



Respro - student 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+ (Project number 2022-1-ES01-KA220-HED-000085940). 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, and this is aimed at students in higher education in four European countries. 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 skills in project management curricula

2. Thinking about your project management (PM) education, what do you think about following statements related to leading people?

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






	1 	2 	3 	4 	5 
In my education, 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 my education, there are enough project management cases in which the leadership skills are highlighted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an opportunity 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"/>
I have had no opportunities to learn leadership skills in my PM education.	<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 the most beneficial for you as a project management student?

4. What kind of contents would you like to have in PM education to support the development of leadership skills?

5. What kind of project management skills do you think are the most important ones in your career in the future?

6. Thinking about your project management (PM) education, what do you think about following statements? (1 = strongly disagree, ..., 5 = strongly agree) *

	1 	2 	3 	4 	5 
In our project management education I 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 I can practise important issues on leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our project management education I can reflect on the skills I have learned to lead people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our project management education I can reflect on my leadership behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In my project management education, my teacher has used digital tools

- No
- Yes, please specify what kind of
-

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 and makes fair decisions.

Think about the content of your project management studies and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree).

to make fair and balanced decisions. *

**In my PM education,
I have learned how..**

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**The skill is important
for project managers**

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to take ownership for my own actions. *

**In my PM education,
I have learned how..**

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**The skill is important
for project managers**

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

In my PM education,
I have learned how..

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The skill is important
for project managers

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to show consistency in words and actions. *

In my PM education,
I have learned how..

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The skill is important
for project managers

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no to blame others for my own mistakes. *

**In my PM education,
I have learned how..**

**The skill is important
for project managers**

to have subordinates best interests in mind. *

**In my PM education,
I have learned how..**

**The skill is important
for project managers**

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 = neither disagree nor agree, 4 = agree, 5 = strongly agree).

to explain what comprises of ethical and unethical behaviours. *

**In my PM education,
I have learned 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 my PM education,
I have learned 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 my PM education,
I have learned 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 my PM education,
I have learned 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 my PM education,
I have learned 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 = neither disagree nor agree, 4 = agree, 5 = strongly agree).

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

**In my PM education,
I have learned 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 my PM education,
I have learned 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 my PM education,
I have learned how..**

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

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

**In my PM education,
I have learned 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 my PM education,
I have learned 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 studies and the skills learned. Answer the items below (1 = strongly disagree, 2 = disagree 3 = neither disagree nor 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 my PM education,
I have learned 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 my PM education,
I have learned 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 my PM education,
I have learned how..**

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

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

**In my PM education,
I have learned how..**






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

Part 3: Job crafting

Job crafting refers to the proactive and intentional process through which employees modify and adapt their own 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 studies 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 studying 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 my study goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I shape my studies thus that I can focus on the core tasks of the academic year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my peer students 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 study tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to strengthen the mutual trust within my study community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek inspiration and new ideas from my study community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my studies 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 studies 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 study 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 studies 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 in my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organize my studies 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 studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to decrease changes in my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Age *

- under 20
- 20-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45 or over
- Do not want to answer

14. Gender *

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

15. Field of studies (select the most suitable) *

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

16. Level of your studies *

- Bachelor level
- Masters level
- Doctoral level

17. Year of studies *

- First year
- Second year

Third year

Fourth year

18. Location of your home institution *

Spain, UPV

Austria, FHWN

Latvia, RTU

Finland, TUAS

Other, please specify country
