contribution.

Earlier research had been conducted on a wide range of literature and online material which shed more light on the topic as indicated in Chapter 2 (literature review). Understanding how emotional intelligence links to job satisfaction has implications for employees and leaders. Earlier on we discussed how organization

has an influence on their employees and how this also reflects directly on the employee behavior with the organization. It simply means that job satisfaction is important for both the employee and the organization. It further buttresses the point that job satisfaction is a worker's sense of achievement and success on the job, and this is directly linked to wellbeing and productivity. The wellbeing of an employee is directly linked to the level of EI which comprises of 5 main components such as self-awareness, self-regulation, motivation, empathy, and social skills. Invariably, an employee with these skills tends to be more satisfied with their job and, leaders that possess these skills are more likely to guide and motivate their employees on the right path. Chapter 2.2 defines emotional intelligence "as a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with", and "Intelligence is the ability to think, reason and understand instead of doing things automatically or by instinct". While "Emotional intelligence is used to refer to people interpersonal and communication skills, and further attribute on the 5 components of EI was created as shown in Table 1 to 5

The second hypothesis H2 of the research model suggested a positive relation between emotional intelligence and communication. It simply implies that an employee or a leader with high levels of emotional intelligence communicate better because they understand their feelings and the feelings of people around them.

As stated in Chapter 2.6, the backbone of growth and survival in an organization is hinge on effective communication between personnel and across departments because human activities drive the processes in an organization. It is important to note that no employee can work in isolation within an organization, hence proper collaboration is required from all stakeholders to drive the progress of an organization.

Interpersonal skills involve verbal and non-verbal communication skills, relating and collaboration skills, conflict management skills, promoting team spirit,

respecting others, and being respected. These skills point directly to the 5 affirmation EI component and its attribute as highlighted in Table 1 to 5 above. Taking this into account, table 17 below was constructed with a comparison of the communication skills and the EI attributes.

Table 17. Communication vs EI attribute comparison

Communication skills	EI attributes
Collaboration skills	<ul style="list-style-type: none"> • Achievement drive. • Commitment • Initiatives
Conflict management skills	<ul style="list-style-type: none"> • Developing others • Leveraging diversity • Political awareness
Promoting team spirit	<ul style="list-style-type: none"> • Team capability • Building bonds
Respecting others	<ul style="list-style-type: none"> • Change catalyst. • Leadership • Empathy
Being respected	<ul style="list-style-type: none"> • Service orientation • Adaptability • Innovation

The leadership communication framework as inscribes in Figure 10 further reiterate the importance of emotional intelligence and communication as suggested with hypothesis, and buttresses in Table 17 above. The frame suggests that apart from the core skills of a leader (strategy writing and speaking) as seen in the middle of the spiral in figure 10 above, a good leader required other managerial skill

as they move outward of the spiral, and amongst these skills is emotional intelligence.

The third hypothesis H3 of the research model suggested a positive relation between communication practices and job satisfaction. As stated by (Zulch B. , 2014), there is a need to learn how to communicate and to be able to communicate. As often said, unhealthy communication creates rankle and disunity amongst employees and the resultant effect of this disunity spell doom for the organization. Unhealthy communication drives down the morale of employees and this has a direct effect on job satisfaction. "Job satisfaction is dynamic, for it can decline even more quickly than it develops. In the same line, Schermerhorn et al. (1995) define job satisfaction as an emotional response to one's task as well as to the physical and social conditions of the workplace" (Awad & Suhaila, 2012). Employees are more committed when they are satisfied with their jobs and high job satisfaction can lead to positive ends, such as good mental health and loyalty, invariably low job satisfaction can take a negative effect such as poor mental health (Awad & Suhaila, 2012).

Communications is also a medium of outlining the work procedure in terms of deliverable and set goals. Let us take a scenario where the job procedures are not properly planned or sketchy, the outcome will look odd, and this will affect the level of job satisfaction.

Often, project success has been measured on project competing constraints (iron triangle) whether the project meets time, cost, and scope, as shown in Figure 4 above but all indications prove that there is still huge amount of project failure, hence the recommendation of soft skills on leaders and project managers, because people determine the success or failure of a project. These soft skills are generally the attributes of emotional intelligence as shown in Table 17 above. However, soft skills are not easily taught as compared to hard skills. Soft skills are tacit knowledge which are harder to convey via text, it is a skill that is acquired by

frequently doing, rather than by reading, and this problem extends beyond academia. (Amy & Bryan, 2016).

H2 clearly answered RQ1, - (How can emotional intelligence enhance effective communication?) as it suggested that there is a strong correlation between emotional intelligence and communication.

H1 and H3 answered RQ2, - (What is the effect of emotional intelligence and communication on job satisfaction?) as it suggested that there is a strong correlation between emotional intelligence and job satisfaction, likewise communication and job satisfaction.

5.2 Practical Implication [Model Creation]

The research suggested some practical implications after analyzing the result with well-established facts from the theoretical review, the following actions are recommended to take in Teleste information solution.

5.2.1 Emotional Intelligence

Emotional intelligence is a strong determinate within an organization as this research has suggested that there is a strong correlation between emotional intelligence, communication, and job satisfaction. Based on the findings and the attributes of EI, it was suggested that the organization management needs to create awareness of EI amongst personnel. Although EI are personal feelings which might sometimes prove difficult to measure because the mode of an individual is affected by so many internal and external factors, the fact remains that EI could be learned. This can be done by introducing emotional intelligence learning programs in the organization on a regular basis. Although some people are naturally gifted than others, EI could be learned when people are personally motivated and practice extensively what they had learn, receive feedback, and reinforce their new skills. (Serrat, 2017). The article on understanding and developing emotional intelligence shows that emotional intelligence increases with age, and this is true from

the survey analyses in Table 14 above: (EI vs Age) where the group of 50 years and above had a score of 3.9667 as against 3.8824 for 40 – 49 years, and 3.4250 for 20 – 29 years.

Individuals can become more productive and successful by developing their emotional intelligence.

People who score high on EI are probably thinking before they act in different situations, and this individual has the ability to handle changes smoothly, handle multiple work demands, readily shift priorities, adapt their responses and tactics to fit the fluid circumstances and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and the immediate environment (Shehla & Amirul, 2017). Developing the concept of knowledge sharing within organisation is also an important aspect of improving productivity and services because knowledge sharing provides a basis for competitive advantage, innovation performance, and creativity. However, it is difficult to discuss the concept of knowledge sharing without taking trust into consideration.

Trust is simply “the extent to which one is willing to ascribe good intentions to and have confidence in the words and actions of other people” (Shehla & Amirul, 2017). Knowledge sharing is high in an environment where people are allowed to convey their taught, use themselves in solving problems and can resolve any disagreement. EI attribute also helps in building trust amongst work colleagues.

Leaders and team members must come together to convince each other that they will take responsibility for their actions and create a conducive working environment for everyone by leveraging on their expertise and resources to drive production optimally. Without the right systems and practices in place, the diverse nature of these teams has the potential to undermine their effectiveness.

Poor communication during projects affects all parameters in achieving a successful project, the safety of workers, cost, schedule, and project quality. While improving communication led to improved project quality and less failure.

Proper communication plan should be put in place or improve on, to minimize the effect of cross functional communication challenges.

It is important to prioritize communication and develop a clear plan on how information will be shared, and which medium will be most effective. In addition, the plan should clarify reporting relationships and stipulate who has the authority in final decision making because it has been observed that distorted communication has resulted in production delay and deliverables. Emphasis should be placed on communication awareness within the organization.

5.2.2 Emotional Intelligence and Leadership.

The success or failure of an organization is dependent upon the leadership, and it is stated that 90 percent of successful leadership is due to EI. It is often stated that a successful leader can manage their emotion, and the emotion of their subordinates. (Bassem & Joelle, 2017). EI has been suggested as one of the critical criteria in an organisation because it sets a pace for a cordial relation between colleagues and between employees and their employers. We can reflect to the model in Figure 11 which suggested that communication is a mediating factor between emotional intelligence and job satisfaction. It is observed that emotional intelligence influences communication which in turn affects job satisfaction. We can argue that one of the goals of an organization is to keep its employee satisfied with their jobs in order to drive up productivity.

Leaders with a high EI can recognize, assess, predict and manage emotion in such a way that they are able to interact positively and motivate their team members (Bassem & Joelle, 2017).

5.2.3 Limitation and Future Research

Although there are so many articles and research done on emotional intelligence, but there are no proper laydown procedures on learning emotional intelligence.

The number of responses to the questionnaire was satisfactory but the research would have been more robust if it had captured a larger number of responses within the organization.

Further research on emotional intelligence could be done at the top management level. Moreso, more studies could be conducted on job satisfaction.

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APPENDIX 1

Emotional intelligence and communication survey ✕ ⋮

The essence of this survey is to investigate emotional intelligence, communication, and its effect on job satisfaction within the work environment.

The purpose of gathering this information is to seek opinion from employees within Teleste Information Solutions Oy with regards to the above thesis topic in order to identify the gaps within communication and job satisfaction, and with the aim of finding solution to these effects.

The information received will be analysed solely for the purpose of the thesis.

The survey questionnaire is tailored for the topic, hence it omitted personal information of the employees for privacy purpose.

The data and information received during the research will be discarded 6 months after the completion of the thesis

This survey is strictly anonymous, and responses are treated as private.

Background information

Please indicate your age ?

- 20-29
- 30-39
- 40-49
- Over 50

Please indicate your gender?

- Male
- Female

How long have you been working with Teleste?

- Below 5 years
- 6years- 10 years
- 11years - 20 years
- 21 years and above

Please select your role in the organisation

- Production activities
- Projects
- Service
- Research and Development
- Others

Emotional intelligence

×

⋮

Description (optional)

I understand my own emotions

	1	2	3	4	5	
strongly disagreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agreed

I have a good sense of why i have certain feelings most time

	1	2	3	4	5	
strongly disagreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agreed

I am a good observer of others emotions

	1	2	3	4	5	
strongly disagreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agreed

I am sensitive to the feelings and emotions of others

	1	2	3	4	5	
strongly disagreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agreed

I am self motivated person

	1	2	3	4	5	
strongly disagreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agreed

I am able to control my temper and handle difficult situation

	1	2	3	4	5	
strongly disagreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agreed

I am capable of controlling my own emotion

1 2 3 4 5

strongly disagreed strongly agreed

I calm down quickly when I am very angry

1 2 3 4 5

strongly disagreed strongly agreed

Job satisfaction ⌵ ⋮

When it comes to your job, how satisfied are you with the following

In general, I am satisfied with my job?

1 2 3 4 5

very dissatisfied very satisfied

I enjoy coming to work here

1 2 3 4 5

very dissatisfied very satisfied

I am enjoying working with my co-workers

1 2 3 4 5

very dissatisfied very satisfied

In general, I think my efforts are appreciated

1 2 3 4 5

very dissatisfied very satisfied

I am satisfied with my performance

1 2 3 4 5

very dissatisfied very satisfied

I am satisfied with the progress I have made toward meeting my goals for income.

	1	2	3	4	5	
very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very satisfied

...

I know exactly what is expected of me

	1	2	3	4	5	
very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very satisfied

Work procedure

✕ ⋮

When it come to work tasks, how clear is you work procedure

Explanation is clear of what has to be done?

	1	2	3	4	5	
very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very satisfied

I trust my team colleague and my team colleagues trust me

	1	2	3	4	5	
very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very satisfied

...

My working procedure are clearly stated

	1	2	3	4	5	
very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very satisfied

Communication Method



When it come to communication, what method is more efficient for you?

Written communication

	1	2	3	4	5	
Not important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely important

Electronic communication

	1	2	3	4	5	
Not important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely important

Oral communication

	1	2	3	4	5	
Not important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely important

Visual communication

	1	2	3	4	5	
Not important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely important

Nonverbal communication

	1	2	3	4	5	
Not important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely important

Communication in general



When it come to communication, how satisfied are you with the following?

Clarity of the communication sent to employees

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

Frequency of the communication sent to employees

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

How accurate is Communication to you

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

How often do you communicate with your colleague

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

