uclan
University of Central Lancashire

Dissertation

Title	Leadership of project teams and emotional intelligence in the interior
Author	Daibes, Farah
URL	https://clok.uclan.ac.uk/13796/
Date	2016
Citation	Daibes, Farah (2016) Leadership of project teams and emotional intelligence in the interior. [Dissertation]

This document is made available to authorised users, that is current staff and students of the University of Central Lancashire only, to support teaching and learning at that institution under a https://creativecommons.org/licenses/by-nc/3.0/ licence. It may be shared with other authorised users in electronically or printed out and shared in that format. This cover sheet must be included with the whole document or with any parts shared. This document should not be published or disseminated via the internet, or in an analogue format beyond the network or community of the University of Central Lancashire. So, you may post it on the intranet or on the Blackboard VLE, but not on the openly accessible web pages. You may print it, or parts of it, and you may hand it to a class or individual as long as they are staff or students of the University of Central Lancashire. This does not affect any use under the current Copyright Law and permission may be asked via clok@uclan.ac.uk for uses otherwise prescribed.

CLoK

Leadership of Project Teams and Emotional Intelligence in the Interior Design Industry

By Farah Daibes

Dissertation submitted to the University of Central Lancashire in partial fulfilment of requirements for the degree of Masters in Project Management

Grenfell-Baines School of Architecture, Construction and Environment

Date of submission: 15th of January 2016

Supervisor: Abdulkadir Ganah

Word count: 19,046

DECLARATION

This work is submitted to the University of Central Lancashire in partial fulfilment of the Degree of Masters in Project Management. I declare that the work presented here is my own work. The work cited from mass literature is duly referenced using Harvard Referencing System.

……..

Farah Daibes

15th of January 2016

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to everyone who supported and assisted me in completing this dissertation. I thank all my tutors at UCLan in general and my supervisor Abdulkadir Ganah in particular for his constant guidance. I thank my mother Asma Khader, my role model, my biggest supporter, without her I wouldn't be here. And I thank the rest of my family and friends who motivated and encouraged me throughout this experience.

ABSTRACT

Abstract of a dissertation entitled Leadership of Project Teams and Emotional Intelligence in the Interior Design Industry, for MSc in Project Management, at the University of Central Lancashire in January 2016.

Emotional intelligence (EI) has been a revelation in the business world since the 1990s, and was found to be a great contributor to leadership success and employee development across the globe. Leadership has immense effects on organizational development and project success. However, no research has been conducted to determine which leadership style is most appropriate in the interior design industry. Moreover, no research has investigated the link between leadership style emergence and EI or the effects of both on followers in the interior design industry. Therefore, this study aims to assess the level of use and effect of EI and leadership styles on followers within the interior design industry.

To achieve the aim of this study, a thorough literature review of relevant research was conducted along with a survey consisting of two questionnaires, one targeting team leaders in the interior design industry and the other interior designers working within a team in project based organizations in the UK and Jordan. 63 responses were gathered and analysed using a quantitative research method. A combination of descriptive and comparative analysis was conducted to determine leadership style emergence, levels of leaders' emotional intelligence and their effect on followers.

Transformational leadership as well as EI were found to be a large contributors to followers' performance and had various positive effects on followers. When both aspect were linked, we found that all transformational leaders who were assessed have either high or medium levels of emotional intelligence. We also found that all transformational leaders as well as all leaders with high EI enhanced followers' creativity and work experience, leading to the conclusion that transformational leadership could be the most appropriate leadership style to lead project teams in the interior design industry. However, we recommend future research to develop a scientific tool that measures EI accurately, as well as more comprehensive research of leadership in the interior design industry and how it can enhance followers' design process.

Table of Contents

DECLARATION II

ACKNOWLEDGEMENT III

ABSTRACT IV

CHAPTER 1 - INTRODUCTION 1

1.1 BACKGROUND 1
1.2 STATEMENT OF PROBLEM 1
1.3 AIM AND OBJECTIVES 2
1.4 SCOPE AND LIMITATIONS 2
1.5 METHODOLOGY 3
1.6 STRUCTURE OF THE DISSERTATION 4

CHAPTER 2 - LITERATURE REVIEW 5

2.1 INTRODUCTION 5
2.2 CONCEPT AND HISTORY 5
2.2.1 The Concept and History of Emotional Intelligence 5
2.2.2 The Concept and History of Leadership 7
2.3 EI AND LEADERSHIP 9
2.4 LEADERSHIP STYLES 10
2.4.1 Leadership Theory Schools 10
2.4.2 Leadership styles in relation to leaders' personal differences 13
2.4.3 The Effect of Leadership Styles on Followers 16
2.5 LEADERSHIP STYLES AND PROJECT MANAGEMENT 19
2.5.1 Leading vs. Managing Projects 19
2.5.2 Project Leading Styles 20
2.6 DESIGN MANAGEMENT 21
2.7 MAIN FINDINGS AND KNOWLEDGE GAPS 23
2.8 SUMMARY 24

CHAPTER 3 - RESEARCH METHODOLOGY 26

3.1 INTRODUCTION 26
3.2 CHOICE OF RESEARCH METHODOLOGY 26
3.3 RESEARCH METHOD/S ADOPTED 28
3.3.1 Step 1 – Development of Research instrument 28
3.3.2 Step 2 – Piloting 29
3.3.3 Step 3 – Choice of Sample 29

3.3.4 Step 4 – Data Collection and Recording *30*
3.3.5 Step 5 – Data Analysis *31*
3.4 DATA VALIDITY AND RELIABILITY 31
3.5 SUMMARY 32
CHAPTER 4 - ANALYSIS AND INVESTIGATION 32
4.1 INTRODUCTION 32
4.2 DETAILS OF THE PARTICIPANTS 32
4.2.1 Personal Attributes *32*
4.2.2 Working Conditions *33*
4.3 MAIN FINDINGS 34
4.3.1 Questionnaire A *34*
4.3.1.1 Analysis of Leadership Behaviours 34
4.3.1.2 Analysis of Leadership Characteristics 35
4.3.1.3 Determining Leadership Styles 35
4.3.1.4 Leaders' effect on participants' work experience 36
4.3.1.5 Leaders' Communication Style 38
4.3.1.6 Analysis of EI levels and EI behaviours 38
4.3.2 Questionnaire B *39*
4.3.2.1 Analysis of leadership characteristics and leadership styles 39
4.3.2.2 Analysis of EI levels and EI behaviours 41
4.4 DISCUSSION AND SYNTHESIS 42
4.4.1 Leadership styles and their connection to EI *42*
4.4.2 The effect of leaders' EI on followers' work experience *43*
4.4.3 Effect of Leadership style on followers' work experience *44*
4.4.4 The effect of Leadership style and level of EI on followers' creativity *46*
4.4.5 Comparison between Jordan and the UK *46*
4.4.5.1 Levels of EI 46
4.4.5.2 Leadership Styles 47
4.4.6 Comparison between other findings *47*
4.4.6.1 Gender and leadership style 47
4.4.6.2 Gender and level of EI 47
4.4.6.3 Leading project teams 48
4.4.6.4 Years of experience and leadership styles 48
4.4.6.5 Size of team and leadership styles 48
4.5 IMPLICATIONS 49
4.6 SUMMARY 49
CHAPTER 5 - CONCLUSIONS 51
5.1 OVERALL CONCLUSIONS 51
5.2 RECOMMENDATIONS 52

5.2.1 To the industry *52*
5.2.2 To Academia *53*

REFERENCES **54**

APPENDIX 1 – QUESTIONNAIRE-A PILOT **64**

APPENDIX 2 – QUESTIONNAIRE-B PILOT **67**

APPENDIX 3 – QUESTIONNAIRES A & B MODIFIED **69**

APPENDIX 4 – SAMPLE RESPONSES **74**

List of Tables

TABLE 1. GOLEMAN'S EMOTIONAL COMPETENCY INVENTORY LIST. (SOURCE: WOLFF, 2005). 6
TABLE 2. LITERATURE REVIEW OF RELATED STUDIES. 9
TABLE 3. KEY FINDING OF EFFECTS OF VARIOUS FACTORS ON LEADERSHIP STYLE. 23
TABLE 4. COMPARISON BETWEEN QUANTITATIVE AND QUALITATIVE METHODOLOGIES. (SOURCE: HTTP://WWW.DATABRIO.COM/) 27
TABLE 5. ANALYSIS OF PERSONAL ATTRIBUTES OF PARTICIPANTS IN QUESTIONNAIRE-A. 33
TABLE 6. ANALYSIS OF PERSONAL ATTRIBUTES OF PARTICIPANTS IN QUESTIONNAIRE B. 33
TABLE 7. ANALYSIS OF WORKING CONDITIONS OF PARTICIPANTS IN QUESTIONNAIRE-A. 33
TABLE 8. ANALYSIS OF WORKING CONDITIONS OF PARTICIPANTS IN QUESTIONNAIRE-B. 34
TABLE 9. MEAN OF RESPONSES OF LEADERSHIP BEHAVIOURS FROM QUESTIONNAIRE-A. 35
TABLE 10. MEAN OF LEADERSHIP CHARACTERISTICS FORM QUESTIONNAIRE-A. 35
TABLE 11. LEADERSHIP STYLE OF EACH PARTICIPANT'S LEADER FROM QUESTIONNAIRE-A. 36
TABLE 12. MEAN OF RESPONSES OF LEADERS' EFFECT ON PARTICIPANTS OF QUESTIONNAIRE-A. 37
TABLE 13. FREQUENCY AND PERCENTAGE OF SCORE RANGES OF LEADERS' EFFECT ON FOLLOWERS FROM QUESTIONNAIRE-A. 38
TABLE 14. FREQUENCY OF EI SCORE RANGES FROM QUESTIONNAIRE-A. 39
TABLE 15. MEAN OF EACH EI BEHAVIOUR FROM QUESTIONNAIRE-A. 39
TABLE 16. LEADERSHIP STYLE EMERGENCE FROM QUESTIONNAIRE-B. 40
TABLE 17. MEAN OF LEADERSHIP CHARACTERISTICS FORM QUESTIONNAIRE-B 41
TABLE 18. FREQUENCY OF EI SCORE RANGES FROM QUESTIONNAIRE-B. 41
TABLE 19. MEAN OF EACH EI BEHAVIOUR FROM QUESTIONNAIRE-B. 42
TABLE 20. CORRELATION BETWEEN LEADERS' EI AND FOLLOWERS' WORK EXPERIENCE. 43
TABLE 21. THE RELATIONSHIP BETWEEN EI AND FOLLOWERS' WORK EXPERIENCE. 43
TABLE 22. CORRELATION BETWEEN EI SCORE AND FOLLOWERS' WORK EXPERIENCE FACTORS. 44
TABLE 23. RELATIONSHIP BETWEEN LEADERSHIP STYLE AND FOLLOWERS' WORK EXPERIENCE. 45
TABLE 24. CORRELATIONS BETWEEN TRANSFORMATIONAL LEADERSHIP AND FOLLOWERS' WORK EXPERIENCE FACTORS. 45
TABLE 25. LEADERSHIP STYLES AND CREATIVITY. 46
TABLE 26. SIZE OF TEAM IN RELATION TO LEADERSHIP STYLES. 49

List of Figures

FIGURE 1. BLACHARD AND HERSEY'S LEADERSHIP MODEL. (SOURCE: GRAHAM, 2015). 11
FIGURE 2. INDIVIDUALS' ABILITY TO FLEX LEADERSHIP STYLE. (SOURCE: WWW.KENBLANCHARD.COM). 21
FIGURE 3. ARCHER'S DESIGN PROCESS MODEL. (SOURCE: COUNCIL, 2007) 22
FIGURE 4. EFFECT OF LEADER'S PERSONALITY ON FOLLOWERS. 37
FIGURE 5. FREQUENCY OF LEADERS' USE OF COMMUNICATION STYLES. 38

CHAPTER 1 - INTRODUCTION

This chapter includes a demonstration of the background of our subject of interest, statement of the problem which drove this dissertation, our main aim and objectives, the scope and limitations of this dissertation, a brief explanation regarding the used methodology, and finally an overview of the structure of this dissertation.

1.1 Background

In 1983, psychologist Howard Gardener suggested the existence of multiple forms of intelligence. A few years later, the term EI was introduced for the first time by Wayne Payne in his doctoral dissertation titled “A study of emotion: Developing emotional intelligence” (Mayer *et al.* 2001). However, it was not until 1990 that EI was formally introduced to the world by psychologists Peter Salovey and John D. Mayer, who defined it as "a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action" (Salovey and Mayer, 1990). Daniel Goleman’s Book “Emotional Intelligence: why it can matter more than IQ” published in 1995 was a huge success, and increased the popularity of EI and soon the term was prevalent. EI was consequently linked with children’s education, and programs that taught “social and emotional learning” were being developed in several developed countries, such as the USA, Singapore, Japan and the UK. The impact of EI is well established in the realm of business (Goleman, 1998; Bar-On and Parker, 2000; Sojka and Deeter-Schmelz, 2002; Ashkanasy and Dasborough, 2003; Rhee and White, 2007; Naixiao and Zhuoqi, 2012), especially in the area of leadership and employee development (Goleman, Boyatzis and McKee, 2002). The Harvard business review described EI as “one of the most influential business ideas of the decade” (Goleman, no date).

1.2 Statement of problem

Although many view EI as a revelation within the business world, some still question the validity of the relevance between EI and successful leadership due to inconclusive research or lack of scientific evidence (Walter *et al.* 2012; Zeidner *et al.* 2004). Therefore, many questions are yet to be answered, such as whether EI is a void

management concept or is it in fact a tool which can enhance organizational performance, particularly in the field of interior design. There's also a lack of research that determines methods of improving EI competencies within organizations. Within the interior design industry, there has been no research that investigates the effect of leaders' EI on the designers' creativity process and whether EI can change the level of performance of teams within that industry, and if it does, an understanding of the intricacies of the process must be tackled. It is also important to address the EI traits necessary for a leader to exhibit in order to improve a design team's performance.

Given the gaps stated above, there is clear need for the analysis and investigation of leadership styles in project teams within the interior design industry and its relationship with EI. Therefore, this study attempts to fill that gap by shedding light on this specific link.

1.3 Aim and Objectives

The aim of this dissertation is to assess the level of use and the effect of EI and leadership style of leaders of project teams in the interior design industry.

The objectives that attempt to achieve the above mentioned aim are:

1- Analyse leadership styles and their connection to emotional intelligence in the work place.
2- Discover the effect of leaders' level of emotional intelligence on followers' work experience in the interior design industry.
3- Discover how the different leadership styles affect followers' work experience in the interior design industry.
4- Assess how leadership styles and level of leaders' EI affects the creativity of interior designers.
5- Compare results of leadership emergence and level of EI between Jordan and UK.

1.4 Scope and Limitations

This study will explore the link between leadership of project teams and EI in both Jordan and UK, those regions were chosen for three reasons: the accessibility to data,

the vast cultural difference and the gap in business development between the two countries. The main focus will be on small and medium sized interior design firms in the previously mentioned regions, the focus on interior design is due to the background and personal interest of the author in the subject, in addition to filling a gap in the existing literature regarding this industry. The main concentration will be on commercial and residential projects, which are the two main types of projects in the industry. This study will explore leadership styles and EI of leaders of project teams in the industry in order to pinpoint leadership behaviours and characteristics that enhance the performance and work experience of interior designers. In order to attain the needed information this study will target interior designers and their leaders or managers within that particular sector.

Limitations include the unavailability of other literature regarding this study's specific focal point, as well as the lack of scientific measuring tools of EI. There are also time constraints on data collection and analysis, in addition to limited financial resources.

1.5 Methodology

A quantitative methodology was chosen for this dissertation due to the nature of this research, which will be based on analysing, understanding and describing the effect of EI and leadership styles on interior designers' work performance and experience. The first research method is a thorough literature review and analysis of the core research that is related to EI and leadership of project team, with the intention of linking the key findings to the interior design industry and how leaders can improve the performance of interior designers in project based organizations leading to an enhancement of project outcomes.

Two sets of questionnaires were developed; the first is aimed at interior designers while the second is aimed at team leaders in the interior design industry. 90 questionnaires were distributed using a snowball sampling method targeting interior designers in Jordan and the UK. This sampling method has been chosen due to the difficulty in finding appropriate participants, who should be interior designer working within a team or team leaders in a project based organization in either Jordan or the UK. Questionnaires to interior designer were chosen because they allow a maximum amount of feedback in the time-limit of this dissertation while preserving anonymity. Moreover, information required from interior designers, such as their managers' leadership style

and level of EI, can be obtained using a well-structured questionnaire. Another 70 questionnaires were distributed in the same method targeting team leaders. Although interviews could have been a better method for obtaining information from team leaders, time limitations and difficulty in setting up interviews lead to the use of questionnaires instead. The second questionnaire aims to assess the team leaders' level of EI and leadership characteristics.

1.6 Structure of the dissertation

There are 5 chapters within this dissertation, which are divided as follows:

1. Introduction to the dissertation, including background on the selected subject, aim and objectives, methodology and scope and limitations
2. A thorough literature review on the subject of leadership of project teams and its link to emotional intelligence, discussing the main research within that area and focusing on findings which affect the interior design industry
3. Detailed description of the methodology adopted, including justification for the adopted methodology
4. Discussion and analysis of key finding from the responses of the two questionnaires based on the aims and objectives stated in chapter 1
5. Finally, a summary of the dissertation along with conclusions and recommendations for both future research and practical performance development and leadership implications

CHAPTER 2 - LITERATURE REVIEW

2.1 Introduction

This chapter is a comprehensive literature review of the subject of this dissertation, and consists of three main sections. The first section introduces EI and leadership; the second highlights the link between EI and leadership; while the third section discusses leadership styles, how they affect employees as well as leadership styles in relation to leaders' personal differences. Afterwards, leadership styles in the context of project and team management are discussed, and a brief description about managing design is presented. Finally, the key findings will be demonstrated along with the knowledge gaps in the literature.

2.2 Concept and History

2.2.1 The Concept and History of Emotional Intelligence

Overall intelligence was the indicator of intellectual ability until psychologists divided it into more specific categories that consist of groups of individuals' abilities, although those intelligences are interrelated, they are independent and distinct from one another (Mayer and Geher. 1996). Three main intelligence categories were established. The first includes analytical, abstract and verbal abilities; the second consists of performance, mechanical and visual abilities; and the third involves social and practical skills (Hegarty and Waller, 2005).With the emergence of multiple intelligence categories in the 1980s, and the research conducted investigating how emotions interact with reasoning, articles about EI began to emerge. In the 1990s EI became a subject of interest in many fields, including psychology, business and education (Mayer *et al.* 2008). However, the term was used in a variety of ways in the literature; some considered EI to be the ability to have rational emotions, defining it as "the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (Mayer *et al.* 2008, pp.511), while others defined EI in a list of personality traits such as happiness, flexibility, tolerance of stress and self-regard (Locke, 2005). Parker *et al.* (2013) consider EI to be a stable characteristic which forms the foundation to a person's basic temperament.

Mayer and Salovey's (1990) four–branch ability model, which is considered to be the most scientific approach to EI construct according to Clarke (2010), demonstrates EI's four main

competencies regarding emotional functioning in both one's self and others, those competencies are: (1) Perceiving and identifying emotions, (2) Using emotions to facilitate thinking, (3) Reasoning and understanding emotions and (4) Effective management of emotions. Many scholars attempted to create frameworks to assess EI. One of the most commonly used tools for EI assessment is Goleman's (1998) emotional competency inventory framework (Table 1), consisting of four main domains that measure eighteen competencies (Clarke, 2010).

Table 1. *Goleman's emotional competency inventory list. (Source: Wolff, 2005).*

Domain	General Concerns	Specific Competencies
Self-Awareness	- Internal emotions - preferences - intuition	- emotional awareness: concerning emotional recognition in one's self - self-assessment: ability to recognize one's strengths and weaknesses - self-confidence: ability to trust one's capabilities and have strong self-worth
Self-Management	- impulses - resources - internal emotional state	- self- control: ability to keep emotional impulses under control - transparency: ability to have integrity and act in accordance to personal values - adaptability: ability to handle change - achievement: aiming for excellence and continuous improvement - initiative: readiness to take advantage of opportunities - optimism: having persistency despite setbacks
Social Awareness	- relationships - others' feelings - Others' needs	- empathy : ability to sense others' feelings and showing interest in their issues - organizational awareness: ability to sense the emotional current of a group and their relationships with one another - Service orientation: ability to anticipate and recognize others' needs.
Relationship Management	- managing others' responses - inducing desirable feelings in others	- Developing others: ability to sense the development needs of others and motivate them to work on them - inspirational leadership: ability to inspire and direct others - change catalyst: ability to start and control change - influence: ability to persuade others - conflict management: ability to resolve disagreements - teamwork and collaboration: ability to create and pursue shared goals within groups

However, other literatures assess the aforementioned competencies to varying degrees, linking them with attributes such as impulsiveness, creativity, adaptability and intuition (Mayer *et al.* 2008). Recent research has also linked EI to personality. For example, according to Hui-Hua

and Schutte (2015), personalities consist of five components, (1) extraversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness. Those traits are divided into two categories; stability, also known as Alpha, includes emotional stability, agreeableness and conscientiousness; whereas plasticity, also known as Beta, consists of extraversion and openness. Both stability and plasticity have a positive correlation with EI, which means they both contribute to the development of EI (Perez-Gonzalez and Sanchez-Ruiz, 2014). Moreover, openness, conscientiousness and extraversion were found to be strong indicators to leadership emergence as well as leadership effectiveness (Vries, 2012).

2.2.2 The Concept and History of Leadership

Interest in the concept of leadership is an ancient one, and many philosophers of the past have tried to identify and establish the essential attributes of good leaders. Aristotle, perhaps unsurprisingly, having been a student and teacher of great philosophers (Socrates and Plato respectively), determined that successful leaders need to build good relationships with their subordinates, have vision and power of persuasion. Whereas, Confucius listed the effective traits as: love, proper conduct, piety and the doctrine of the mean. Interestingly, both philosophers emphasised emotional characteristics rather than managerial skills (Turner and Muller, 2005). This underpins the relevance of EI in a modern context, where characteristics such as assertiveness, openness, reliability, self-control and creativity are found to be essential in successful leaders (Trivellas and Drimoussis, 2013).

In the 1950s, leadership became an increasingly popular topic among scholars, many investigated leadership behaviours and characteristics to determine what makes a successful leader (Saleem, 2015; Casimir and Ng, 2010; Jacque *et al.* 2007; Turner and Muller, 2005; Hersey and Blanchard, 1969). According to Goodnight (2004), leadership consists of three aspects: leaders, followers and situations. Essentially, leadership is the ability to influence, motivate and direct followers during arising situations in order to reach common goals. Research has divided leadership behaviours into three main categories: task- oriented leadership, relation-oriented leadership and change-oriented leadership.

The concoction of leadership behaviours and characteristics led to the creation of leadership styles, which are affected by four factors: the leaders' (1) leadership tendencies, (2) ethics and values, (3) confidence in followers and (4) sense of job security (Tannenbaum and Schmidt, 1973). Various leadership styles have emerged and some became popular in the past few decades, and according to Mosadeghard (2004), the most commonly used styles are:

- **Autocratic:** a strict and rigid style of leadership, often successful within highly structured environments such as the military. This style emphasises disciplinary action and the leader's complete authority (Goodnight, 2004).

- **Paternalistic:** a leadership style where the leader is a father figure to the followers, taking charge of their actions while expecting loyalty and compliance in return. This style is prevalent in family businesses (Farh and Cheng, 2000).

- **Charismatic:** a leadership style based on motivating and inspiring followers to reach their professional potential while committing to the organization (Yukl, 1999).

- **Laissez-faire:** a completely delegate leadership style which only works within teams with highly motivated and skilled members. Some argue that it is the worst style of leadership, and Goodnight (2004) even states that leadership and laissez-faire and completely opposite concepts.

- **Democratic:** leaders who practice this style are considerate of their followers' opinions, aiming for consensual decision-making and works to empower all followers (Woods, 2004).

- **Situational:** is a leadership style that emerged due to the conflicting demands of leaders. It is flexible, and focuses on the need to alternate leadership behaviour according to circumstances (Lee-Kelley, 2002).

- **Transformational:** a leadership style that is related to change, aiming to influence followers to improve in order for the organization to reach success levels beyond the normal expectations while highlighting the organization's vision (Gregory Stone *et al.* 2004).

- **Transactional:** a leadership style that is based on proactive action, concerned with rewarding or punishing followers based on their ability to accomplish tasks and work towards organizational gaols (Hamastra *et al.* 2011).

According to Leban and Zulauf (2004) transactional, transformational and laissez-faire leaderships cover the full range of leadership styles. Leadership styles will be further discussed in the third part of this chapter.

2.3 EI and Leadership

The link between EI and the business world was discovered in the 1990s, soon after EI became a popular topic in the literature. Numerous studies have since then investigated and proved the relation between successful leadership and EI (Humphrey, 2002). In the past 20 years, EI has been increasingly linked to leadership and project management (Clarke, 2010), and studies show that EI is a major factor that greatly contributes to successful leadership (Gooty *et al.* 2010; George, 2000). Furthermore, qualities such as effective communication, motivation and conflict identification are found to be vital for managing any project, all of which are associated with EI (Clarke, 2010). Humphrey (2002) also concluded that one of the key roles of leaders is to manage and understand the emotions of their followers, especially emotions such as frustration and optimism. Moreover, EI is an essential variable for successful strategic decision-making; it is as vital as IQ and can significantly improve decision-making effectiveness (Dincer *et al.* 2011; George, 2000). *However, a study by* Cavazotte *et al.* (2011) found that when EI was considered in separation of other traits, it became non-significant**.**

Numerous studies have investigated EI and leadership in relation to different aspects within the workplace (Table 2) such as performance under stress (Lyon and Schneider, 2005), effect of followers and organizational turnover (Gooty *et al.* 2010), essential behavioural traits (Humphrey, 2002) and EI enhancement (Clarke, 2010; Nelis *et al.* 2009).

Table 2. *Literature review of related studies.*

Reference	Aim of research	Method	Key findings
Cavazotte *et al.* (2011)	To identify the effects of IQ, personality and EI on leadership	Questionnaires distributed to 134 midlevel managers	- EI seemed to affect leadership performance when measured alongside IQ and personality traits, but when isolated, it becomes insignificant
Humphrey (2002)	To investigate the essential EI leadership traits	Literature review and analysis	- Empathy, one of the main components of EI, ranked very highly among successful leaders - It is essential for leaders to be able to manage the emotions of their team
Kafetsios and Zampetakis (2008)	To test the link between EI and job satisfaction	An EI test was given to 523 participants	- There was a positive correlation between individuals' EI and their job satisfaction levels
Lyon and Schneider (2005)	To determine the relationship between EI and performance under stress	Monitoring performance of 126 undergraduate students while doing mental math and videotaped speech tasks after testing their EI.	- EI is directly related to high performance under stress

Reference	Aim of research	Method	Key findings
McColl-Kennedy and Anderson (2002)	To examine the effect of leadership style on the performance of followers, focusing the influence on followers' frustration and optimism emotions	Literature review and analysis	- Leadership styles can highly affect the level of frustration and optimism - Performance is greatly affected negatively by frustration - Performance is affected by optimism but not significantly
Muller and Turner (2006)	To determine the link between the leadership style of project managers and type of project, and assess the impact of those variables on the project's success	Questionnaires to subordinates assessing their leader's style and EI	- Leadership styles have an impact on project success - Project types require different leadership styles - A manager's EI significantly improves project results
Obradvic *et al.* (2012)	To determine the correlation between EI of project managers and their professional success	Questionnaires and interviews conducted on 75 project managers from 10 Serbian companies	- There is a high positive correlation between project managers' professional success and EI. - Human resources departments of project managing oriented organizations rarely consider EI when recruiting staff
Siegling *et al.* (2014)	To investigate whether EI distinguishes leaders from non-leaders taking into consideration IQ, age, gender and tenure	Questionnaires to 96 employees assessing their EI	- Successful leadership required a high level of EI
Wong and Law (2002)	To provide evidence regarding the effect of EI of leaders and subordinates on the job results	Developing and distributing an EI test on both leaders and followers	- EI of subordinates affects performance and job satisfaction - EI of leaders effects their own job satisfaction and enhances "extra-role behaviour"

EI is also a factor in in leadership style emergence; some leadership styles, such as transformational leadership, consist of behaviours associated closely with EI (Leban and Zulauf, 2004). While others such as autocratic and laissez-faire have a significantly less associations with EI behaviours (Goodnight, 2004). However, no research has been conducted to find a link between the two.

2.4 Leadership Styles

2.4.1 Leadership Theory Schools

According to Turner and Muller (2005), during the past century, six leadership theory schools have emerged. Each one attempted to analyse leadership behaviour, categorise leadership styles and determine which factors affect the success of leaders. Those schools are: the trait school,

behavioural and style school, the contingency school, the visionary or charismatic school, the emotional intelligence school and the competency school.

The trait school was the first to emerge in the 1940s, and was based on the idea that leaders are born that way and that they need to have certain traits that cannot be taught; those traits include physical appearance, personality and intellectual capabilities (Muller and Turner, 2010). However, according to the behavioural and style school that emerged soon after, leaders can be made by learning essential behaviours (Turner and Muller, 2005). Blachard and Hersey, who are pioneers in the situational leadership theory, created a leadership model (Figure 1) that demonstrates the four leadership behaviours interchanging between supportive and directive behaviours; they created the situational leadership theory based on the alteration between those behaviours (Blank *et al.* 1990).

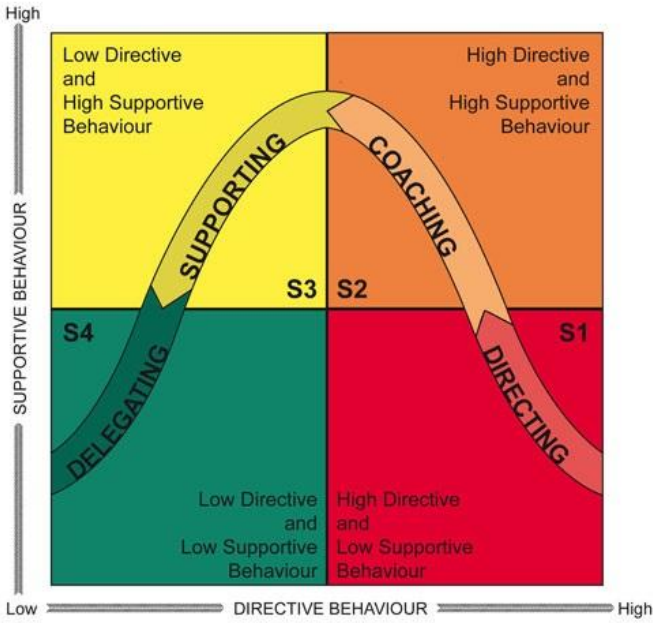

Figure 1. *Blachard and Hersey's leadership model. (Source: Graham, 2015).*

The contingency school was developed in the 1960s and believed successful leadership depends on external variables such as the type of team, type of task and organizational factors. Here there's a shift in leadership theories, from focusing on the leader to focusing on the situation the leader is in.

One of the more recent schools, developed in the 1980s, is the visionary or charismatic school which is based on two leadership styles, transformational leadership and transactional leadership; the first is socio-emotional-oriented while the second is more task-oriented. Characteristics such as motivational, enthusiastic, visionary and charismatic are a few of the

most important in transformational leaders, Whereas transactional leaders must be vigilant, inquisitive and energetic (Bycio *et al.* 1995). Noting that transactional leadership aims to maintain quality, monitor followers' performance and assure tasks meet their deadlines. While transformational leadership focuses on encouragement, coaching, expressing appreciation and support (Hamstra *et al*, 2011). Although this school was initially linked to organizational change, a study by Brandt and Edinger (2015) revealed that it is also applicable in team management, especially in relatively permanent teams. Those two styles are the most discussed in leadership literature and are linked to areas of interest in this study such as EI (Barling *et al.* 2000) and followers' creativity (Mathisen *et al.* 2012).

The emotional intelligence school emerged in the late 1990s, after the link between EI and the business world had been clearly established based on the belief that EI has a larger effect on the success of leaders and their teams than the leader's intellect (Goleman *et al.* 2002). According to Turner and Muller (2005), there are six main leadership styles in that school. The first four: visionary, coaching, affiliative and democratic, have been proven to boost performance and are appropriate in most circumstances. While the last two: pacesetting and commanding should be used with more caution, because they could lead to a decrease in performance if they were not used in the right circumstances.

The competency school, which incorporates all previous schools, integrates intellectual intelligence (IQ), emotional intelligence (EQ) and Managerial skills (MQ) (Trivellas and Drimoussis, 2013). In accordance with Muller and Turner (2010) three leadership styles emerge from the combination of the above components: engaging, involving and goal-oriented leadership. Engaging is based on empowering followers and is closely linked to transformational leadership. Involving is used in minor organizational change. Finally, goal-oriented is based on clear objectives and attaining results, and is therefore linked to transactional leadership.

Although the EI School is highly related to this research, not much literature is available detailing its leadership styles and their effects. On the other hand, transformational and transactional leadership styles have gained immense popularity in research since the 1990s and they have been rigorously tested in leadership studies (Saleem, 2015), therefore literature investigating those styles has provided this study with valuable information.

2.4.2 Leadership styles in relation to leaders' personal differences

Various studies have investigated leadership styles in relation to the leader's personal and characteristics, which contribute to a leader's idiosyncrasies in varying ways and at different levels. These characteristics are gender (Brandt and Edinger, 2015; Collins *et al.* 2014; Burke and Collins, 2001), managerial level (Chen and Silverthorne, 2005; Oshagbemi and Gill, 2004), age and experience (Curran and Niedergassel, 2009), culture (Acar, 2012; Jogulu, 2010; Yousef, 1998) and personality (Brandt and Edinger, 2015; Hogan and Judge, 2012; Kornor and Nordvik, 2004).

2.4.2.1 Gender

Research shows that there are clear differences in interpersonal and social behaviours between women and men (Koenig *et al.* 2011). In general, men have a higher chance of having agentic relationships based on independence, assertiveness and dominance, whereas women have more communal relationships that are nurturing, sympathetic and caring (Spence and Buckner, 2000). However, when it comes to leadership, no significant difference was found in agentic behaviours between male and female managers (Eagly *et al.* 2003). However, female leaders still demonstrate communal behaviour more than male leaders (Moskowitz *et al.* 1994). This leads to the conclusion that the general differences between male and female behaviours don't necessarily apply in the context of leadership. Indeed, while many studies have proved that gender affects leadership behaviour (Brandt and Edinger, 2015; Thacker, 1995), leadership theories generally disregard the effect of gender on leadership (Brandt and Laiho, 2013).

Studies that investigated the different leadership styles between female and male managers found that female managers lean towards a more interactive approach, making them transformational leaders; while male managers tend to communicate and coach less than female managers, making them lean towards transactional and lassez-faire leadership (Brandt and Edinger, 2015; Eagly *et al.* 2003; Burke and Collins, 2001). Due to the increased interest in leader-follower relationships, some researchers consider these findings to be in favour of appointing women in leadership positions over men because research shows that leadership areas where women exceed men have positive effects whereas areas where men exceed women have either negative or null effects (Eagly *et al.* 2003). However, a study by Barbuto *et al.* (2007) concluded that gender alone does not affect leadership style unless it is paired with low educational levels. Therefore, the literature implies that gender is not a highly significant

variable in leadership effectiveness, but whether gender affects leadership styles is still a controversial subject.

2.4.2.2 Personality

Extrovert versus introvert personalities and their link to leadership success has been a controversial topic in the literature (Kahnweiler, 2013). Many studies found that extroverts are better leaders due to their outgoing and dominant nature which leaves a positive impression on subordinates and supervisors (Grant *et al.* 2010). Furthermore, over 50% of people are extroverted, yet a study that examined the personalities of 4000 managers and executives found that 96% of them demonstrated extroverted personalities (Taylor, 2014). However, new research found that in a dynamic working environment that involved proactive team members, introverted leaders are more effective, unlike extroverts they don't demand attention and control discussions, they tend to be more receptive to new ideas which leads to better team performance (Grant *et al.* 2010). Furthermore, qualities such as calm self-confidence, thoughtfulness, self-challenging and thoroughness are essential in leaders; those qualities come naturally to introverts (Smith, 2014). Nonetheless, senior executives seem to believe that introversion is an obstacle for leaders (Grant *et al.* 2010).

In relation to leadership styles, a study by Brandt and Edinger (2015) found that managers with extroverted personalities are more likely to have a transformational leadership style than introvert personalities. Additionally, introverted females are more likely to be transformational leaders than introverted males. However, according to other research (De Hoogh *et al.* 2005; Bono and Judge, 2004), the link between personality and transactional or transformational leadership is weak. But when personality traits were measured in relation to leadership styles, a strong association between honesty-humility and ethical leadership; while extraversion was associated with charismatic leadership; agreeableness with supportive leadership and finally; conscientiousness with task-oriented leadership (Vries,2012).

2.4.2.3 Culture

Although leadership styles such as charismatic leadership are globally effective (Dorfman *et al.* 2012), research has found that there are significant differences in leadership styles depending on culture (Kowske and Anthony, 2007). For instance, Jogulu (2010) found that most leaders in Malaysia have a transactional leadership style. Yet, in Australia most leaders were found to have a transformational leadership style (Jogulu, 2010). While in in China and Taiwan, the most common leadership style is paternalistic due to the fact that many organizations are family

businesses (Lok and Crawford, 2004). Another study that compared leadership styles between USA and Germany found that American leaders use transformational behaviours significantly more than German leaders (Kuchinke, 1999). Those differences are due to the way different leadership traits are perceived in different cultures (Jogulu, 2010) as well as the difference in performance feedback methods within organizations in different cultures (Kowske and Anthony, 2007). Moreover, what is expected of leaders in addition to their status or influence varies from culture to another (House *et al.* 1997).

Therefore, leaders and recruiters in global organizations face a challenging task when interacting with culturally varied and diverse environments (Kowske and Anthony, 2007). Furthermore, leaders in diverse cultures must pay attention to their communication style, especially when it comes to the concept of high-context versus low-context culture, where certain styles of communication are used depending culture, in high-context culture, things are often left unsaid, because they are culturally self-explanatory, here short phrases can explain complex messages, whereas in low-context culture conversation is more explicit and word value is less (Hall, 1989).

2.4.2.4 Age and experience

Due to the fact that age and experience are big factors in changing an individual's professional behaviour, many researchers have studied their effects on leadership styles. According to research, individuals who have had leadership positions at a young age have better leadership and managerial skills than those who didn't. This is because this kind of experience at a young age develops the individuals' self-perception as leaders, causing an increase in self-confidence and self-efficiency (Amit *et al.* 2009). Other research suggests that leaders aged 46 and above scored the highest in transformational leadership while leaders aged between 36 and 45 scored the lowest (Barbuto *et al.* 2007). Additionally, based on a study by Schubert (1988) investigating the effect of age on political leaders' leadership style, leaders in their fifties are much more likely to be verbally active in comparison to leaders aged 60 and above. Therefore, age plays an important factor in affecting leadership behaviours.

2.4.2.5 Managerial level

A study by Oshagbemi and Gill (2004) revealed that there are significant differences in the behaviours among managers depending on their managerial level. They found that transformational behaviours differ greatly from one level to the other. When investigated closely, the use of transformational behaviours such as intellectual stimulation and motivation

vary significantly through the different managerial levels, leading to the conclusion that those behaviours are more vital in higher levels. Whereas other behaviours like individual consideration and idealized influence are used in the same amount throughout the managerial levels. However, they found that transactional behaviours do not vary significantly through the different managerial levels. The study also found a close behavioural link between first-level managers and mid-level managers, as well as between mid-level managers and senior managers, but that there are substantial differences in the leadership styles between first-level managers and senior managers.

2.4.3 The Effect of Leadership Styles on Followers

By definition, leaders do not exist without followers, and followers do not exist without leaders. Therefore the examination of the relation between leadership styles and their effect on followers is essential (Notgrass, 2014). According to the literature, the right leadership style can steer followers to better performance and efficiency (Mathisen *et al.* 2012; Cheung and Wong, 2011; Rad and Yarmohammadian, 2006; Thacker, 1997). For instance, transformational leaders affect their followers by "broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement" (Dvir *et al.* 2002, p.735). This section will discuss those effects on followers' job satisfaction, commitment to their organization, employee turnover and finally followers' creativity. Keeping in mind, that there's a direct relation between the first three, job satisfaction causes organizational commitment which leads to decrease in turnover (Dutcher and Adams, 1994).

2.4.3.1 Job satisfaction

In accordance with Saleem (2015) job satisfaction is "a sense of pride and inner fulfilment achieved when doing a particular job". Job satisfaction is one of the leading factors that contribute to organizational efficiency, employee productivity and customer satisfaction; it is directly affected by many job related aspects such as work environment, benefits, salary, recognition and supervision (Rad and Yarmohammadian, 2006; Misener *et al.* 1996). Therefore, research regarding leadership have addressed the effects of leadership styles on followers' job satisfaction (Collins *et al.* 2014; Emery and Barker, 2007; Chiok Foong Loke, 2001; Rad and Yarmohammadian, 2006).

Studies have compared transformational leadership to transactional leadership in regards of their effect on followers' job satisfaction. A study by Mihalcea (2014) found that unlike transactional leadership, there is no significant correlation between transformational leadership and employees' job satisfaction. That correlation between transactional leadership and follower's job satisfaction is assumed to be due to the setting of clear objectives and rewarding based on performance. However, according to studies by Emery and Barker (2007) and Saleem (2015), transactional leadership seems to cause followers job dissatisfaction, especially regarding the rewards system where they feel that one mistake is comparable to multiple successes, because a transactional leader tends to be viewed as someone who is constantly looking out for deviations. Furthermore, transformational leaders tend to build a sense of purpose and responsibility as well as intellectually stimulate their followers which fosters an increase in job satisfaction; they also focus on individually developing their followers which creates a mentor and mentee type of relationship (Emery and Barker, 2007). Most literature agrees that a strong leader-follower relationship increases job satisfaction levels (Collins *et al.* 2014; Dulebohn *et al.* 2012; Harris *et al.* 2011). Notgrass (2014) investigated the correlation between leader-follower relationships and followers' preference of leadership style, he found that the preference to transformational leadership grew with the quality of the leader-follower relationship, while preference to transactional leadership remained constant regardless of the quality of relationship.

However, not all research is in agreement in regards to which leadership style results in the highest job satisfaction levels due to other significant variables such as organizational culture, followers' needs and managerial limitations (Rad and Yarmohammadian, 2006).

2.4.3.2 Organizational Commitment

Organizational commitment involves employees' positive participation and continuous effort towards achieving the organization's goals as well as commitment and desire to stay part of that organization (Chiok Foong Loke, 2001). According to Lok and Crawford (2004) not only can the right leadership style positively affect the level of employee commitment, it is also essential for organization effectiveness as well as the development of the organization's culture. Characteristics that transformational leaders demonstrate have been proven to raise the level of follower commitment to the organization due to the fact that followers gain a better understanding of what needs to be done, consequently ensuring the effective functioning of the organization (Acar, 2012). Thus, followers become more involved in their work and are more likely to experience increased levels of commitment to their organization. Moreover, quality

relationships between leaders and followers have been proven to make employees feel more connected to their organizations as well as increase followers' willingness to stay in their job due to their loyalty towards both their leader and the organization (Collins *et al.* 2014; Brewer & Lok, 1995). However, a study by Keegan and Hartog (2004) concluded that although transformational leadership has a positive effect on followers' organizational commitment, in the context of project teams it has no significant correlation.

2.4.3.3 Turnover

High employee turnover is known to affect organizational performance negatively (McElroy *et al.* 2001). It is closely affected and can be reduced by both high job satisfaction and organizational commitment (Chiok Foong Loke, 2001). Hamsta *et al.* (2011) investigated leadership styles' effects on employee turnover, and their study concluded that in order to reduce turnover, the right leadership style should be paired with followers' focus. Promotion-focused followers' turnover was reduced when paired with transformational leadership whereas prevention-focused followers' turnover was reduced when paired with transactional leadership; noting that promotion-focused employees are opportunity seekers who excel at innovation and creativity and are usually driven by praise and optimism. On the other hand, prevention-focused employees are thorough and responsible and require criticism and fear of failure in order to excel (Halvorson, 2013). Other research found that combining different behaviours from different leadership styles to fit employees positively correlated with higher performance and in turn decreased turnover over time (Hoffman and Woehr, 2006; Westerman and Cyr, 2004). Gooty *et al.* (2010) found that positive and supportive leaders tend to behave more pro-socially, enhancing followers' mood and increasing their positivity which subsequently leads to lower turnover.

2.4.3.4 Creativity

Due to the globalization and increase of competition in the business world, creativity has become one of the main assets an organization can have, especially in the interior design industry. Mathisen *et al.* (2012) suggest that organizational creativity is affected by two factors: personal qualities and work environments. Team leaders contribute largely in building a creative environment within the workplace; they influence creativity directly by being creative role models to their followers, and indirectly by creating a safe environment that encourages followers to share ideas (Shalley and Perry-Smith, 2001). Various studies have investigated leadership behaviours and their effect on followers' creativity. For example, a study by Zhou

(2003) found that close supervision by a leader leads to a decrease in follower's creativity. While a good relationship between a leader and a follower enhances creative performance (Mathisen *et al.* 2012). Thacker (1997) suggests that limiting directive communication and using a supportive communication style can largely enhance followers' creativity.

In regards to leadership style and creativity, the literature suggests that there is a significant and positive relation between transformational leadership and followers' creativity (Mittal and Dhar, 2015; Cheung and Wong, 2010). Additionally, transformational leaders were found to develop creative work environments by being better creative role models (Mittal and Dhar, 2015). Given the fact that creativity is one of the most essential traits in interior designers, transformational behaviours should be used by team leaders in the interior design industry.

2.5 Leadership Styles and Project Management

Leadership of projects traditionally focused on time, cost and quality, which create the iron triangle that determines a project's success (Ogunlana, 2010). However, in the past decades there has been a shift in focus to a general beneficial standpoint, creating an increasing interest in the human factor as well as organizational development (Lloyd-Walker and Walker, 2011). For example, Jacques *et al.* (2007) investigated the difference between leadership styles of project management students versus MBA students, results showed project management students have a balanced interest between people and task management and reported higher concern for people when compared to MBA students.

2.5.1 Leading vs. Managing Projects

According to the literature, leading and managing a project are two different things (Jacques *et al.* 2007). Norrie and Walker (2004, p. 48) define project leadership as ''the higher pursuit of the project team's creating purposeful, strategic action that will augment the organization's business strategy and achieve results within the norms and values of the organization'', while project management consists of ''the day-to-day operations of a project plan in pursuit of an agreed set of outcomes – on-time and within budget''. Brown (1987) stated that control is the manager's objective while inspiration is the leader's. Additionally Warren Bennis explains the difference between leaders and managers as "Managers are people who do things right and leaders are people who do the right thing. Both roles are crucial, and they differ profoundly. I often observe people in top positions doing the wrong things well." (Bennis, 2009). Others have

highlighted the fact that leading a project team differs from leading individuals or departments, a team leader must maximize teamwork in order to get the best outcomes (Staniforth and West, 1995).

2.5.2 Project Leading Styles

The leadership style of a team leader is an essential factor of project success. Leadership styles, if chosen correctly, can add significant benefits to the success of a project (Yang *et al.* 2011). According to Staniforth and West (1995), the most common mistakes when leading projects resides in the leader's leadership style, many assume democratic leadership should be used, providing team members with outlines to tasks and asking them to take charge, or using autocratic leadership which leaves team members with rigid instructions.

Lloyed-Walker and Walker (2011) argue that there's a need to adopt a new leadership style by project managers which guarantees the success of projects both in terms of time, cost and quality (short term) as well as organizational ethical and sustainable development (long term). However, Keegan and Hartog (2004) note that transformational leadership has been gaining much attention in the past two decades in project management literature. Moreover, in accordance with Leban and Zulauf, (2004), transformational leadership has a positive effect on project performance and the leader's high level of EI enhances transformational behaviour, therefore the combination of both leads to better project outcomes. Yet, according to Lee-Kelley (2002), there does not seem to be a "right" leadership style to use in projects. Many argue that there should be a mixture of leadership styles while leading projects. For instance, according to Casimir and Ng (2010), a combination between transactional leadership and transformational leadership is necessary to accomplish balanced results, ensuring the completion of tasks by followers without putting too much pressure that leads to resentment.

Some studies discussed leadership styles of project teams in relation to a project's size, and found that in relatively small projects transactional leadership is more effective compared to transformational leadership. In more complex projects, however, transformational leadership becomes more effective (Muller and Turner, 2010). Also, a leadership style that encourages teamwork results in greater project success levels, especially in small and medium-sized projects (Yang *et al.* 2011). Other research shows that the alternation between transactional and transformational styles is needed, depending on the stage of the project cycle (Slevin and Pinto, 1991).

Lee-Kelley (2002) also found that the length of a project influences which leadership style is more effective. The study suggests that transactional or "task motivated" leadership is effective for short projects that take less than 12 months to complete, while the use of transformational or "relationship motivated" leadership is more effective in long projects. Furthermore, transactional leaders prefer to deal with situations that are either extremely favourable or extremely unfavourable, while transactional leaders prefer situations that are neither extremely favourable nor unfavourable, implying that project leaders must choose situations that best suit their preferences, or adapt their style accordingly.

Most projects, no matter how well-planned, will face changes, and therefore, research suggests that in certain cases the project leader must alter his/her instinctive leadership style to suit various situations (Lee-Kelley, 2002). However, alternating leadership styles is not an easy skill. Research by The Ken Blanchard Companies investigated the ability to alternate between directing, coaching, supporting, and delegating leadership styles found that 54% of leaders don't have the ability to use more than one leadership style (Figure 2) (Blanchard, 2010). According to a study by Yand *et al.* (2011), project leaders are more hesitant than incapable of using different leadership styles due to the uncertainty regarding leadership behaviours and their competitive advantage.

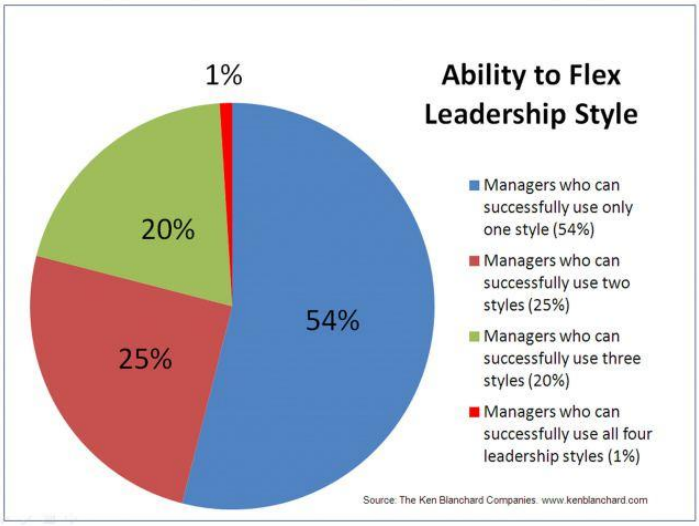

Figure 2. *Individuals' ability to flex leadership style. (Source: www.kenblanchard.com).*

2.6 Design Management

According to the literature, leading and managing design consists of handling the activities within the design process (Walton, 2000; Dumas and Mintzberg, 1989). The Bauhaus movement in the 1900s was the first to truly explore the design process (Council, 2007). Since

then, various researchers attempted to create design process models (Lawson, 2006; Maher and Zhang, 1993; Archer, 1979). Bruce archer, one of the most renowned researchers in the design discipline, created the design process model in figure (3). However, there is a difference between a design process of one designer and the complex organizational process which is based on strategical plans that aims to develop products (Cooper and Press, 1995). Moreover, in our time, design faces challenging requirements and limitations that designers must comply with, subsequently affecting the design process (Council, 2007).

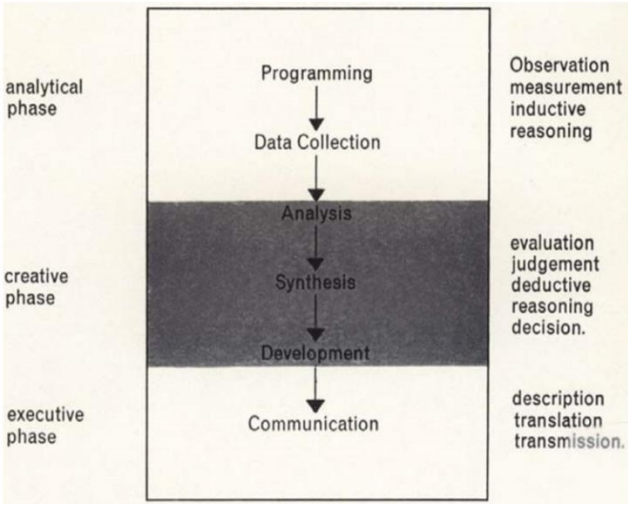

Figure 3. *Archer's design process model. (Source: Council, 2007)*

The key to the successful implementation of a design process is properly managing it. Dumas and Whitfield's (1989) study found that having a design manager greatly benefits design based organizations, creating an easily manageable design process. They also found that manufacturing oriented companies should have a different strategy in managing design than service oriented companies. However, there are various factors that impact managing design such as technological advances, changes in laws, reliance on external parties as well as whether the management is internal or external (Bruce and Morris, 1994). Dumas and Mintzberg (1989) demonstrate many approaches to managing design such as appointing a design champion or creating a design policy which is clear. The literature sheds light on the design management theories, however, as previously mentioned, according to many, leading and managing are not the same.

2.7 Main Findings and Knowledge Gaps

Studies show that both EI and leadership styles are essential factors that contribute to project success as well as organizational development. There are many aspects that contribute to a leader's style (Table 3). Those aspects affect leadership behaviours in different levels leading to the development of different leadership styles.

Table 3. *Key finding of effects of various factors on leadership style.*

Factors	Effects on leadership styles
Personality	- In a dynamic working environment that involved proactive team members, introverted leaders are more effective - Extroverts are better leaders due to their outgoing and dominant nature - managers with extroverted personalities are more likely to have a transformational leadership style than introvert personalities
Gender	- female managers lean towards a more interactive approach, making them transformational leaders - while male managers tend to communicate and coach less than female managers, making them lean towards transactional and lassez-faire leadership
Culture	- Leadership styles such as charismatic leadership are globally effective - There are significant differences in leadership styles depending on culture - Those differences are due to difference in performance feedback methods within organizations in different cultures and differences in what is expected of leaders as well as their status and level of influence
Age and years of experience	- leaders in their fifties are much more likely to be verbally active in comparison to leaders aged 60 and above - that leaders aged 46 and above scored the highest in transformational leadership while leaders aged between 36 and 45 scored the lowest - individuals who have had leadership positions at a young age have better leadership and managerial skills than those who didn't
Managerial level	Close leadership behavioural links are found between first-level managers and mid-level managers, as well as between mid-level managers and senior managers, but that there are substantial differences in the leadership styles between first-level managers and senior managers.

What distinguishes successful leaders from unsuccessful ones is the way they affect their followers. According to the literature, the key to enhancing followers' performance and efficiency is a good leader-follower relationship, it increases followers' job satisfaction, which in turn leads to an increase in their commitment to the organization, subsequently decreasing turnover. Moreover, according to various studies, a leader's EI is a major factor in enhancing

followers' work experience, highly affecting followers' levels of both frustration and optimism. Team leaders also affect followers' creativity. The leader's supportive behaviour, non-directive communication and a creative work environment are essential to ensure that followers reach their creative potential.

When it comes to leading project teams, most scholars agree that a leader must be resilient and have the ability to alternate or combine leadership styles depending on the project's life cycle, size, duration and plan deviation. However, that is not an easy task to accomplish. Studies also concluded that project leaders with high levels of EI are able to accomplish better project results.

Transformational leadership was among the most popular leadership styles in the literature, and it has been linked to higher performance, organizational commitment, followers' creativity and project success. Subsequently, transformational leaders are frequently rated by followers as highly effective leaders. Moreover, there are various links between transformational leadership behaviours and EI. Therefore, a question is posed, is transformational leadership the most effective style to use in leading project teams in the interior design industry?

Although this literature review has provided this research with valuable information, various relevant questions are yet to be answered. Firstly, no research has been conducted investigating the relation of Arab culture and leadership styles. Secondly, even though literature discusses design management, there is no available literature regarding design leadership or appropriate leadership styles to use in interior design projects. Moreover, although various literature explored the connection between emotional intelligence and effective leadership (Goleman *et al.* 2013; Cavazotte *et al.* 2012; Cote *et al.* 2010; Anatonakis *et al.* 2009), conclusive results have not been found regarding this issue within the interior design industry; keeping in mind that the success of interior design projects has various variables that need to be considered to determine the proper leadership traits and EI levels needed in team leaders.

2.8 Summary

In this chapter, findings from relevant research were demonstrated. Although Leadership styles were discussed and leadership was linked to EI, leadership behaviours that enhance followers' performance were investigated, and leadership of project teams is examined, there was a large gap in knowledge regarding the topic of interest in both the interior design industry and Arab

culture. Therefore, the next chapters aim to close that gap and shed light on those specific areas as well as complete the aim and objectives of this research.

CHAPTER 3 - RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the adopted methodology for this research will be discussed in detail. After taking research methodologies into consideration, a quantitative method was chosen, and two questionnaires were developed (questionnaire-A and questionnaire-B) to carry out the research. This chapter demonstrates justification for choosing this methodology as well as formulating the questions within the questionnaires. It also discusses how the questionnaires were distributed and responses were collected and recorded, and finally the method used to analyse the collected data.

3.2 Choice of Research Methodology

This section will discuss the two main methodologies in research and the reasons why a quantitative approach was used for this research.

The two main methods in research are qualitative and quantitative, each possessing distinctive qualities which make them appropriate to use depending on the nature of the research being conducted (Kelly and Erzberger, 2004). The general framework and analytical objectives of the research determine which methodology should be used, consequently affecting the format of both the questions and data collected, and determining the level of flexibility of the research design (Table 4). Moreover, according to the literature, unlike qualitative research, quantitative research uses structured questionnaires, consisting mostly of close ended questions (Kaplan, 2004).

Table 4. *Comparison between quantitative and qualitative methodologies. (Source: http://www.databrio.com/)*

	Quantitative	**Qualitative**
framework	• Aims to confirm hypotheses • Research instruments are more rigid • Instruments include surveys, questionnaires	• Aims to explore a phenomena • Research instruments are more flexible • Instruments include interviews, focus groups
Analytical objectives	Quantify variations, describe characteristics and predict	Describe variations, relationships, experiences and group observations
Format of	Close-ended	Open-ended
Format of data	Numerical	Textual
Study design flexibility	Study design is constant from the start	Some areas of the research are flexible

There are various reasons that a quantitative approach was chosen for this research. Firstly, in quantitative research, questionnaire responses from a sample group can be used to create quantifiable data to assess preferences, opinions and emotions (Neuman, 2005), which are the main focus of this study. Moreover, this method allows behaviours to be quantified using numerical, intensity or frequency scaled questions (Kaplan, 2004). As stated in chapter 1, the aim of this research is to evaluate the effect of a project team leader's EI and leadership style on his/her followers in the interior design industry. The developed research questionnaires seek to investigate which leadership behaviours and characteristics enhance the creativity, work experience and performance of interior designers working within a team. It also seeks to discover the most used leadership style in the industry. And finally, it seeks to compare results between two countries: Jordan and the UK, and determine whether there are any distinct differences between the two cultures. Moreover, it attempts to answer questions posed in chapter 2 (e.g. Is transformational leadership the most effective style to use in leading project teams in the interior design industry?). Therefore, based on the nature of this research which aims to quantify the aforementioned areas of interest, a quantitative methodology is the most appropriate approach. Other reasons include low cost and high convenience for both the researcher and the participants (Riff *et al.* 2014). Finally, this research is deductive in nature, and a quantitative study is conducted, reliant and building on the review of available literature (Creswell, 2003).

3.3 Research Method/s Adopted

Based on the methodology described in the previous section, a detailed explanation of the development process of this research is demonstrated.

3.3.1 Step 1 – Development of Research instrument

The development of the two questionnaires was based on both the objectives of this research as well as the literature review. A variety of unanswered questions arose upon reviewing the literature, mostly regarding the interior design industry, particularly in Jordan. Likert-scale questions were used frequently because most questions inquire about intangible issues, such as opinions, feelings, attitudes and characteristics, while optional or binary questions were used to gather demographic information in both questionnaires in order to investigate whether or not they play a role in leadership style emergence.

Questionnaire-A (Appendix 1) targeted interior designers working within teams in either Jordan or the UK. The questions were designed to gather information regarding their team leaders' leadership style, level of EI and how their leaders affect their performance and work experience. Other optional questions were added to gather some demographic information such as gender and years of experience. Questions regarding the team leaders' leadership style were based on studies that demonstrated which leadership behaviours and characteristics are associated with which leadership styles (Hamstra et al, 2011; Muller and Turner, 2010; Turner and Muller, 2005; Gregory Stone *et al.* 2004; Bycio *et al.* 1995), one question had 6 Likert-scales demonstrating the frequency of which the leaders demonstrated certain behaviours while the other had 5 Likert-scales demonstrating the followers' level of agreement with whether their leader possessed certain characteristics. Keeping in mind, that the larger the scale is the more precise the measurement will be. Whereas the questions that assessed the level of EI as perceived by the followers were based on Goleman's emotional competency inventory framework that assesses eighteen EI competencies, however, because three of those competencies can only be assessed by the leaders themselves, only fifteen were included in questionnaire-A, that question had 6 likert-scales demonstrating the frequency of which the leaders demonstrated behaviours associated with EI. Three questions were added to assess the way the leaders affect the followers, the first is a 5

Likert-scale question demonstrating the followers' level of agreement with statements regarding how their work experience is affected. The second is an options question with two columns; column A demonstrates a creativity enhancing communication style and column B demonstrates a creativity diminishing communication style. The phrases were chosen based on a study by Thacker (1997), participants were asked to choose which column contains phrases their leader is most likely to use. Finally, a 5 Likert-scale question was added to assess the way performance is affected by the leader, from very positively to very negatively.

Questionnaire-B (Appendix 2) was aimed at team leaders in the interior design industry, its objective is to assess the level of EI and leadership characteristics as well as gather demographic information. The question assessing the leader's level of EI is a 6 likert-scale question, also based on Goleman's emotional competency inventory framework; in this case the full eighteen competencies were included. The question assessing the level of agreement of having certain leadership characteristics was a 5 likert-scale.

3.3.2 Step 2 – Piloting

In order to enhance the quality of the questionnaires, pilot questionnaires was developed and then sent to five interior designers and team leaders in Jordan and the UK. The selection of those individuals was based on their experience and level of education; all of them had experience in the industry as well as a research background. To acquire additional feedback, it was also sent to the supervisor of this research. There were comments regarding the length of the questionnaires and the clarity of some questions, and the questionnaires were modified accordingly, additional questions were introduced to both questionnaires, and some questions were rephrased in order to become more comprehensible. The two modified questionnaires are attached as an appendix (Appendix 3).

3.3.3 Step 3 – Choice of Sample

According to Shorten and Moorley (2014), the choice of sample size and sample selection strategy can greatly impact the quality as well as the accuracy of results. Several factors influence the required sample size of a quantitative study, most important of which is the nature of research as well as the size of the group being

investigated (Shorten and Moorley, 2014). Due to the unknown size of the population targeted, it was difficult to calculate the exact sample size needed. In such cases the sample size becomes irrelevant (Surveys system, 2012). However, the larger the sample the more accurate the results, thus, this research attempted to gather as many responses as possible.

A snowball sampling strategy was chosen for both questionnaires because it was difficult to find participants who fit the needs of this research. This sampling strategy allows the researcher to ask individuals who fit the research's criteria to participate, and to ask those individuals to refer other acquaintances who also fit the criteria, creating a "snowballing" effect (Atkinson and Flint, 2001; Biernacki and Waldorf, 1981). Therefore, any interior designers and team leaders in the interior design industry who work within a project based organization were asked to participate, regardless of their length of experience or any other demographical issues, respondents were also asked to recommend appropriate acquaintances for this research who are willing to participate. The questionnaires were sent to participants in the UK and Jordan. The main reason for choosing those two countries lies in the vast cultural difference between the two as well as location convenience since the research was conducted in the UK and a visit to Jordan assisted in the selection of relevant individuals to participate. Moreover, only interior designers working within a team were chosen, in order to ensure that project team leaders are the ones being assessed. Questionnaire-B was sent to team leaders supervising interior designers, in some cases the same team leaders who are being assessed by followers in order to compare the results. Based on the average response rate, questionnaire-A was sent out to 90 interior designers, while questionnaire-B was sent to 70 team leaders. Although the population of the UK is much larger than the population of Jordan, the questionnaires were distributed equally in both countries because it was essential to get a number of responses which is relatively close for accurate comparison.

3.3.4 Step 4 – Data Collection and Recording

Two main methods were used in distributing the questionnaires: online surveys and e-mail surveys. Respondents were given 10 days to respond and by that time period only 13 responses were collected for the first questionnaire, and 8 for the second. Therefore, a reminder was sent and an extension of 2 weeks was given in order to increase the

amount of responses received. At the end of the extension period, the number of responses rose significantly, with 32 responses (37%) and 24 responses (36%) for the first and second questionnaires respectively. While according to Baruch and Holtom (2008), the average response rate of studies targeting professionals within organizations is 35.7%, this study's response rate was close to average.

Responses were recorded using SPSS (Statistical Package for Social Sciences). The two questionnaires were recorded separately. Responses were coded for the first questionnaire as (e.g. ID1, ID2, etc.), while for the second questionnaire as (e.g. TL1, TL2, etc.). The responses were entered row by row, and missing responses were noted in order to ensure they do not affect the data analysis. One sample of responses of each questionnaire can be found in the appendix (appendix 4).

3.3.5 Step 5 – Data Analysis

After coding the data using SPSS and using inferential statics to analyse content, a descriptive analysis was used to demonstrate demographic information regarding the participants of the survey. Moreover, a search for emerging patterns was conducted, such as leadership behaviours or characteristics emergence. Further analysis was conducted in order to find abstract themes that demonstrate holistic findings. For instance, leadership styles were determined based on leadership behaviours and characteristics that were highlighted by followers. Furthermore, a comparative analysis approach was used to compare differences in leadership styles or levels of EI in different cultures or in different genders. To analyse the aforementioned findings, various statistical tests were used such as the Pearson Correlation test which was used to find correlations between two or more continuous variables.. Findings and implications were derived from the aforementioned analysis and will be discussed in the following chapter.

3.4 Data Validity and Reliability

Due to gathering responses from various organizations that differ in location, years in business and size, the sample represented a wider population, therefore population generalizability was increased. Content validity of the questionnaires was increased by basing most questions on previous studies and previously tested assessment methods,

ensuring that questions will provide accurate and needed information. Moreover, Piloting added great insight to the clarity of questions, reducing possible misunderstandings to a minimum while the questions were being answered, further validating the content. This research required specific professionals to participate in responding to the questionnaires. Therefore, a question regarding the position of the participant was added to ensure the relevancy of the participants to the research. Furthermore, the results had Variations in experience, size of team and gender, those variations did not affect the validity of the results; rather, they enhanced the comparative analysis and increased the findings' comprehensiveness.

3.5 Summary

For this research, a quantitative research methodology was adopted; two questionnaires were developed based on the aims and objectives highlighted in chapter 1, information obtained from the literature review and the questions posed at the end of chapter 2. A stratified sampling strategy was used to distribute the required amount of questionnaires to interior designers working within teams and team leaders in the interior design industry, both employed in project based organizations. Using inferential statics and SPSS, the data was analysed. The emerging patterns, holistic findings and comparisons will be discussed in the next chapter along with implications of the analysis.

CHAPTER 4 - ANALYSIS AND INVESTIGATION

4.1 Introduction

This chapter will discuss the key findings derived from the analysis of the questionnaires' responses, and will be represented in three main sections. The first demonstrates descriptive analysis regarding the participants' demographic information including job positions, gender and country of employment. The second discusses the analysis of each question from both questionnaires, while the third section synthesises our results from the questions and the literature using comparative analysis, focusing on the aim and objectives of this study. Finally, the implications of the findings are discussed.

4.2 Details of the participants

The number of responses in questionnaires A and B were 29 and 34 respectively, with a combined total of 63. This section demonstrates participants' details using tables based on SPSS's data record sheet for both questionnaires. Six factors are discussed: position, years of experience, organization's years of work, country of work, gender and team size. In order to attain a0 better understanding of the participants and their background, the aforementioned factors are divided into two groups and analysed.

4.2.1 Personal Attributes

The results of the position and years of experience analysis of participants in questionnaire-A are demonstrated in table (5), while the results of the analysis of the position, years of experience and genders of participants of questionnaire-B are demonstrated in table (6). Gender is not included in the analysis of questionnaire-A, because the gender of the leader, not the participants, is a factor investigated in questionnaire-A.

Table 5. *Analysis of personal attributes of participants in questionnaire-A.*

		Years of Experience				
		1-5	6-10	11-20	over 20	Total
		Number of Participants				
Position	Interior Architect	5	1	0	0	6
	Interior Designer	9	2	0	0	11
	Junior Interior Designer	8	0	0	0	8
	Senior Interior Designer	0	4	0	0	4

Table 6. *Analysis of personal attributes of participants in questionnaire B.*

			Years of Experience				
			1-5	6-10	11-20	over 20	Total
			Number of Participants				
Position	Head of interior design department	Male	0	0	2	1	3
		Female	2	3	0	1	6
	Project manager	Male	0	0	1	0	1
		Female	0	2	6	0	8
	Senior interior designer	Male	0	0	2	0	2
		Female	0	3	2	0	5
	Team leader	Male	0	2	6	0	8
		Female	2	0	0	0	2

4.2.2 Working Conditions

Results of the analysis regarding the country of work, the years of which participant's companies have been at work and the size of team of both questionnaires are demonstrated in table (7) and table (8) respectively.

Table 7. *Analysis of working conditions of participants in questionnaire-A.*

			Size of Team				
			1-5	6-10	11-15	above 15	Total
			Number of Participants				
Company's Years in Business	1-5	Jordan	2	0	0	0	2
		UK	1	0	0	0	1
	6-10	Jordan	1	1	0	3	5
		UK	0	0	0	2	2
	11-20	Jordan	0	0	0	2	2
		UK	0	0	0	1	1
	over 20	Jordan	3	4	2	2	11
		UK	1	1	3	0	5

Table 8. *Analysis of working conditions of participants in questionnaire-B.*

			Size of Team				
			1-5	6-10	11-15	above 15	Total
			Number of Participants				
Company's Years in Business	1-5	Jordan	2	0	0	0	2
		UK	2	0	0	0	2
	6-10	Jordan	2	4	2	0	8
		UK	0	3	0	0	3
	11-20	Jordan	0	2	0	0	2
		UK	0	2	2	0	4
	over 20	Jordan	1	0	0	5	6
		UK	1	1	2	3	7

Out of the 63 responses, 38 were received from Jordan and 25 from the UK. Moreover, 25 male leaders and 38 female leaders were assessed. 100% of participants in questionnaire-A had under 10 years of experience while 59% of participants in questionnaire-B had over 10 years of experience.

4.3 Main findings

In this section, the findings of each question in both questionnaires, other than the demographical results shown in the previous section, are presented, starting with questionnaire-A followed by questionnaire-B.

4.3.1 Questionnaire A

This section demonstrates results from the 29 responses of questions 7 to 12 from questionnaire-A, with explanations of how some questions were analysed. Results from questions 8 and 12 are combined to determine how leaders affect their followers, while results from questions 7 and 10 are combined to assess leadership style emergence.

4.3.1.1 Analysis of Leadership Behaviours

The participants were asked to determine their leaders' level of use of certain leadership behaviours. The means of responses that were derived from a 5-point scale for each leadership behaviour are demonstrated in descending order in table (9), representing the behaviours most and least adopted by leaders in the interior design industry. The answers from this question will be linked with the analysis of leadership characteristics to determine leadership styles.

Table 9. *Mean of responses of leadership behaviours from questionnaire-A.*

Leadership Behaviour	Mean
Prioritizing tasks	4.4138
Encouraging teamwork	4.2759
Directing	3.9310
Coaching	3.8621
Highlighting rules	3.7241
Motivating	3.6552
Supporting	3.4138
Giving Negative feedback	3.2069

4.3.1.2 Analysis of Leadership Characteristics

Participants were asked to state their level of agreement with their leaders having certain characteristics. Table (10) demonstrates the mean score of each leadership characteristic in descending order, showing which characteristics are most and least observed in leaders by their followers in the interior design industry.

Table 10. *Mean of leadership characteristics form questionnaire-A.*

Leadership Characteristic	Mean
Inquisitive	3.7241
Energetic	3.5517
Confident	3.4828
Enthusiastic	3.4483
Motivational	3.3793
Visionary	3.3793
Vigilant	3.3103
Charismatic	3.0690

4.3.1.3 Determining Leadership Styles

In order to determine the leadership styles, the two previous results were combined. In terms of leadership behaviour, each response was given a value (1=never, 2=rarely, 3=sometimes, 4=often, 5=consistently); the same was done for leadership characteristics (1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree). Transformational leadership characteristics (charismatic, motivational, visionary and enthusiastic) and behaviours (motivating innovation, coaching, supporting and encouraging teamwork) were added separately from transactional leadership characteristics (Confident, energetic, vigilant and inquisitive) and behaviours (prioritizing tasks, giving negative feedback, highlighting organization's rules and directing). The scores of both questions were added and compared to determine when

one leadership score dominates and when a mixed leadership style emerges. Equal or almost similar (±1) scores were categorised as a mixed leadership style (Table 11).

Table 11. *Leadership style of each participant's leader from questionnaire-A.*

Respondent code	transformational score	transactional score	Leadership style
ID1	25	24	**Mixed**
ID2	28	27	**Mixed**
ID3	30	27	**transformational**
ID4	30	32	**Transactional**
ID5	32	33	**Mixed**
ID6	17	29	**Transactional**
ID7	24	24	**Mixed**
ID8	35	32	**transformational**
ID9	30	32	**Transactional**
ID10	30	32	**Transactional**
ID11	40	40	**Mixed**
ID12	38	30	**transformational**
ID13	34	32	**transformational**
ID14	34	32	**transformational**
ID15	30	30	**Mixed**
ID16	30	30	**Mixed**
ID17	26	29	**Transactional**
ID18	23	26	**Transactional**
ID19	29	30	**Mixed**
ID20	25	24	**Mixed**
ID21	28	27	**Mixed**
ID22	30	27	**transformational**
ID23	26	29	**Transactional**
ID24	23	26	**Transactional**
ID25	29	30	**Mixed**
ID26	17	29	**Transactional**
ID27	23	26	**Transactional**
ID28	30	30	**Mixed**
ID29	30	32	**Transactional**

41% of leaders demonstrated a mixed leadership style, while 21% demonstrated a transformational leadership style and 38% demonstrated a transactional leadership style.

4.3.1.4 Leaders' effect on participants' work experience

To determine how leaders affect their followers, first, participants were asked to state their level of agreement with the effects their leaders have on them. Table (12) demonstrates the means of their responses based on a 5-point scale (strongly disagree to strongly agree) in a descending order. All responses were above average, suggesting that leaders generally have a positive influence on the participants. Second, the

participants were asked to assess the way their leaders' personalities affect their work performance. Figure (4) demonstrates the percentage of the results.

Table 12. *Mean of responses of leaders' effect on participants of questionnaire-A.*

Leaders' Effect on Followers	Mean
Increasing organizational Commitment	3.5862
Increasing Job satisfaction	3.0000
Encouraging skill development	3.9655
Creating a positive work environment	3.1724

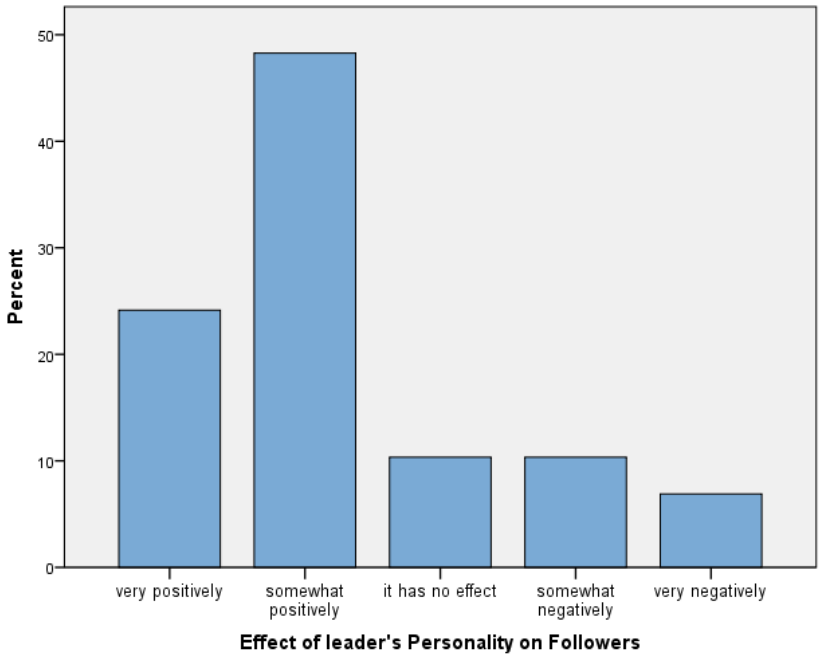

Figure 4. *Effect of leader's personality on followers.*

In order to assess the overall effect of leaders' behaviours and personalities, the results of both questions were combined, assigning each answer a value then adding those values to create scores (1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree) and (1= very negatively, 2=somewhat negatively, 3= somewhat positively, 4= very positively and 0=if has no effect). Based on the minimum and maximum possible scores (5 and 20), score ranges were determined (17-20= very positive, 13-16=positive, 3-12=negative and 5-8=very negative). Table (13) displays the frequency and percentage of score ranges.

Table 13. *Frequency and percentage of score ranges of leaders' effect on followers from questionnaire-A.*

Leaders' Effect on Followers	Frequency	Percentage
very positive (17-20)	13	44.8
Positive (13-16)	8	27.6
negative (9-12)	5	17.2
very negative (5-8)	3	10.3
Total	**29**	**100.0**

4.3.1.5 Leaders' Communication Style

Two types of communication styles were assessed. The first enhances creative behaviour in followers while the second diminishes it. The creativity enhancing communication style used language like "That's an interesting idea, what do you all think?" or "let's start" while the creativity diminishing communication style used language like "I want each of you to provide me with a solution to this problem within an hour." Or "Now start!". The participants were asked to choose which communication style their leader most likely used. Figure (5) demonstrates the frequency of which each style is used by participant's leaders.

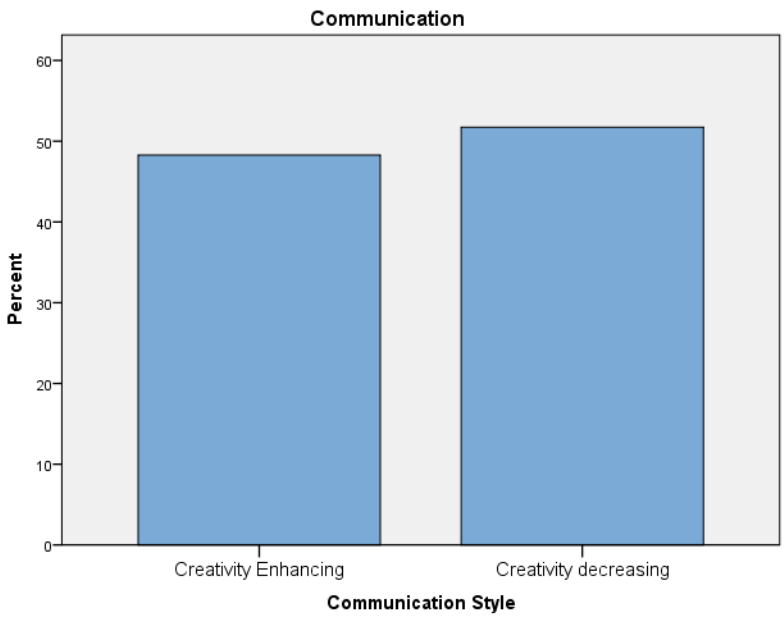

Figure 5. *Frequency of leaders' use of communication styles.*

4.3.1.6 Analysis of EI levels and EI behaviours

To analyse the level of EI, each response was assigned a number (1=never, 2=rarely, 3=sometimes, 4=often, 5=consistently), which were then added to get the full EI score. The level of EI depended on the maximum, minimum and average possible scores (75, 15 and 45 respectively). To demonstrate the results, the scores were grouped into ranges

that determine the level of EI (Low: below 40 or 40-49, Medium: 50-59, and High: 60-69 or above 70). When combined, 34.5% of leaders scored low, 37.9% score medium and 27.5% score high levels of EI. Table (14) represents the frequency of score ranges while Table (15) demonstrates the mean of responses of each EI behaviour in descending order, indicating which behaviours were most and least used.

Table 14. *Frequency of EI score ranges from questionnaire-A.*

EI Score Range	Frequency	Percentage
below 40	2	6.9
40-49	8	27.6
50-59	11	37.9
60-69	7	24.1
over 70	1	3.4
Total	**29**	**100.0**

Table 15. *Mean of each EI behaviour from questionnaire-A.*

EI Behaviour	Mean
Inspire and direct	4.2759
Persuasion	4.2414
Create common goals	4.0690
Self-improvement	3.9310
Readiness for opportunities	3.9310
Sensing development needs	3.7241
Sensing relationships	3.6552
Showing integrity	3.6207
Managing change	3.5000
Conflict resolution	3.4483
Sensing emotions	3.3448
Adaptability	3.3103
Managing own emotions	3.2414
Optimism	3.2414
Recognizing needs	2.9310

4.3.2 Questionnaire B

4.3.2.1 Analysis of leadership characteristics and leadership styles

In order to determine leadership styles, the same method adopted in questionnaire-A was used, however, in this questionnaire only leadership characteristics played a role in determining which leadership style the participants used. Again, the scores were compared to determine when one leadership style dominates and when a mixed

leadership style emerges. Just like in questionnaire-A, equal or almost similar (±1) scores were categorised as a mixed leadership style (Table 16).

Table 16. *Leadership style emergence from questionnaire-B.*

Respondent code	transformational score	transactional score	Leadership style
TL1	17	14	**transformational**
TL2	20	16	**transformational**
TL3	17	15	**transformational**
TL4	16	16	**Mixed**
TL5	13	15	**Transactional**
TL6	17	17	**Mixed**
TL7	14	15	**Mixed**
TL8	17	14	**transformational**
TL9	20	16	**transformational**
TL10	17	17	**Mixed**
TL11	15	12	**transformational**
TL12	13	16	**Transactional**
TL13	14	15	**Mixed**
TL14	16	15	**Mixed**
TL15	16	13	**transformational**
TL16	19	17	**transformational**
TL17	16	15	**Mixed**
TL18	19	20	**Mixed**
TL19	16	15	**Mixed**
TL20	16	15	**Mixed**
TL21	15	17	**Transactional**
TL22	17	18	**Mixed**
TL23	17	15	**transformational**
TL24	18	14	**transformational**
TL25	16	14	**transformational**
TL26	16	15	**Mixed**
TL27	19	17	**transformational**
TL28	16	15	**Mixed**
TL29	19	17	**transformational**
TL30	16	16	**Mixed**
TL31	14	11	**transformational**
TL32	17	16	**Mixed**
TL33	14	14	**Mixed**
TL34	17	16	**Mixed**

50% of participants demonstrated a mixed leadership style, while 41% of participants displayed transformational leadership. Only 9% demonstrated a transactional leadership

style. Table (17) exhibits the mean score of each leadership characteristic in descending order.

Table 17. *Mean of leadership characteristics form questionnaire-B*

Leadership characteristics	Mean
Creative	4.3529
Confident	4.2647
Motivational	4.1765
Charismatic	4.1471
Visionary	4.0882
Enthusiastic	4.0294
Energetic	3.9706
Vigilant	3.6765
Inquisitive	3.6176

4.3.2.2 Analysis of EI levels and EI behaviours

The level of EI was calculated similarly to t questionnaire-A. However, the maximum, minimum and average possible scores in this question were different (85, 17 and 51 respectively) due to the addition of more variables to the analysis. Just like in questionnaire-A, the scores were categorized into ranges (Low: 50-59, Medium: 60-69, High: 70-79 and 80 and above). The results show that only 8.8% of leaders scored low, while 47.1% scored medium and 44.1% scored high, noting that 100% of respondents scored above average. Table (18) represents the frequency and percentage of each score range and Table (19) demonstrates the mean score of each EI competency in descending order.

Table 18. *Frequency of EI score ranges from questionnaire-B.*

EI Score Range	Frequency	Percentage
50-59	3	8.8
60-69	16	47.1
70-79	13	38.2
above 80	2	5.9
Total	**34**	**100.0**

Table 19. *Mean of each EI behaviour from questionnaire-B.*

EI Behaviours	Mean
Developing followers' skills	4.4412
Inspire and direct followers	4.2941
Creating common goals	4.0882
Power of persuasion	4.0882
Sensing own emotions	4.0588
Believe in capabilities	4.0588
Emotional Intelligence-self improvement	4.0294
Conflict resolution	4.0000
Sensing followers' relationships	4.0000
Adaptability to change	3.9706
Readiness for opportunities	3.9706
Optimism during setbacks	3.9118
Sensing followers' emotions	3.9118
Emotional Intelligence-showing integrity	3.8824
Knowing strengths and weaknesses	3.7941
Managing change	3.6471
Recognizing followers' needs	3.5000

The results from questionnaire-B are relatively less varied and have more positive results than questionnaire-A. This might be due to leaders' bias towards their personal image. This could be the reason why EI levels, EI behaviours means and leadership characteristics means in questionnaire-B are higher than those in questionnaire-A.

4.4 Discussion and Synthesis

In this section, based on the objectives stated in chapter 1, the previously demonstrated results will be correlated and synthesised with findings form the literature review. Other observed links will also be discussed.

4.4.1 Leadership styles and their connection to EI

Many previous studies investigated the relation between EI and successful leadership and found positive correlations between the two (Siegling *et al.* 2014; Obradvic *et al.* 2012; Muller and Turner, 2006). However, although transformational leadership behaviours have been linked EI competencies (Leban and Zulauf, 2004), no studies have investigated the link between leadership style emergence and leaders' EI. Results from this study show that 53% of leaders who were associated with transformational leadership characteristics scored high levels of EI, compared to 29% of transactional leaders and 30% of leaders who demonstrated a mixed leadership style. Moreover, 0%

of transformational leaders, 50% of transactional leaders and 20% of leaders with a mixed leadership style scored low levels of EI. Therefore, results show that transformational leadership behaviours and characteristics are more associated with higher levels of EI than transactional or mixed leadership styles.

4.4.2 The effect of leaders' EI on followers' work experience

The results regarding leaders' level of EI and followers' work experience are in agreement with Kafetsios and Zampetakis (2008), they demonstrate a strong positive correlation between leader's high levels of EI and followers' positive work experience (Table 20). When the scores of EI were compared to the scores of follower's work experience (Table 21), 100% of leaders who scored high levels of EI also effected their followers very positively while 75% of leaders who scored medium levels of EI affected their followers either very positively or positively, however, the only leaders who scored below 40 in the EI test affected their followers very negatively.

Table 20. *Correlation between leaders' EI and followers' work experience.*

		Leader's effect on work experience	EI Score
Leader's effect on work experience	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	29	29
EI Score	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	29	29

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

Table 21. *The relationship between EI and followers' work experience.*

		Leader's effect on work experience			
		very positive (17-20)	Positive (13-16)	negative (9-12)	very negative (5-8)
		Number of Cases			
EI Score	below 40	0	0	0	2
	40-49	3	1	3	1
	50-59	2	7	2	0
	60-69	7	0	0	0
	over 70	1	0	0	0

(Low: below 40 or 40-49, Medium: 50-59, and High: 60-69 or above 70).

Additionally, levels of EI were correlated with each factor of followers' work experience. Strong positive correlations were found between EI and those factors (Table 22).

Table 22. *Correlation between EI score and followers' work experience factors.*

		Increasing Commitment	Increasing Job satisfaction	Encouraging skill development	Creating Positive environment	EI Score
Increasing Commitment	Pearson Correlation	1	.355	.181	.392*	.757**
	Sig. (2-tailed)		.059	.346	.035	.000
	N	29	29	29	29	29
Increasing Job satisfaction	Pearson Correlation	.355	1	.725**	.737**	.536**
	Sig. (2-tailed)	.059		.000	.000	.003
	N	29	29	29	29	29
Encouraging skill development	Pearson Correlation	.181	.725**	1	.356	.277
	Sig. (2-tailed)	.346	.000		.058	.146
	N	29	29	29	29	29
Creating Positive environment	Pearson Correlation	.392*	.737**	.356	1	.684**
	Sig. (2-tailed)	.035	.000	.058		.000
	N	29	29	29	29	29
EI Score	Pearson Correlation	.757**	.536**	.277	.684**	1
	Sig. (2-tailed)	.000	.003	.146	.000	
	N	29	29	29	29	29

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

4.4.3 Effect of Leadership style on followers' work experience

The results show that leadership behaviours and characteristics associated with transformational leadership enhanced followers' work experience more than behaviours associated with transactional leadership or mixed leadership. The overall scores showed that a mixed leadership style affects followers' work experience negatively (50%) and positively (50%) compared to transformational leadership (100% positively) and transactional leadership (81% positively) (Table 23). These results are in agreement with studies that found a strong correlation between transactional leadership and followers' job satisfaction (Saleem, 2015; Mihalcea, 2014; Emery and Barker, 2007) as well as with Acar (2012) who claimed that transformational leadership has the most positive effect on followers' work experience. Furthermore, although previous studies suggested that a mixed leadership style enhances the followers' work experience

(Woehr, 2006; Westerman and Cyr, 2004), the results of this study showed no relation between the two.

Table 23. *Relationship between leadership style and followers' work experience.*

		Leadership Style		
		Mixed	Transactional	Transformational
		Number of Cases		
Leader's effect on work experience	Very positive (17-20)	2	7	4
	Positive (13-16)	4	2	2
	Negative (9-12)	5	0	0
	Very negative (5-8)	1	2	0

When analysed separately, transformational leadership had significant positive correlations between each factor of follower's work experience except for encouraging still development (Table 24). While transactional leadership only had a significant positive correlation with increasing followers' organizational commitment (r = .607, p = ≤ .001).

Table 24. *Correlations between transformational leadership and followers' work experience factors.*

		Increasing Commitment	Increasing Job satisfaction	Encouraging skill development	Creating Positive environment	Transformational Score
Increasing Commitment	Pearson Correlation	1	.355	.181	.392*	.561**
	Sig. (2-tailed)		.059	.346	.035	.002
	N	29	29	29	29	29
Increasing Job satisfaction	Pearson Correlation	.355	1	.725**	.737**	.583**
	Sig. (2-tailed)	.059		.000	.000	.001
	N	29	29	29	29	29
Encouraging skill development	Pearson Correlation	.181	.725**	1	.356	.363
	Sig. (2-tailed)	.346	.000		.058	.053
	N	29	29	29	29	29
Creating Positive environment	Pearson Correlation	.392*	.737**	.356	1	.647**
	Sig. (2-tailed)	.035	.000	.058		.000
	N	29	29	29	29	29
Transformational Score	Pearson Correlation	.561**	.583**	.363	.647**	1
	Sig. (2-tailed)	.002	.001	.053	.000	
	N	29	29	29	29	29

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

4.4.4 The effect of Leadership style and level of EI on followers' creativity

According to the literature, transformational leaders develop creative work environments by being better creative role models (Mittal and Dhar, 2015), 100% of transformational leaders who were assessed in this study were associated with creative behaviour (Table 25). Moreover, 100% of leaders who demonstrated a transformational leadership style used a creativity enhancing communication style, compared to 50% of leaders with a mixed leadership style and 19% of transactional leaders. These results are in agreement with Mittal and Dhar (2015) and Cheung and Wong (2010), who concluded that there's a strong positive correlation between enhancing followers' creativity and transformational leadership.

Table 25. *Leadership styles and creativity.*

		Leadership Style		
		mixed	transactional	transformational
		Number of Cases		
Your leader is Creative	strongly disagree	0	3	0
	Disagree	0	2	0
	Neutral	7	0	0
	Agree	4	6	3
	strongly agree	1	0	3

Additionally, 50% of leaders who were assessed as having high levels of EI, 81% who had a medium level of EI and only 10% of leaders who had low levels of EI used a creativity enhancing communication style.

4.4.5 Comparison between Jordan and the UK

4.4.5.1 Levels of EI

Results from both questionnaires were combined to find whether culture affected the level of EI of leaders. However, the study found the scores were similar in both countries. In the UK, 40%, 44% and 16% of leaders scored high, medium and low levels of EI respectively. While in Jordan, 34%, 42% and 24% of leaders scored high, medium and low levels of EI respectively. Indicating that perhaps just like IQ, culture does not affect EI.

4.4.5.2 Leadership Styles

Although most research that investigated leadership styles in different cultures found that vast differences (Jogulu, 2010; Lok and Crawford, 2004; Kuchinke, 1999; House *et al.* 1997), and although there's a big cultural difference between Jordan and the UK, this study only found large differences in leadership styles in terms of culture. 26% of responses from Jordan and 40% of responses from the UK associated leaders with transformational leadership behaviours and characteristics, while 24% of Jordanian participants and 20% of British participants associated themselves or their leaders with a transactional leadership style, finally, 50% of responses from Jordan and 40% from the UK associated themselves or their leaders with a mixed leadership style.

4.4.6 Comparison between other findings

4.4.6.1 Gender and leadership style

According to most literature, female leaders demonstrate transformational behaviours more often than male leaders (Brandt and Edinger, 2015; Eagly *et al.* 2003; Burke and Collins, 2001), However, the responses of this study show no relation between gender and leadership style. Responses from both questionnaires were combined showing that 47% of female and 44% of male leaders demonstrated a mixed leadership style while 21% of female and 24% of male leaders demonstrated behaviours and characteristics associated with transactional leadership, and 32% of male and female leaders demonstrated behaviours and characteristics associated with transactional leadership. Therefore, these results are in accordance with Barbuto *et al.* (2007), who concluded that the gender of leaders alone does affect their leadership style.

4.4.6.2 Gender and level of EI

Again, responses from both questionnaires were combined to find if there's any relation between the level of EI and gender. The results show the female leaders demonstrate higher levels of EI. 42% of female and 28% of male leaders demonstrated high levels of EI, while 42% of female leaders and 44% of male leaders had medium levels of EI, and finally, 16% of female and 28% of male leaders score low levels of EI.

4.4.6.3 Leading project teams

Although according to Keegan and Hartog (2004) transformational leadership has gained-a lot of attention in project management literature recently, this research found that even though transformational leadership is often used, 40% of the assessed leaders, it is not the most common. The literature review also suggested that there should be a mixture between transactional and transformational leadership styles when leading project teams (Casimir and Ng, 2010), the results of this survey found that 45.5% of team leaders in project based organizations use a mixed leadership style. Additionally, Yang *et al.* (2011) found that a leadership style that encourages teamwork can enhance projects' success. Our comparison between leadership style emergence and teamwork encouragement found that 41% of leaders with a mixed leadership style, 64% of transactional leaders and 66% of transformational leaders encourage teamwork consistently.

4.4.6.4 Years of experience and leadership styles

Years of experience affect the emergence of leadership styles (Amit *et al.* 2009). This research found that 75% of team leaders who had less than 5 years of experience and 60 % who had 6-10 years of experience used a mixed leadership style, however, transformational leadership was the most common in leaders with 11-20 years of experience (55%), indicating that there might be a link between leadership style emergence and team leader's years of experience in the interior design industry. However, many other variables can be playing a role in that relation, therefore, our results are not conclusive.

4.4.6.5 Size of team and leadership styles

Results regarding the relation between size of project teams and leadership style emergence only showed difference in small sized teams (1-5 followers) where 68% of leaders demonstrated a mixed leadership style. However, Results were mixed when compared to other team sizes (Table 26).

Table 26. *Size of team in relation to leadership styles.*

		Leadership Style		
		Mixed	transactional	Transformational
		Number of Cases		
Size of Team	1-5	11	3	2
	6-10	6	5	7
	11-15	6	1	4
	above 15	6	5	7

4.5 Implications

Similar research has never been conducted in the interior design industry or any industry in Jordan in general. Therefore, results have extensive implications. Firstly, the positive correlation between leaders' EI levels and followers' work experience along with previous studies that prove EI can be enhanced and taught (Clarke, 2010; Nelis *et al.* 2009) implicates that within the interior design industry, investing in enhancing leaders' EI financially beneficial; not only because a positive work experience leads to higher job commitment and subsequently lower employee turnover, but because creativity is an essential trait in interior designers that must be nourished by leaders.

As for implications regarding the leadership style that is most appropriate for leading interior design project teams, results have demonstrated that behaviours and characteristics associated with transformational leadership have to most positive effect on followers' overall work experience and performance. Furthermore, 100% of leaders who were associated with transformational leadership used creativity enhancing communication and were associated with creative behaviour. Moreover, the connection between the leader's level of EI and followers' positive work experience along with the result showing that 0% of transformational leaders scored low levels of EI only validates that assumption. Although similar results have been observed in previous research, confirmation that they apply to the interior design industry has never been established before.

4.6 Summary

In accordance with the literature, there was a strong positive correlation between the leader's level of EI and follower's work experience, 100% of leaders who scored high levels of EI affected their follower's work experience positively. However, only 50% of them used a creativity enhancing communication style. Furthermore, not only did 100%

of leaders who were associated with transformational leadership use creativity enhancing communication, they all also affected their followers' work experience positively.

All leaders who were assessed as having a transformational leadership style scored either high or medium levels of EI, none scored low, whereas leaders with transactional and mixed leadership styles had mixed levels of EI. Moreover, no significant difference between leadership style and gender was found, although many previous studies concluded that female leaders demonstrate transformational behaviours more than male leaders. Similarly, and contradicting with the literature, the result of this study showed no significant difference between leadership styles in Jordan and the UK, even though there are vast cultural differences between the two countries.

Additionally, 75% of leaders with less than 5 years of experience demonstrated a mixed leadership style while transformational leadership was the most commonly used by leaders with 11-20 years of experience.

CHAPTER 5 - CONCLUSIONS

This study has yielded conclusions based on the findings summarized in each chapter. Due to this study being the first of its kind in the interior design industry and in Jordan, the following conclusions could have significant implication in the industry and provided bases for future research in academia. The conclusions presented are based on the objectives of this study that were introduced in chapter 1.

5.1 Overall conclusions

This study attempted to analyse the connection between leadership styles and leaders' level of EI revealing a relation between high levels of EI and transformational leadership behaviours and characteristics. All leaders who were associated with transformational leadership scored either high or medium in the EI assessment, none scored low, Whereas, Transactional leadership was the most associated with low EI scores, with 53% of assessed transactional leaders scoring low in the EI assessment.

This study, along with the literature, found that the effects of leaders' high level of EI on followers' work experience are positive. In this study, a significant positive correlation between the two was found. All leaders who scored high levels of EI affected their followers positively. On the other hand, all leaders who scored low levels of EI affected their followers very negatively. Therefore, we can conclude that the results of previous studies investigating this correlation, although done in other industries, are applicable in interior design organizations.

The assessment of the how leadership styles and level of leaders' EI affects the creativity of interior designers was in agreement with the literature. Both found that transformational leadership is the most associated leadership style with enhancing followers' creativity, this study tested this in two separate variables, one is the use of creativity enhancing communication styles and the second is the leaders' own creativity, which according to the literature makes him/her a creative role model who nourishes creative behaviours in the work place. All transformational leaders used creativity enhancing communication, and there was a strong positive correlation between them and creativity. Moreover, while most leaders who scored high and medium levels of EI used creativity enhancing communication, only 10% of those who scored low in the EI assessment used the same communication style. This leads to the conclusion that

combining transformational leadership behaviour with leaders' high EI can greatly benefit design team in general by increasing creativity in followers.

Not only was transformational leadership linked to enhancing followers' creativity, it also had the most significant positive correlations with followers' work experience, especially in regards of creating a positive work environment, increasing organizational commitment and job satisfaction. Although studies suggest that transactional leadership affects employees' job satisfaction more positively than transformational leadership. However, those studies were conducted in a different industry. Therefore, our results may provide a more accurate finding for the interior design industry.

Previous studies have also found that many personal aspects contribute to a leader's style such as the leader's gender, age and experience, culture, personality and managerial level. However, this study was not able to verify those finding. No link was observed between gender or culture and leadership styles. Although there are vast cultural differences and the gaps in business development between Jordan and the UK, there was no difference between either the level of leaders' EI or their leadership styles and the country of work, which is contradictory to previous studies that found strong correlations due to cultural differences in perceptions of what a leader should, nature of organizational structures and leaders' status and influence. However, our results might be caused by the nature of today's business world, where business concepts and developments are spreading worldwide, creating a globalized business culture.

The aforementioned conclusions achieved each objective of this study leading to the achievement of our aim which was to assess the effect of leaders' EI as well as different the leadership styles on project teams in the interior design industry.

5.2 Recommendations

5.2.1 To the industry

Given that this study gives bases for concluding that leaders' EI has a strong positive correlation with followers' work experience and performance in the interior design industry, and based on the literature which suggests that EI can be enhanced. We recommend that companies invest in enhancing employees' EI with training and/or to add EI assessments as part of the hiring process of team leaders. Giving themselves an

added competitive advantage that will lead to higher job satisfaction, performance, and organizational commitment as well as decreasing turnover, all contributing to organizational development.

Additionally, team leaders in the interior design industry should aim to adopt transformational leadership behaviours and characteristics due to the positive effects that they can have on followers' performance as well as general work experience.

5.2.2 To Academia

The literature has various gaps that need to be investigated. For instance, the lack of a scientific tool that can assess EI affects the quality of research being conducted regarding EI and leadership, subsequently leaving room for criticism of findings. Moreover, although there has been suggestions regarding EI improvement methods that can be of practical use in the business world, there are no methods that are scientifically proven to enhance EI. Furthermore, research investigating leading project teams in the interior design industry in particular and leading design in general is recommended, especially regarding the effect of EI and leadership styles on the creativity process.

Although this study provided insight on the effects of EI and leadership styles in the interior design industry, conducting more comprehensive research regarding this area is recommended. Furthermore, we suggest investigating effects of other leadership styles on followers in interior design organization

REFERENCES

1. **Acar, A.Z.** (2012), Organizational culture, leadership styles and organizational commitment in Turkish logistics industry. *Procedia- Social and Behavioral Sciences*, **58**:217-226.
2. **Amit, K., Popper, M., Gal, R., Mamane-Levy, T. and Lisak, A.** (2009), Leadership-shaping experiences: a comparative study of leaders and non-leaders. *Leadership & Organization Development Journal*, **30(4)**:302-318.
3. **Anatonakis, J., Ashkanasy, N.M. and Dasborough, M.T.** (2009), Does leadership need emotional intelligence? *The Leadership Quarterly*, **20**:247-261.
4. **Archer, B.** (1979), Design as a discipline. *Design Studies*, **1(1):**17-20.
5. **Ashkanasy, N. and Dasborough, M.** (2003), Emotional Awareness and Emotional Intelligence in Leadership Teaching. *Journal of Education for Business*, **79(1)**:18-22.
6. **Atkinson, R. and Flint, J.** (2001), Accessing hidden and hard-to-reach populations: Snowball research strategies. *Social research update*, **33(1):**1-4.
7. **Barbuto Jr, J.E., Fritz, S.M., Matkin, G.S. and Marx, D.B.** (2007), Effects of gender, education, and age upon leaders' use of influence tactics and full range leadership behaviors. *Sex Roles*, **56(1-2)**:71-83.
8. **Barling J., Slater F., and Kelloway E.K.** (2000). Transformational leadership and emotional intelligence: an exploratory study. *Leadership & Organization Development Journal*, **21(3)**:157-161.
9. **Bar-On, R. and Parker, J.** (2000), *The handbook of emotional intelligence*. San Francisco: Jossey-Bass.
10. **Baruch, Y. and Holtom, B.C.** (2008), Survey response rate levels and trends in organizational research. *Human Relations*, **61(8):**1139-1160.
11. **Bennis, W.G. and Biederman, P.W. (**2009), *The Essential Bennis*. New Jersey: John Wiley & Sons.
12. **Biernacki, P. and Waldorf, D.** (1981), Snowball sampling: Problems and techniques of chain referral sampling. *Sociological methods & research*, **10(2):**141-163.
13. **Blanchard, K.H.** (2010), *Leading at a higher level: Blanchard on leadership and creating high performing organizations*. New Jersey: FT Press.

14. **Blank, W., Green, S.G. and Weitzel, J.R.** (1990), A test of the situational leadership theory. *Personnel Psychology*, **43(3):**579-597.
15. **Bono, J.E. and Judge, T.A.** (2004), Personality and transformational and transactional leadership: a meta-analysis. *Journal of applied psychology*, **89(5)**:901.
16. **Brandt T. and Laiho M.** (2013), Gender and personality in transformational leadership context: An examination of leader and subordinate perspectives. *Leadership & Organization Development Journal*, **34(1):** 44-66.
17. **Brandt, T.M and Edinger, P.** (2015), Transformational leadership in teams- the effects of a team leader's sex and personality. *Gender in Management: An International Journal*, **30(4)**:44-68.
18. **Brewer, A.M. and Lok, P.** (1995), Managerial strategy and nursing commitment in Australian hospitals. *Journal of Advanced Nursing*, **21(4)**:789-799.
19. **Brown, T.** (1987). Manager, leader – or managerial leader? *Industry Week*. **234**:13.
20. **Bruce, M., Morris, B.** (1994), Managing external design professionals in the product development process. *Technovation*, **14(9):**585-600.
21. **Burke, S. and Collins, K.M.** (2001), Gender differences in leadership styles and management skills. *Women in Management Review*, **16(5)**:244-257.
22. **Bycio P., Hackett R.D. and Allen J.S.** (1995), Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of Applied Psychology*, **80(4)**:468-478.
23. **Casimir, G. and Ng, Y.N.K.** (2010), Combinative aspects of leadership style and the interaction between leadership behaviors. *Leadership & Organization Development Journal*, **31(6)**:501-517.
24. **Cavazotte, F., Moreno, V. and Hickmann, M.** (2012), Effect of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. *The Leadership Quarterly*, **23**:443-455.
25. **Chen, J. and Silverstone, C.** (2005), Leadership effectiveness, leadership style and employee readiness. *Leadership & Organization Development Journal*, **26(4)**:280-288.
26. **Cheung, M.F.Y. and Wong, C.** (2011), Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, **32(7)**:656-672.
27. **Chiok Foong Loke, J.** (2001), Leadership behaviours: effects on job satisfaction, productivity and organizational commitment. *Journal of nursing management*, **9(4)**:191-204.

28. **Clarke, N.** (2010), The impact of a training programme designed to target the emotional intelligence abilities of project managers. *International Journal of Project Management*, **28(5)**:461-468.
29. **Collins, B.J., Burrus, C.J. and Meyer, R.D.** (2014), Gender differences in the impact of leadership styles on subordinates embeddedness and job satisfaction. *The Leadership Quarterly*, **25**:660-671.
30. **Cooper, R. and Press, M.** (1995), The Design Agenda: A Guide to Successful Design Management. Chichester: Wiley.
31. **Côté, S., Lopes, P.N., Salovey, P., & Miners, C. T.** (2010), Emotional intelligence and leadership emergence in small groups. *The Leadership Quarterly*, **21(3)**:496-508.
32. **Council, D.** (2007), Eleven lessons: managing design in eleven global companies Desk research report. *Design Council*.
33. **Creswell, J.W.** (2003), *Research Design: Qualitative, quantitative and mixed methods approaches.* 2nd edition. New York: Sage Publications.
34. **Curran, C. and Niedergassel, B.** (2009), Project leadership skills in cooperative projects. *Management Research News*, **32(5)**:458-468.
35. **De Hoogh, A.H., Den Hartog, D.N. and Koopman, P.L.** (2005), Linking the big five-factors of personality to charismatic and transactional leadership; perceived dynamic work environment as a moderator. *Journal of Organizational Behavior*, **26(7)**:839-865.
36. **Dincer, H., Gencer, G., Orhan, N. and Sahinbas, K.** (2011), The significance of emotional intelligence on the innovative work behavior of managers as strategic decision-makers. *Procedia Social and Behavioral Sciences*, **24**:909-919.
37. **Dorfman, P., Javidan, M., Hanges, P., Dastmalchian, A., and House, R.** (2012), GLOBE: A twenty year journey into the intriguing world of culture and leadership. Journal of World Business 47(4):504-518.
38. **Dulebohn, J.H., Bommer, W.H., Liden, R.C., Brouer, R.L. and Ferris, G.R.** (2012), A meta-analysis of antecedents and consequences of leader-member exchange integrating the past with an eye toward the future. *Journal of Management*, **38(6)**:1715-1759.
39. **Dumas, A. and Mintzberg, H.** (1989), Managing design, designing management. *Design Management Journal*, **1(1):**37–43.

40. **Dumas, A. and Whitfield, A.** (1989), Why design is difficult to manage: a survey of attitudes and practices in British industry. *European Journal of Management*, **7(1):**50-56.
41. **Dvir, T., Eden, D., Avolio, B.J. and Shamir, B.** (2002), Impact of transformational leadership on follower development and performance: A field experiment. *Academy of management journal*, **45(4)**:735-744.
42. **Eagly A.H., Johannesen-Schmidt M.C. and Van Engen M.L.** (2003), Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological bulletin*, **129(4)**:569.
43. **Eagly, A.H., Johannesen-Schmidt, M.C. and Van Engen, M.L.** (2003), Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological bulletin*, **129(4)**:569.
44. **Emery, C.R. and Barker, K.J.** (2007), The effect of transactional and transformational leadership styles on the organizational commitment and job satisfaction of customer contact personnel. *Journal of Organizational Culture, Communication and Conflict*, **11(1)**:77.
45. **Farh, J.L. and Cheng, B.S.** (2000), A cultural analysis of paternalistic leadership in Chinese organizations. *Management and organizations in the Chinese context*, 85-127.
46. **George, J.M.** (2000), Emotions and leadership: The role of emotional intelligence. *Human Relations*, **53(8)**:1027-1027.
47. **Goleman D., Boyatzis R. E. and McKee A.** (2002), *The new leaders: Transforming the art of leadership into the science of results*. London: Little, Brown.
48. **Goleman, D.** (1998), *Working with emotional intelligence*. New York: Bantam Books.
49. **Goleman, D.** (no date), Emotional Intelligence. [Online] Available at: http://www.danielgoleman.info/topics/emotional-intelligence/ (Accessed on the 23rd of May 2015).
50. **Goleman, D., Boyatzis, R. and McKee, A.** (2002), *Primal leadership*. Boston: Harvard Business School Press.
51. **Goodnight, R.** (2004), Laissez-faire leadership. *The Economic Journal*, **98(392)**:755-771.
52. **Gooty, J., Connelly, S., Griffith, J. and Gupta, A.** (2010), Leadership, affect and emotions: A state of the science review. *The Leadership Quarterly*, **21(6)**:979-1004.

53. **Grant A., Gino F. and Hofmann D.A.** (2010), The hidden advantages of quiet bosses. The Harvard business review. [Online] Available at: https://hbr.org/2010/12/the-hidden-advantages-of-quiet-bosses (Accessed on the 3rd of October 2015).
54. **Gregory Stone, A., Russell, R.F. and Patterson, K.** (2004), Transformational versus servant leadership: A difference in leader focus. *Leadership & Organization Development Journal*, **25(4)**:349-361.
55. **Hall, E.T.** (1989), *Beyond culture*. New York: Anchor.
56. **Halverson H.G.** (2013), Are you promotion or prevention-focused?, Phychology Today. [Online] Available at: https://www.psychologytoday.com/blog/the-science-success/201303/are-you-promotion-or-prevention-focused (Accessed on 29th of September 2015).
57. **Hamstra, M.R.W., Van Yperen, N.W., Wisse, B. and Sassenberg K.** (2011), Transformational- transactional leadership styles and followers' regulatory focus. *Journal of Personnel Psychology*, **10(4)**:182-186.
58. **Harris, K.J., Wheeler, A.R. and Kacmar, K.M.** (2011), The mediating role of organizational job embeddedness in the LMX–outcomes relationships. *The Leadership Quarterly*, **22(2)**:271-281.
59. **Hoffman, B.J. and Woehr, D.J.** (2006), A quantitative review of the relationship between person–organization fit and behavioral outcomes. *Journal of Vocational Behavior*, **68(3)**:389-399.
60. **Hogan R. and Judge T.** (2012), Personality and leadership. *Unpublished manuscript*.
61. **Hui-Hua, Z. and Schutte, N.S.** (2015), Personality, emotional intelligence and other-rated task performance. *Personality and Individual Differences*, **87**:298-301.
62. **Humphrey, R.H.** (2002), The many faces of emotional leadership. *The Leadership Quarterly*, **13**:493-504.
63. **Jacques, P.H., Garger, J. and Thomas, M.** (2007), Assessing leader behaviors in project managers. *Management Research News*, **31(1)**:4-11.
64. **Jogulu, U.D.** (2010), Culturally-linked leadership styles. *Leadership & Organization Development Journal*, **31(8)**:705-719.
65. **Kafetsios, K. and Zampetakis, L.A.** (2008), Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences*, **44(3)**:712-722.

66. **Kahnweiler, J.B.** (2013), *The introverted leader: Building on your quite strength.* New edition Edition. San Fransisco: Berrett-Koehler Publishers.
67. **Kaplan, D. ed.** (2004), *The Sage handbook of quantitative methodology for the social sciences*. New York: Sage Publications.
68. **Keegan, A.E. and Den Hartog, D.N.** (2004), Transformational leadership in a project-based environment: a comparative study of the leadership styles of project managers and line managers. *International journal of project management*, **22(8):**609-617.
69. **Kelle, U. and Erzberger, C.** (2004), Qualitative and Quantitative Methods. *A companion to qualitative research*, 172.
70. **Koenig A.M., Eagly A.H., Mitchell A.A. and Ristikari T.** (2011), Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychological bulletin*, **137(4):**616.
71. **Kornør H. and Nordvik H.** (2004), Personality traits in leadership behaviour. *Scandinavian Journal of Psychology*, **45(1)**:49-54.
72. **Kowske B.J. and AnthonyK.** (2007), Towards defining leadership competence around the world: What mid-level managers need to know in twelve countries", *Human Resource Development International*, **10(1):**21-41.
73. **Kuchinke, K. P.** (1999), Leadership and culture: Work-related values and leadership styles among one company's U.S. and German telecommunication employees. *Human Resource Development Quarterly*, **10**:135-154.
74. **Lawson, B.** (2006), *How designers think: the design process demystified*. London: Routledge.
75. **Lee-Kelley, L.** (2002), Situational leadership: Managing the virtual project team. *Journal of Management Development*, **21(6)**:461-476.
76. **Locke, E.A.,** (2005), Why emotional intelligence is an invalid concept. *Journal of Organizational Behavior*, **26(4)**:425.
77. **Lok, P. and Crawford, J.** (2004), The effect of organisational culture and leadership style on job satisfaction and organisational commitment: A cross-national comparison. *Journal of management development*, **23(4)**:321-338.
78. **Lyons, J.B. and Schneider, T.R.** (2005), The influence of emotional intelligence on performance. *Personality and Individual Differences*, **39**:693-703.
79. **Maher, M.L. and Zhang, D.M.** (1993), CADSYN: A case-based design process model. *Artificial Intelligence for Engineering, Design, Analysis and Manufacturing*, **7(02):**97-110.

80. **Mathisen, G.E., Einarsen, S. and Mykletun, R.** (2012), Creative leaders promote creative organizations. *International Journal of Manpower*, **33(4)**:367-382.
81. **Mayer, J.D. and Geher, G.** (1996), Emotional intelligence and the identification of emotion. *Intelligence*, **22(2)**:89-113.
82. **Mayer, J.D., Roberts, R.D. and Barsade, S.G.** (2008), Human abilities: Emotional intelligence. *Annual Review of Psychology*, **59**:507-536.
83. **Mayer, J.D., Salovey, P., Caruso, D.R. and Sitarenios, G.** (2001), Emotional intelligence as a standard intelligence. *Emotion*, **1(3)**:232-242.
84. **McColl-Kennedy, J.R. and Anderson, R.D.** (2002), Impact of leadership style and emotions on subordinate performance. *The Leadership Quarterly*, **13**:545-559.
85. **McElroy, J.C., Morrow, P.C. and Rude, S.N.** (2001), Turnover and organizational performance: A comparative analysis of the effects of voluntary, involuntary, and reduction-in-force turnover. *Journal of Applied Psychology*, **86(6)**:1294-1299.
86. **Mihalcea, A.** (2014), Leadership, personality, job satisfaction and job performance. *Procedia- Social and Behavioral Sciences*, **172**:443-337.
87. **Misener, T.R., Haddock, K.S., Gleaton, J.U. and Ajamieh, A.R.** (1996), Toward an international measure of job satisfaction. *Nursing Research*, **45**:87-91.
88. **Mittal S. and Dhar R.L.** (2015), Transformational leadership and employee creativity: mediating role of creative self-efficacy and moderating role of knowledge sharing. *Management Decision*, **53(5)**: 894-910.
89. **Moskowitz D.S., Suh E.J. and Desaulniers J.** (1994), Situational influences on gender differences in agency and communion. *Journal of personality and social psychology*, **66(4)**:753.
90. **Müller, R. and Turner, R.** (2010), Leadership competency profiles of successful project managers. *International Journal of Project Management*, **28**:437-448.
91. **Müller, R., and Turner, J.R.** (2007), Matching the project manager's leadership style to project type. *International journal of project management*, **25(1)**:21-32.
92. **Naixiao, Z. and Zhuoqi, D.** (2012), Research on Emotional Intelligence Management Based on the Intellectual Capital Business Model. *International Journal of Asian Business and Information Management*, **3(2)**:53-61.
93. **Nelis, D., Quoidbach, J., Mikolajczak, M. and Hansenne, M.** (2009), Increasing emotional intelligence: (How) is it possible? *Personality and Individual Differences*, **47**:36-41.
94. **Neuman, W.L.** (2005), *Social research methods: Quantitative and qualitative approaches.* 13th Edition. Boston: Allyn and Bacon.

95. **Norrie, J. and Walker, D.H.T.** (2004), A balanced scorecard approach to project management leadership. *Project Management Journal*, **35(4)**:47-56.
96. **Notgrass, D.** (2014), The relationship between followers' perceived quality of relationship and preferred leadership style. *Leadership & Organization Development Journal*, **35(7)**:605-621.
97. **Obradovic, V., Jovanovic, P., Petrovic, D., Mihic, M. and Mitrovic, Z.** (2013), Project Managers' Emotional Intelligence - A Ticket to Success. *Procedia Social and Behavioral Sciences*, **74**:274-284.
98. **Ogunlana, S.O.** (2010), Beyond the 'iron triangle': Stakeholder perception of key performance indicators (KPIs) for large-scale public sector development projects. *International Journal of Project Management*, **28(3)**:228-236.
99. **Oshagbemi, T. and Gill, R.** (2004), Differences in leadership styles ad behavior across hierarchical levels in UK organizations. *Leadership & Organization Development Journal*, **25(1)**:93- 106.
100. **Parker, J.D., Summerfeldt, L.J., Taylor, R.N., Kloosterman, P.H. and Keefer, K.V.** (2013), Problem gambling, gaming and Internet use in adolescents: Relationships with emotional intelligence in clinical and special needs samples. *Personality and Individual Differences*, **55(3)**:288-293.
101. **Pérez-González, J.C. and Sanchez-Ruiz, M.J.** (2014), Trait emotional intelligence anchored within the Big Five, Big Two and Big One frameworks. *Personality and Individual Differences*, **65**:53-58.
102. **Rad, A.M.M. and Yarmohammadian, M.H.** (2006), A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, **19(2)**:11-28.
103. **Rhee, K. and White, R.** (2007), The Emotional Intelligence of Entrepreneurs. *Journal of Small Business & Entrepreneurship*, **20(4)**:409-425.
104. **Riff, D., Lacy, S. and Fico, F. (**2014), *Analyzing media messages: Using quantitative content analysis in research*. London: Routledge.
105. **Saleem, H.** (2015), The Impact of Leadership Styles on Job Satisfaction and Mediating Role of Perceived Organizational Politics. *Procedia-Social and Behavioral Sciences*, **172**:563-569.
106. **Salovey, P. and Mayer, J.D.,** (1990), Emotional intelligence. *Imagination, cognition and personality*, **9(3)**:185-211.
107. **Schubert, J.N.** (1988), Age and Active-Passive Leadership Style. *American Political Science Review*, **82(3)**:763-772.

108. **Shalley, C.E. and Perry-Smith, J.E.** (2001), Effects of social–psychological factors on creative performance: the role of informational and controlling expected evaluation and modelling experience. *Organizational Behavior and Human Decision Processes*, **84(1)**:1-22.

109. **Shorten, A. and Moorley, C.** (2014), Selecting the sample. *Evidence Based Nursing*, **17(2):**32-33.

110. **Siegling, A.B., Nielsen, C. and Petrides, K.V.** (2014), Trait emotional intelligence and leadership in a European multinational company. *Personality and Individual Differences*, **65**:65-68.

111. **Slevin D.P. and Pinto J.K.** (2007), An overview of behavioral issues in project management. *The Wiley guide to project organization & project management competencies*, 1-19.

112. **Smith J.** (2014), Here's why introverts can be the best leaders. Bussiness Insider. [Online] Available at: http://www.businessinsider.com/why-introverts-can-be-the-best-leaders-2014-9?IR=T (Accessed on 3rd of October 2015).

113. **Sojka, J. and Deeter-Schmelz, D.** (2002), Enhancing the Emotional Intelligence of Salespeople. *American Journal of Business*, **17(1)**:43-50.

114. **Spence J.T. and Buckner C.E.** (2000), Instrumental and expressive traits, trait stereotypes, and sexist attitudes: What do they signify? *Psychology of women quarterly*, **24(1)**:44-53.

115. **Staniforth, D. and West, M.** (1995), Leading and managing teams. *Team Performance Management: An International Journal*, **1(2)**:28-33.

116. **Survey System.** (2012), Sample Size Calculator. [Online] Available at: http://www.surveysystem.com/sscalc.htm (Accessed on 2nd of December 2015).

117. **Tannenbaum, R. and Schmidt, W.H.** (1973), How to choose a leadership pattern, *Harvard Business Review*, **51(3)**:162-80.

118. **Thacker, A.** (1997), Team leader style: enhancing the creativity of employees in teams. *Training for Quality*, **5(4)**:146-149.

119. **Thacker, R. A.** (1995), Gender, influence tactics, and job characteristics preferences: New insights into salary determination. *Sex Roles*, **32**:617–638.

120. **Trivellas, P. and Drimoussis, C.** (2013), Investigating leadership styles, behavioural and managerial competency profiles of successful project managers in Greece. *Procedia-Social and Behavioral Sciences*, **73**:692-700.

121. **Turner, J.R. and Muller, R.** (2005), The project manager's leadership style as a success factor on projects: A literature review. *Project Management Journal*, **36(2):**49-61.

122. **Tylor, C.** (2014), Introverts vs extroverts: Who makes the better leader? [Oline] Available at: http://www.hcamag.com/hr-news/introverts-vs-extroverts-who-makes-the-better-leader-193506.aspx (Accessed on 22nd of October 2015).

123. **Walter, F., Humphrey, R.H. and Cole, M.S.** (2012), Unleashing leadership potential: Toward an evidence based management of emotional intelligence. *Organizaitonal Dynamics*, **41**:212-219.

124. **Walton, T.** (2000), Design management as a business and academic discipline. *Academic Review*, **1(1):**5-7.

125. **Wong, C. and Law, K.S.** (2002), The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, **13**:243-274.

126. **Woods, P.A.** (2004), Democratic leadership: drawing distinctions with distributed leadership. *International journal of Leadership in Education*, **7(1)**:3-26.

127. **Yang, L., Huang, C. and Wu, K. (2011),** The association among project manager's leadership style, teamwork and project success. *International Journal of Project Management*, **29**:258-267.

128. **Yousef, D.A.** (1998), Correlates of perceives leadership style in culturally mixed environment. *Leadership & Organization Development Journal*, **19(5)**:275-284.

129. **Yukl, G.** (1999), An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The leadership quarterly*, **10(2)**:285-305.

130. **Zeinder, M., Matthews, G. and Roberts, R.D.** (2004), Emotional intelligence in the workplace: A critical review. *Applied Psychology: An International Review*, **53(3)**:371-399.

131. **Zhou, J.** (2003), When the presence of creative co-workers is related to creativity: role of supervisor close monitoring, developmental feedback, and creative personality. *Journal of Applied Psychology*, **88(3)**:413-22.

APPENDIX 1 – QUESTIONNAIRE-A PILOT

MASTER DISSERTATION QUESTIONNAIRE

LEADERSHIP OF PROJECT TEAMS AND EMOTIONAL INTELLEGENCE IN THE INTERIOR DESIGN INDUSTRY

1- **What position do you hold? ……**

2- **In which country do you work?**

( ) Jordan

( ) United Kingdom

3- **What's the size of your team?**

( ) 1-5

( ) 6-10

( ) 11-15

( ) Above 15

4- **In regards of your team leader's leadership style, please choose your level of agreement with the statements below.**

	Strongly	**disagree**	**neutral**	**agree**	**Strongly**
Your leader motivates you to be innovative and					
Your team leader coaches you whenever you seem lost					
Your team leader supports your ideas and suggestions					
Your team leader gives you positive feedback					
Your team leader gives you negative feedback					
Your team leader's priority is accomplishing tasks					
Your team leader encourages you and your colleagues to					
Your team leader highlights your organization’s rules					
Your team leader directs the team on how to proceed					

5- **In regards of the way your leader affects your work experience, please choose your level of agreement with the statements below.**					
	Strongly	**disagree**	**neutral**	**agree**	**Strongly**
Your team leader increases your commitment to your					
Your team leader increases your job satisfaction's level					
Your team leader encourages you to develop your skills					
Your team leader creates a positive working environment					

6- In regards of your team leader's communication style, choose the column which has phrases your leader is most likely to use.

( ) A	**( ) B**
"Let's start."	"Now start."
"I believe it would be a good idea to brainstorm about a solution to this problem, do you agree?"	"I want each of you to provide me with a solution to this problem within an hour."
"That's an interesting idea, what do you all think?"	"No, that's against the organizations procedures. Think of something else and give me an answer by the end of the day."
"Do the rest of you think this solution would work?"	"You can't use other resources than the ones already provided here."
"Does anyone else have an idea they'd like to share?"	"I want this project to be …., don't forget that."

7- Which of the traits below do you believe your team leader possesses? (Tick all that apply).

( ) Creative ( ) motivational ( ) energetic

( ) visionary ( ) vigilant ( ) charismatic

( ) enthusiastic ( ) inquisitive ( ) confident

8- **Select the frequency of which your team leader demonstrates the following behaviours.**						
	Never	**rarely**	**sometimes**	**often**	**consistently**	**Don't**
Showing empathy by sensing your and your team members' feelings and showing interest in						
Sensing the emotions of your team members towards each other and the relationships between them						
Anticipating and recognizing the team's needs						
Sensing the development needs of each individual in your team and motivating them to work on them						
Effectively initiating and managing change						
Inspiring and directing you and team members						
Influencing others by persuasion						
resolving conflict between you and/or other						
Creating common goals for the team and						
Showing optimism when faced with setbacks						
Showing initiative and readiness to take advantage of opportunities						
managing his/her own emotions						
Being adaptable and handling change well						
Aiming for personal excellence and continuous self-improvement						
Acting on personal values and showing integrity						

9- **How does your team leader's personality affect your performance?**

( ) positively ( ) negatively ( ) it has no affect

APPENDIX 2 – QUESTIONNAIRE-B PILOT

MASTER DISSERTATION QUESTIONNAIRE

LEADERSHIP OF PROJECT TEAMS AND EMOTIONAL INTELLEGENCE IN THE INTERIOR DESIGN INDUSTRY

10- What position do you hold? ……

11- In which country do you work?
( ) Jordan
( ) United Kingdom

12- What's the size of your team?
( ) 1-5
( ) 6-10
( ) 11-15
( ) Above 15

13- Which of the traits below describe you best as a leader? (Tick all that apply).

( ) Creative

( ) visionary

( ) enthusiastic

( ) motivational

( ) vigilant

( ) inquisitive

( ) energetic

( ) charismatic

( ) confident

14- **Select the frequency of which you demonstrate the following abilities.**						
	Never	**rarely**	**sometimes**	**often**	**consistently**	**Don't know**
Recognizing your emotions and the way they affect your behaviours						
Knowing your strengths and weaknesses						
Having self-confidence and believing in your capabilities						
Showing empathy by sensing your followers' feelings as well as showing interest in their concerns						
Sensing the emotions of your followers towards each other and the relationships between them						
Anticipating and recognizing your followers' needs						
Sensing the development needs of each individual in your team and motivating them to work on them						
Effectively initiating and managing change						
Inspiring and directing your followers						
Influencing others by persuasion						
resolving conflict between your followers						
Creating common goals for the team and working with the team to achieve them						
Showing optimism when faced with setbacks						
Showing initiative and readiness to take advantage of opportunities						
Being adaptable and handling change well						
Aiming for personal excellence and continuous self-improvement						
Acting on personal values and showing integrity						

Thank you for taking the time to complete this questionnaire.

APPENDIX 3 – QUESTIONNAIRES A & B MODIFIED

LEADERSHIP OF PROJECT TEAMS AND EMOTIONAL INTELLEGENCE IN THE INTERIOR DESIGN INDUSTRY

This questionnaire is aimed at interior designers who work within a team. Its objective is to assess team leaders' leadership style as well as emotional intelligence level and to investigating the way team leaders' affect their followers.

1- What position do you hold? ……

2- How many years of experience do you have?

( ) 1-5 years ( ) 11-20 years
( ) 6-10 years ( ) over 20 years

3- How long have the company you work at been in business?

( ) 1-5 years ( ) 11-20 years
( ) 6-10 years ( ) over 20 years

4- In which country do you work?

( ) Jordan ( ) United Kingdom

5- What's your leader's gender?

( ) Male ( ) Female

6- What's the size of your team?

( ) 1-5 ( ) 11-15
( ) 6-10 ( ) Above 15

7- In regards to your team leader's leadership style, please choose the frequency of which your team leader demonstrates the following behaviors.

	Never	rarely	sometimes	often	consistently	Don't know
Your leader motivates you to be innovative and productive						
Your team leader coaches you whenever you seem lost						
Your team leader supports your ideas and suggestions						
Your team leader gives you positive feedback						
Your team leader gives you negative feedback						
Your team leader's priority is accomplishing tasks						
Your team leader encourages you and your colleagues to work together						
Your team leader highlights your organization's rules and procedures						
Your team leader directs the team on how to proceed when problems arise						

8- In regards to the way your leader affects your work experience, please choose your level of agreement with the statements below.					
	Strongly disagree	**disagree**	**neutral**	**agree**	**Strongly agree**
Your team leader increases your commitment to your organization					
Your team leader increases your job satisfaction's level					
Your team leader encourages you to develop your skills					
Your team leader creates a positive working environment					

9- In regards to your team leader's communication style, choose the column which has phrases your leader is most likely to use.

( ) A	**( ) B**
"Let's start."	"Now start."
"I believe it would be a good idea to brainstorm about a solution to this problem, do you agree?"	"I want each of you to provide me with a solution to this problem within an hour."
"That's an interesting idea, what do you all think?"	"No, that's against the organizations procedures. Think of something else and give me an answer by the end of the day."
"Do the rest of you think this solution would work?"	"You can't use other resources than the ones already provided here."
"Does anyone else have an idea they'd like to share?"	"I want this project to be …., don't forget that."

10- In regards to your leader's characteristics, choose your level of agreement with the following statements.					
	Strongly disagree	**disagree**	**neutral**	**agree**	**Strongly agree**
Your team leader is creative					
Your team leader is a visionary					
Your team leader is enthusiastic					
Your team leader is inquisitive					
Your team leader is energetic					
Your team leader is charismatic					
Your team leader is confident					
Your team leader is motivational					
Your team leader is vigilant					

11- Select the frequency of which your team leader demonstrates the following behaviors.						
	Never	**Rarely**	**sometimes**	**often**	**consistently**	**Don't know**
Showing empathy by sensing your as well as your team members' feelings while showing interest in your concerns						
Sensing the emotions of your team members towards each other and the relationships between them						
Anticipating and recognizing the team's needs						
Sensing the development needs of each individual in your team and motivating them to work on them						
Effectively initiating and managing change						
Inspiring and directing you and team members						
Influencing others by persuasion						
resolving conflict between you and/or other team members						
Creating common goals for the team and working with the team to achieve them						
Showing optimism when faced with setbacks						
Showing initiative and readiness to take advantage of opportunities						
managing his/her own emotions						
Being adaptable and handling change well						
Aiming for personal excellence and continuous self-improvement						
Acting on personal values and showing integrity						

12- How does your team leader's personality affect your performance?

( ) very positively
( ) Somewhat positively
( ) it has no affect
( ) somewhat negatively
( ) very negatively

Thank you for taking the time to complete this questionnaire.

LEADERSHIP OF PROJECT TEAMS AND EMOTIONAL INTELLEGENCE IN THE INTERIOR DESIGN INDUSTRY

This questionnaire is aimed at team leaders working in the interior design industry. Its objective is to assess their leadership traits and level of emotional intelligence.

1- What position do you hold? ……

2- How many years of experience do you have?

( ) 1-5 years
( ) 6-10 years
( ) 11-20 years
( ) over 20 years

3- How long have the company you work at been in business?

( ) 1-5 years
( ) 6-10 years
( ) 11-20 years
( ) over 20 years

4- In which country do you work?

( ) Jordan
( ) United Kingdom

5- What's your gender?

( ) Male
( ) Female

6- What's the size of your team?

( ) 1-5
( ) 6-10
( ) 11-15
( ) over 15

7- In regards to your characteristics, choose your level of agreement with the following statements.

	Strongly disagree	**disagree**	**neutral**	**agree**	**Strongly agree**
You are creative					
You are visionary					
You are enthusiastic					
You are inquisitive					
You are energetic					
You are charismatic					
You are confident					
You are motivational					
You are vigilant					

8- Select the frequency of which you demonstrate the following abilities.						
	Never	**Rarely**	**sometimes**	**often**	**consistently**	**Don't know**
Recognizing your emotions and the way they affect your behaviors						
Knowing your strengths and weaknesses						
Having self-confidence and believing in your capabilities						
Showing empathy by sensing your followers' feelings as well as showing interest in their concerns						
Sensing the emotions of your followers towards each other and the relationships between them						
Anticipating and recognizing your followers' needs						
Sensing the development needs of each individual in your team and motivating them to work on them						
Effectively initiating and managing change						
Inspiring and directing your followers						
Influencing others by persuasion						
resolving conflict between your followers						
Creating common goals for the team and working with the team to achieve them						
Showing optimism when faced with setbacks						
Showing initiative and readiness to take advantage of opportunities						
Being adaptable and handling change well						
Aiming for personal excellence and continuous self-improvement						
Acting on personal values and showing integrity						

Thank you for taking the time to complete this questionnaire

APPENDIX 4 – SAMPLE RESPONSES

LEADERSHIP OF PROJECT TEAMS AND EMOTIONAL INTELLEGENCE IN THE INTERIOR DESIGN INDUSTRY

This questionnaire is aimed at interior designers who work within a team. Its objective is to assess team leaders' leadership style as well as emotional intelligence level and to investigating the way team leaders' affect their followers.

1- **What position do you hold? Junior Interior designer**

2- **How many years of experience do you have?**

(x) 1-5 years ( ) 11-20 years
( ) 6-10 years ( ) over 20 years

3- **How long have the company you work at been in business?**

( ) 1-5 years (x) 11-20 years
( ) 6-10 years ( ) over 20 years

4- **In which country do you work?**

(x) Jordan ( ) United Kingdom

5- **What's your leader's gender?**

(x) Male ( ) Female

6- **What's the size of your team?**

( ) 1-5 ( ) 11-15
( ) 6-10 (x) Above 15

7- **In regards to your team leader's leadership style, please choose the frequency of which your team leader demonstrates the following behaviors.**

	Never	**rarely**	**sometimes**	**often**	**consistently**	**Don't know**
Your leader motivates you to be innovative and productive					**x**	
Your team leader coaches you whenever you seem lost					**x**	
Your team leader supports your ideas and suggestions				**x**		
Your team leader gives you positive feedback				x		
Your team leader gives you negative feedback			**x**			
Your team leader's priority is accomplishing tasks				x		
Your team leader encourages you and your colleagues to work together			**x**			
Your team leader highlights your organization's rules and procedures				x		
Your team leader directs the team on how to proceed when problems arise				x		

8- **In regards to the way your leader affects your work experience, please choose your level of agreement with the statements below.**					
	Strongly disagree	**disagree**	**neutral**	**agree**	**Strongly agree**
Your team leader increases your commitment to your organization		**x**			
Your team leader increases your job satisfaction's level			**x**		
Your team leader encourages you to develop your skills				**x**	
Your team leader creates a positive working environment				**x**	

9- In regards to your team leader's communication style, choose the column which has phrases your leader is most likely to use.

(x) A	**( ) B**
"Let's start."	"Now start."
"I believe it would be a good idea to brainstorm about a solution to this problem, do you agree?"	"I want each of you to provide me with a solution to this problem within an hour."
"That's an interesting idea, what do you all think?"	"No, that's against the organizations procedures. Think of something else and give me an answer by the end of the day."
"Do the rest of you think this solution would work?"	"You can't use other resources than the ones already provided here."
"Does anyone else have an idea they'd like to share?"	"I want this project to be …., don't forget that."

10- **In regards to your leader's characteristics, choose your level of agreement with the following statements.**					
	Strongly disagree	**disagree**	**neutral**	**agree**	**Strongly agree**
Your team leader is creative				**x**	
Your team leader is a visionary				**x**	
Your team leader is enthusiastic			**x**		
Your team leader is inquisitive			**x**		
Your team leader is energetic				**x**	
Your team leader is charismatic		**x**			
Your team leader is confident		**x**			
Your team leader is motivational				**x**	
Your team leader is vigilant			**x**		

11- **Select the frequency of which your team leader demonstrates the following behaviors.**						
	Never	**rarely**	**sometimes**	**often**	**consistently**	**Don't know**
Showing empathy by sensing your as well as your team members' feelings while showing interest in your concerns				**x**		
Sensing the emotions of your team members towards each other and the relationships between them				**x**		
Anticipating and recognizing the team's needs				**x**		
Sensing the development needs of each individual in your team and motivating them to work on them			**x**			
Effectively initiating and managing change			**x**			
Inspiring and directing you and team members				**x**		
Influencing others by persuasion					**x**	
resolving conflict between you and/or other team members				**X**		
Creating common goals for the team and working with the team to achieve them				**X**		
Showing optimism when faced with setbacks			**X**			
Showing initiative and readiness to take advantage of opportunities				**X**		
managing his/her own emotions		**X**				
Being adaptable and handling change well			**x**			
Aiming for personal excellence and continuous self-improvement				**x**		
Acting on personal values and showing integrity				**x**		

12- How does your team leader's personality affect your performance?

( ) very positively
(x) Somewhat positively
( ) it has no affect
( ) somewhat negatively
( ) very negatively

Thank you for taking the time to complete this questionnaire.

LEADERSHIP OF PROJECT TEAMS AND EMOTIONAL INTELLEGENCE IN THE INTERIOR DESIGN INDUSTRY

This questionnaire is aimed at team leaders working in the interior design industry. Its objective is to assess their leadership traits and level of emotional intelligence.

1- **What position do you hold?** **Project manager**

2- **How many years of experience do you have?**
( ) 1-5 years
( ) 6-10 years
( ) 11-20 years
( ) over 20 years

3- **How long have the company you work at been in business?**
( ) 1-5 years
( ) 6-10 years
( ) 11-20 years
( ) over 20 years

4- **In which country do you work?**
( ) Jordan
( ) United Kingdom

5- **What's your gender?**
( ) Male
( ) Female

6- **What's the size of your team?**
( ) 1-5
( ) 6-10
( ) 11-15
( ) over 15

7- **In regards to your characteristics, choose your level of agreement with the following statements.**

	Strongly disagree	**disagree**	**neutral**	**agree**	**Strongly agree**
You are creative					
You are visionary					
You are enthusiastic					
You are inquisitive					
You are energetic					
You are charismatic					
You are confident					
You are motivational					
You are vigilant					

8- Select the frequency of which you demonstrate the following abilities.						
	Never	**rarely**	**sometimes**	**often**	**consistently**	**Don't know**
Recognizing your emotions and the way they affect your behaviors						
Knowing your strengths and weaknesses						
Having self-confidence and believing in your capabilities						
Showing empathy by sensing your followers' feelings as well as showing interest in their concerns						
Sensing the emotions of your followers towards each other and the relationships between them						
Anticipating and recognizing your followers' needs						
Sensing the development needs of each individual in your team and motivating them to work on them						
Effectively initiating and managing change						
Inspiring and directing your followers						
Influencing others by persuasion						
resolving conflict between your followers						
Creating common goals for the team and working with the team to achieve them						
Showing optimism when faced with setbacks						
Showing initiative and readiness to take advantage of opportunities						
Being adaptable and handling change well						
Aiming for personal excellence and continuous self-improvement						
Acting on personal values and showing integrity						

Thank you for taking the time to complete this questionnaire.