

particularly in teasing out what the "real" success measures of a project are. Moreover, the topic of time management is addressed in the online Appendix to this chapter where the with elements are also discussed.

The following discussion is based on Muller and Turner (2010). Many approaches have been postulated to develop a coherent leadership theory: the trait school, the behavioral school, and the contingency school, to mention only the first three of several. Recently, the competency school has combined parts of all earlier "schools" by defining various leadership qualities with three major areas of competence: intellectual (IQ), managerial (MQ), and emotional (EQ). The leadership competencies associated with the three areas are shown in Table 3.2.

It has been well established that for different types of projects to be successful, PMs need different types of skills. Muller and Turner (2010) showed that engineering (and construction) projects, IT projects, and organizational change projects all required different levels of the 15 competencies to be successful. Further, they showed that the competency levels required varied with the complexity of the project, the importance of the project, and the type of contract under which the project was carried out.

While we will return to the relationship between leadership competencies, level of complexity, and project success, including project type, in later chapters, at this point, it is worth elaborating a bit more on the emotional intelligence (EQ) competency. In fact, there is research that suggests that EQ is the single best predictor of job performance. For example, best-selling author Daniel Goleman cites research suggesting that EQ is a critical factor in explaining differences between the best leaders and mediocre leaders and that EQ accounted for approximately 90 percent of the success of leaders (Goleman, 1998). According to this research, the top leaders demonstrated strengths in the same emotional and political awareness. Similarly, Swanson (2012) reports that those PMs who use EQ outperform their peer PMs by 32 percent in leadership effectiveness and development.

So what exactly is EQ? Fundamentally, emotional intelligence governs a person's ability to effectively deal with and in fact harness their emotions to achieve positive outcomes. According to Swanson (2012), EQ is comprised of four foundational skills: self-awareness,

**TABLE 3.2 Three Aspects of Leadership and Fifteen Leadership Competencies**

Area of Competence	
Intellectual (IQ)	1. Critical analysis and judgment 2. Vision and imagination 3. Strategic perspective
Managerial (MQ)	4. Engaging communication 5. Managing resources 6. Empowering 7. Developing 8. Achieving
Emotional (EQ)	9. Self-awareness 10. Emotional resilience 11. Motivation 12. Sensitivity 13. Influence 14. Intuitiveness 15. Conscientiousness