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ESSENTIAL

***Evolving Security ScienceE through Networked
Technologies, Information policy And Law***

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D5.16 - Fellows’ Handbook for Leadership and Efficiency

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Introduction

Leadership is a management function which is regularly directed towards people and social interaction, as well as the process of influencing people so that they would achieve the main goals of an organization/group or the common goals. Without quality leadership and initiation of the members' activities, stimulation of high motivation and engagement of people, there is no successful organisation nor successful company (Skansi, 2000, p. 51).

In research, the position of a leader is always associated with the need for efficient management of resources. Successful leaders use their resources in a proper and efficient manner in order to obtain all the expected results in their research, due to the fact that they can properly diagnose the missing pieces and identify the source to obtain the desired performance. In this context, it can be assumed that in the case of these leaders, there are factors that can positively affect their ability to successfully identify the appropriate leadership style.

1. Aim of the Handbook

The ambition of this paper is to provide young researchers with the eloquent targeted resources where they can find proper answers for any question regarding leadership and efficiency in their research activity. Moreover, the present handbook aims to highlight the main problems faced when trying to develop an adequate and efficient leadership strategy, thus being divided into four main chapters, each of one tackling a different topic which helps to best understand the concept of leadership and how can it be applied in research activities.

2. Target group

The present handbook is addressed to the early-stage researchers (ESR) enrolled in the ESSENTIAL project, a joint PhD research programme dedicated to Security Science.

3. Structure

The handbook will consist of 4 chapters, each of them dedicated to a topic that will help any researcher to better understand the terms of leadership and efficiency, as follows:

Chapter 1. Leadership Challenges in Research. Theories and Fundamental Terms

Engaging Leadership

The Commitments of a Leader

Chapter 2. Leadership Styles

Chapter 3. Leadership Skills and Techniques for Non-managers

From Tactical to Strategic Thinking

Critical Thinking for Problem Solving

Chapter 4. Efficiency

Chapter 1 – Leadership Challenges in Research. Theories and Fundamental Terms



In general terms, leaders are not born, but they are made. It is highly accepted the fact that in order to be an excellent leader, one must have the experience, commitment, knowledge, patience and, most importantly, develop the necessary skill to negotiate and work with others to obtain/achieve the expected goals. Good leaders are thus made, not born. Good leadership is, thus, developed through a never ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Bass, 2008).

In this context, the first chapter will try to comprise the most relevant sources of information regarding the concept of leadership, in order to facilitate the process of understanding the complexity of the leadership activities.

Section 1 – Engaging Leadership

Most people think of leadership as a vocation, but, in fact, this concept really refers to a psychological process—namely, the process of influencing others to put aside their self-serving agendas and cooperate for the common good of a group. The main reason for which leadership is so fundamental is because it plays an essential role in the transformation of a collection of talented individuals or important resources into a coordinated team, which functions in a performing manner. And since the secret to performance is engagement, it is necessary an engaging leadership/leader to make that happen (2015).

Therefore, this section provides researchers with several readings about an introduction into the domain of leadership, presenting the main terms and concepts that must be understood before studying in advance the leadership process.

Key readings:

Amabile, T. M. (1988). "A model of creativity and innovation in organizations", *Research in Organizational Behavior*, 10, 123–167.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). "Leadership: Current Theories, Research, and Future Directions", *Annual Review of Psychology*, 60, pp. 421-449.

Barnowe, J. T. (1975). "Leadership and performance outcomes in research organizations: The supervisor of scientists as a source of assistance", *Organizational Behavior and Human Performance*, 14, 264–280.

Bass, B. M. (1985). *Leadership and performance beyond expectations*, New York: Free Press.

Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and management applications*, New York: Free Press.



- Bass, B., Bass, R. (2008). *The Bass Handbook of Leadership: Theory, Research and Managerial Application*, New York: Simon & Schuster.
- Burns J. M. (1978). *Leadership*, Harper & Row, New York.
- Dess, G. G., & Picken, J. C. (2000). "Changing roles: Leadership in the 21st century", *Organizational Dynamics*, 29 (4), 18–33.
- Ekvall, G., & Arvonen, K. (1991). "Change-centered leadership: An extension of the two dimensional model", *Scandinavian Journal of Management*, 7, 17–26.
- Elkins, Teri, Keller, Robert T. (2003). "Leadership in research and development organizations: A literature review and conceptual framework", *The Leadership Quarterly*, 14, 587–606.
- Farris, G. F. (1988). "Technical leadership: Much discussed but little understood", *Research Technology Management*, 31, 12–16.
- Feidler, F., & House, R. (Eds.). (1994). *Leadership theory and research: A report of progress*.
- Graen, G., & Uhl-Bien, M. (1991). "The transformation of work group professionals into self-managing and partially self-designing contributors: Toward a theory of leadership-making", *Journal of Management Systems*, 3, 33–48.
- Graen, G., & Uhl-Bien, M. (1995). "Relationship-based approach to leadership: Development of leader-member-exchange (LMX) theory of leadership over 25 years—Applying a multi-level multi-domain perspective", *Leadership Quarterly*, 6, 219–247.
- House, R. J., & Shamir, B. (1993). "Toward the integration of transformational, charismatic, and visionary theories", in M. M. Chemers, & R. Ayman (Eds.), *Leadership theory and research: Perspectives and direction*, 81–107.
- House, R., & Aditya, R. (1997). "The social scientific study of leadership: Quo Vadis?", *Journal of Management*, 23, 409–474.
- House, R. J. (1996). "Path-goal theory of leadership: Lessons, legacy and a reformulated theory", *Leadership Quarterly*, 7, 323–352.
- House, R. J., & Aditya, R. N. (1997). "The social scientific study of leadership: Quo vadis?", *Journal of Management*, 23, 409–473.
- House, R. J., & Dessler, G. (1974). "The path-goal theory of leadership: Some post hoc and a priori tests", in J. G. Hunt, & L. L. Larson (Eds), *Contingency approaches to leadership*, (pp. 29–55). Carbondale: Southern Illinois Press.
- Keller, R. T. (1989). "A test of the path-goal theory of leadership with need for clarity as a moderator in research and development organizations", *Journal of Applied Psychology*, 74, 208–212.
- Keller, R. T. (1992). "Transformational leadership and the performance of research and development project groups", *Journal of Management*, 18, 489–501.
- Pelz, D. C., & Andrews, F. M. (1966). *Scientists in organizations: Productive climates for research and development*, New York: Wiley
- Wofford, J. C., & Liska, L. Z. (1993). "Path-goal theories of leadership: A meta-analysis", *Journal of Management*, 19, 857–876.



Yukl, G. (1981). *Leadership in organizations*, Englewood Cliffs, NJ: Prentice-Hall.

Yukl, G. (2002). *Leadership in organizations*, Upper Saddle River, NJ: Prentice-Hall.

Section 2 – The Commitments of a Leader

Leadership development can be a really challenge for the current business environment, due to its fast-moving climate. Thus, improving the ability to continuously update and adjust one's needs to the actual status-quo may represent a key asset in keeping the project moving forward. In this condition, we find it necessary to study the major theories regarding the behavior and commitment of a leader, in order to have the capacity to build a strong and proper strategy to engage all the available resources for obtaining the expected results from your research activity.

Key readings:

Allen, T., Katz, R., Grady, J. J., & Slavin, N. (1988). "Project team aging and performance: The roles of project and functional managers", *R&D Management*, 18, 295–308.

Belker, Loren B., Topchik, Gary S. (2005). *The First-Time Manager*, AMACOM/American Management Association.

Collins, Jim (2001). *Good to Great*, New York: HarperCollins Publishers, Inc.

Dethmer, Jim, Chapman, Diana, Klemp, Kaley Warner (2015). *15 Commitments of Conscious Leadership*, available at <http://www.conscious.is/resources/#our-book>

Glaser, Judith E. (2016). *Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results*, Bibliomotion, Taylor & Francis.

Goleman, Daniel (1995). *Emotional Intelligence*, New York: Bantam Books.

Goleman, Daniel, Boyatzis, Richard, McKee, Annie (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*, Harvard Business Review Press

Greenleaf, R.K. (1977). *Servant leadership: A journey into the nature of legitimate power & greatness*, Mahwah, NJ: Paulist Press.

House, R. J. (1971). "A path-goal theory of leader effectiveness", *Administrative Science Quarterly*, 16, 321–338.

Januska, Michael J. (2018). *A Leader is Born: After that... It's up to You*,

Keller, R. T. (1995). "Transformational leaders make a difference", *Research Technology Management*, 38, 41–44.

Strock, James (2018). *Serve to Lead: 21st Century Leaders Manual Second Edition*, Serve to Lead Group.



Chapter 2 – Leadership Styles

Leadership is arguably one of the most observed, yet least understood phenomena on earth. Over the past years, researchers have identified, studied and proposed many different styles of leadership, highlighting the fact that there is no particular style of leadership that can be considered universal. Despite the many diverse styles

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of leadership, a good or efficient leader inspires, motivates, and directs activities to help achieve common or desired goals (Amanchukwu, Stanley, & Ololube, 2015, p. 6).

Even though there are numerous suggested leadership styles, the need to be authentic as a leader and to have a style that best suits you and your personality is a must. By adopting an appropriate style one will manage to build a good relationship between a leader and their team members/resources, helping to establish rapport, trust and respect. On the other hand, leaders who adopt or display an inappropriate style are unlikely to be successful in their job (Institute, November 2013). Thus, this chapter will present the main leadership styles and their consequences after being applied.

Key readings:

Barchiesi Maria Assunta, LA BELLA Agostino (2007). "Leadership Styles of World's most Admired Companies. A Holistic Approach to Measuring Leadership Effectiveness", International Conference on Management Science & Engineering, 14th August 2007.

Barczak, G., & Wilemon, D. (1989). "Leadership differences in new product development teams", *Journal of Product Innovation Management*, 6, 259–267.

Berson, Yair and Linton, Jonathan D. (2005). "An Examination of the Relationships between Leadership Style, Quality, and Employee Satisfaction in R&D versus Administrative Environments", *R&D Management*, Vol. 35, No. 1, pp. 51-60, January 2005, available at SSRN: <https://ssrn.com/abstract=654858>.

Bonnici, Charles A., Cooper, Bruce S. (2011). *Creating a Successful Leadership Style: Principles of Personal Strategic Planning*, Works Bepress.

Charteris-Black, Jonathan (2006). *The Communication of Leadership: The Design of Leadership Style (Routledge Studies in Linguistics)*, Routledge studies in linguistics.

Heller, H. W. (1993). "The relationship between teacher job satisfaction and principal leadership style", *Journal of School Leadership*, 3(1), 74-86.

Howell, J. M., & Higgins, C. A. (1990). "Leadership behaviors, influence tactics, and career experiences of technological innovation", *Leadership Quarterly*, 1, 249–264.

Khan, Zakeer Ahmed, Nawaz, Allah, Khan, Irfanullah. (2016). "Leadership Theories and Styles: A Literature Review", *Journal of Resources Development and Management*, vol. 16, available at <https://www.researchgate.net/publication/293885908> Leadership Theories and Styles A Literature Review.

Kippenberger, Tony (2002). *Leadership Styles*, Express Exec.



Kohler, Reinhold (2016). *Optimization of Leadership Style: New Approaches to Effective Multicultural Leadership in International Teams*, Springer Gabler.

Marques, Joan (2007). *The Awakened Leader: One Simple Leadership Style That Works Every Time, Everywhere*, Personhood Press.

Nanjundeswaraswamy, T. S., Swamy, D. R. (2014), "Leadership Styles", *Advances in Management*, vol. 7(2), February 2014

Ryan, J. C. & Tipu, S. A. (2013). "Leadership effects on innovation propensity: A two-factor full range leadership model", *Journal of Business Research*, 66, 2116 – 2129.

Yammarino, F. J. (1999). "CEO charismatic leadership: Levels-of-management and levels-of analysis effects", *Academy of Management Review*, 24, 266-286.

Chapter 3 – Leadership Skills and Techniques for Non-managers

Leadership does not necessary means holding a certain leading position. In fact, leaders exist not only within any level of an organization, but also in everyday life, where people face challenges no matter their role. But along with these challenges



there also come opportunities. This chapter focuses on offering proper key readings to guide researchers how to identify and seek out those opportunities, and use their strengths to communicate effectively, build relationships, and solve problems.

Section 1 – From Tactical to Strategic Thinking

Being a leader means knowing how to make the best decisions in order to achieve the desired objectives, by using in a proper, methodological manner the available resources. This section of the third chapter tries to offer a better perspective about the decision-making process, teaching researchers how to think from a strategic point of view in order to engaging in a cost-efficient manner all the necessary resources in order to obtain the expected results.

Key readings:

Amason, A. C., & Schweiger, D. M. (1994). "Resolving The Paradox of Conflict, Strategic Decision Making, and Organizational Performance", *International Journal of Conflict Management*, available at <https://doi.org/10.1108/eb022745>.

Bonn, I. (2005). "Improving strategic thinking: A multilevel approach", *Leadership & Organization Development Journal*, 26(5), 336–354, available at <https://doi.org/10.1108/01437730510607844>.

Bonn, I. (2001). "Developing strategic thinking as a core competency", *Management Decision*, available at <https://doi.org/10.1108/EUM0000000005408>.

Casey, A. J., Goldman, E. F. (2010). "Enhancing the ability to think strategically: A learning model", *Management Learning*, available at <https://doi.org/10.1177/1350507609355497>.

Dionisio, Marcelo (2017). "Strategic Thinking: The Role in Successful Management", *Journal of Management Research*, vol. 9, no. 4, available at https://www.researchgate.net/publication/319242051_Strategic_Thinking_The_Role_in_Successful_Management.

Eisenhardt, K. M., Zbaracki, M. J. (1992). "Strategic decision making", *Strategic Management Journal*, 13, 17–37, available at <https://doi.org/10.1002/smj.425013090>.

Eisenhardt, K. M. (1989). "Making Fast Strategic Decisions in High-velocity Environments", *Academy of Management Journal*, 543–576, available at <https://doi.org/10.2307/256434>.

Goldman, E. (2009). "Experiences That Develop the Ability to Think Strategically", *Journal of Healthcare Management*, 403–418.

Goldman, E. F. (2006). *Strategic Thinking at the Top*, AoM, 1–7.



Goldman, E. F. (2012). "Leadership practices that encourage strategic thinking", *Journal of Strategy and Management*, available at <https://doi.org/10.1108/17554251211200437>.

Goldman, E. F., Casey, A. (2010). "Building a Culture That Encourages Strategic Thinking", *Journal of Leadership & Organizational Studies*, available at <https://doi.org/10.1177/1548051810369677>.

Goldman, E. F., Scott, A. R., Follman, J. M. (2015). "Organizational practices to develop strategic thinking", *Journal of Strategy and Management*, 8(2), 155, available at <https://doi.org/10.1108/JSMA-01-2015-0003>.

Hamel, G., Prahalad, C. (1993). "Strategy as stretch and leverage", *Harvard Business Review*.

Heracleous, L. (1998). "Strategic thinking or strategic planning?", *Long Range Planning*, 31(3), 481–487, available at [https://doi.org/10.1016/S0024-6301\(98\)80015-0](https://doi.org/10.1016/S0024-6301(98)80015-0).

Liedtka, J. (1998). "Strategic Thinking: Can it be Taught?", *Long Range Planning*, 6301(97), available at [https://doi.org/10.1016/S0024-6301\(97\)00098](https://doi.org/10.1016/S0024-6301(97)00098).

Liedtka, J. (2000). "Strategic Planning as a Contributor to Strategic Change: A Generative Model", *European Management Journal*, 18(2), 195–206, available at [https://doi.org/10.1016/S0263-2373\(99\)00091-2](https://doi.org/10.1016/S0263-2373(99)00091-2).

Mintzberg, H. (1994a). "The Fall and Rise of Strategic Planning", *Harvard Business Review*, 107–114.

Mintzberg, H. (1994b). "Rethinking strategic planning part I: Pitfalls and fallacies", *Long Range Planning*, 27(3), 12–21, available at [https://doi.org/10.1016/0024-6301\(94\)90185-6](https://doi.org/10.1016/0024-6301(94)90185-6).

Mintzberg, H. (1994c). "Rethinking strategic planning part II: New roles for planners", *Long Range Planning*, 27(3), 22–30, available at [https://doi.org/10.1016/0024-6301\(94\)90186-4](https://doi.org/10.1016/0024-6301(94)90186-4).

Nuntamanop, P., Kauranen, I., Igel, B. (2013). "A new model of strategic thinking competency", *Journal of Strategy and Management*, available at <https://doi.org/10.1108/JSMA-10-2012-0052>.

Porter, M. E. (1991). "Towards a dynamic theory of strategy", *Strategic Management Journal*, 12, available at <https://doi.org/10.1002/smj.4250121008>.

Ridgley, Stanley K. (2012). *Strategic Thinking Skills Course Guidebook*, Virginia: The Great Courses, available at https://www.researchgate.net/publication/278786227_Strategic_Thinking_Skills_Course_Guidebook.

Steptoe-Warren, G., Howat, D., Hume, I. (2011). "Strategic thinking and decision making: literature review", *Journal of Strategy and Management*, 4(3), 238–250, available at <https://doi.org/10.1108/17554251111152261>.



Section 2 – Critical Thinking for Problem Solving

In the current business environment, organizations have identified critical thinking and problem-solving as two main attributes that must be developed for any employee/employer in order to gain success. The two processes remembered above - problem solving and critical thinking - refer to the ability of one person to use knowledge, facts and available data to efficiently solve problems. Thus, the ability to develop a well thought out solution within a reasonable time frame is a valuable asset for each employer who wants to become successful.

At the same time, the same characteristics apply also for any researcher who aims to obtain valuable results at the end of the research process. In this context, this particular section of chapter three focuses on providing readers with a strong bibliography concerning the development of critical thinking for problem solving, explaining the roots of both processes, as well as the relationships established between the two of them.

Key readings:

Adair, John (2007). *Decision Making & Problem Solving Strategies*, Kogan Page Publishers.

Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). "Conceptualizing critical thinking", *Journal of Curriculum Studies*, 31 (3), 285–302.

Benő, Csapó, Joachim, Funke (2017). *The nature of problem solving. Using research to inspire 21st century learning*, Centre for Educational Research and Innovation, available at https://www.researchgate.net/publication/316169901_The_nature_of_problem_solving_Using_research_to_inspire_21st_century_learning.

Blech, C. & J. Funke (2010). "You cannot have your cake and eat it, too: How induced goal conflicts affect complex problem solving", *Open Psychology Journal* 3, 42–53.

Bowell, Tracy, Kemp, Gary (2015). *Critical Thinking - A Concise Guide (Fourth Edition)*, Abingdon: Oxon Routledge.

Caroselli, Marlene (2009). *50 Activities for Developing Critical Thinking Skills*, Amherst, Massachusetts: HRD Press.

Cohen, Martin (2015). *Critical Thinking Skills For Dummies*, For Dummies Publisher.

Duncker, K. (1945). "On problem solving", *Psychological Monographs*, 58.

Engel, Arthur (1997). *Problem-Solving Strategies*, Springer.

Facione, P. A. (2000). "The disposition toward critical thinking: Its character, measurement, and relation to critical thinking skill", *Informal Logic*, 20 (1), 61–84.



Fisher, Alec (2011). *Critical Thinking: An Introduction*, Cambridge University Press.

Funke, J., Frensch, P. A. (2007). "Complex problem solving: The European perspective – 10 years after", in D. H. Jonassen (ed.), *Learning to Solve Complex Scientific Problems*, New York: Lawrence Erlbaum, 25–47.

Funke, J. (2010). "Complex problem solving: A case for complex cognition?", *Cognitive Processing*, Vol. 11, 133–142.

Jonassen, David H. (2010). *Learning to Solve Problems: A Handbook for Designing Problem-Solving Learning Environments*, Routledge.

Klieme, E. (2004). "Assessment of cross-curricular problem-solving competencies", in J. H. Moskowitz, M. Stephens (eds.), *Comparing Learning Outcomes. International Assessment and Education Policy*, London: Routledge Falmer, 81–107.

Lau, Joe Y. F. (2011). *An Introduction to Critical Thinking and Creativity: Think More, Think Better*, Wiley Publisher.

Lavery, Jonathan, Hughes, William (2004). *Critical Thinking, Fourth Edition: An Introduction to the Basic Skills*, Broadview Press.

Mayer, R. E. (1990). "Problem solving", in W. M. Eysenck (ed.), *The Blackwell Dictionary of Cognitive Psychology*, Oxford: Basil Blackwell, 284–288.

Moore, Brooke Noel, Parker, Richard (2009), *Critical Thinking*, California State University, Chico.

Potter, Robert R. (1974). *Making Sense: Exploring Semantics and Critical Thinking*, Globe Book Company.

Rusczyk, Richard, Lehoczky, Sandor (2003). *The Art of Problem Solving Vol. 2: And Beyond*, Mu Alpha Theta, National High School Mathemat.

Thomson, Anne (1996). *Critical Reasoning: A Practical Introduction*, London:Routledge.

Vaughn, Lewis (2017). *Concise Guide to Critical Thinking*, London:Routledge.

Watanabe, Ken (2000). *Problem Solving 101: A Simple Book for Smart People*, Portfolio.



Chapter 4 – Efficiency

Efficiency is a term that nowadays has become the center of the scientific world, each person struggling to make every day-to-day thing/activity more efficient. Moreover, it is talked about fuel efficiency in cars and energy efficiency in homes. People make efforts to learn how to efficiently collect data, use space, recycle goods, conduct research or run a business. Nevertheless, in this vast search for efficiency, the most powerful set of systems and tools everyone has is represented by themselves (Archer, 2010, p. 1).

Thus, in order to make things efficient, it is necessary for someone to discover how efficient he/she is as a social whole. In this context, this final chapter is focused on defining what efficiency is and identifying the processes to increase the efficiency of one person.

Key readings:

Archer, Timothy Scott (2010). *The Efficiency Theory: Improving society by eliminating wasteful programs, restructuring the economy, and fixing education*, CreateSpace Independent Publishing Platform.

Clark, F. E. (1921). "Criteria of Marketing Efficiency", *American Economic Review*, 11(2): 214-231.

Evans, Linda (2014), "What is effective research leadership? A research-informed perspective", *Higher Education Research & Development Journal*, volume 33, issue 1, pp. 46-58.

Färe, Rolf (1985). *The Measurement of Efficiency of Production*, Springer.

Gaertner, G. H., Ramnarayan, S. (1983). "Organizational Effectiveness: An Alternative Perspective", *Academy of Management Review*, 8(1): 97-107.

Haynes, Marion E. (1987). *Personal Time Management*, Crisp Publications, Inc.

Sjiiistriim, Tomas, Weitzman, Martin L. (1996). "Competition and the evolution of efficiency", *Journal of Economic Behavior & Organisation*, vol. 30, 25-43.

Tate, Carson (2015). *Work Simply: Embracing the Power of Your Personal Productivity Style*, Portfolio.



Useful resources

1. Critical thinking web - <http://philosophy.hku.hk/think>
2. Emerging Leadership Journeys - <https://www.regent.edu/acad/global/publications/elj/>
3. Fast Company - <https://www.fastcompany.com/3051934/the-4-personality-traits-of-engaging-leaders>
4. Jones and Bartlett Learning - http://www.jblearning.com/samples/0763749761/49761_PT01_Clark.pdf
5. Leadership and Organization Development Journal - <https://www.emeraldinsight.com/journal/lodj>
6. Legacee.com - <https://www.legacee.com/types-of-leadership-styles/>
7. Lumen Learning - <https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking>
8. Open University - <http://www.openuniversity.edu/sites/www.openuniversity.edu/files/brochures/Critical-thinking-Open-University.pdf>
9. Oracle - <http://www.oracle.com/us/media1/steps-effective-leadership-dev-1657106.pdf>
10. Sources of Insight - <http://sourcesofinsight.com/5-practices-and-10-commitments-for-leadership/>
11. Strategic Management Journal - <https://onlinelibrary.wiley.com/journal/1097026>
12. Strategy Skills - <https://www.strategyskills.com/services/strategic-thinking/>
13. The Efficiency Theory - <http://www.theefficiencytheory.com/index.html>
14. The Leadership Quarterly - <https://www.journals.elsevier.com/the-leadership-quarterly>
15. Vitae - <https://www.vitae.ac.uk/doing-research/leadership-development-for-principal-investigators-pis/leading-a-research-project>



Conclusions

This handbook provides the ESRs of the ESSENTIAL research program with the eloquent and necessary resources in order to conduct their research activity in an efficient and organized manner and to use all the available resources in order to obtain the expected results. The aim of this handbook is to offer a combination of key-readings and bibliography in the domain of leadership and efficiency that will help the young researchers to develop their leadership skills, improve their research attitudes and instruments and finish their PhD thesis in a time/resource – efficient manner.