

TRANSFERABLE SKILLS REFLECTION

TIME MANAGEMENT

Utilising your available time in a productive and efficient manner is known as time management (Wolters & Brady, 2021).

Prior to this module, I frequently struggled to effectively manage my time across a variety of responsibilities and felt completely overwhelmed by my workload. The sheer volume of responsibilities made it difficult to prioritise effectively, leading to stress and a sense of constantly being behind. However, through the strategies and techniques learnt in this module, I have developed a more structured approach to time management. This has enabled me to break down my workload into manageable segments, set realistic goals, and allocate specific time slots for each task. As a result, I am now able to balance my responsibilities more effectively, reduce stress, and improve my overall productivity.

One particular effective technique I learnt is the use of time-blocking (Beals, 2022), where I dedicate specific periods to different tasks, ensuring that each responsibility receives adequate attention (see image). Additionally, I have started using productivity tools such as an individual academic calendar to keep track of deadlines and progress. This tool helped me to stay organized and focused, reducing the likelihood of procrastination. Therefore, this module has provided an invaluable opportunity to transform my approach to managing my workload efficiently.

8 AM	
9 AM	research in action lecture
10 AM	
11 AM	
12 PM	
1 PM	Hannah Bennett (on line) Microsoft Teams Meeting Adrian Davis
2 PM	RIA ethics feedback
3 PM	RIA study materials
4 PM	s&c questionnaire
	gather worksheets for bbc
5 PM	
6 PM	
7 PM	work through BBC worksheets

LEADERSHIP

Nanjundeswaraswamy and Swamy (2014) define a leader as an individual who motivates or delegates others to take action in order to accomplish predetermined goals. In turn, a leader is not just about holding a position of authority, it involves actively engaging and empowering others to work towards common goals. Throughout the duration of this module, I happened to take on this role. I organised all the documents within a shared teams file (see image), meaning everyone could easily access them which also meant I could keep track of tasks that were incomplete. By communicating this within our group, I was able to delegate certain tasks to certain people or complete them myself which naturally cultivated a collaborative atmosphere within our group dynamic.

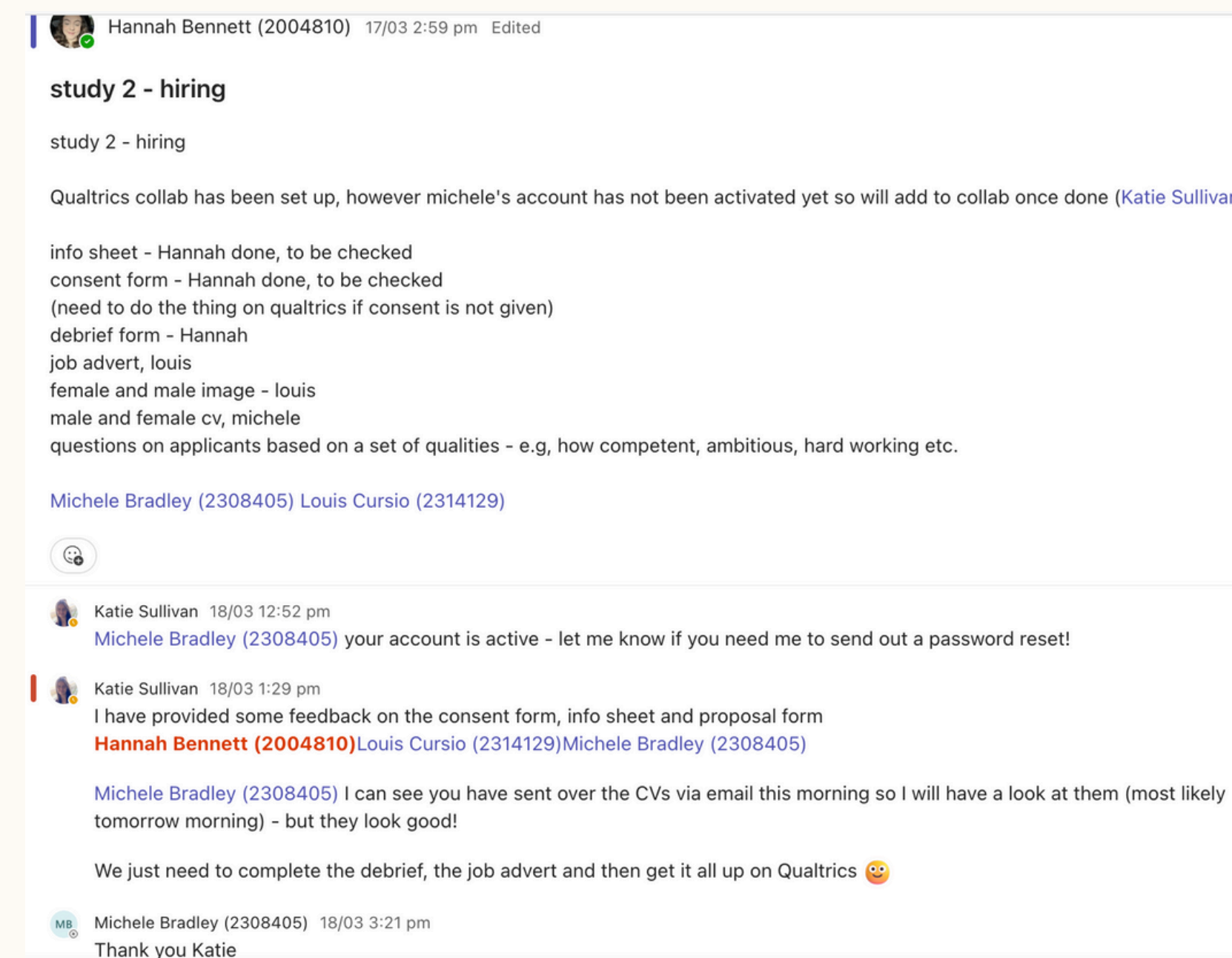
Prior to this module, I often found myself facing challenges to effectively lead as understanding different personality traits plays a big role within an effective leader (Salmony & Kanbach, 2022). In the past I have struggled to motivate and guide my team members, often distracting those around me which tended to result in inefficiencies and lack of unity. However, knowing our overall marks were dependent on the skills gained from completion of the study, my attitude changed greatly. Consequently, I was able to enhance team performance by fostering a positive and collaborating environment, which in turn boosted my confidence as a leader.

COMMUNICATION

Kelley (1975) acknowledged that while verbal communication is at the forefront of communication, non-verbal communication is just as important. This involves body language, facial expressions and eye contact that can convey feelings and attitudes that words alone cannot. Being aware of how to use these cues can enhance better communication and build stronger connections with those around.

During this module, I have come to the realisation I have struggled to effectively communicate with my peers in an academic setting. I frequently encountered difficulties in clearly expressing my thoughts and ideas, which lead to confusion and misunderstanding amongst my peers. However, I learnt to make use of active listening, a technique that involves truly focusing to gain an understanding of the message being spoken before responding (Friston et al., 2021). This approach offered a more structured way to communicate, allowing me to articulate my ideas more clearly, listen actively and engage in meaningful conversations.

Through various exercises, such as brainstorming ideas for potential studies, I reinforced these skills. Actively listening enabled me to foster a more collaborative environment, where everyone felt heard and because of this, I have gained greater confidence in pushing my own creative ideas forward and contribute more effectively within group discussions. Alongside this, there were occasions where group members would fall ill and therefore, missed an organised session. Keeping a communication line open was paramount for this group project and with the use of a Microsoft Teams chat, we could contact everyone with updates (see image).



TEAMWORK

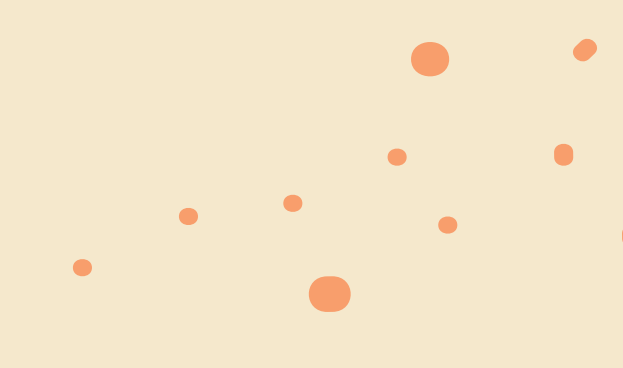
A critical aspect of teamwork is recognising the unique strengths of each team member (Gander et al., 2020), for example, breaking up one large project into mini tasks offered better productivity, improved focus, and more management problem-solving opportunities. In relation to this module, establishing well-defined objectives and roles ensured that we could all align our actions to work more effectively towards the end goal. Knowing a strength of mine is organisation, it was made my responsibility to upload all the study materials onto Qualtrics. We made a conscious effort to regularly review our progress and adjust our strategies which helped us as a group to stay on track to the end objective.

Reflecting on my experience with teamwork, I have come to appreciate the profound impact that effective collaboration can have on achieving common goals. Initially, I found it challenging to navigate the diverse working styles within my group, as well as certain absences that required essential adaptability. However, effective communication amongst all team members helped build a sense of trust.

In addition, as a group, we had to go over several BPS procedures when filling out the ethics form (see image), which included the BPS Ethics Guidelines for Internet-Mediated Research (2021), the BPS Code of Ethics and Conduct (2021), and the BPS Code of Human Research Ethics (2021). This was done to make sure the study was designed in accordance with the guidelines, which in turn helped me learn more about the BPS guidelines and make sure that any future research I do falls within this framework. Additionally, the institution has its own policies that must be followed, such as the UWTSD Research Data Management Policy (n.d.) and the UWTSD Research Ethics & Integrity Code of Practice (n.d.) which we all ensured everyone was always adhering to. Overall, this module has provided a great opportunity to develop upon teamwork skills.

	BPS Code of Human Research Ethics (2021)	PDF
	BPS Code of Ethics and Conduct (2021)	PDF
	BPS Ethical Guidelines for Internet-Mediated Research (2021)	PDF
	UWTSD Research Ethics and Integrity Code of Practice	PDF
	UWTSD Research Data Management Policy	PDF

SECTION C: Internal and External Ethical Guidance Materials		
Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.		
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	UWTSD Student Code of Conduct	☒
4	BPS Code of Human Research Ethics (2021)	☒
5	BPS Code of Ethics and Conduct (2021)	☒
6	BPS Ethics Guidelines for Internet-Mediated Research (2021)	☒



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Salmony, F. U., & Kanbach, D. K. (2022). Personality trait differences across types of entrepreneurs: a systematic literature review. *Review of Managerial Science*, 16(3), 713–749. <https://doi.org/10.1007/s11846-021-00466-9>

The British Psychological Society. (2021). The BPS ethical guidelines of Internet-Mediated Research. <https://www.bps.org.uk/guideline/ethics-guidelines-internet-mediated-research>

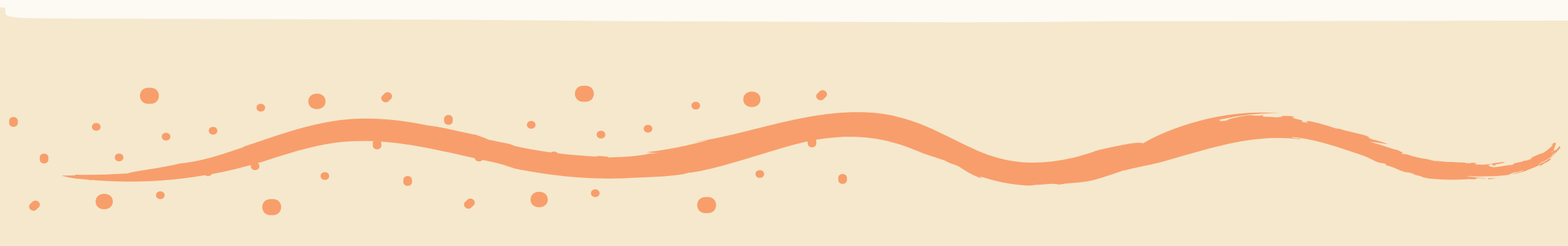
The British Psychological Society. (2021). The code of Ethics and Conduct. <https://www.bps.org.uk/guideline/code-ethics-and-conduct>

The British Psychological Society. (2021). The code of Human Research Ethics <https://www.bps.org.uk/guideline/bps-code-human-research-ethics>

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I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.