EMOTIONAL INTELLIGENCE

EU = Emotional understanding
PM = Psychological mindedness
AT = Attentiveness
ES = Emotional self-control

These skills pertain to the recognition, management and use of emotional information. Being able to feel and think, focus and control form the core skill base in this dimension.

SOCIAL INTELLIGENCE

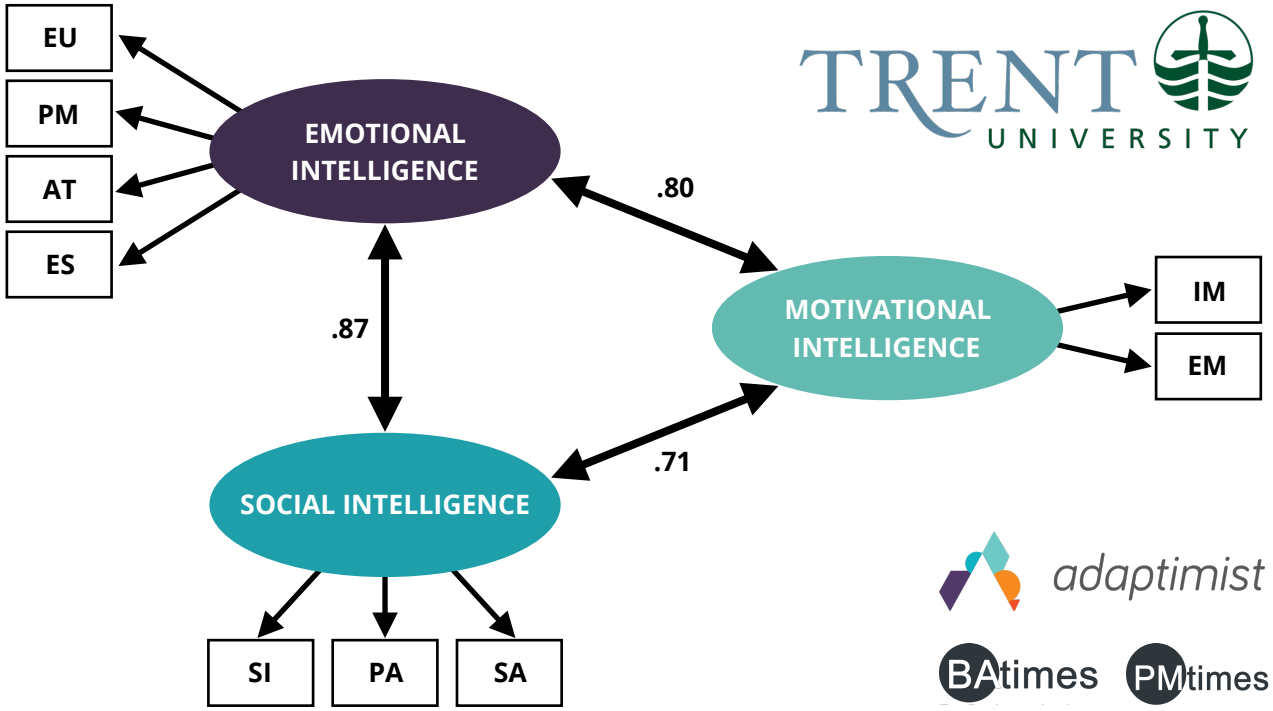
SI = Social integration
PA = Performance anxiety
SA = Social anxiety

These skills pertain to interactions with other people, and management of social settings that contain an element of pressure. Having close relationships in a variety of contexts is essential to well-being.

MOTIVATIONAL INTELLIGENCE

IM = Internalized motivation
EM = Externalized motivation

These skills pertain to the driving forces behind one's choices and behaviour. Being able to change motivational states at will, as well as recognize and manage the motivational states of others allows one to put their other skills into motion.

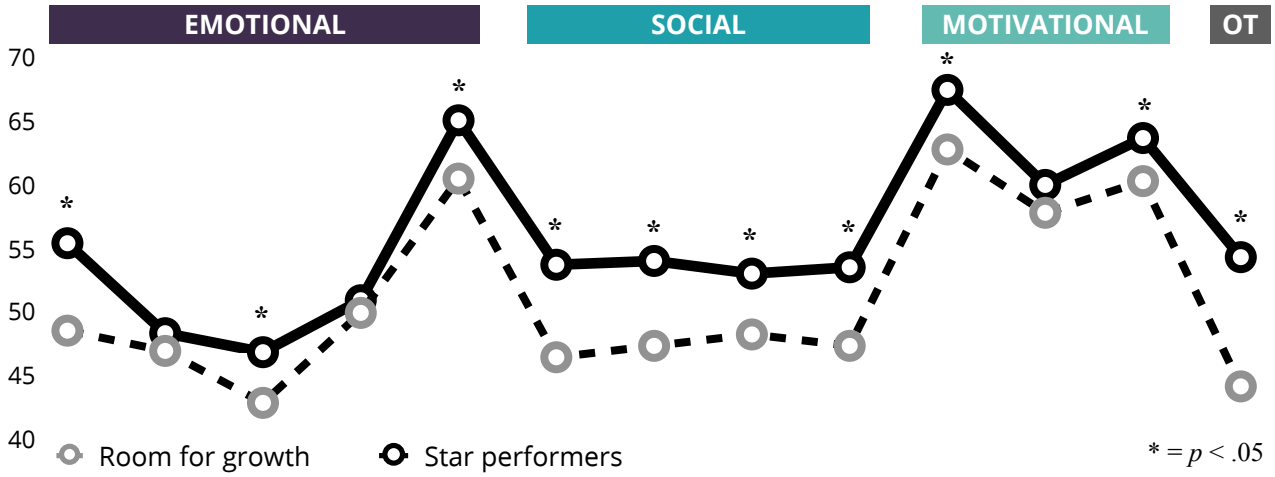


TRENT UNIVERSITY

adaptimist

BAtimes PMtimes

Trent University, in conjunction with our partners Adaptimist Insights, Project Times and Business Analyst Times, has been studying the soft skills of project professionals since September of 2017. Two patterns have emerged: 1) Emotional, social and motivational competencies are related but distinct constructs that form a larger model with predictive capabilities; and 2) more successful project practitioners show significantly higher social and motivational competencies than less successful counterparts, as well as greater levels of emotional understanding and optimism.



CAREER/PERFORMANCE VARIABLES

We created a composite performance index based on the following variables frequently associated with success in a PMO career:

Income
Full time work status
Months of recent work
Seniority of role
Education and credentials

GENDER AND AGE DIFFERENCES

N = 310 (96m, 213f, 1o)
Age = 21-73 (mean 44)

Men outperformed women on PM and SA; there were no other gender differences.

Older participants outperformed younger on all dimensions but PM.

INDUSTRY/ROLE DIFFERENCES

We coded participants' industry against **technical vs. non-technical** backgrounds. We also coded participants' level of project experience and the nature of their work (e.g., **PM vs. BA**).

Neither background nor role yielded any significant differences in the skills associated with this model.