



Respro - educator survey

Mandatory questions are marked with a star (*)

Dear Participant,

Thank you for your interest in participating in our research. This survey is a part of the research project Responsible Leadership– Developing people skills in project management education, funded by the European Union within the framework of Erasmus+. The research is carried out by the cooperating partners: Universitat Politecnica de Valencia, Turku University of Applied Sciences, Rigas Tehniska Universitate and University of Applied Sciences Wiener Neustadt

The aim of this survey is to identify the current status of the responsible leadership contents in project management education. It is aimed at educators who teach project management in higher education institutions. The data collection consists of one survey during fall 2023. It takes approximately 10 minutes to answer.

Participation in the study is voluntary. You have the right to terminate your participation at any time during the data collection period. The decision to withdraw yourself from the research won't affect your treatment and status at any time. You can also revoke your earlier consent, in which case your information will no longer be used in the study. The research may also be suspended by the researcher if there are grounds for doing so during the research.

You have found the GDPR document attached to the mail, in which you received the survey link. We are happy to answer any further questions:

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1. I agree to answer the survey *






Yes

No

Part 1: Leadership contents in project management curricula

2. Thinking about your work as an educator in project management (PM) education, what do you think about following statements related to leading people? If you teach leadership skills in more than one subject, answer according to average. If PM studies are not independent courses, answer from perspective of the course it is included.

(1 = strongly disagree... 5 = strongly agree) *






	1 	2 	3 	4 	5 
In the curricula, the leadership skills are addressed enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In majority of the courses, the leadership skills are well covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In project management courses, there are enough PM cases in which the leadership skills are highlighted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my university, we offer students opportunities to enroll for additional courses on leadership in PM education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my university, we have very limited oppourtunities to learn leadership skills in PM studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please describe what leadership contents do you think are most beneficial for project management students?

4. What kind of elements would you like to have in project management studies to support the development of leadership skills?

5. What project management skills do you think will be most important for students in the future?

6. Thinking about work as an educator in project management education, what do you think about following statements? (1 = strongly disagree, ..., 5 = strongly agree) *

	1 	2 	3 	4 	5 
In our project management studies we have reading tasks to learn leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our project management education we have practical exercises to train leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our project management education students can reflect on the skills they have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our project management education students can reflect on their leadership behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In my project management teaching I use digital tools:

- No
- Yes, if so please specify which tools

Part 2: Responsible leadership, skills, competences and attitudes

Responsible leadership is an ethical and sustainable approach to leadership that emphasizes accountability, transparency, team member and stakeholder consideration. It involves leaders who make decisions and actions with a long-term perspective, prioritize societal, ethical and environmental well-being, and engage in ethical business practices while maintaining a focus on organizational success.

8. Moral Person

Moral person refers to person who displays moral conduct, takes ownership of own actions, makes fair decisions.

Think about the content of project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree).

to make fair and balanced decisions. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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to take ownership for ones own actions. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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when making decisions, ask "what is the right thing to do?" *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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to show consistency in words and actions. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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not to blame others for ones own mistakes. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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to have subordinates best interests in mind. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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9. Moral Manager

Moral manager (leader) is a role model for ethical behaviors and ensures that team members deliver ethical performances.

Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree).

to explain what comprises of ethical and unethical behaviours. *

In our PM education,
we teach how....

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In my opinion,
the skill is important
for project managers

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to discipline followers who violate organization's ethical standards. *

In our PM education,
we teach how....

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In my opinion,
the skill is important
for project managers

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to set an example of achieving results ethically. *

**In our PM education,
we teach how....**

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**In my opinion,
the skill is important
for project managers**

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to define success not by results but the way they are obtained. *

**In our PM education,
we teach how....**

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**In my opinion,
the skill is important
for project managers**

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to listen to what subordinates have to say. *

**In our PM education,
we teach how....**

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**In my opinion,
the skill is important
for project managers**

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10. Multi stakeholder consideration (MSC).

MSC respects stakeholders' opinions and considers their welfare as integral to organizational success. We consider stakeholders as everyone (including team members) involved in the project process.

Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree).

to consider stakeholder well-being as important business outcome. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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to try to assess impact on stakeholders before making business decisions. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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to make sure that stakeholders are treated with dignity and respect by all subordinates. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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**to ensure that stakeholders receive relevant,
correct, and timely information. ***

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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to promote personal connections with stakeholders for better business development. *

**In our PM education,
we teach how..**

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**In my opinion,
the skill is important
for project managers**

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11. Sustainable growth focus (SGF)

Sustainable growth focus balances short-term business tasks with long-term organizational goals.

Think about the content of your project management education and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = not disagree or agree, 4 = agree, 5 = strongly agree).

to show concern for availability or conservation of resources (e.g., natural resources) when planning for future business demands. *

**In our PM education,
we teach how...**

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**In my opinion,
the skill is important
for project managers**

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to link present business tasks with long-term organizational goals. *

**In our PM education,
we teach how...**

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**In my opinion,
the skill is important
for project managers**

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to communicate a vision of long-term growth for the organization. *

**In our PM education,
we teach how...**

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**In my opinion,
the skill is important
for project managers**

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**to encourage business activities beneficial
for team/organization in long term. ***

**In our PM education,
we teach how...**






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**In my opinion,
the skill is important
for project managers**

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Job crafting refers to the proactive and intentional process through which employees modify and adapt their own job roles and responsibilities to better align with their skills, interests, and preferences. It involves employees making changes to various aspects of their work, such as tasks, relationships, and perceptions, to create a more meaningful and fulfilling job experience.

12. How often do you act according to the following statements? (1 = Never,... 5 = Always) *

	1 	2 	3 	4 	5 
I consider how I can complete the tasks included in my job as efficiently as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I develop my abilities to manage the daily working hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider what kind of workspace best helps me reach the goals of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I shape my job thus that I can focus on my core tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my colleagues for advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I promote the commitment of my team to our duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to strengthen the mutual trust within my work community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek inspiration and new ideas from my work community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At my job I'm among the first ones to learn and try out new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take on extra duties, even if I don't receive any extra compensation for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make my work more challenging by looking at my work from different perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When an interesting task comes up, I offer to participate on my own initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organize my work thus that I try to get involved as little as possible with people whose problems affect my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure that I don't have to make too many difficult choices at my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organize my work thus that I get involved as little as possible with people with unrealistic expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to decrease the strain of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to decrease changes in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4: Background information

13. Age *

- 29 or under
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60-64
- 65 or over
- Do not want to specify

14. Gender *

- Male
- Female
- Other
- Do not want to specify

15. In which field do you teach (select the most suitable) *

- Project management
 - STEM (Science, Technology, Engineering and Math)
 - Business
 - Arts
 - Health Care
 - Other, please specify:
-

16. In how many different study programs do you teach?

Answer as a number

17. In which level do you teach? You can select many alternatives. *

Bachelor level

Master level

Doctoral level

18. Location of your home institution *

Spain, UPV

Austria, FHWN

Latvia, RTU

Finland, TUAS

Other, please specify country:

19. In which year of studies you teach? You can select many alternatives. *

First year

Second year

Third year

Fourth year