



Kent Academic Repository

Santos, José M. R. C. A., Fischer, Melinda and Kerridge, Simon (2025) *Understanding the drivers of research support: a study of the personal values and personality traits of research managers and administrators. Perspectives: Policy and Practice in Higher Education* . pp. 1-9. ISSN 1460-7018.

Downloaded from

<https://kar.kent.ac.uk/111105/> The University of Kent's Academic Repository KAR

The version of record is available from

<https://doi.org/10.1080/13603108.2025.2525120>

This document version

Publisher pdf

DOI for this version

Licence for this version

CC BY-NC-ND (Attribution-NonCommercial-NoDerivatives)

Additional information

Versions of research works

Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in **Title of Journal** , Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).



Understanding the drivers of research support: a study of the personal values and personality traits of research managers and administrators

José M. R. C. A. Santos, Melinda Fischer & Simon Kerridge

To cite this article: José M. R. C. A. Santos, Melinda Fischer & Simon Kerridge (21 Aug 2025): Understanding the drivers of research support: a study of the personal values and personality traits of research managers and administrators, *Perspectives: Policy and Practice in Higher Education*, DOI: [10.1080/13603108.2025.2525120](https://doi.org/10.1080/13603108.2025.2525120)

To link to this article: <https://doi.org/10.1080/13603108.2025.2525120>



© 2025 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



Published online: 21 Aug 2025.



[Submit your article to this journal](#)



Article views: 429



[View related articles](#)



[View Crossmark data](#)



Citing articles: 1 [View citing articles](#)

Understanding the drivers of research support: a study of the personal values and personality traits of research managers and administrators

José M. R. C. A. Santos ^a, Melinda Fischer ^b and Simon Kerridge ^c

^aCIMO, LA SusTEC, Instituto Politécnico de Bragança, Bragança, Portugal; ^bCollege of Education, Clemson University, Clemson, SC, USA; ^cResearch & Innovation Services, University of Kent, Canterbury, United Kingdom

ABSTRACT

The increasing need for accountability in research funding and the professionalisation of research management have led to the rise of Research Managers and Administrators (RMAs). However, their importance is often overlooked, and there is a lack of understanding regarding their personal values and personality. This study addresses this gap by examining the values and traits of RMAs using Schwartz's universal values framework and the Big Five personality model. A survey questionnaire was used to collect empirical data from 1,095 RMAs. RMAs prioritise values associated with self-transcendence, such as benevolence, concern for others, and tolerance, while placing less importance on values related to power, tradition and personal gain. They demonstrate high levels of conscientiousness, openness to experience, and agreeableness, with lower levels of extraversion and neuroticism. This study contributes to a better understanding of the RMA profession, providing insights that can be used to support professional development and improve performance.

ARTICLE HISTORY

Received 18 February 2025
Accepted 22 June 2025

KEYWORDS

RMA; research management and administration; personal values; personality traits; motivation

1. Introduction

Since its introduction in the 1980s, the 'new public management' paradigm in the Higher Education sector (Verbaan and Cox 2014) brought about a greater need for accountability of public money invested in science and technology and for delivering added value to society in general. This led to the growing adoption of project-level management practices (Degn et al. 2018) and to what Fowler, Lindahl, and Sköld (2015) called the 'projectification' of R&D activities. Additionally, the competition for external research funding and the drive to improve research governance added to the impetus for this change. Consequently, specialised support services at the intersection between academic research and corporate management have been established (Green and Langley 2009). In turn, this led to the emergence of a new professional space within academia, specifically focused on the efficacy, effectiveness, and compliance of research activities: research managers and administrators (RMAs). These professionals increasingly enable and oversee the management of substantial volumes of funds.

However, scholars and employers often overlook the significance of RMA in the pursuit of collaborative endeavours (Gist and Langley 2007; Santos 2021). For example, RMAs frequently find themselves excluded from the decision-making processes concerning strategic

choices associated with research projects (Nkukwana and Terblanche 2017). A low role value perception can lead to decreased motivation, which is inhibited when individuals do not find their work meaningful. Additionally, the alignment of role tasks and perception with their personal values and personality traits is crucial for sustaining intrinsic motivation (Jung and Morner 2016).

Effective job design incorporating motivating characteristics (e.g. autonomy, feedback, task identity) can enhance intrinsic motivation, leading to better performance and happiness (Junça-Silva and Menino 2022). Personality traits and personal values significantly influence motivational processes, including goal content and goal-striving (Parks and Guay 2009). Specific personality traits, such as openness to experience, are linked to intrinsic motivation and achievement. This relationship is mediated by intrinsic value, indicating that tasks aligned with these traits can enhance motivation (Meyer et al. 2023). Personal values such as self-determination, which involves the ability to make choices and control one's actions, foster a sense of autonomy and personal agency and act as a critical predictor of intrinsic motivation (Waterman and Schwartz 2024).

Despite the importance of personal values and personality traits in driving motivation, job performance

CONTACT José M. R. C. A. Santos  josesantos@ipb.pt  CIMO, LA SusTEC, Instituto Politécnico de Bragança, Campus de Santa Apolónia, 5300- 253, Bragança, Portugal

This article has been corrected with minor changes. These changes do not impact the academic content of the article.

© 2025 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

and satisfaction, to the best of our knowledge, no studies exist on the values and personality of RMAs. This study aims to fill this important knowledge gap by answering the following research question: ‘What are the typical personal values and personality traits of RMAs?’. To this end, a survey questionnaire was used to collect empirical data, which are discussed in light of the widely acknowledged theoretical frameworks for Schwartz’s universal values and the Big Five personality traits. From a practical standpoint, this study’s results support the contingent theory view that organisations should adopt a flexible approach, tailoring motivational strategies to the specific context of each professional area.

2. Background

2.1. Research management and administration

Formally, Research Management and Administration (RMA) is a relatively new professional area. While the National Council of University Research Administrators was founded in the USA in 1959 (Monahan, Shaklee, and Zornes 2023), the European Association of Research Managers and Administrators was only established in 1995 (van Zoelen 2023). In 2001, the International Network of Research Management Societies was created to bring together these associations (Kulakowski 2023).

The professional individuality of RMAs working in academic settings has been the subject of an increasing number of academic studies (e.g. Poli 2017; Santos et al. 2024b; Zsár 2023). Despite being traditionally associated with supporting research projects at

universities (Beasley 2006), the RMA focus has expanded over the years to encompass various dimensions, including (Agostinho et al. 2020): research and innovation funding, science communication, science strategy support, knowledge and technology transfer, impact assessment, research project management, laboratory administration, research governance and ethics, and other areas at the interface of research in all categories of research-performing institutions, and indeed in other related organisations for example research funders (Santos, Varela, and Kerridge 2024a). However, organisations often struggle to define and classify these hybrid roles, which blur the lines between academic, professional, and administration staff (Whitchurch 2019). This can lead to a lack of visibility and appreciation for the work of these professionals. For example, in their study on ‘the emergence of the publicly engaged research manager’, Dunleavy, Noble, and Andrews (2019) note that one workshop participant stated that their role was often ‘lacking visibility’ and that they felt like ‘a cog in the wheel’. In fact, the role of RMAs is often seen as merely administrative rather than being recognised as a critical component of the research endeavour (Werner et al. 2019).

2.2. Personal values and personality traits

Values are cognitive structures that facilitate adaptive behaviour and social interaction (Homer and Kahle 1988). As the most abstract level of social cognition, they serve as the building blocks for attitudes and behaviours, influencing our responses to environmental stimuli (Vaske and Donnelly 1999). Personal values in a work context have been extensively studied, leading to several prominent theories. A significant theory is Rokeach’s value-belief-attitude theory (Rokeach 1973), which emphasises the role of values as guiding principles in life. Rokeach argued that values are more central to an individual’s belief system than attitudes and that they influence behaviour across various situations, including work. Notably, one of the most influential theories is Schwartz’s theory of basic human values (Schwartz 1992), which posits that individuals hold a set of core values that are universally recognised (Table 1). They are likely universal because they address fundamental aspects of human life, including individual biological needs, the requirements for effective social interaction, and the survival and well-being of groups.

Personality is a complex construct reflecting stable individual differences in thoughts, feelings, and behaviours. Personality traits have been a central focus in organisational research, leading to the development of several influential theories. In the 1970’s Endler and Magnusson (1976) introduced the concept of

Table 1. Measurement items for Schwartz’s personal values (adapted from (van der Sluijs and Silvius 2023)).

Value	Item
Self-Direction–Thought	To express my own opinions and original ideas
Self-Direction–Action	To freely choose what I do
Stimulation	To feel the excitement in life
Hedonism	To enjoy life’s pleasures
Achievement	To be successful
Power–Dominance	To be the one who tells others what to do
Power–Resources	To be wealthy
Face	That no one should ever shame me
Security–Personal	To have personal security
Security–Societal	To have order and stability in society
Tradition	To maintain traditional values or beliefs
Humility	To be satisfied with what I have and to not ask for more
Conformity–Rules	To follow rules even when no one is watching
Conformity–Interpersonal	To avoid upsetting other people
Universalism–Nature	To care for nature
Universalism–Concern	For everyone to be treated justly, even people I don’t know
Universalism–Tolerance	To listen to people who are different from me
Benevolence–Caring	To care for the well-being of people I am close to
Benevolence–Dependability	To go out of my way to be a dependable and trustworthy friend

person-situation interactionism, which highlights the complex interplay between personality traits and situational factors in shaping behaviour. This perspective suggests that individuals with different personality traits may react differently to the same work situation, and that the situation itself can influence the expression of certain traits. One of the most dominant personality traits frameworks is the Five-Factor Model, mostly known as the Big Five model, which proposes that personality can be described across five broad dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. This model has been extensively studied in the workplace, with research demonstrating links between these traits and various work outcomes, such as job performance, leadership effectiveness, and organisational citizenship behaviour (Rothman and Coetzer 2003).

2.3. Personal values and personality traits of RMAs

Although no studies specific to the RMA profession could be identified, prior research highlights that the personal values of project managers (a related area), are more important for their managerial work than external motivation factors such as rewards (Modranský and Lajčín 2021). Also, personal values have been found to play a significant role in shaping the attitudes and behaviours of managers more generally. For instance, managers with self-enhancing values tend to have positive attitudes toward both the natural and social environment, which in turn influences their ethical behaviour (Nedelko 2015).

In what concerns personality traits, a study comparing managers with non-managers found that managers generally score higher on traits such as openness, conscientiousness, extraversion, agreeableness, and emotional stability. These traits are positively correlated with managerial career satisfaction (Lounsbury et al. 2016). In the academic sector, a study examining the impact of openness on a scholar's research

found that different levels of this personality trait might be beneficial at different stages of a researcher's career (Belkhouja and Yoon 2018). While moderate levels of openness may be advantageous for young scholars, senior scholars might benefit from high cognitive openness and low structural openness. The only study somewhat related to the importance of personality traits for RMA is that of Shimazoe (2021). This researcher found that RMAs who exhibit strong self-leadership skills, a behavioural outcome that can be influenced by various personality characteristics (namely the Big Five traits), tend to have better career development and higher job satisfaction.

3. Methodology

Employing a post-positivist approach, our research employed a survey questionnaire to collect empirical data. The unit of analysis was the individual research manager and administrator within a single cross-sectional study.

Based on the methodology outlined by Schwartz (2021), and due to the quasi-circumplex structure of personal values, the prescribed method of scoring and analysing the personal values data was adhered to. The measurement items (Table 1) were adapted from prior research (van der Sluijs and Silvius 2023). Due to the wide acceptance and proven validity and reliability of the standard Big Five personality traits measurement items used, the method of scoring and analysing each attribute was also adopted in this case. The measurement items (Table 2) were adapted from the preceding literature (Moura et al. 2019).

The participants were instructed to respond to all statements using a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Also, data was collected on respondents' general demographic information, namely age (range), gender identity, role level, and country of work. Before disseminating the questionnaire, a preliminary pilot was undertaken, during which specialists in the field evaluated a draft version, and the questionnaire was adjusted accordingly. In addition to English, a Spanish (Latin American) translated version was also made available. The survey was conducted online (July–November 2023) utilising a web-based application in Qualtrics through an anonymous link. The survey was disseminated using LinkedIn and mailing lists of RMA associations (e.g. ARMA, EARMA, NCURA). A total of 1,095 valid (100% progress) responses were obtained (reference omitted for review anonymity).

The quantitative data were analysed using IBM SPSS Statistics v27. To look for statistically significant differences between groups, the ANOVA with Games-Howell post hoc test was used due to the observed deviations from non-homogeneity of variances (Levene's test).

Table 2. Measurement items for the Big Five personality traits (adapted from (Moura et al. 2019)).

Trait	Item
Extraversion	I enjoy and thrive in social interactions and collaborative work within RMA (e.g. public speaking, networking)
Agreeableness	I prioritise cooperation, harmony, and maintaining positive relationships with others in RMA (e.g. conflict resolution skills, willingness to help others)
Openness	I embrace new ideas, approaches, and opportunities for growth within RMA (e.g. adaptability to change or willingness to learn new skills)
Conscientiousness	I consistently demonstrate a high level of organisation, attention to detail, and reliability in my professional work (e.g. meeting deadlines or following ethical guidelines)
Neuroticism	I often experience high levels of stress, anxiety, or emotional instability in my professional life (e.g. work-related worry or emotional reactivity)

Table 3 summarises the respondents' demographic characteristics. Most respondents were between 35 and 54 years old, and leaders and managers accounted for 61.7% of the total sample. This indicates significant expertise and reliability. The observed gender imbalance is typical of the research managers' profession in general (Santos et al. 2024b; Shambrook and Roberts 2011). The geographical distribution was focused on the USA.

4. Results and discussion

4.1. Personal values

The respondents' mean scoring of Schwartz's personal values is presented in [Figure 1](#). As no studies specifically on RMAs could be found in the existing literature, the results are compared with the study of van der Sluijs and Silviu (2023) related to project managers due to the common focus activity of RMAs in the context of research projects. For comparison purposes, the scores are normalised using the scale's upper limit, as Sluijs and Silviu used a 9-point Likert-type scale instead of the 5-point scale used in our study.

The ANOVA results indicate statistically significant differences between all the value items ($F(18) = 15,166.913$, $p < 0.001$). The Games-Howell post hoc test showed statistically significant differences between all the value items ($p < 0.001$). In [Figure 1](#) it can be observed that the respondents in our study report the following as the most important values: Benevolence–Caring, Universalism–Concern, Universalism–Tolerance, and Benevolence–Dependability. Moreover, the least important values reported are the following: Power–Dominance, Power–Resources, Tradition, and Humility.

These results indicate a strong emphasis on values related to the self-transcendence dimension of Schwartz's universal values (Schwartz 1992). They suggest that these RMAs are primarily motivated by a concern for the welfare of others, both within their immediate circles and in the broader community. They value caring, tolerance, and social justice. Interestingly, the least important values for this group fall under the self-enhancement and conservation domains. The low ranking of Power–Dominance and

Power–Resources suggests a leadership style that is less focused on control and personal gain. Similarly, the low importance of Tradition may indicate an openness to new ideas and a willingness to challenge established norms. The potential interplay between these values is noteworthy. The emphasis on Benevolence and Universalism, coupled with the low importance of Power–Dominance suggests a collaborative and inclusive approach for RMAs. These individuals may prioritise ethical considerations and the broader impact of their work over personal ambition or the pursuit of power. The low value placed on Tradition further reinforces this notion, indicating a potential for innovation and a willingness to embrace new approaches.

When compared with project managers (van der Sluijs and Silviu 2023), project managers assign greater importance to Power and Tradition. This means that project managers may place a stronger emphasis on authority, control, and the ability to influence decisions. This could manifest in a more directive leadership style, potentially prioritising efficiency and adherence to plans over collaborative decision-making. Also, project managers might demonstrate a greater adherence to established procedures, methodologies, and hierarchical structures. This could lead to a preference for proven methods and a more cautious approach to innovation. It is perhaps noteworthy that research management and administration is predominantly female profession, whereas project management is male dominated (PMI 2023).

4.2. Personality traits

The respondents' mean scoring of the Big Five personality traits is presented in [Figure 2](#). Again, as no studies specifically on RMAs could be found in the existing literature, the results are compared with the study of Moura et al. (2019) related to project managers.

The ANOVA results indicate statistically significant differences between all the value items ($F(4) = 1695.875$, $p < 0.001$). The Games-Howell post hoc test showed statistically significant differences between all the value items ($p < 0.001$). In [Figure 2](#), it can be observed that in our study, respondents exhibit the following dominance of personality traits, in decreasing order of magnitude: Conscientiousness, Openness, Agreeableness, Extroversion, and Neuroticism.

The personality-oriented approach to motivation suggests that personality traits such as conscientiousness and agreeableness are key in research contexts (Katoh, Aalbers, and Sengoku 2021). Conscientiousness is essential for these professionals, who handle tasks such as grant writing, budgeting, and regulatory compliance. Highly conscientious research management professionals are organised, responsible, and

Table 3. Summary of respondents' demographic information ($n = 1,095$).

Age (years old)	Gender	Country of work	Role level
< 35: 8.8%		USA: 62.1%	Leader: 24.6%
35-44: 30.9%	Male: 16.1%	Colombia: 6.3%	Manager: 37.1%
45-54: 35.8%	Female: 80.8%	UK: 6.1%	Operational: 33.8%
55-64: 17.9%	Non-binary: 1.1%	Canada: 6.0%	Assisting: 1.7%
>64: 5.4%	NP: 2.0%	Other: 19.5%	NP: 2.8%
NP*: 1.3%			

*NP: not provided

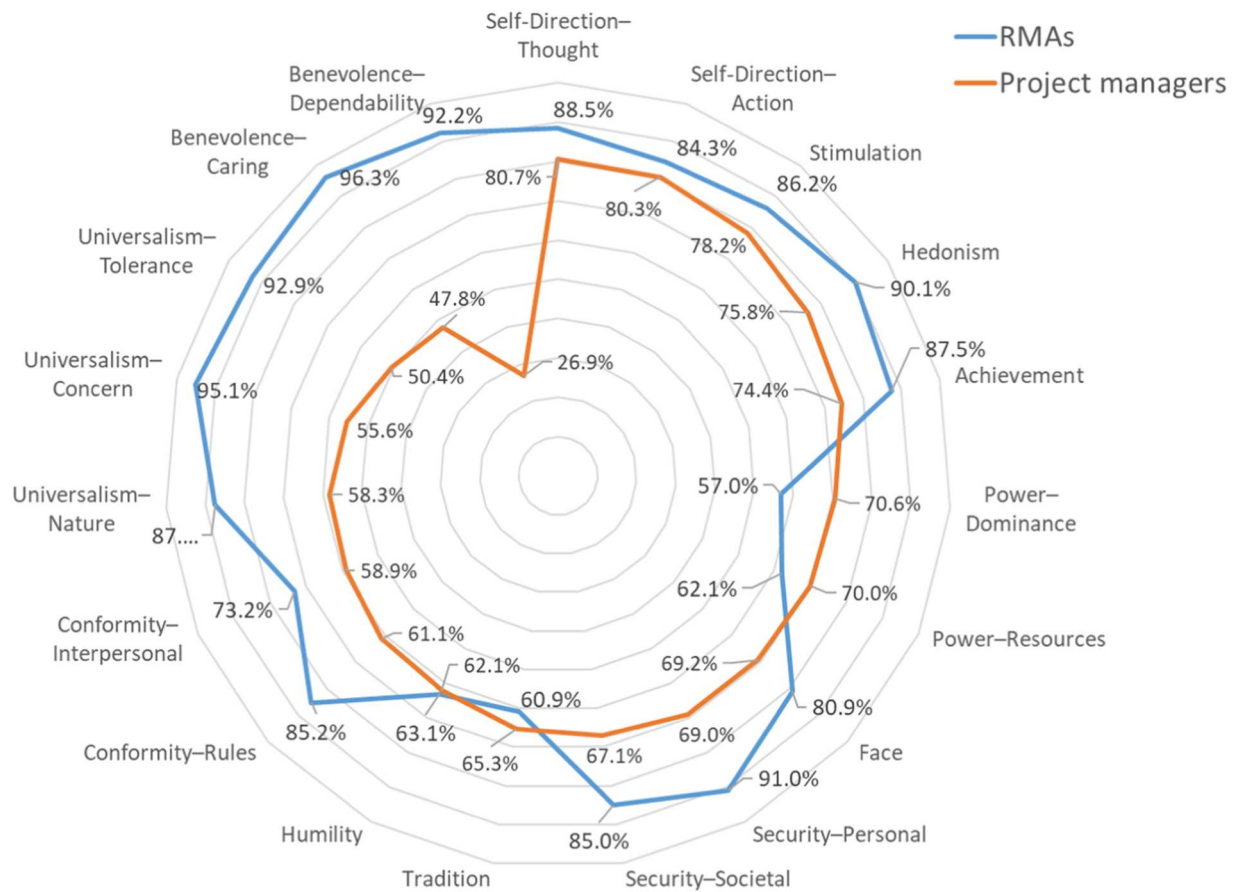


Figure 1. Respondents' mean scoring of Schwartz's personal values.

efficient, ensuring projects stay on track and within budget. In research settings, a collaborative working culture can foster a sense of teamwork and motivation among individuals with high agreeableness (Kato, Aalbers, and Sengoku 2021). Agreeable research support professionals excel at collaboration, communication, and conflict resolution within teams and with stakeholders. Open research support professionals embrace new methodologies, interdisciplinary collaborations, and ethical guidelines. They are receptive to ideas like open research practices, which enhance research impact and reduce redundancy. While social interaction is important, extraversion is less emphasised in research administration roles, which often involve behind-the-scenes work like planning and coordination. However, networking and communication skills remain beneficial. The lower emphasis on extraversion may reflect a preference for collaborative leadership, empowering researchers. Lower neuroticism is often associated with greater emotional stability and resilience, which can be beneficial for managing the stress and setbacks that are common in research settings (Feng, Xie, and Wu 2023) and for research administrators (Shambrook 2023). RMAs face funding uncertainties, tight deadlines, and pressure to produce results. Emotionally stable RMAs can handle these pressures, providing steady leadership and support and helping teams persevere.

Compared to project managers, research support professionals tend to exhibit higher agreeableness and conscientiousness, and lower extraversion and neuroticism. This suggests RMAs prioritise teamwork and a collaborative environment, and aligns with the detailed planning, grant writing, and deadline adherence required in research management and administration. Lower extraversion suggests these professionals may favour behind-the-scenes coordination over constant social interaction, unlike project managers who may need a stronger social presence. Lower neuroticism helps them navigate research uncertainties and setbacks, such as funding challenges, with greater emotional stability. These differences highlight the distinct demands of each role: project managers may need stronger leadership presence and social skills, while RMAs require a more collaborative, detail-oriented approach to effectively support research.

4.3. Personal values vs. personality traits of RMAs

The higher agreeableness observed in RMAs aligns with the emphasis on benevolence in their values. Agreeable individuals are more likely to be cooperative, compassionate, and concerned for the well-being of others, which resonates with these values.

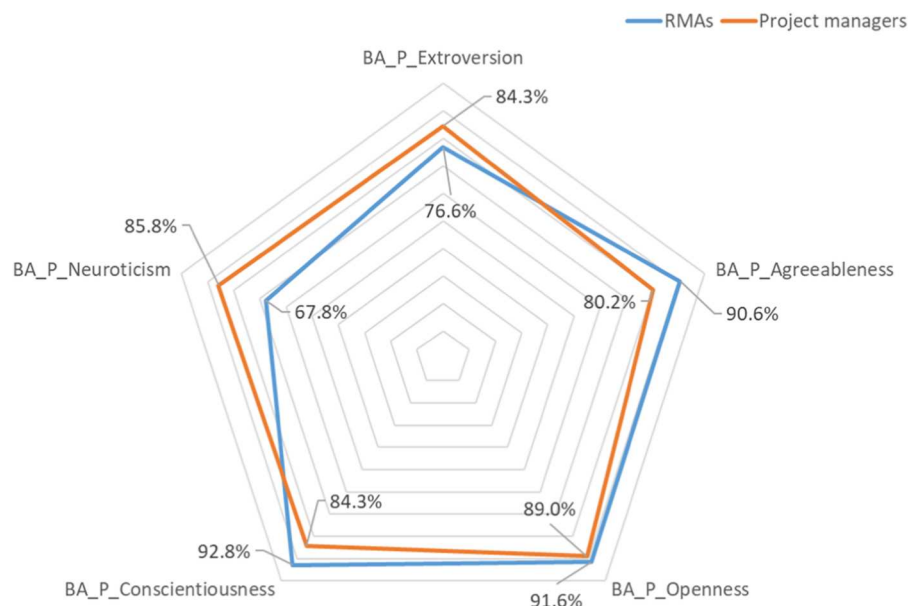


Figure 2. Respondents' mean scoring of the Big Five personality traits.

Higher conscientiousness is consistent with the value of universalism, which emphasises social justice and the welfare of others beyond immediate circles. Conscientious research support professionals are likely to be responsible and diligent in fulfilling their duties, including those related to broader societal concerns. The lower emphasis on power in their values is consistent with their lower extroversion. Extroversion is often associated with assertiveness and a desire for social influence, which might be less prominent in individuals who do not prioritise power. While not directly reflected in the values analysis, the lower neuroticism in RMAs could contribute to their ability to enact their values effectively. Emotional stability allows for greater resilience and composure in pursuing goals related to benevolence and universalism, even when facing challenges. The low importance of tradition aligns with their higher openness to experience. The differences in values between research managers and administrators and project managers further support this coherence. Project managers' higher value placed on power and tradition is consistent with a more directive and potentially less collaborative leadership style, contrasting with the RMAs' emphasis on benevolence and universalism.

5. Conclusions

The research addresses a significant knowledge gap by exploring key personal values and personality traits of RMAs, a professional group that is increasingly vital to the success of research endeavours in the Higher Education sector.

RMAs prioritise values that indicate a strong motivation to support the welfare of others, both within their immediate networks and in the wider

community. Conversely, they place less importance on values related to self-enhancement and conservation. This suggests a collaborative and inclusive approach, with a focus on ethical considerations and the broader impact of their work, rather than personal gain or control. In terms of personality, research administrators are detail-oriented, responsible, adaptable, and value cooperation and harmony. They also display a preference for collaborative leadership, a capacity to manage stress, and a focus on behind-the-scenes work.

These findings have significant implications for organisations that employ research support professionals, namely in the Higher Education sector. By understanding what motivates them, organisations can better support them in their roles, leading to enhanced performance, greater job satisfaction, and ultimately, more effective research outcomes. Given the strong emphasis on values related to the welfare of others, creating a supportive and collaborative work environment is essential. Additionally, recognising the detail-oriented and adaptable nature of RMAs, organisations should ensure that their roles are designed to harness these strengths. This could include offering opportunities for professional development that foster collaboration, and openness to new ideas.

Motivation, as a psychological phenomenon, is known to fluctuate over time, making a longitudinal approach especially valuable for future studies. Subsequent research could investigate how stable individual differences – such as personal values and personality traits – interact with evolving motivational states to influence career development, leadership emergence, and the long-term effectiveness of research support teams. Additionally, future studies

might examine contextual or environmental factors that moderate these relationships, offering deeper insights into how to foster sustained engagement and optimal performance in academic and professional settings.

Acknowledgements

The authors would like to thank the 1,095 RMAs that responded to the survey, and the members of the project Advisory Board for their constructive feedback.

CRedit (contributor roles)

José M. R. C. A. Santos: Conceptualization, Data curation, Investigation, Methodology, Visualization, Writing – original draft, Writing – review & editing

Melinda Fischer: Conceptualization, Data curation, Funding acquisition, Investigation, Methodology, Writing – review & editing

Simon Kerridge: Conceptualization, Data curation, Investigation, Methodology, Writing – review & editing

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was supported by National Council of University Research Administrators (2023) and by national funds through FCT/MCTES (PIDDAC): CIMO, UIDB/00690/2020 (DOI: 10.54499/UIDB/00690/2020) and UIDP/00690/2020 (DOI: 10.54499/UIDP/00690/2020); and SusTEC, LA/P/0007/2020 (DOI: 10.54499/LA/P/0007/2020).

Notes on contributors

José M. R. C. A. Santos, Assistant Researcher at the Bragança Polytechnic University. PhD (ULeeds – UK). Has been working on R&D project management since 2005, in both the private and public sectors (universities, private R&D centres, national funding agency, companies). Author of 36 indexed papers and book chapters. External expert for the European Commission, among other national and international R&D funding bodies. Participated in over 20 international and national research and innovation projects (coordinator of 10). His research interests comprise R&D, innovation and project management; and professionals working at the interface of science.

Melinda Fischer is a Pre-Award Manager and has been a Research Administrator since 2013, working in both pre- and post-award positions at Clemson University, in the USA. She holds both Certified Research Administrator and Certified Pre-Award Research Administrator credentials. She has presented for many professional associations on various research administration topics and served in leadership positions at the regional level for the USA's National Council of University Research Administrators (NCURA). Melinda is PI on the RAPIDS project and a Co-PI on the

RAAAP-3 project. Serving in different roles at Clemson University since 2007, Melinda is passionate about faculty development and facilitating formation of collaborative teams of researchers. She is equally passionate about expanding international networks of research administrators, understanding the connection between people and knowledge exchange enhances lives, both personally and professionally.

Simon Kerridge is Principal Consultant, Kerridge Research Consulting, UK. Simon has been a research manager and administrator for over 30 years. After running a small computer software business he became a researcher at Durham University and moved to the University of Sunderland becoming a Research Officer, and latterly the head of research support. He then moved to head up the research office at the University of Kent where he has had responsibility for all aspects of the research support including pre-award, post-award, impact, information, strategy, assessment and governance. He has a passion for research management and administration (RMA) as a profession and leads the INORMS (International Network of Research Management Societies) RAAAP (Research Administration as a Profession) Task Force that is collecting longitudinal data about the profession. He was given the 2022 Innovation Award from CARA the Canadian Association of Research Administrators for his leadership on RAAAP. The RAAAP results also play a major role in The Emerald Handbook of Research Management and Administration Around the World (2023) book. Simon sits on a number of RMA related committees and groups including being a board member for EARMA the European association, and co-chair of the NISO Standing Committee for CRedit the contributor role taxonomy for journal article authorship. Simon holds a professional doctorate in Electronic Research Administration.

ORCID

José M. R. C. A. Santos  <http://orcid.org/0000-0003-2103-4085>
Melinda Fischer  <https://orcid.org/0000-0003-1503-3369>
Simon Kerridge  <http://orcid.org/0000-0003-4094-3719>

References

- Agostinho, M., C. Moniz Alves, S. Aresta, Filipa Borrego, Júlio Borlido-Santos, João Cortez, Tatiana Lima Costa, et al. 2020. "The Interface of Science: The Case for a Broader Definition of Research Management." *Perspectives: Policy and Practice in Higher Education* 24 (1): 19–27. <https://doi.org/10.1080/13603108.2018.1543215>.
- Beasley, K. L. 2006. *The History of Research Administration. Research Administration and Management*. New York: Jones & Bartlett Learning.
- Belkhouja, M., and H. Yoon. 2018. "How Does Openness Influence the Impact of a scholar's Research? An Analysis of Business Scholars' Citations Over Their Careers." *Research Policy* 47 (10): 2037–2047. <https://doi.org/10.1016/j.respol.2018.07.012>.
- Degn, L., T. Franssen, M. P. Sørensen, and S. de Rijcke. 2018. "Research Groups as Communities of Practice—a Case Study of Four High-Performing Research Groups." *Higher Education* 76 (2): 231–246. <https://doi.org/10.1007/s10734-017-0205-2>.
- Dunleavy, K., M. Noble, and H. Andrews. 2019. "The Emergence of the Publicly Engaged Research Manager." *Research for All* 3 (1): 105–124. <https://doi.org/10.18546/RFA.03.1.09>.

- Endler, N. S., and D. Magnusson. 1976. "Toward an Interactional Psychology of Personality." *Psychological Bulletin* 83 (5): 956–974. <https://doi.org/10.1037/0033-2909.83.5.956>.
- Feng, R., Y. Xie, and J. Wu. 2023. "How Is Personality Related to Research Performance? The Mediating Effect of Research Engagement." *Frontiers in Psychology* 14: 125–166. <https://doi.org/10.3389/fpsyg.2023.1257166>.
- Fowler, N., M. Lindahl, and D. Sköld. 2015. "The Projectification of University Research: A Study of Resistance and Accommodation of Project Management Tools and Techniques." *International Journal of Managing Projects in Business* 8 (1): 9–32. <https://doi.org/10.1108/IJMPB-10-2013-0059>.
- Gist, P., and D. Langley. 2007. "Application of Standard Project Management Tools to Research - A Case Study From a Multi-National Clinical Trial." *Journal of Research Administration* 38 (2): 51–58.
- Green, John, and D. Langley. 2009. "Professionalising Research Management." *Research Global* 22:6–7.
- Homer, P. M., and L. R. Kahle. 1988. "A Structural Equation Test of the Value-Attitude-Behavior Hierarchy." *Journal of Personality and Social Psychology* 54 (4): 638–646. <https://doi.org/10.1037/0022-3514.54.4.638>.
- Junça-Silva, A., and C. Menino. 2022. "How Job Characteristics Influence Healthcare Workers' Happiness: A Serial Mediation Path Based on Autonomous Motivation and Adaptive Performance." *Sustainability* 14 (21): 14251. <https://doi.org/10.3390/su142114251>.
- Jung, C., and M. Morner. 2016. "Das Glasperlenspiel der intrinsischen Motivation – Fuehrungskraefte zwischen gemeinsamen Werten und eigener Verantwortung (Enhancing Intrinsic Motivation Through Shared Values and Self-Responsibility)." *Zeitschrift für Wirtschafts- und Unternehmensethik - Journal for Business, Economics & Ethics* 17 (2): 236–258. <https://doi.org/10.5771/1439-880X-2016-2-236>.
- Katoh, S., R. H. L. Aalbers, and S. Sengoku. 2021. "Effects and Interactions of Researcher's Motivation and Personality in Promoting Interdisciplinary and Transdisciplinary Research." *Sustainability* 13 (22): 12502. <https://doi.org/10.3390/su132212502>.
- Kulakowski, E. 2023. "The Establishment and History of the International Network of Research Management Societies." In *The Emerald Handbook of Research Management and Administration Around the World*, edited by S. Kerridge, S. Poli, and M. Yang-Yoshihara, 83–95. Leeds: Emerald Publishing Limited.
- Lounsbury, J. W., E. D. Sundstrom, L. W. Gibson, James M. Loveland, and Adam W. Drost. 2016. "Core Personality Traits of Managers." *Journal of Managerial Psychology* 31 (2): 434–450. <https://doi.org/10.1108/JMP-03-2014-0092>.
- Meyer, J., F. T. C. Schmidt, J. Fleckenstein, and O. Köller. 2023. "A Closer Look at the Domain-Specific Associations of Openness with Language Achievement: Evidence on the Role of Intrinsic Value From Two Large-Scale Longitudinal Studies." *British Journal of Educational Psychology* 93 (1): 113–133. <https://doi.org/10.1111/bjep.12543>.
- Modranský, R., and D. Lajčin. 2021. "Correlation of Motivation and Value Orientation of Project Managers." *Emerging Science Journal* 5 (3): 350–366. <https://doi.org/10.28991/esj-2021-01282>.
- Monahan, K., T. Shaklee, and D. Zornes. 2023. "History of Research Administration/Management in North America." In *The Emerald Handbook of Research Management and Administration Around the World*, edited by S. Kerridge, S. Poli, and M. Yang-Yoshihara, 27–36. Leeds: Emerald Publishing Limited.
- Moura, R.L. de, T. C. J. Carneiro, T. D. L. Dias, and Bruno Silva Oliveira. 2019. "Traços de personalidade de gerentes de projetos: diferenças de conhecimentos, experiência profissional e setor de atuação." *Revista de Administração da UFSM* 12 (4): 767–784. <https://doi.org/10.5902/1983465922096>.
- Nedelko, Z. 2015. "Ethics of Managers in Slovenian Public Administration." *Management (Croatia)* 20 (2): 23–48.
- Nkukwana, S., and N. H. D. Terblanche. 2017. "Between a Rock and a Hard Place: Management and Implementation Teams' Expectations of Project Managers in an Agile Information Systems Delivery Environment." *SA Journal of Information Management* 19 (1): 1–10. <https://doi.org/10.4102/sajim.v19i1.806>.
- Parks, L., and R. P. Guay. 2009. "Personality, Values, and Motivation." *Personality and Individual Differences* 47 (7): 675–684. <https://doi.org/10.1016/j.paid.2009.06.002>.
- PMI. 2023. *The State of Women in Project Management*. Washington, DC: Project Management Institute. <https://www.pmi.org/learning/thought-leadership/women-in-project-management-2023>.
- Poli, S. 2017. "Who Are Today's Research Managers?: Roles, Professional Development, and Evolution of the Profession. Roles, Professional Development, and Evolution of the Profession." In *Research Management: Europe and Beyond*, edited by J. Andersen, K. Toom, S. Poli, and P. F. Miller, 1–29. London: Elsevier Inc.
- Rokeach, M. 1973. *The Nature of Human Values*. New York: Free Press.
- Rothman, S., and E. Coetzer. 2003. "The Big Five Personality Dimensions and Job Performance | Rothmann |." *SA Journal of Industrial Psychology, SA Journal of Industrial Psychology* 29 (1): 68–74.
- Santos, J. M. R. C. A. 2021. "Management of Public-Private R&D Projects in Higher Education: Key Trends and Issues." *Perspectives: Policy and Practice in Higher Education* 25 (3): 106–112. <https://doi.org/10.1080/13603108.2021.1894616>.
- Santos, J. M. R. C. A., C. Varela, Melinda Fischer, and Simon Kerridge. 2024b. "Beyond the Bench: The Professional Identity of Research Management and Administration." *Higher Education Policy*, <https://doi.org/10.1057/s41307-024-00372-1>.
- Santos, J. M. R. C. A., C. Varela, and S. Kerridge. 2024a. "Who are the Professionals at the Interface of Science Working at Research Funding, Science Policy Making, and Similar Organisations?" *Journal of Research Administration* 55 (3): 29–57.
- Schwartz, S. H. 1992. "Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries." *Advances in Experimental Social Psychology* 25:1–65. [https://doi.org/10.1016/S0065-2601\(08\)60281-6](https://doi.org/10.1016/S0065-2601(08)60281-6).
- Schwartz, S. H. 2021. "A Repository of Schwartz Value Scales with Instructions and an Introduction." *Online Readings in Psychology and Culture* 2 (2): 1–11. <https://doi.org/10.9707/2307-0919.1173>.
- Shambrook, J. 2023. "RASPerS: Prevalence of Occupational Stress and Associated Factors in RMA Professionals." In *The Emerald Handbook of Research Management and Administration Around the World*, edited by S. Kerridge, S. Poli, and M. Yang-Yoshihara, 373–383. Leeds: Emerald Publishing Limited.
- Shambrook, J., and T. Roberts. 2011. "2010 Profile of A Research Administrator." *Research Management Review*

- 18 (1): 19–30. <https://files.eric.ed.gov/fulltext/EJ980454.pdf>
- Shimazoe, J. 2021. "Research Managers and Administrators in Conflicting Organizational Cultures: How Does Their Human Capital Help Professional Survival in Knowledge-Intensive Organizations?" *Journal of Research Administration* 52 (1): 102–140.
- van der Sluijs, R., and G. Silvius. 2023. "Exploring the Values of a Sustainable Project Manager." *Sustainability* 15 (10): 8006. <https://doi.org/10.3390/su15108006>.
- van Zoelen, A. G. 2023. "The Development of Research Management and Administration in Europe: A Short History." In *The Emerald Handbook of Research Management and Administration Around the World*, edited by S. Kerridge, S. Poli, and M. Yang-Yoshihara, 69–82. Leeds: Emerald Publishing Limited.
- Vaske, J. J., and M. P. Donnelly. 1999. "A Value-Attitude-Behavior Model Predicting Wildland Preservation Voting Intentions." *Society and Natural Resources* 12 (6): 523–537. <https://doi.org/10.1080/089419299279425>.
- Verbaan, E., and A. M. Cox. 2014. "Occupational Sub-Cultures, Jurisdictional Struggle and Third Space: Theorising Professional Service Responses to Research Data Management." *The Journal of Academic Librarianship* 40 (3–4): 211–219. <https://doi.org/10.1016/j.acalib.2014.02.008>.
- Waterman, A. S., and S. J. Schwartz. 2024. "Intrinsic Motivation During Adulthood: A Further Evaluation of the Integrative Theory of Intrinsic Motivation." *Journal of Adult Development* 32:145. <https://doi.org/10.1007/s10804-024-09487-6>.
- Werner, K., Y. Zaika, A. K. Pavlov, Sven Lidström, Allen Pope, Renuka Badhe, Marlen Brückner, and Luisa Cristini. 2019. "Project and Community Management in Polar Sciences - Challenges and Opportunities." *Advances in Geosciences* 46:25–43. <https://doi.org/10.5194/adgeo-46-25-2019>.
- Whitchurch, C. 2019. *Being a Higher Education Professional Today: Working in a Third Space*, pp 1–11. London: Springer.
- Zsár, V. 2023. "The Influence of RMA Associations on Identity and Policymaking Internationally." In *The Emerald Handbook of Research Management and Administration Around the World*, edited by S. Kerridge, S. Poli, and M. Yang-Yoshihara, 281–295. Leeds: Emerald Publishing Limited.