

Transferable Skills Reflection

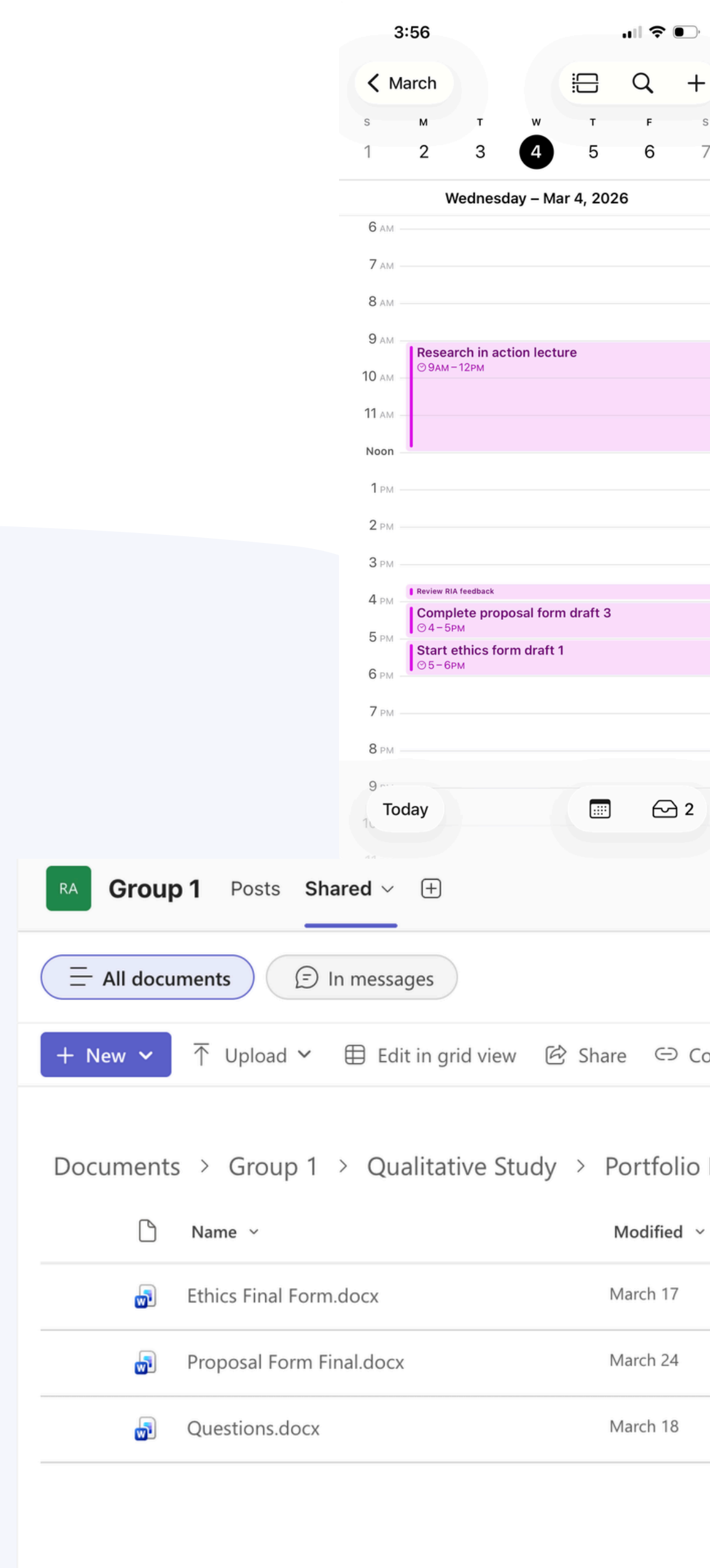
TIME MANAGEMENT

Utilising time effectively is known as time management and involves prioritising tasks, allocating time efficiently, and meeting deadlines (Wolters & Brady, 2021). Prior to this module, I often found it challenging to manage multiple academic responsibilities simultaneously, particularly when tasks were complex and required sustained independent engagement. This sometimes resulted in feeling overwhelmed and struggling to prioritise effectively across competing deadlines.

Throughout this research project, I developed stronger time management skills by independently structuring my contribution to a group qualitative study on parental leave and identity change. I broke the project into clear stages, including literature searching, research design, ethics documentation, and interview schedule development. This reflects evidence that breaking tasks into smaller components enhances self-regulated learning and reduces cognitive overload (Zimmerman, 2002). Careful planning was particularly important when completing ethical documentation and ensuring compliance with institutional research governance and data management procedures (The British Psychological Society, 2021; University of Wales Trinity Saint David, n.d.).

A key strategy I used was time-blocking and setting self-imposed deadlines for each stage of the project, ensuring consistent progress rather than last-minute completion. This required ongoing self-monitoring and prioritisation, particularly when balancing group communication alongside individual tasks. As a result, I was able to complete my components ahead of deadlines and support group members where needed.

This experience strengthened my ability to independently plan and regulate workload, while also developing transferable skills in self-organisation, adaptability, and sustained productivity. I now feel more confident managing long-term academic projects, particularly in preparation for postgraduate research environments where independent time management is essential.



COMMUNICATION

Communication involves the clear exchange of ideas through verbal, written, and non-verbal channels, as well as active listening and interpretation of feedback (Kelley, 1975; Friston et al., 2021). Effective communication is essential in research contexts to ensure clarity, coherence, and shared understanding across group members.

During this module, I developed my communication skills by contributing to the design of a semi-structured interview schedule and participating in group discussions to refine the study's focus on parental leave and identity transition. This required me to translate psychological theory and ethical requirements into clear, structured research questions, ensuring the interview guide remained both conceptually grounded and practically applicable. Consideration of internet-mediated research principles further enhanced my understanding of transparent, participant-centred communication (The British Psychological Society, 2021).

I also improved my active listening skills by engaging with peer feedback and integrating suggestions into the final research design. This iterative communication process strengthened the study's overall quality and improved group cohesion. Research suggests that effective team communication enhances decision-making and reduces methodological inconsistency in collaborative research (Salas et al., 2015).

From a reflective perspective, I initially found it challenging to express academic ideas clearly in group discussions, but over time, I became more confident in articulating my thinking and responding constructively to others. This developed transferable skills in academic communication, critical listening, and collaborative discussion.



LEADERSHIP

Leadership is defined as the ability to guide, influence, and support others in achieving shared goals (Nanjundeswaraswamy & Swamy, 2014). Within this module, I naturally adopted a coordinating leadership role by helping to structure group organisation and ensuring that progress was maintained throughout the development of the research proposal.

I organised shared documents, clarified task responsibilities, and supported the coordination of key components such as ethics documentation and interview design. This helped reduce ambiguity within the group and ensured that all members were working towards a shared structure and timeline. This aligns with collaborative leadership approaches, where leadership is distributed and focused on enabling group effectiveness rather than authority-based control (Northouse, 2022). Ensuring the project adhered to the British Psychological Society's Code of Ethics and Conduct and Code of Human Research Ethics further required responsible oversight and ethical leadership (The British Psychological Society, 2021).

When challenges arose within group dynamics, I adapted by maintaining a solution-focused approach, ensuring tasks were either completed or reallocated appropriately. This required emotional regulation, initiative, and the ability to maintain focus on overall project goals despite variation in engagement levels.

Reflecting on this experience, I recognise that my leadership style developed from being task-focused to more facilitative and collaborative. This strengthened my confidence in taking initiative within group settings and developed transferable skills in coordination, responsibility-sharing, and interpersonal adaptability.

TEAMWORK

Teamwork involves collaborative working between individuals with different strengths, requiring coordination, communication, and shared accountability to achieve a common goal (Gander et al., 2020). In this project, I worked as part of a group designing a qualitative study exploring parental leave experiences and identity change.

I contributed by supporting the organisation of materials, maintaining consistency across sections of the research proposal, and assisting peers as needed to ensure alignment among the methodological, ethical, and analytical components. My organisational strengths were particularly useful in structuring shared documents and ensuring clarity across the evolving research design. Collaborative adherence to university research ethics, integrity standards, and research data management policies required shared responsibility throughout the project (University of Wales Trinity Saint David, n.d.).

When differences in working pace or approach emerged within the group, I adapted by maintaining communication and focusing on shared outcomes. This required flexibility and the ability to manage group dynamics constructively, ensuring progress continued despite varying engagement levels. Research highlights that successful teamwork depends on adaptability and shared regulation of group processes (Salas et al., 2018).

Reflecting on this experience, I developed a stronger appreciation of how individual strengths contribute to collective performance. I also strengthened transferable skills in collaboration, adaptability, and shared responsibility. Overall, this experience enhanced my ability to work effectively in group-based academic and research environments, particularly where coordination, ethical conduct, and mutual accountability are essential.

Essential	BPS (2021). <i>BPS code of human research ethics</i> . BPS.	☒
Essential	BPS (2021). <i>Code of ethics and conduct</i> . BPS.	☒
Essential	BPS (2021). <i>Ethics guidelines for internet-mediated research</i> . BPS.	☒
Essential	UWTSD (2017). <i>Research ethics & integrity code of practice</i> . UWTSD.	☒
Further	Further reading dependent upon project in each academic year.	☐
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 Policy	☒
2	UWTSD Research Data Management Policy	☒
3	UWTSD Open Access Publications Policy	☒
4	British Psychological Society Code of Ethics and Conduct (2021)	☒
5	British Psychological Society Code of Human Research Ethics (2021)	☒
6	British Psychological Society Ethics Guidelines for Internet-Mediated Research (2021)	☒

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AI Statement

I acknowledge the use of Grammarly (<https://www.grammarly.com/>) on 27 April 2026 to check my work using the prompt(s): Please check the following text for readability, grammar and syntax. I confirm that I have not presented any AI-generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before and after using AI tools, which I may be asked to provide as evidence.