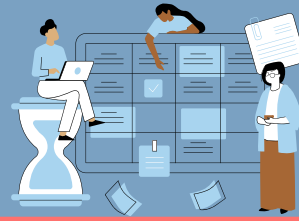


# SKILLS- REFLECTION

## TIME-MANAGEMENT



Time Management is defined as various of behaviors which one can facilitate productivity; this is built upon one's need to deal with their stress of meeting various deadlines (Lay and Schouwenburg, 1993)

Within this module, I split my time accordingly between various other modules, work commitments and a home life. I found this to be strenuous at various times when considering my responsibilities. Subsequently developing the ability to split my time accordingly between these tasks was paramount.

To do this, I researched various techniques to ensure that the tasks required were addressed to a high standard. Iparsons (2022) suggested various techniques to plan: Create a Calendar, Set Reminders, Build a Personalized Schedule and Use Tools That Work For You.

I found that the use of a calendar and reminders were incredibly useful and allowing myself to have time for my personal life allowed me to create a realistic work life balance. Subsequently, this has allowed me to ensure that all my work has been submitted on time and all my other modules are not suffering due to a lack of time.

Finally, I personally strive to be the best I can be and show innovative behaviours. Thus, time management is imperative to promote long term success. I previously struggled at times to balance my workload with my personal life but through this module and personal research, I took on the responsibility to understand how to best manage my time for myself and my cohorts. This, subsequently, allowed me to ensure that I remained focused and any work that needed doing was in on time and up to a high standard.

## CALENDAR

| Completed                             | 54                                              |
|---------------------------------------|-------------------------------------------------|
| 54 Completed • Clear                  |                                                 |
| <b>Today</b>                          |                                                 |
| ● Complete risks (ethics form)        | Reminders 05/03/2025<br>Completed: Today, 09:17 |
| ● Proposal from (background)          | Reminders 12/03/2025<br>Completed: Today, 09:17 |
| ● Complete end of study questions     | Reminders 12/03/2025<br>Completed: Today, 09:17 |
| ● Complete Job description            | Reminders 19/03/2025<br>Completed: Today, 09:17 |
| ● Remind mason/ben abt a Mother's Day | Reminders 18/03/2025<br>Completed: Today, 09:13 |

## FILES AND WORK LOAD



Team work consists of two or more people who work together to achieve organizational tasks and goals; they interact socially, depend on each other for tasks and outcomes, manage boundaries, and operate within a larger organizational context. The effectiveness of these teams comes from processes that combine individual efforts into a collective result (Kozlowski and Bell, 2004).

The unique element of this module is that a lot of groundwork from each student is equally reliant on the work of other members. It was paramount that we were ensuring a cohesive working environment so each student could get an equal opportunity to present their best work. Leadership and team work cannot exist without the other, as success is derived from optimal team performance in comparison with the goals set out (Sohmen, 2013). Our goals were laid out prior to coming together as a group, leadership roles were shared evenly and allowed the group to play to their strengths, outlining the objectives for each of us democratically to ensure workload was distributed fairly. A key part of this was exhibiting active listening skills; the listener provides their full attention, where you must listen to both verbal and non verbal communication (Holmes, 1997). This was vital in setting out tasks and ensuring the topic of research was agreed upon and each group member was happy and engaged.

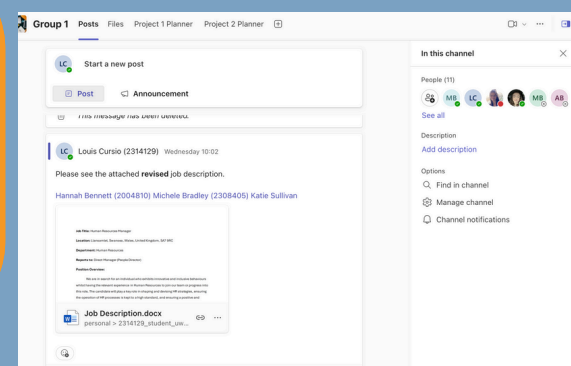
Due to various illnesses, in the first half of the module, we each had to cover workload for others within the group. Thus, keeping the cohesion within the group and allowing for the work to be distributed evenly and all work to be submitted at a high quality. Due to this, Microsoft Teams was vital to communication (see adjacent image).

Team working was a prominent consideration throughout all of the tasks, especially for ethical considerations. I realised that my knowledge of the British Psychological Society (BPS) guidelines was lacking significantly. We also had to adhere to the various UWTSD guidelines including the UWTSD research ethics and integrity code of practice (n.d.). This module has allowed me to develop my knowledge of the various ethical considerations that are paramount to developing and conducting a study.

## TEAMWORK



## TEAMS PAGE



## COMMUNICATION

Communication is something that involves the communion of minds; this process is vital for human existence and generally involves the development of subsequent other skills such as; listening, reading, speaking and writing (Sen, 2007).

As mentioned previously, during the start of the project there were various hoops we had to jump through due to illness and other reasons that rendered a group member unable to be present that week. Therefore, we found that constant communication within the group was paramount to ensure that any workload was picked up and reshared. For example, when one group member had to take a leave of absence due to an operation, me and another member of the group had to start the process of deciding what topics we were going to research, whilst also ensuring the other group member was kept in the loop and any feedback they wanted to provide was taken into consideration. Microsoft Teams was integral to allowing effective communication (see image to the right)

## LEADERSHIP

A leader has to be dynamic, previously, leadership was tied to specific positions, however, now it is viewed as a role one takes on within certain situations. Effective leaders today exhibit good teamwork skills, creativity, strategic thinking, honesty, integrity, and the ability to inspire (Klingborg et al., 2006).

Leadership is situational and at various points within the work, we all took on certain leadership roles. Prior to this module, I considered myself to be somewhat of a laissez faire leader, which is considered to be the most passive form of leadership, where the leader exhibits behaviours such as the avoidance of intervention, hesitation in decision making and keep their opinions to themselves (Zhang et al., 2023). However, what I found was that I could demonstrate traits of being a democratic leader which is categorised by Woods (2019) as the leader being able to include people rather than treating individuals simply as followers. Additionally, they promote collaboration enhances understanding and cultivates holistic learning.

I have exhibited these leadership qualities throughout this modules where I have been needed to step up and enter that role. For example, when we were deciding the research topic, I felt that we were going round in circles and so I took a lead and made specific suggestions and put deadlines in place so we felt a sense of urgency to complete this task to collaborate and discuss who was going to do which specific tasks.

When completing the ethics form I decided to review various BPS processes and guidelines such as BPS Code of Human Research Ethics (2021), BPS Code of Ethics and Conduct (2021) and BPS Ethics Guidelines for Internet-Mediated Research (2021). This was to ensure the study was created within the ethics guidelines, subsequently, increasing my knowledge of BPS guidelines and processes, ensuring any future studies I conduct are within the ethical guidelines



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# AI STATEMENT

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.