

## Editorial

Welcome to the first issue of Volume 3 of the *Engineering Project Organization Journal* (EPOJ). When the idea for this journal was first initiated it was hard to imagine what it would be like getting through Volume 1. Now, it is a pleasure to be looking at the start of Volume 3 with a growing backlog, a continued commitment to quality, and a growing reader base. I am pleased to enter this third year with a strong vision for this volume including a Special Issue later this year and group of papers that represents the breadth of the engineering project organization community. I hope you find the papers included in each issue of this volume educational and thought provoking as well as representative of the great work being done by this community.

In this issue, we present five new papers from a global set of authors. The first paper by Leicht, Macht, Riley, and Messner introduces this issue through a combined focus on education, project delivery, and emotional intelligence. The paper highlights the relationship of individuals to team performance in engineering projects based on the increasing needs for collaboration within Integrated Project Delivery. Continuing this focus on the role that emotional intelligence plays in engineering, the second paper by Skipper and Brandenburg examines emotional intelligence of engineering and construction students. The paper presents an in-depth study of students from two universities to determine relationships between emotional intelligence and academic

measurements. The third paper by Levitt, Wang, Ho and Javernick-Will moves the discussion from collaboration based on emotional intelligence to collaboration focusing on knowledge exchange. In the second of two parts presented by the authors, the paper brings game theory to the analysis of knowledge sharing in engineering firms.

The fourth paper in this issue by Toole, Hallowell, and Chinowsky addresses the importance of innovation as a strategic objective for engineering firms. The authors highlight the need for organizations to adopt a greater focus on innovation and reduce the barriers imposed by over-restrictive risk management policies. Finally, the fifth paper in this issue by Kovacic and Sreckovic concludes the underlying focus on knowledge transfer and collaboration by focusing on the need to enhance knowledge transfer to achieve greater sustainability in building design. The paper highlights an interdisciplinary study involving both students and professionals to gain insights into the challenges of collaboration in the design process.

On behalf of the Editors and Editorial Board, thank you for your continued support of EPOJ and we look forward to making Volume 3 a success. As always, please contact me or the Editorial Board with any comments regarding this issue.

Paul S. Chinowsky,  
Editor