

The Effect of Emotional Intelligence and Cognitive Ability on Project Manager Success and Gender as the Moderator

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Abstract

Startup growth is fantastic, just like google, Facebook, Alibaba, and other big IT companies provide a new overview of the IT business. The startup is a new IT-based business built and pioneered for about three years. The project manager is a critical element in the startup run, starting with a CEO who first planned, pioneered, and built his startup. The role of a project manager is vital in building a startup, especially how cognitive ability/knowledge and emotional intelligence becomes the key to leading all the project and startup member to complete their project. This research aims to know the effect of emotional intelligence and cognitive ability on successful project managers and the effect of gender in moderating those variables. This research uses 100 project managers in a Startup company as respondents. The method used is Multiple Regression Linear. The results show that variable emotional intelligence and cognitive ability significantly influence successful project managers by about 76.3%, and there is no effect of gender in moderating these variables.

Keywords

Emotional Intelligence, Cognitive Ability, Successful Project Manager, Gender

1. Introduction

Information and Communication Technology (ICT) is a thing that continues to grow and experience progress every year. In Indonesia, digital growth, especially in the internet user sector, has increased by 50% penetration and is the second-largest contributor to the economy, which is expected to increase six times by 2020. Along with digital development, many new startups are emerging with solutions provided to problems experienced by the community, such as e-commerce, fintech, travel, etc. The startup, developed in 1995, began in the United States with several names of large companies such as Google, Amazon, and other companies. Based on data from startupranking.com in 2018, the number of startups reached 84,448 startups.

The rapid development of startups in the world also affects the development of startups in Indonesia. Indowebster was the first startup in Indonesia in 2007, followed by Tokopedia (2009), Go-Jek (2010), and Traveloka (2012). The number of startups that continues to increase from year to year makes Indonesia the country with the highest number of startups in ASEAN and ranks 3rd in the world with 1,703 startups. Some Startups in Indonesia managed to carve

out quite good achievements, which were included in the list of unicorn startups globally, such as Go-Jek, Tokopedia, Traveloka, and Bukalapak. A unicorn startup is a startup that has a valuation above 1 billion US dollars, equivalent to 14.2 trillion.

The Indonesian government welcomed Indonesia's development in information and communication technology (ICT) by creating a 1000 Startups movement program. However, in the midst of the rapid development of the number of startups in the world and in Indonesia, this was also followed by many startups falling in the midst of their journey and development, and the number was not even small. In 2016, the number of startups decreased by 28% and in 2017 decreased by 23%. There is only 5 percent of successful startups, both globally and in Indonesia. 90% of startups in the world fail and stop operating in the first year. The failure of a startup was not because they were a startup but caused by founders who were stuck in ideas and egos, unable to communicate with the team, could not lead and manage the team, resulting in no cooperation established to maintain and advance the company. A startup was built by the founder, who was the first manager project at the time, which must have the ability of planning, organizing, communication, emotional intelligence, decision making, leading, and knowledge.

Project success is influenced by how and who manages it. A project manager is appointed to be responsible for managing the project for the benefit of the organization. Sometimes the appointment of a project manager in an organization is sudden. Even the appointed person is not the right person and is not someone who can handle project problems professionally. This is one of the factors that cause the project not to work properly and fail (Brahmantariguna, Dharmayanti, and Yansen, 2016). Therefore, a project manager who has the ability and good character is needed to lead each member and direct them to complete each project that has been prepared and planned. To produce a good performance, projects must be well managed by good quality managers who have competencies measured in three ways: knowledge, skills, and attitude (Yulianto, 2005).

1.1 Emotional Intelligence

Emotional intelligence is the ability to monitor the feelings and emotions of someone and other people, distinguish them and use this information as a tool for thinking and acting (Salovey & Mayer, 1989) that helps us overcome environmental demands and pressures (Goleman, 1995). The level of emotional intelligence of a project manager has a significant influence on his professional success as a project manager, as stated in a journal entitled "Emotional Intelligence Project Manager - A Ticket to Success" (Obradovica, 2013). Goleman (1998) popularized the concept and proposed that emotional intelligence might better predict individual performance than IQ in various situations. Emotional intelligence is divided into five dimensions: self-awareness, self-management, social awareness, relationship management, and leadership behaviour.

The relationship between emotional intelligence and the success of the project manager, Rezvani (2016) gets significant results that the emotional intelligence of the project manager has a positive influence on his success. In their research, Vladimir et al. (2012) showed that emotional intelligence has a positive and high correlation of 0.963 and 21% is the project managers at the highest position in the organizational hierarchy have the highest emotional intelligence.

1.2 Cognitive Ability

Cognitive is the ability to connect, assess, and consider an event (Sujiono, 2009). Robbins & Judge (2008) named cognitive abilities with intellectual abilities. Intellectual abilities are needed to perform mental activities, namely thinking, giving reasons, and solving problems. In work evaluation studies, cognitive abilities usually contribute up to 25% of the variance in performance measures (Goldstein et al., 2002; Schmidt & Hunter, 1998, 2004; Van Rooy & Viswesvaran, 2004 in Ono, M., 2014). According to Chuck Williams (2008), cognitive abilities can be measured, and for that, there is a test to test how much the ability of employees or prospective employees. Three aspects measure cognitive abilities: concentration, adaptation, and critical (Binet in Sujiono, 2009).

In the relationship between cognitive abilities and the success of project managers, Muneera et al. (2014), in their research, found that the results of cognitive abilities greatly influence the success of a project, specifically in terms of cognitive style namely planning. Research on cognitive abilities and character influences a project manager significantly (Aretoulis, Kalfakakou, & Papaioannou, 2015).

1.3 Gender

Gender is generally understood as differences between males and females, but in a broader discussion, Santrock (2003) suggests that the terms gender and sex have differences in terms of dimensions. The term sex refers to the biological dimension of a man and woman, while gender refers to the socio-cultural dimension of a man and woman. Gender is still a matter that is rumoured in the community, which is seen in the inequality in leading and managing projects or companies.

The declining number of Start-Ups was also followed by a decline in investor interest in investing in Start-Up Indonesia. Based on data from TechnAsia, the number of capitals invested by investors was decreasing every year (Figure 1). The decline of investors in investing is because investors see that a startup can stand alone. However, that is the wrong thing. The success of a startup is seen by how the startup can survive and attract investors to fund it and succeed in obtaining funding to reach the series B stage or reach the Unicorn stage (Technasia, 2018). 90% of the funds for investment from investors is given to startups whose founders are men, or one of the founders is male, while female startups only get 10% of the total funding (Figure 2).

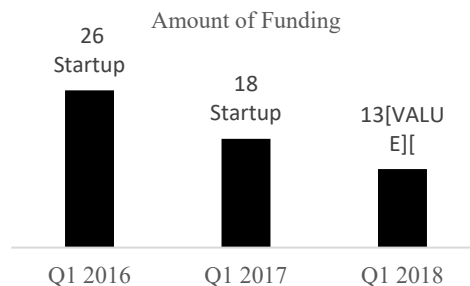


Figure1. Decreasing Interest of Investors in Investing

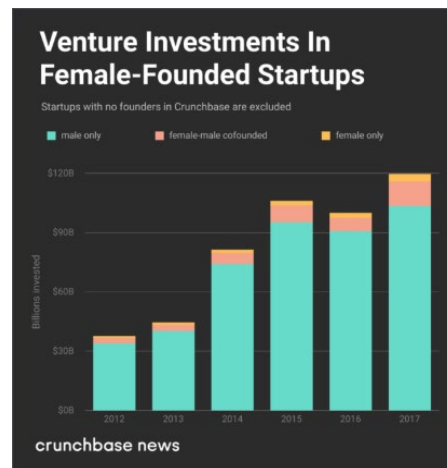


Figure 2. Comparison of Investment Amounts based on Gender

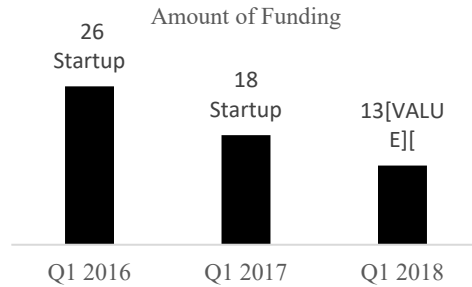


Figure 3. Decreasing Interest of Investors in Investing

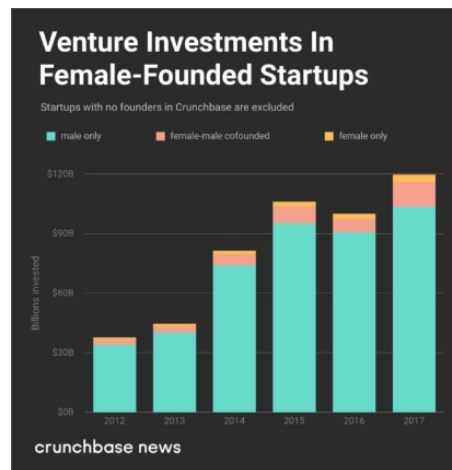


Figure 4. Comparison of Investment Amounts based on Gender

The relationship of gender as a moderator on emotional intelligence and cognitive abilities produces gender capable (figure 3 and figure 4) of moderating the ability of emotional intelligence based on male and female gender (Salami, 2010). In research by Salguero, Extremera, & Fernández-Berrocá (2012), it was found that there was no gender relationship in moderating emotional intelligence in men. Still, there was a significant relationship in women. In research by Christina Lioffi and Rodger Wood, it was found that gender was not able to moderate cognitive abilities for women, but gender can moderate men's cognitive abilities.

The purposes of this research are to see the effect of emotional intelligence on project manager success (T-1), the influence of cognitive abilities on project manager success (T-2), the influence of emotional intelligence and cognitive abilities on the success of project managers (T-3), to know gender variables in moderating the influence of emotional intelligence and cognitive abilities on the success of project managers (T-4).

2. Research Methodology

The research method used in this research is quantitative research. According to Sugiyono (2016), quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine the population or specific samples, data collection using research instruments, data analysis, which is a quantitative statistical data, to test the hypothesis that has been set. The type of research conducted in this research is associative research.

According to Sugiyono (2007), associative research aims to measure the relationship between two or more variables and know their influence. In this research, associative research was used to determine the effect of independent variables, namely emotional intelligence and cognitive abilities, on the dependent variable, namely the project manager's success. This research is reinforced by gender variables as moderator variables. This research is about the

success of project managers with case studies in Startup companies, so the unit of analysis in this research is an individual who has been and is currently a project manager.

The method of collecting data in this research is through surveys, which according to Sugiyono (2013), is a study conducted using questionnaires as a research tool carried out in large and small populations, but the data studied is data from samples taken from the population, so that relative events, distribution, and relationships between variables, sociological and psychological are found. This research uses a time horizon cross-sectional, which according to Priyono (2008), cross-sectional research is research conducted at a certain time.

This research uses primary and secondary data. According to Sekaran (2016), primary data is data collected for research purposes from an event's actual place of occurrence. The collection technique for primary data was obtained by researchers sourced from the results of questionnaires distributed to 100 respondents who were the target of the research, namely project managers at startup companies. According to Danang Sunyoto (2013), secondary data is data sourced from records that exist in companies and from other sources. Researchers' secondary data comes from journals, articles, and other trusted sources.

The sampling technique used in this research was purposive sampling, which determines the sample with certain considerations (Sugiyono, 2016). The analytical method used is multiple linear regression and process macro using SPSS software (Statistical Product and Service Solution) version 20. Multiple linear regression is to answer T-1, T-2, and T-3, the implication of linear regression is to see the effect between dependent and independent variables, process macro is to answer T-4, while the implication of process macros is to see the moderating effects in the interaction of independent and dependent variables.

3. Results and Discussion

The participants in this research are 100 project managers at startup companies, with profiles consisting of gender, age, and the number of projects handled. Looking from the gender, the number of respondents is 70% of men ($N = 70$) and 30% of women ($N = 30$). The age range of respondents is at 20 - 45 years, with the highest percentage at the age of 20-24 years at 38%. The number of projects handled by respondents is 2 - ($>$) 5 projects, with the most presentations in 2 - 3 projects by 38%. This explains that the project manager's position at the startup company has been held since a young age, with projects being handled as many as 2-3 projects.

Tests are carried out in 5 stages, namely validity test, reliability test, classic assumption test, multiple regression test, and moderation test. This test uses a confidence level of 95% and $N = 100$. The test begins with a validity and reliability test to determine whether or not valid questions are asked to respondents and whether it is reliable research. According to Sekaran & Bougie (2016), validity is proof that the instrument, technique, or process used to measure a concept indeed measures the concept in question, and according to Sekaran & Bougie (2016), reliability of a measure shows the extent of the object without bias, and therefore ensure consistent measurements over time and across various items in the instrument.

The validity test results are said to be valid if $r \text{ count} \geq r \text{ table}$ (0.195). The test results of all questions from the variables of emotional intelligence (KE), cognitive ability (KK), and success of the manager project (KPM) show $r \text{ count} > 0.195$ so that the data in question items are valid. For the basis of decision-making reliability testing, according to (Hair et al., 2007) is shown by the Cronbach's alpha coefficient, the test results are said to be reliable if the Cronbach's Alpha value is > 0.7 . Reliability test results from KE variable = 0.939; KK = 0.874; and KPM = 0.956 shows the Cronbach's alpha value > 0.7 so the analysis can be continued.

3.1 Classic Assumption Test

The third stage tests classical assumptions as a condition for conducting a regression test, consisting of 4 stages: normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test. According to Ghozali (2016), the normality test aims to determine whether the data in the regression equation produced are normally distributed or abnormally distributed. According to Sarjono&Julianita (2011), normal data is considered to represent the existing population. According to Ghozali (2016), basic decision-making based on the probability normality test (Asymptotic Significance), the test results are said to be normal if the value of Asymptotic Significance is ≥ 0.05 . The results of the normality test are seen in the Kolmogorov-Smirnov column for the KE variable = 0.062; KK = 0.076; and KPM = 0.057 show $\text{sig} > 0.05$ so that the data is normally distributed.

According to Ghozali (2016), the multicollinearity test aims to test whether the regression model found a correlation between independent variables. A good regression model should not occur correlation between independent variables. The basis of decision making is based on Tolerance and VIF values. If the tolerance value is > 0.10 and the VIF value is < 10 , then multicollinearity does not occur. The results of the multicollinearity test showed tolerance $(0.750) > 0.10$ and VIF value $(1.334) < 10$, so multicollinearity did not occur, and further tests could be conducted.

According to Ghozali (2016), the heteroscedasticity test aims to test whether, in the regression model, variance inequality occurs from one residual to another observation. This test uses the Spearman RHO test, and the regression model will be declared as not having heteroscedasticity if the value of sig > 0.05 (Nazaruddin & Basuki, 2016). The test results for KE = 0.144 and KK = 0.199 showed > 0.05 so there was no heteroscedasticity.

The autocorrelation test, according to Ghozali (2016) aims to test whether there is a correlation between the confounding errors in period t and the interfering errors in the t-1 period (before) in the regression model. This test uses a run test and the basis for decision making based on sig > 0.05 . The test results show sig $0.841 > 0.05$ so that there is no autocorrelation and regression testing can be done.

3.2 Regression Test

A regression test is carried out in stage 4. According to Maholtra (2010), regression analysis is a strong and flexible procedure for analyzing associative relationships between dependent variables with one or more dependent variables. The basis of decision making is divided into 3. For the regression test seen in the probability (Asymptotic Significance) and the nature of the relationship (Pearson correlation test), for the coefficient of determination test seen from the R-square value, and for the regression equation seen in the Unstandardized Coefficients Beta.

3.3 Effect of Emotional Intelligence on Project Manager Success

Table1. Regression Test of Emotional Intelligence Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17,732	1	17,732	190,280	,000 ^b
	Residual	9,132	98	,093		
	Total	26,864	99			

Source: SPSS Processing Results (2018)

Table 1 shows the results of simple linear regression testing, the basis for decision making based on probability values (Asymptotic Significance) compared to alpha (0.05). It can be seen in the sig column that the relationship of emotional intelligence to the success of manager projects is $0.00 < 0.05$. It can be concluded that the variable emotional intelligence (X1) significantly influences the project manager's success (Y).

Table 2. Rsquare Test of Emotional Intelligence Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,812 ^a	,660	,657	,30527

Source: SPSS Processing Results (2018)

It can be seen in table 2 that column R of 0.812 indicates a positive and strong relationship between emotional intelligence (X1) and the success of the project manager (Y). In the R Square column, 66.6% of Project Manager Success is influenced by emotional intelligence, and the remaining 33.4% is influenced by other factors outside of this research.

3.4 Effect of Cognitive Abilities on the Success of the Project Manager

Table 3. Regression Test of Cognitive Ability Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19,523	1	19,523	260,595	,000 ^b
	Residual	7,342	98	,075		
	Total	26,864	99			

Source: SPSS Processing Results (2018)

Table 3 shows the results of simple linear regression testing, the basis of decision making is based on probability values (Asymptotic Significance) compared to alpha (0.05). It can be seen in the sig column that the relationship of cognitive abilities to the success of manager projects is $0.00 < 0.05$. It can be concluded that the cognitive ability variable (X2) significantly influences the success of the project manager (Y).

Table 4. Rsquare Test of Cognitive Ability Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,852 ^a	,727	,724	,27371

Source: SPSS Processing Results (2018)

In table 4 above, as seen in column R of 0.852, there is a positive and strong relationship between cognitive ability (X2) towards the project manager's success (Y). In the R Square column of 72.7%, Project Manager success is influenced by cognitive abilities, and the remaining 27.3% is influenced by other factors outside of this research.

3.5 Effect of Emotional Intelligence and Cognitive Abilities on the Success of the Project Manager

Table 5. Multiple Regression Test of Emotional Intelligence and Cognitive Ability Variables to the Success of a Project Manager

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20,495	2	10,248	156,070	,000 ^b
	Residual	6,369	97	,066		
	Total	26,864	99			

Source: SPSS Processing Results (2018)

Table 5 above shows the results of multiple linear regression testing. The basis of decision making is based on probability values (Asymptotic Significance) compared to alpha (0.05). It can be seen in the sig column that the relationship of emotional intelligence and cognitive ability to the success of manager projects is $0.00 < 0.05$. It can be concluded that the variables of emotional intelligence (X1) and cognitive abilities (X2) have a significant influence on the success of the project manager (Y).

Table 6. Rsquare Test of Emotional Intelligence and Cognitive Ability Variables to the Success of a Project Manager

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,873 ^a	,763	,758	,25624

Source: SPSS Processing Results (2018)

As seen in Table 6 above, column R of 0.873 shows a positive and strong relationship between emotional intelligence (X1) and cognitive ability (X2) to the success of the project manager (Y). In the R Square column of 76.3%, the Success of Project Managers is influenced by emotional intelligence, and cognitive abilities and the remaining 23.7% is influenced by other factors outside of this research.

Table 7. Equation of Multiple Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,418	,214		1,949	,054
	Cognitive Ability	,565	,087	,572	6,487	,000
	Emotional Intelligence	,342	,089	,339	3,849	,000

Source: SPSS Processing Results (2018)

$$Y = 0,418 + 0,565 x_1 + 0,342 x_2$$

1. If x_1 (emotional intelligence) and x_2 (cognitive ability) increase by 1 point then y (the success of the project manager) will increase by 0.907 points.
2. If x_1 (emotional intelligence) and x_2 (cognitive ability) decrease by 1 point then y (the success of the project manager) will decrease by 0.907 points.
3. If x_1 (emotional intelligence) and x_2 (cognitive ability) = 0 then y (the success of the project manager) is 0.418 points.

3.6 The Influence of Gender in Moderating the Influence of Emotional Intelligence and Cognitive Abilities on the Success of the Project Manager

Table 8. Gender Moderation Test on Variables of Emotional Intelligence and Cognitive Ability

	Coeff	se	t	P	LLCI	ULCI
Emotional	,8468	,0563	15,0526	,0000	,7351	,9585
Gender	,0046	,0624	,0739	,9412	-,1192	,1284
Int 1	-,0107	,1318	-,0814	,9353	-,2723	,2509
Cognitive	,8629	,0495	17,4271	,0000	,7646	,9612
Gender	,0585	,0557	1,0497	,2965	-,0521	,1691
Int 2	-,0376	,1169	-,3218	,7483	-,2697	,1944

Source: SPSS Processing Results (Macro Process) (2018)

Table 8 above shows the results of the moderation test using the Macro Process. The basis of decision making is based on P-value compared with alpha (0.05). It can be seen in column P that the relationship of emotional intelligence to the success of project managers moderated by gender is $0.935 > 0.05$. And the relationship of cognitive abilities to the success of project managers moderated by gender is $0.748 > 0.05$. It can be concluded that there is no significant influence of gender variables in moderating the influence of emotional intelligence (X_1) and cognitive ability (X_2) on the success of the project manager (Y).

Table 9. The Rsquare Test in Moderating Gender on Variables of Emotional Intelligence and Cognitive Ability

	R	R-sq	MSE	F
Emotional	,8418	,7086	,0815	70,8110
Cognitive	,8759	,7673	,0651	105,4938

Source: SPSS Processing Results (Macro Process) (2018)

It can be seen from Table 9 that in the R Square column, the variables of emotional intelligence are 70.8%, and cognitive abilities are 76.7%. It can be concluded that gender does not moderate the influence of emotional intelligence and cognitive abilities on the success of project managers, and the remaining 29.2% and 23.3% are influenced by other factors outside of this research.

4. Conclusions

4.1 Conclusion

Based on the results of the research that has been done, it can be summarized as follows: First, there is a significant influence of emotional intelligence and cognitive abilities on the success of a project manager partially or simultaneously, with an influence level of 76.3% which means that emotional intelligence and cognitive ability become very influential factors in the success of a project manager. Second, there is no significant influence of gender variables in moderating the influence of emotional intelligence and cognitive abilities on the project manager's success.

4.2 Suggestions

A project manager is one of the important positions for the company, where the position is a reference in the success of a project and a Startup company where the role of a project manager becomes the key for the startup to move forward. Good cognitive and emotional abilities are needed to lead each member to complete the project and achieve the project objectives. Related to the research done and the results obtained from data processing, the suggestions that can be given to Startup companies are as follows: First, the company can conduct tests in recruiting new employees and project managers. The test is conducted to determine the emotional intelligence and cognitive abilities of employees with a special assessment of the company. Secondly, the company can provide training periodically to increase employees' emotional intelligence and cognitive abilities and special training for someone who will be trusted to be a project manager. The training aims to prepare the project manager for the project to be handled, to improve performance, character, interact with the team, ability to work in teams and explore the knowledge and insights possessed by the project manager. Training will provide knowledge to project managers to lead and complete projects effectively and efficiently with the team.

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