MPM – Master of Project Management

Personality and Project Management Success

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PERSONALITY AND PROJECT MANAGEMENT SUCCESS

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ABSTRACT
Significant research has been devoted to the topic of leadership and project success, and the positive relationship between the two. The influence of personality traits on project leadership competence has been researched to a lesser extent. It is a very relevant topic considering the importance of emotional/social intelligence and communication skills in today’s diverse and complex project environments. It is not only a useful undertaking for project leaders to develop the essential traits and behaviours for success, but a fundamental element in leading successful projects. This paper presents a quantitative study to investigate the possible link between project manager personality traits and their level of success in project management. A self-reporting questionnaire was used to measure the self-perceived success of a sample of project managers in Iceland. The questionnaire also included the NEO FFI-R personality test. The results indicate that Conscientiousness, Extraversion, and Openness to experience to a lesser extent, seem to correlate positively with project manager success, and Neuroticism appears to correlate negatively with project manager success. Agreeableness did not show a significant correlation with successful project management. Furthermore, the results indicate certain commonalities among project managers, such as higher Openness, Extraversion, and Conscientiousness when compared to the general population. The research findings may support a better understanding of the traits that are important for project managers and organisations to develop, promote and recruit for, with the aim of positively impacting project success.

INTRODUCTION
There has been a notable shift in recent decades towards the projectification of organisations, in both the public and private sectors. Organisations have been moving away from traditional operations to a project-based system. The Western world is a project-orientated society with an estimated one third of the economy based on project work (Schoper et al., 2018). There is certainly a lot at stake economically when it comes to completing successful projects, yet the failure rate is still substantial (KPMG et al., 2019; PMI, 2020b). The project manager role differs from other managerial positions in intrinsic ways as is evident from research (Cohen et al., 2013; Kotter, 2012; Turner & Müller, 2005). The literature has largely focused on the technical skills of project managers, although there has been a recent shift towards the importance of ‘soft skills’, such as emotional intelligence, empathy, interpersonal relationships, communication and conflict management (Maqbool et al., 2017; Creasy & Anantatmula, 2013; Kerzner, 2009). Project leadership competencies are a key factor in achieving project success and there is an increased need for human and interpersonal skills (KPMG et al., 2019), which begs the question: Are we hiring the right people to manage projects and are they receiving the correct training? Is our perception of great leadership accurate or different from the actual leadership competencies that bring about effectiveness and success?

Considerable research has focused on the role of personality in leadership and success in the workplace. There is established evidence for a correlation between certain personality traits and successful leadership (Bono & Judge, 2004; Judge et al., 2002; Lord et al., 1986). The present study seeks to add to the ‘soft skill’ research field, specifically in
project management, by exploring the role of personality. The aim is to draw attention to the importance of personality traits in project management and how they can affect project success. Furthermore, the hope is to create better insight into the positive and practical implications of personality-based research in the field of project management.

The study involved an exploratory analysis of project managers’ self-reported level of success in relation to their personality traits. A questionnaire was used to assess project management success on the one hand (using a framework especially designed for this study), and personality traits on the other hand (using the NEO FFI-R personality inventory). The study is an interdisciplinary approach to the research questions, as it focuses on project management theory as well as personality psychology.

The study proposes the question: What influence does personality have on project management success and is there a significant correlation between success and certain personality traits? A secondary question is presented: Which commonalities do project managers possess when it comes to personality and other measured factors?

LITERATURE REVIEW
The last few decades have seen organisations relying increasingly on project management to operate effectively and achieve success (Jensen et al., 2016; Packendorff & Lindgren, 2014). Schoper et al. (2018) estimated that about one third of all work in advanced economies today is project work, in line with their research findings for project work in Germany, Norway and Iceland. They also saw indications of these numbers being on the rise (Schoper et al., 2018). More and more organisations, both in the public and private sector, are clearly seeing the value of project-based operations, so it is not surprising that project success has been a main focus of project management studies in recent years (Anantatmula, 2010; Joslin & Müller, 2016). Add to that the fact that project failure rates are still significant, although slowly improving (PMI, 2017, 2018, 2019, 2020b). The latest PMI Pulse of the Profession survey (PMI, 2020a, 2020b) revealed that an average of 11.4% of global investment is lost each year due to poor project performance. The survey also reported that 69% of projects met their original goals or business intent and around 60% were completed within budget. About 13% of projects were considered failures (PMI, 2020b). In the IT sector, the failure rate has historically been higher, with over 80% of projects partially or completely failing (odtadmin, 2019). Researching and mapping out the factors that contribute to successful projects, is therefore a key issue in the field of project management.

Project management success
The development in project management studies of a multi-dimensional standard of measuring project success has proven problematic, since projects are inherently diverse in size, uniqueness, complexity and other aspects (Westerveld, 2003). Current frameworks for measuring project success have, to a large extent, focused more on the business purpose and technical performance objectives of the project and less on the process and management of the project (Turner & Müller, 2005). Furthermore, project management theory has focused primarily on the technical aspects or ‘hard skills’ of project management, such as planning, scheduling and budgeting, and less on the ‘soft skills’ required, in particular interpersonal relationships and emotional intelligence (Maqbool et al., 2017; Kerzner, 2009). Creasy and Anantatmula (2013) found that several studies show the importance of addressing the human skills needed in project management and already in the 1980s and 1990s, a number of authors reported that interpersonal skills are more important to project success than technical skills (Skulmoski & Hartman, 2010). A Global Outlook report from 2019 listed the top six skill areas considered lacking in project
management; all of them could be considered interpersonal skills: change leadership, difficult conversations, conflict management, delegating authority, communication skills, political insight and knowledge sharing (KPMG et al., 2019). In more recent years, we have seen a greater emphasis on developing the ‘soft skills’ of leadership, namely emotional intelligence (Casper, 2002; Maqbool et al., 2017; Quinn & Wilemon, 2009), ethics (Bredillet, 2014; Helgadóttir, 2008), empathy (Gentry et al., 2016; Holt & Marques, 2012; Pitagorsky, n.d.), creativity and communication skills (Pant & Baroudi, 2008).

Hogan et al. (2011) summarised and analysed several studies of the base rate of managerial failure and the median rate of failure was estimated about 50%. The prevailing theme when analysing the reasons for failure was behavioural and relationship issues. It is therefore not surprising, that the International Project Management Association (IPMA) has increased its emphasis on personal and social skills in each updated Competence Baseline (ICB), due to the increased complexity and demands of the project, programme and portfolio context (IPMA, 2006, 2015).

Gehring (2007) stressed that project managers must understand the leadership competencies required for managing projects, since the job is not simply about defining problems, planning work, allocating resources and controlling tasks. To be able to handle the complexity of managing the team and get people to use their skills, you will need leadership skills. Project managers often come into their positions by accident (Gehring, 2007), are chosen for their technical abilities and knowledge of the industry in question, but may be lacking in interpersonal skills. The nature of projects means that they often involve diverse teams, a great deal of complexity, risk and uncertainty (Anantatmula, 2010). Moreover, we have seen a rapid increase in diversity and complexity during the last couple of decades, with faster paced projects and constant change (Schein & Schein, 2018, p. 5).

From the literature, it is evident that project management competencies, although difficult to assess, are vital for successful projects. Having a project manager who is skilled in interpersonal relations, communications and human behaviour is key to successful projects (Kerzner, 2009, p. 194).

**Personality overview**
The connection between personality and the various aspects of life has been studied to a certain extent and there seems to be a general consensus that there are clear correlations between personality and domains such as happiness, health and longevity (Judge et al., 2002). The impact of personality on performance and success has been the focus of several studies (Mount et al., 1998; Poropat, 2009; Sackett & Walmsley, 2014; Salgado, 1997; Seibert & Kraimer, 2001; Sutin et al., 2009), as well as the importance of emotional intelligence and the ‘soft skills’ of work (Farh et al., 2012; O’Boyle et al., 2011; Sackett & Walmsley, 2014). The literature on the relationship between personality and leadership is ample, however, there is considerably less focus on project leadership. The psychological factors that contribute to project success are particularly significant considering the growing importance of effective leadership in today’s project-driven world.

For decades, there were attempts to devise a comprehensive personality system to assess and study individual differences. The five-factor model of personality was developed in the 1990s, built on decades of analyses and research using natural language adjectives and theoretically based questions (McCrae & John, 1992). There appears to be a consensus among researchers that the five factors can be used to describe the most significant aspects of personality (Goldberg, 1990). The five factors, or traits, each consists of six facets:

- **Openness to Experience**: Fantasy, Aesthetics, Feelings, Actions, Ideas, Values.
- **Conscientiousness**: Competence, Order, Dutifulness, Achievement Striving, Self-Discipline, Deliberation.
• **Extraversion**: Warmth, Gregariousness, Assertiveness, Activity, Excitement-Seeking, Positive Emotions.
• **Agreeableness**: Trust, Straightforwardness, Altruism, Compliance, Modesty, Tender-mindedness.
• **Neuroticism**: Anxiety, Hostility, Depression, Self-consciousness, Impulsiveness, Vulnerability.

The traits and their facets are usually viewed as polar scales, so an individual can be high on Neuroticism, low on Neuroticism (emotionally stable) or somewhere in between the two extremes. It is generally thought that both genetics and the environment influence a person’s personality and several studies have linked personality to biology and brain functions (Canli, 2004; Fischer et al., 1997). Borkenau et al. (2001) estimated that the variation of individuals’ personality is about 40% due to genetics and 60% due to environmental factors. According to Roberts and DelVecchio (2000), traits remain relatively consistent throughout adulthood although they seem to retain some possibility of change. In fact, research suggests that people can certainly develop their underlying traits and train to improve weaknesses (Hogan & Kaiser, 2005; Thal & Bedingfield, 2010).

**Personality and project management**

There is established evidence for a correlation between certain personality traits and successful leadership. Substantial meta-analyses by Judge et al. (2002) and Bono and Judge (2004) established a clear correlation between leadership success and Extraversion, and, to a lesser extent, Conscientiousness, Openness to experience and emotional stability (low Neuroticism). There seems to be no apparent correlation, or a very weak one, between leadership and Agreeableness, yet some indication of a connection to better team work (Barrick et al., 2001). Studies do, however, indicate the importance of Agreeableness in leadership roles, yet because of their modest and compliant nature, agreeable individuals are not likely to emerge as leaders (Judge et al., 2002).

Considerably less research has gone into the impact of personality on project management success specifically. When comparing these findings, there are some interesting differences.

The literature seems mostly in agreement of the importance of Extraversion in both leadership in general and project management. Hassan et al. (2017) (with a self-report study) and Wang (2009) (with a study of subordinate measures) concluded that Extraversion had a strong correlation with project success. Hassan et al. (2017) further suggested that the characteristics of Extraversion of being able to openly discuss issues and build relationships were of great importance in project management. This is a reasonable conclusion since extraverts often have a positive outlook and display social dominance. They can therefore generate confidence and enthusiasm in their followers. Extraverts are more likely to have the energy and assertiveness to be perceived as leaders.

Considering the strong support for Extraversion in project management success, it is worth pointing out that about half the workforce is in fact introverted (Kuofie et al., 2015). Some studies investigated a noteworthy topic and that is whether introverts have something to offer in management and whether there are downsides to Extraversion in the management context. Kuofie et al. (2015) found that introverted leaders tended to have more team presence and better listening skills. Extraverted leaders tend not to be as receptive to their team’s ideas as introverts and can stifle their creativity, especially when the team is proactive and extraverted. These teams would benefit from having a more introverted leader. On the other hand, a more passive or introverted team would benefit from having an extraverted leader (Grant et al., 2011; Kuofie et al., 2015). Studies also
found that, in some cases, extraverted leaders can be too quick to make decision, they can be less accountable and lack perseverance. In extreme cases, high Extraversion has been linked to narcissism and sociopathy and historically we have seen the detrimental effect of sociopathic behaviour in management (Holt & Marques, 2012; Kaiser et al., 2015). Conversely, introverts tend to stay in the shadows and not emerge as leaders (Spark et al., 2018). Studies showed that, although there was a clear correlation between Extraversion and perceived leadership, there was no link to actual organisational performance (Atamanik, 2013).

Interestingly, Thal and Bedingfield (2010) did not find a positive correlation between Extraversion and project manager success. They found that project manager success was most correlated with Conscientiousness. The trait is characterised by reliability, self-discipline, duty, and self-control. Conscientiousness is consistently linked to overall job performance and was the second strongest predictor of success in the leadership literature (Judge et al., 2002). Conscientious individuals are likely to be perceived as leaders on account of their determined behaviour, as well as their industrious and goal driven attitude (Judge et al., 2002). Conversely, Hassan et al. (2017) did not find that Conscientiousness was connected with success and considered the trait to be a hurdle in project management, because of the lack of quick decision making and improvisation. It should be noted that the study is limited to the review of project management in NGOs in Pakistan and may not be indicative for project management overall. High Conscientiousness has been linked to high stress and perfectionism, which may negatively affect performance. On the other hand, people low in Conscientiousness can be viewed as unreliable and careless (Conscientiousness, n.d.; Waude, 2017).

More surprisingly, Thal and Bedingfield (2010) found that Openness to experience was a high indicator of project manager success. Openness to experience is characterised by intellectual curiosity, creativity, and imagination. These findings are unique to project management and we may speculate that this is due to the fundamental differences of project management compared to general management. Most notably, the fact that project managers need to be able to be innovative and creative in decision making and solutions. They need to be open to trying new things and taking (informed) risks. As the authors point out, these characteristics may not be important for job performance in general but may be critical for the project environment. Hassan et al. (2017) found Openness to experience to be the strongest predictor of project success in NGOs. Openness to experience also had a strong connection to leadership in the meta-analyses. Individuals low in Openness are often considered too pragmatic and closed-minded (Smillie, 2017; Waude, 2017). High Openness has, however, been linked to unreliability and risky behaviour. Mailk (2016) found that Openness to experience was positively correlated with creativity, and that creativity was positively correlated with project success. Furthermore, Cohen et al. (2013) found that project managers were generally more at ease with uncertainty and risk, which are characteristics found to be strongly correlated with Openness to experience (Hodson & Sorrentino, 1999).

In Hassan et al.’s (2017) study, Agreeableness came in second in predicting project success. Agreeableness is characterised by kindness, trustworthiness, cooperation, and social harmony. Project managers need to be able to trust their team and show consideration and social amiability (Hassan et al., 2017). They must be able to resolve conflict and build relationships, both characteristics of Agreeableness. These skills may be more critical in project management than in management in general, considering the unpredictable and temporary nature of projects. However, the literature is not all in agreement and some studies showed no correlation between project success and Agreeableness (Thal & Bedingfield, 2010). Agreeable individuals tend to be more compliant,
passive and tend to put others’ needs above their own, so they are less likely to be perceived as leaders. Still, they may possess the characteristics needed to perform effectively, namely empathy and social amiability. Interestingly, research has more recently demonstrated that empathy, which is encompassed in Agreeableness (Del Barrio et al., 2004; Magalhães et al., 2012), is an important factor in leadership effectiveness and project management specifically (Gentry et al., 2016; Holt & Marques, 2012; Pitagorsky, n.d.). On the other hand, low Agreeableness is associated with unhelpfulness, unfriendliness and argumentative behaviour which can be very challenging characteristics in the team environment (Agreeableness, n.d.; Waude, 2017).

Finally, Neuroticism tended to display a negative correlation with leadership and project management success (Barrick et al., 2001; Thal & Bedingfield, 2010; Wang & Li, 2009). Interestingly, Hassan et al. (2017) did not find that Neuroticism was a significant predictor of project success in their self-report study, whereas Thal and Bedingfield (2010) did find a negative correlation in their peer assessment study. Low Neuroticism, or emotional stability, has been linked to self-confidence and self-esteem, which are valuable capabilities in leadership (Amirazodi & Amirazodi, 2011). Individuals with high Neuroticism often have a low tolerance for stress and tend to avoid change and responsibility (Waude, 2017; Widiger & Oltmanns, 2017). They are less likely to be perceived as leader and when in leadership roles, their anxiety and negative outlook may hinder their efforts (Bono & Judge, 2004). Emotional stability has been linked to better team work and as the project environment most often entails multidisciplinary team work, it is essential for a project leader to possess the characteristics of emotional stability, such as optimism, confidence and a balanced mindset (Thal & Bedingfield, 2010).

Although the literature is somewhat ambiguous, it provides us with some key findings regarding the relationship between the five personality traits and project management success. For ease of reference they may be summed up as follows:

- Extraversion has a high indication of success in project management, yet it is important to be aware of the role of perceived leadership in these results, as well as the possible negative effects of high Extraversion with regards to self-interest and communication.
- Conscientiousness is very important for job performance and is an indication of success in project management. However, it may be hindering for leadership in a fast-paced project environment.
- Openness to experience is essential for the unpredictability and rapid changes of project management, and evidence suggests that the correlation is unique to project management specifically.
- Agreeableness appears to be a vital ingredient for successful project management, since it is an important aspect of emotional intelligence, empathy and building relationships. However, the correlation with project success is weak since agreeable individuals are unlikely to emerge as leaders.
- Neuroticism has a negative correlation with project management success overall. The trait is considered important for team environments and leading projects.

The practical implications of investigating the relationship between personality traits and project management success are encouraging. The literature suggests that studies of this kind may support recruitment, promotion and succession planning, individual development and career pathing (Thal & Bedingfield, 2010). A key factor is identifying the right competencies for project leadership based on research evidence, instead of falling in the pitfall of stereotypes, i.e. choosing according to preconceived notions of leadership or
because of industry knowledge alone. It is also critical to bear in mind that personality traits are, for the most part, not set in stone and can be developed.

The present study is of an exploratory nature and the hope is to shed light on possible correlations between personality traits and project management success, as well as possible commonalities in personality within the profession of project management, when compared to the general population. The study will also look at common themes in the participants’ self-descriptions of their strengths and weaknesses in project management. Based on the prior literature, the following assumptions may be made:

1. Extraversion correlates positively with project management success.
2. Conscientiousness correlates positively with project management success.
3. Openness to experience correlates positively with project management success.
4. Agreeableness correlates positively with project management success.
5. Neuroticism correlates negatively with project management success.
6. Project managers are more open to experience than the general population.

RESEARCH METHOD

General approach
A self-report questionnaire was sent out to a group of project managers in Iceland to quantitatively assess the relationship between personality and project leader success. The questionnaire was used to assess the respondents’ experience and success with regards to project management, as well as assessing their personality traits according to the NEO Five-Factor Inventory (NEO FFI-R). The questionnaire was structured with the aim to shed light on the research questions:

- What influence does personality have on project management success and is there a positive correlation between success and certain personality traits?
- Which commonalities do project managers possess when it comes to personality and other measured factors?

Participants
The questionnaire was sent by email to the 368-member mailing list of the Project Management Association of Iceland. It was also shared on social media, asking project managers to participate. A total of 77 individuals participated, and two responses were deemed unusable and deleted from the sample. The result was a sample size of 75.

Gender was almost evenly split, with 53.3% female and 45.3% male participants. Participants ranged in age from 25 to 85 years old, with almost 70% within the range of 35-54 years old. Almost 99% of the participants were Icelandic and about 87% located in the greater capital area of Reykjavik. Industry distribution was broad, with the highest percentage working in the IT sector, 21.3%. 16% were from the construction sector, 10.7% in speciality, scientific or technical industries, 9.3% in the energy sector, 8% in education, 5.3% in governmental jobs, 5.3% in NGOs, 5.3% in health services, and the rest divided between other industries such as tourism, arts, sports, finance and fisheries (each with less than 3%).

Project management experience ranged from a few months to twenty or more years, with the largest group having 7-10 years of experience (26.7%), and the second largest with 16-20 years of experience (18.7%). Over half the participants had an employment
ratio of 80% or higher, as project managers. About 38.7% of the sample was not IPMA certified, 42.7% was D certified, 9.3% was C certified, 6.7% was B certified and 2.7% declined to respond. For reference, only one person in Iceland is A certified, 57 are B certified, 112 are C certified and 1862 are D certified. 92% of the sample held university degrees, 72% thereof holding postgraduate degrees.

Materials
The instrument used was a self-report questionnaire that consisted of five parts:

A. assessment of project manager experience and responsibility,
B. assessment of project complexity and size,
C. assessment of project and project manager success,
D. assessment of project manager personality traits,
E. data collection for demographic purposes.

All content was in Icelandic since the questionnaire (see Appendix A) was sent out to Icelandic project managers. Parts A, B, C and E were especially designed for use in the study, whereas part D was the Icelandic translation of the Revised NEO Five-Factor Inventory.

Part A included questions related to the project manager’s experience and responsibility, such as total years of experience as a project manager, number of subordinates and employment ratio as a project manager. Part A also included the participants’ IPMA certification level (A, B, C, D, or none). Level D is the starting level for project managers starting out, with little to no experience, yet broad knowledge of project management. Levels C, B and A represent ascending levels of experience and competence (IPMA, n.d.).

Part B of the questionnaire consisted of statements related to the size and complexity of recent projects, with a five-point Likert scale of agreement (1=disagree strongly, 2=disagree, 3=neutral, 4=agree, 5=agree strongly). The statement list was based on various sources involving assessments of project complexity and project size and scope (Hass & Lindbergh, 2010; Helgi Thor Ingason, 2012).

Part C comprised of statements regarding the participants’ views of their recent projects’ success and their project management success, e.g. whether they considered themselves good project managers, whether they believed their supervisors, peers, subordinates and stakeholders would consider them good project managers, whether they still had much to learn and whether they found it difficult to succeed in their jobs. These statements were answered on a five-part Likert scale of agreement (1=disagree strongly, 2=disagree, 3=neutral, 4=agree, 5=agree strongly). Part C also included statements regarding the success of recent project with regards to time, budget, quality, and stakeholder satisfaction. These statements were answered on a five-part Likert scale of frequency (1=never, 2=seldom, 3=sometimes, 4=most often, 5=always).

Parts A, B and C were designed to assess the participant’s success level in a multi-faceted framework. For reporting purposes, the data obtained was combined and reported by weighted scoring, depending on each item’s relevance and importance. As a result, each participant received a final score for their level of success, on a scale of 0 to 100 (100 being the highest possible success level).
Part D was the Revised NEO Five-Factor Inventory (NEO FFI-R), which is considered by many scholars to be a very reliable test (Costa & McCrae, 2010; Jónsson, 2005; Perera et al., 2015). The inventory contains 60 items in total, where 12 items each measure Extraversion (E), Conscientiousness (C), Openness to experience (O), Agreeableness (A) and Neuroticism (N) and answers are given on a five-point Likert scale of agreement (1=disagree strongly, 2=disagree, 3=neutral, 4=agree, 5=agree strongly). Participants received a final score for each of the five traits. The internal reliability coefficients of the Icelandic NEO-FFI-R were 0.84 (N), 0.79 (E), 0.73 (O), 0.71 (A) and 0.67 (C) (Cronbach’s alpha) (Jónsson, 2005). The scores closely matched the US version of the NEO-FFI-R, except for Conscientiousness, which showed lower reliability compared to the US version (0.67 versus 0.79) (Jónsson, 2005). In this study, the internal reliability of the NEO-FFI-R was 0.800 (N), 0.782 (E), 0.701 (O), 0.807 (A) and 0.821 (C), and it is therefore a very reliable instrument.

Finally, part E of the questionnaire included demographic questions regarding, for example, age, gender, industry, education, nationality.

Additionally, the questionnaire included a minor qualitative section. Participants were asked to comment, in open questions, on their strengths and weaknesses as project managers. This section was included in the questionnaire for added insight into the project managers’ self-assessment.

**Procedure and research design**
The questionnaire was sent out to project managers via email and social media sharing. Participants received minimal information about the research purpose, to avoid biased responses as best as possible. They were told that the questionnaire was being sent to project managers exclusively and that the research was concerning the relationship between personality traits and project management. Participants were told that the questionnaire would take about 15 minutes to complete and were encouraged to answer truthfully. Reminders were sent out about one week after the initial request for participation.

The process of data analysis involved compiling the data and analysing participants’ scores for personality and success in three parts. Firstly, success scores and personality scores were analysed in relation to age, gender, and education. Secondly, a Pearson’s correlation test was run to investigate the correlations between personality and project management success (examining the first research question). Thirdly, the participants were analysed as a sample group (examining the second research question). This was done by comparing the groups’ personality scores to prior research results for the general population in Iceland, and by exploring the qualitative data, which was categorised into seven themes: The five personality traits of Conscientiousness, Extraversion, Openness to Experience, Agreeableness and Neuroticism, and additionally, the themes of Communication Skills and Technical Skills. Participants’ references were further grouped into positive and negative connotations. Participants’ references to having good organisational skills were for example categorised as positive references to Conscientiousness, whereas references to lacking organisational skills were categorised as negative references to Conscientiousness. Some comments were categorised as negative references to traits not for the lack of the trait, but for excessiveness in the trait. For example, references to being too flexible and tolerant were categorised as negative references to Agreeableness, wherein the trait was described as a negative.
RESULTS
This study set out to explore the relationship between project manager personality and success in project management. The outcomes are presented in the following sections:

Descriptive results
Participants’ success scores ranged between 33 and 85, out of a possible 100 points. There was no significant difference in success scores between genders. The age difference showed an upward trending success score overall, except for a slightly lower score for the age group 55-64 years old (see Figure 1). There was also a strong positive correlation between age and years of experience in project management ($r = 0.707, p < 0.001$) (see Figure 2).

The gender and age differences in personality traits were marginal. Women measured somewhat higher in all five traits. Neuroticism decreased with age, and all other traits were highest around middle age, as shown in Figure 3.
There was a positive correlation between level of education and project management success ($r = 0.393$, $p < 0.001$). Participants holding a postgraduate degree, scored an average of 64 for success. Participants with lower levels of education scored an average of 54 for success (see Figure 4). There was no difference in success scores between participants holding a Master of Project Management degree (MPM) and those without an MPM degree. Examining the relationship between personality traits and education levels (see Table 1) gave a slight positive correlation between Agreeableness ($r = 0.196$, $p = 0.092$) and a higher education level, and similar results were found for Conscientiousness ($r = 0.194$, $p = 0.096$). However, these results were marginally significant. Other personality traits showed no correlation with level of education.
Results: Research question 1

*What influence does personality have on project management success and is there a significant correlation between success and certain personality traits?*

Pearson’s correlation coefficient was chosen to identify and analyse the correlation between each personality trait and project management success. Results were considered significant at p < 0.05. Table 2 shows the correlation results for project management success and the five personality traits of Extraversion, Conscientiousness, Openness, Agreeableness, and Neuroticism. The strongest correlation found was a positive one between Conscientiousness and success, \( r = 0.46, p = < 0.001 \). The second strongest correlation was a negative one between Neuroticism and success, \( r = -0.37, p = 0.001 \). Extraversion also showed a positive correlation with success (\( r = 0.24, p = 0.042 \)), although not as strong as Conscientiousness. A slight positive correlation was found with Openness (\( r = 0.21, p = 0.073 \)) although it was marginally significant, and lastly, there was no correlation between Agreeableness and success (\( r = 0.04, p = 0.705 \)).
Table 2

Correlations for personality and success variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Success</th>
<th>Neuroticism</th>
<th>Extraversion</th>
<th>Openness</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
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</thead>
<tbody>
<tr>
<td>1. Success</td>
<td>Pearson’s r</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<td>2. Neuroticism</td>
<td>Pearson’s r</td>
<td>−0.370**</td>
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<td>—</td>
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<tr>
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<td>3. Extraversion</td>
<td>Pearson’s r</td>
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<td>−0.272*</td>
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<tr>
<td>4. Openness</td>
<td>Pearson’s r</td>
<td>0.209</td>
<td>−0.035</td>
<td>0.189</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td>0.073</td>
<td>0.769</td>
<td>0.104</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>5. Agreeableness</td>
<td>Pearson’s r</td>
<td>0.044</td>
<td>−0.321**</td>
<td>0.048</td>
<td>0.109</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td>0.705</td>
<td>0.005</td>
<td>0.684</td>
<td>0.350</td>
<td>—</td>
</tr>
<tr>
<td>6. Conscientiousness</td>
<td>Pearson’s r</td>
<td>0.457***</td>
<td>−0.523***</td>
<td>0.360**</td>
<td>−0.040</td>
<td>0.150</td>
</tr>
<tr>
<td></td>
<td>p-value</td>
<td>&lt; .001</td>
<td>&lt; .001</td>
<td>0.002</td>
<td>0.731</td>
<td>0.199</td>
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</tbody>
</table>

*p < .05, **p < .01, ***p < .001

Figure 5 gives a visual representation of the five personality traits and their relationship with project management success. It is clear from the scatter plots that Conscientiousness had the strongest positive correlation with success and Neuroticism had the strongest negative correlation with success.

Figure 5

Correlations between Personality Traits and Project Management Success

Results: Research question 2

Which commonalities do project managers possess when it comes to personality and other measured factors?

The participants’ NEO FFI-R scoring was compared to the general population in Iceland to explore the possible commonalities among project managers. Jónsson (2005) conducted a survey of 655 Icelanders and the sample consisted of 56% female and 44% male participants, with an average age of 43 years old (closely matching this study’s average age of participants). The results from the present study were compared to these findings in Figure 6.
Project managers in Iceland scored higher than the general population in all personality traits except for Neuroticism, where they scored lower. There was a considerable difference in Openness to experience, where project managers scored 28% higher than the general population. Table 3 shows the average scores for personality traits in each study.

Table 3
Personality Traits Scores (NEO FFI-R) of Project Managers Compared to the General Population (Mean)

<table>
<thead>
<tr>
<th>Personality trait</th>
<th>Icelanders (Jónsson, 2005)</th>
<th>Icelandic project managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>27.84</td>
<td>32.63</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>30.39</td>
<td>35.24</td>
</tr>
<tr>
<td>Openness to experience</td>
<td>25.06</td>
<td>32.19</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>32.24</td>
<td>33.92</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>19.18</td>
<td>17.67</td>
</tr>
</tbody>
</table>

The qualitative data regarding strengths and weaknesses was analysed, and the key results are shown in Figures 7-9. For the strength category, the theme that was most prevalent in the data was Conscientiousness, with references such as organisation skills and discipline (see Figure 7). The most prevalent weakness was related to excessive Agreeableness (see Figure 8), and secondly, to low Conscientiousness (see Figure 9).
Examples of references related to strengths and weaknesses in the themes, were as follows:

Conscientiousness: organisational skills, prioritising, order, overview, management, information, detail, discipline.
Extraversion: leadership, assertiveness, achievement, quick worker, quick thinking, initiative, drive, energy.
Openness to experience: open-minded, solution orientated, innovation, change, creativity, courage, challenge.
Agreeableness: adaptability, respect, flexibility, honesty, servicing, kindness, listening, cooperation.
Neuroticism (reverse): emotional intelligence, setting emotions aside, calmness, patience, positivity, resilience.
Technical skills: finance, project management tools, quality management, complexity, strategy, planning, analysis.
Communication skills: communication, conflict management, diplomacy, collaboration.
Examples of negative references, related to being too high in a theme, appeared in four of the seven themes and were as follows:

Conscientiousness: too meticulous, too detail orientated.
Extraversion: too aggressive and impatient.
Openness to experience: risk-taking and lack of focus.
Agreeableness: too soft, too flexible with people, saying yes to everything, too tolerant of mistakes.
DISCUSSION

The primary objective of the study was to examine the relationship between personality and project management success. The results give some valued answers to the two research questions, i.e. what influence personality has on project management success and what commonalities project managers possess. Overall, the results validated all assumptions made, except for assumption 4 (Agreeableness).

Discussion – descriptive results
The participants represented a somewhat broad group with regards to age and gender, although the youngest and oldest groups were rather small for analysis purposes.

There was not a significant difference in success levels for gender. Age differences for success showed an overall upward trend, increased success with increased age. This may be expected with increased experience, especially as, the data also showed that there was a correlation between age and experience, i.e. the youngest age group had the least amount of experience in project management and the oldest age group had the most experience. Level of education was highest around middle age and there was a significant correlation between higher education and increased success. Since the sample sizes for the youngest and oldest groups were limited, these conclusions are speculative. It appears that experience increased with age, which is a natural phenomenon when looking at a group of professionals such as project managers. Moreover, it would be a logical assumption that individuals with higher levels of education and experience are more successful at their job in comparison to less experienced and less educated individuals in the same role.

Personality differences were minimal for gender. Women measured slightly higher in all traits, the biggest difference being Neuroticism, where women were around 10% higher than men. Agreeableness and Conscientiousness were similarly around 8% higher for women. These results correspond with previous findings which invariably measure women higher in Neuroticism and Agreeableness (Feingold, 1994). Gender differences in personality traits are traditionally modest in magnitude and the literature does not show clear gender differences for Extraversion, Conscientiousness and Openness, except when the traits are being studied on a facet level, since there are key gender differences within the traits (Costa et al., 2001). Personality differences between age groups were also minimal. Conscientiousness and Extraversion were highest in middle age. Neuroticism appeared to decrease with age. Other findings were not significant. The cross-sectional literature indicates corresponding results for Conscientiousness and possibly Neuroticism but shows incongruent results regarding other traits (Donnellan & Lucas, 2008). Lastly, correlations between personality traits and level of education were also only slight and marginally significant. Postgraduate level participants were slightly higher in Agreeableness and Conscientiousness, compared to those with lower level education. Previous cross-sectional studies have shown the strongest correlation between education level and the traits of Openness and Conscientiousness, thus the results are only partly comparable with the general population (Goldberg et al., 1998).

Discussion – research question 1
With regards to research question 1, the results confirmed assumptions regarding Extraversion, Conscientiousness, Openness to experience and Neuroticism. The assumption regarding Agreeableness was not supported.
1. **Extraversion correlates positively with project management success.**
There was a positive correlation between Extraversion and project management success, corresponding to the assumption made, as well as to the literature. Extraversion is commonly found to relate to leadership success, although the literature for project management specifically is somewhat ambiguous. The results correspond with Hassan et al.’s (2017) self-report study, which was focused solely on NGO’s in Pakistan. It is intriguing to see corresponding results for a relatively broad industry sample in the current study.

2. **Conscientiousness correlates positively with project management success.**
The results showed a significant positive correlation between Conscientiousness and project management success. This was the strongest correlation of the five personality traits. This corresponds to the assumption made and the strong evidence overall in the literature (Thal & Bedingfield, 2010). This should be considered a positive result, since evidence suggests that Conscientiousness is a key ingredient in job performance and important for project management roles. It would be interesting to investigate the possible negative effects of very high Conscientiousness, as stated by Hassan et al. (2017), although the values for participants in the current study are not exceedingly high. We may therefore assume that the levels of Conscientiousness were beneficial.

3. **Openness to experience correlates positively with project management success.**
There was a slight positive correlation between Openness to experience and project management success, which corresponds to the assumption made and to literature for project management. This is an interesting finding as this supports the claims that project management is inherently different from general management and calls for a different set of skills and competencies (Turner & Müller, 2005), and specifically, increased Openness to experience (Thal & Bedingfield, 2010).

4. **Agreeableness correlates positively with project management success.**
Agreeableness did not show a significant correlation with project management success. The basis of this assumption was Hassan et al.’s (2017) findings that Agreeableness showed a clear positive correlation with project success. However, the present results are more in line with the literature on leadership in general, which show a weak or no correlation between Agreeableness and leadership success (Barrick et al., 2001). As noted earlier, Hassan et al.’s (2017) study was focused on NGOs in Pakistan and can therefore not be generalised to all project managers. However, Agreeableness is considered an important trait for project management and especially the team environment so common in project management. Research suggests that it can be difficult for individuals high in Agreeableness to emerge as leaders (Judge et al., 2002). These individuals are not commonly perceived as leaders and this is often based on people’s predisposed notion of what are effective leadership characteristics (Judge et al., 2002).

5. **Neuroticism correlates negatively with project management success.**
Neuroticism had the second strongest correlation with project management success. These results match prior findings (Barrick et al., 2001; Thal & Bedingfield, 2010) and the assumption made that Neuroticism relates negatively to success. Neuroticism has often been negatively linked to performance and is overall negatively correlated with project success. It is not surprising that emotionally stable and emotionally intelligent individuals thrive in project management.

**Discussion – research question 2**
There were some interesting findings related to the secondary research question, i.e. whether project managers possess any commonalities. The results reveal that project
managers score higher than the general population for all traits except for Neuroticism. The biggest difference was seen in Openness to experience, which supports assumption 6:

6. **Project managers are more open to experience than the general population.** The results demonstrate that Openness to experience is a prevalent trait among project managers. This corresponds to previous findings, which indicate that project managers are generally more open to experience than other groups, and better suited for change management and the unpredictable nature of projects (Cohen et al., 2013). This further supports the slight positive correlation found in this study between Openness to experience and project management success. This suggests that project managers are generally more open to experience, regardless of success level. There is also the possibility that the success spectrum is somewhat limited, meaning that the participants scored overall quite high on the success scale. Further studies could address this issue by conducting research between groups such as other professions.

The qualitative data obtained through the questionnaire also suggests a strong focus on Openness, with characteristics such as innovation, creativity, and ingenuity. It is intriguing to compare the findings of the NEO FFI-R test results and the qualitative descriptions of strengths and weaknesses. There is a strong parallel between the NEO FFI-R results and the self-descriptions regarding Conscientiousness. Participants scored high in Conscientiousness and likewise seemed to see the importance, or strength, of having the skills related to this trait. The study did not demonstrate a correlation between Agreeableness and success, yet the qualitative data did show that the participants value interpersonal relationships and communication skills greatly and furthermore, measure higher in Agreeableness compared to the general population. The participants’ descriptions of their strengths support the importance of characteristics related to Agreeableness, i.e. listening skills, cooperation, flexibility, adaptability, and kindness. The most common references in the strength category were, however, related to Conscientiousness, i.e. organisational skills, prioritising, discipline, and good overview. Good communication skills, conflict management and diplomacy can be covered by more than one personality trait, such as Extraversion, Agreeableness, and low Neuroticism, and were common strengths in the qualitative data. The qualitative data also showed that the participants mostly saw weaknesses in their organisational skills, especially regarding project management methodology. Results for strengths and weaknesses related to Neuroticism were uniform, i.e. there was a comparable number of negative and positive references to the trait. Participants described strengths such as emotional intelligence, calmness, patience, and resilience (low Neuroticism) and weaknesses such as impatience, low resilience, and low self-esteem (high Neuroticism). The same homogeneity was found for Extraversion. Strengths related to Extraversion were leadership skills, drive, initiative, and energy. Weaknesses mentioned were boredom, procrastination, and communication skills.

An interesting finding was that a high number of references in the weakness section were to characteristics related to excessive Agreeableness, such as not being assertive enough and being too trusting and lenient, i.e. participants considered themselves too agreeable. These negative references did, however, not exceed the number of references to Agreeableness as a strength. It is therefore evident that the participants saw the importance of this trait in project management, but perhaps some struggle with a lack of assertiveness, which is associated with high Agreeableness and/or low Extraversion (Kammrath et al., 2015).
Limitations and future studies
A few limitations of the study should be considered when interpreting the results:

1. **Sample size.**
The small sample size is a major threat to the validity of the findings, and therefore the results are unsuitable for generalising to the whole population of project managers. Future studies should attempt to have a larger sample size, including cross-cultural samples, since this study focused on Icelandic project managers, and possibly other professions for comparison. The sample size did, however, cover a broad spectrum of industries, ages, education, and an equal split of gender.

2. **Self-reporting.**
Self-report assessments can be problematic, since they are usually very subjective measurements. Therefore, there is a high possibility of response biases. Respondents often answer questions in a way that shows them in a more favourable way, so they may overestimate positives and underestimate negatives (Müller & Moshagen, 2019). Low Neuroticism and high levels of self-esteem can lead to overconfidence in self-assessments (Farh & Dobbins, 1989; Judge, 1997) although offering anonymity has been proven to reduce social pressure to do well in self-assessment tests (Paulhus, 1984). These limitations are a possible issue in this study. However, participants in the study had full anonymity, and this should counteract the social desirability bias. Sackett (2014) found that contextual measuring of personality was more predictive of success, i.e. asking participants to fill out the personality test with respect to their character at work. The participants in the study were not specifically asked to answer in the context of work. However, the context of the study may have a positive influence since the study was presented as an exploration of the link between personality and project management. The participants may have answered the personality questions with their behaviour at work in mind. Other possible assessment options could be peer assessments, supervisor assessments, and subordinate assessments.

3. **Subjectivity.**
Evaluating success is, to a certain degree, a subjective undertaking, since there is not a universal agreement on what success is, which criteria is the most important, and why. The nature of projects also means that people’s perceptions and assessment of success vary depending on the time of measurement (Shenhar et al., 2001). Evaluating which aspects of management and personality are most important and why, is also a subjective matter, both culturally and individually.

4. **Oversimplification of traits.**
The five personality traits each consist of six facets and some studies suggest that personality needs to be assessed on a facet level, since they can differ immensely (Bono & Judge, 2004). Each trait may contain positives and negatives with regards to project management success, so a high score in one trait does not necessarily mean that the person is high in all facets of that trait. As Judge et al. (2002) pointed out, the Agreeableness facets of Trust and Altruism might be positive factors in a leadership role, whereas the Agreeableness facets of Compliance and Modesty might have a negative effect on leadership success. This is also an issue with other traits, for example Extraversion, which has the distinct and almost contradictory facets of assertiveness and warmth.

5. **Behaviour and situational influences.**
Personality is not the only factor in project management success. Moreover, personality traits are not always indicative of behaviour. Possessing certain traits does not guarantee...
successful performance (Gehring, 2007; Lord et al., 1986). Certain traits, however, may be preconditions for successful leadership (Andersen, 2006). Hogan et al. (1994) emphasised the importance of followers’ personality when looking at organisational success. De Hoogh and Den Hartog (2009) further indicated that leadership characteristics can greatly affect followers’ job satisfaction and well-being. More research is needed on the moderating factors in relation to personality and project management success, such as followers’ personality and organisational dynamics. It is not just the leader’s personality which has an impact on success but also how the leader matches with his or her team and the individuals in the team. Some research has also indicated that different managerial qualities may be needed depending on the project phase (Turner & Müller, 2005). Turner et al. (2010) suggested recruiting different project managers for different types of projects, matching projects with project managers with a suitable personality.

Implications
Considerable positive implications may be collected from past literature with regards to the usefulness of exploring personality traits in the project leadership context. These studies can support recruitment, promotion and succession planning, individual development, and career pathing. In addition to recruitment purposes, the trait model can also be helpful for individuals choosing a career path and identifying development opportunities (Thal & Bedingfield, 2010). An important step is to recognise the right competencies for project leadership based on research evidence, instead of depending on stereotypical notions of leadership. However, it is critical to bear in mind that that personality traits can change, even though underlying dispositions are quite fixed (Donnellan & Lucas, 2008; Roberts & DelVecchio, 2000; Sackett & Walmsley, 2014). Research has shown that people can certainly develop their underlying traits and train to improve weaknesses (Hogan & Kaiser, 2005; Thal & Bedingfield, 2010).

Given the importance of personality in project leadership and the high stakes implicated in project management, it is critical that we identify ways to develop effective project leaders. Thal and Bedingfield (2010) recommended personality based training where teaching styles are matched with students and gaps between the students personality and the required personality are identified. Interestingly, McCormick and Burch (2008) suggest the methodical use of personality trait theory in executive coaching.

Based on the results of the present study, it would be beneficial for project-based organisations and educational institutes to emphasise the development of skills related to Conscientiousness, Openness to experience, Emotional stability (low Neuroticism), and Extraversion. Project managers high in Neuroticism might benefit from developing resilience and self-esteem, while individuals low in Conscientiousness might benefit from personal effectiveness training. Focusing on creative thinking would be useful for managers low in Openness, and conversation skills and a positive mindset would benefit those low in Extraversion.

Applying personality theory for recruitment purposes is a delicate process that should be managed professionally and based on scientific knowledge. This should not be used to exclude candidates, but rather as an aid in decision making (Gehring, 2007). Employing personality tests for human resource purposes may not be a perfect method but can certainly be used for general predictions in realistic settings (Pittenger, 1993) and research strongly reveals the value in human resource management (Morgeson et al., 2007).
As was evident from the prior literature, the impact a project manager can have on project success is substantial and underscores the importance of selecting the right person for the job. Despite the limitations of this exploratory study, the results have important theoretical and practical values. On the theoretical level, the results indicate the value of collaboration between project management theory and personality psychology, and specifically the value of further studies on this topic. On the practical level, the findings can be used for development and recruitment purposes and assist employers in creating a better fit between project managers and projects and/or project teams.

CONCLUSIONS
In this study, the relationship between personality traits and project management success was examined. The study supported the assumptions made, that Extraversion, Conscientiousness and Openness to experience, have a positive correlation with project management success and Neuroticism has a negative correlation with project management success. The results do not support a correlation between Agreeableness and project management success. This is largely consistent with the literature, and therefore the study provides support for the assumption that personality can have an impact on project management success, as well as indirectly impacting project success. Thus, success in project management is not solely dependent on technical aspects and the iron triangle of time, budget, and quality. Successful projects are also greatly dependent on the human factor, i.e. interpersonal skills, and behaviours.

Historically, results tended to be inconsistent and unclear in studies about personality and success, partly because there was not a universal structure available to classify personality traits. With the development of the five-factor model, this changed for the better, but earlier results may account for the common impression that personality theory is lacking in validity and usefulness (Judge et al., 2002).

Based on the present results, we can speculate that project managers are disciplined and competent in their role (high Conscientiousness), imaginative and solution orientated (high Openness to experience), positive and socially adept (high Extraversion), as well as being emotionally stable and calm (low Neuroticism). The study also suggests that project managers are generally more open to experience than the general population, regardless of levels of success.

Developing and recruiting based on personality fit can encompass a range of measures, from stages of the recruitment process, to workshops and seminars on project leadership skills, such as emotional stability and organisational skills. These research findings may be an encouragement for project managers to focus on their interpersonal skills, emphasize their strengths and improve on their weaknesses. Also, this should be an encouragement for employers and companies to rethink their concept of leadership and focus on research findings in this area, so that they can make informed, unbiased recruitment choices. Furthermore, project managers who are not necessarily the classic or stereotypical 'leader', may still have what it takes to lead projects successfully, and can certainly develop their skills in the right direction.

Directing more attention to using personality theory for development and recruitment purposes, would certainly lead to greater project success, and should therefore be a key consideration for the field of project management.
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Persónueinkenni og verkefnastjórnun

Þessi spurningakönnun er þrískipt: fyrst eru spurningar varðandi verkefnastjórnun þína og verkefnin sem þú hefur styrt, því næst er eins konar persónuleikapróf og að lokum eru nokkrar bakgrunnsþurningar.

Svörin verða á engan hátt persónugreinanleg. Fyllsta þrunaðar og öryggis er gætt við söfnun gagnanna og þeim verður eytt þegar búið er að vinna úr þeim.

Mikilvægt er að þú svara spurningunum af fullri hreinskilni þannig að svörin endurspegli hlutina eins og þeir eru í raun og veru að þínu mati.

Könnun tekur um 15 minútur að svara.

* Required

1. Hve lengi hefur þú verið í núverandi starfi? *

Mark only one oval.

- < 1 ár
- 1-3 ár
- 4-6 ár
- 7-10 ár
- 11-15 ár
- 16-20 ár
- 21+ ár
- Er ekki með vinnu
- Ekki viss / vil ekki svara

2. Hvert er starfshlutfall þitt við verkefnastjórnun í núverandi starfi? Miðaðu við sídasta starf ef þú ert ekki með vinnu núna. *

Mark only one oval.

- Starfa ekki við verkefnastjórnun
- <20%
- 20-40%
- 40-60%
- 60-80%
- 80-90%
- 100%
- Ekki viss / vil ekki svara
3. Hve lengi hefur þú starfað við verkefnastjörnun í heildina á starfsævi þinni? *

Mark only one oval.

☐ Aldrei
☐ < 1 ár  Skip to question 4
☐ 1-3 ár  Skip to question 4
☐ 4-6 ár  Skip to question 4
☐ 7-10 ár  Skip to question 4
☐ 11-15 ár  Skip to question 4
☐ 16-20 ár  Skip to question 4
☐ 21+ ár  Skip to question 4
☐ Ekki viss / vil ekki svara  Skip to question 4

Þar sem þú merktir við að þú hafir aldrei starfað við verkefnastjörnun ferð þú nú beint í seinni hluta könnunarinnar og sleppir spurningum um verkefni og verkefnastjörnun.

Skip to question 14


Mark only one oval.

☐ Engin
☐ 1-3 manns
☐ 4-10 manns
☐ 11-15 manns
☐ 16-20 manns
☐ 21+ manns
☐ Ekki viss / vil ekki svara

5. Hvernig fékkst þú núverandi starf? Miðaðu við síðasta starf ef þú ert ekki með vinnu núna. *

Mark only one oval.

☐ Ég var valin(n) úr höpi margra umsækjenda
☐ Ég var valin(n) úr fámennum höpi umsækjenda
☐ Ég var færð(ur) til innan fyrirtæknis
☐ Ég fékk stöðuhaækkun innan fyrirtæknis
☐ Mér bauðst starfði séstaklega
☐ Annað
☐ Ekki viss / vil ekki svara

Í eftirfarandi spurningum er gott að miða við verkefni sem þú stýrðir nýlega, til dæmis öll verkefni síðastliðin 1-2 ár eða séðustu 5 verkefni sem þú stýrðir.
6. Á hvaða sviði eru verkefnin sem þú stýrir aðallega? *

*Mark only one oval.*

- [ ] Byggingarstarfsemi og mannvirkjagerð
- [ ] Orku- og veitustarfsemi
- [ ] Heilbrigðis- og félagsþjónusta
- [ ] Upplysingabjónusta, upplysingatækni og fjarkipti
- [ ] Fjármála-, banka- og vátryggingsstarfsemi
- [ ] Menningar-, íbrötta- og tómstundastarfsemi
- [ ] Menntun og fræðslustarfsemi
- [ ] Ferða-, gisti- og veitingabjónusta
- [ ] Opinber stjórnsýsla og almannatrygingar
- [ ] Landbúnaður, skógætt og sjávarútvegur
- [ ] Verslun og viðgerdir
- [ ] Matvæla- og drykkjaframleiðsla
- [ ] Lyfja- og efnaframleiðsla
- [ ] Önnur framleiðsla
- [ ] Flutningur og geymsla
- [ ] Sérfræðileg, vísindaleg og tæknileg starfsemi
- [ ] Félagasamtök og önnur þjónustastarfsemi
- [ ] Annað
- [ ] Ekki viss / vil ekki svara
7. Merktu við svarið sem á best við hverja staðhæfingu. Hafðu dæmigert verkefni sem þú hefur stýrt í huga. *

Mark only one oval per row.

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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Áhrif verkefns voru talsverð</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Þátttakendur í verkefninu voru margir</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verkefnið var þverfaglegt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umfang aðfanga var mikið</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Þörf var á óvissustjörnun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breytingar urðu á áætlun/umfangi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Merktu við svarið sem á best við hverja staðhæfingu. *

*Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Verkefnum lýkur almennt innan tímaáætlunar</th>
<th>Ekki viss / vil ekki svara</th>
<th>Aldrei</th>
<th>Sjaldan</th>
<th>Stundum</th>
<th>Oftast</th>
<th>Alltaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verkefnum lýkur almennt innan fjárhagsáætlunar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verkefnin uppfylla almennt kröfur um gæði</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verkefnin uppfylla almennt þarfir hagsmunaaðila</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Hver er hæsta alþjóðlega verkefnstjörnunarvottunin (IPMA) sem þú hefur hlotið? *

*Mark only one oval.*

- [ ] IPMA A-vottun
- [ ] IPMA B-vottun
- [ ] IPMA C-vottun
- [ ] IPMA D-vottun
- [ ] Engin vottun
- [ ] Ekki viss / vil ekki svara

Vinsamlega svaraðu eftirfarandi spurningum eftir bestu samvisku og af fullri hreinskilni. Það eru engin rétt eða röng svör.

10. Hverjir eru helstu styrkleikar þinir sem verkefnstjóri? *

   |   |   |   |   |   |

11. Hverjir eru helstu veikleikar þinir sem verkefnstjóri? *

   |   |   |   |   |   |
12. Ef þú hugsar um þrjú síðustu verkefni sem þú stýrðir, hvað hefði mátt betur fara hjá þér í verkefnastýringunni? *

13. Merktu við svarið sem á best við hverja staðhæfingu *

Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Ekki viss / vil ekki svara</th>
<th>Mjög ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ég er góður verkefnastjóri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er reynslumikill verkefnastjóri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yfirmaður minn myndi lísa mér sem góðum verkefnastjóra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undirmenn minir myndu lísa mér sem góðum verkefnastjóra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samstarfsfólk mitt er ánægt með verkefnastjónum mía</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er árangursríkari en aðrir verkefnastjórar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagsmunaaðilar eru ánægðir með störf mín</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég á ýmislegt ólært þegar kemur að verkefnastjónun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég hef trú á mér í starfi mín</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er ánægð(ur) í starfi mín</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er í draumastarfi mín</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég á erfitt með að stanza mig í starfi mín</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég upplifi streitu í starfi mín</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vinnustaðurinn uppfyllir væntingar mínar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Merktu við hversu vel eftirfarandi staðhæfingar eiga við þig. Staðhæfingarnar eru 60 talsins. Það eru engin rétt eða röng svör og eingöngu er óskað eftir því að svarað sé eftir bestu samvisku og af fullri hreinskilni.

14. **Staðhæfingar 1-10**

*Mark only one oval per row.*

<table>
<thead>
<tr>
<th></th>
<th>Mjög Ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög Sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ég er ekki áhyggjufull(ur) að eðlisfari.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mér finnst gaman að hafa fullt af fólki í kringum mig.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég nýt þess að einbeita mér að ímyndunum eða dagdraumum og kanna alla þeirra möguleika, hlúa að þeim og þróa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég reyni að vera kurteis við alla sem ég hitti.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég held eigum mínunum hreinum og fínunum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stundum hef ég verið bitur og full(ur) af gremju.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Það er stutt í hláturinn hjá mér.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mér finnst áhugavert að læra og koma mér upp nýjum áhugamálum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stundum ráðskast ég með fólk eða hrósa því til að fá það sem ég vil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er nokkuð góð(ur) í að skipuleggja tíma minn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Mjög ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Þegar ég er undir miklu álægí, finnst mér sem ég muni kinkna.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég vel heldur störf þar sem ég get unnið ein(n) án þess að vera truflað/truflaður af öðru fólki.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Þau mynstur sem ég finn í list og náttúru vekja áhuga minn.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sumt fólk telur mig vera sjálfselska(n) og eigestjarna(n).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég lendi oft í aðstæðum sem ég er ekki fyllilega undirbúin(n) fyrir.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég er sjaldan einmana eða niðurdregin(n).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég nýt þess virkilega að tala við fólki.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég tel að það rugli og afvegaleiði nemendur að hlusta á umdeilda fyrirlesara.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ef einhver byrjar rifrildi er ég alltaf til í að rifast á móti.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég reyni að inna samvisskusamlega af hendi þau verkefni sem mér eru fengin.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Mjög ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ég er oft spennt(ur) og taugaóstyrk(ur).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mér likar að vera þar sem eitthvað er að gerast.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ljóð hafa lítil eða engin áhrif á mig.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég geri mér grein fyrir því að ég er betri en flest fólk.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég á mér skýr markmið og vinn að því að ná þeim á skipulagðan hátt.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mér finnst ég stundum einskis virði.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég forðast fjölmenni.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég ætti erfitt með að láta hugann reika án stjórnar eða leiðbeininga.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Þegar ég hef verið móðguð/móðgaður reyni ég að fyrirgefa og gleyma því.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ég eyði miklum tíma til einskis áður en ég sest niður við vinnu mína.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Mjög ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ég er sjaldan óttasleg(n) eða kvíðin(n).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mér líður oft eins og ég sé að springa úr orku.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég tek sjaldan eftir þeim tilfinningum eða hugarástandi sem mismunandi aðstæður leiða af sér.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég hef tilhneigingu til að trúa því besta um fólk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég legg hart að mér til að ná settum markmiðum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég verð oft æð(ur) yfir því hvernig fólk kemur fram við mig.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er glaðvær og fjörmikil(l).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég missi stundum áhugann þegar fólk talar um mjöð óhlutbundna, fræðilega hluti.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sumir telja mig vera kalda(n) og útsmogna/útsmoginn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Þegar ég skuldbind mig til að gera eitthvað má treysta því að ég geri það.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mark only one oval per row.

<table>
<thead>
<tr>
<th>Of oft þegar hlutirnir fara úrskeiðis, missi ég kjarkinn og langar að gefast upp.</th>
<th>Mjög ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ég fæ ekki mikla ánægju út úr því að spjalla við fólk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stundum þegar ég les ljóð eða virði fyrir mér listaverk setur að mér hroll eða ég fyllist ánægju.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er þver og ákveðin(n) í skoðunum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stundum er ég ekki eins áreiðanleg(ur) og traut(ur) eins og ég ætti að vera.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er sjaldan döpur/dapur eða þunglynd(ur).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég lifi hratt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég hef lítinn áhuga á að velta fyrir mér uppruna alheimsins eða mannlegu eðli.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég reyni yfirleitt að vera hugulsöm/samur og tillitsöm/samur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er afkastamikil manneskja sem kem hlutunum alltaf í verk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Mjög ósammála</th>
<th>Ósammála</th>
<th>Hlutlaus</th>
<th>Sammála</th>
<th>Mjög sammála</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mér finnst ég oft hjálparvana og vil láta einhverja aðra leysa úr vanda mínun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég er mjög virð(ur).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ég bý yfir mikilli fróðleiksfýsn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ef mér likar ekki við fólk, þá læt ég það vita af því.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ósammála</td>
<td>Mjög sammála</td>
<td>Hlutlaus</td>
<td>Sammála</td>
<td>Mjög ósammála</td>
<td></td>
</tr>
</tbody>
</table>

Bakgrunnsspurningar

20. Hvert er kyn þitt? *

Mark only one oval.

- Karl
- Kona
- Annað
- Vil ekki svara

21. Hver er aldur þinn? *
   
   Mark only one oval.
   
   □ 18-24 ára
   □ 25-34 ára
   □ 35-44 ára
   □ 45-54 ára
   □ 55-64 ára
   □ 65 ára eða eldri
   □ Vil ekki svara

22. Hvar býrð þú? *
   
   Mark only one oval.
   
   □ Á höfuðborgarsvæðinu
   □ Á landsbygðinni
   □ Erlendis
   □ Vil ekki svara

23. Hvert er þjóðerni þitt? *
   
   Mark only one oval.
   
   □ íslensk(ur)  Skip to question 25
   □ annað
   □ Vil ekki svara  Skip to question 25

24. Vinsamlega tilgreindu þjóðerni þitt *

25. Hefur þú lokið MPM námi við HR? *
   
   Mark only one oval.
   
   □ Já
   □ Nei
   □ Ég er í náminu núna
   □ Ekki viss / vil ekki svara
26. Hver er hæsta prófgráða sem þú hefur lokið? *

Mark only one oval.

- Grunnskólapróf eða minna
- Framhaldsskólapróf eða iðnmenntun á framhaldsskólastigi
- Sveinspróf
- Meistarapróf í iðnnámi
- Grunnnám í háskóla
- Framhaldsnám í háskóla
- Doktorsnám í háskóla
- Annað
- Ëkki viss / vil ekki svara

Takk kærlega fyrir þátttökuna

27. Ef þú vilt bæta einhverju við eða ert með athugasemdir, vinsamlega skráðu það hér í reitinn

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