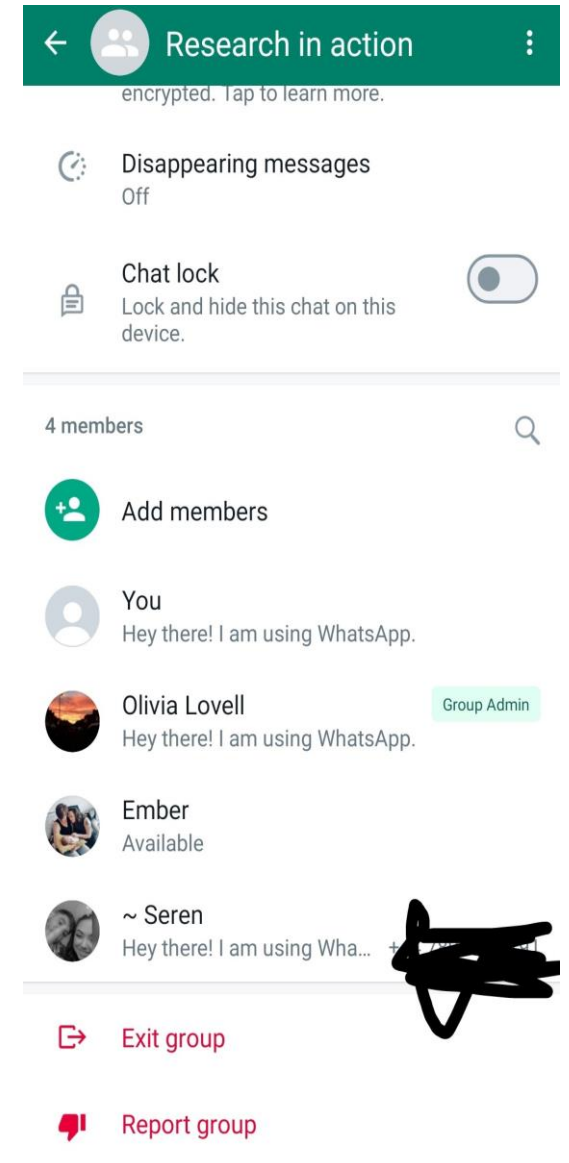
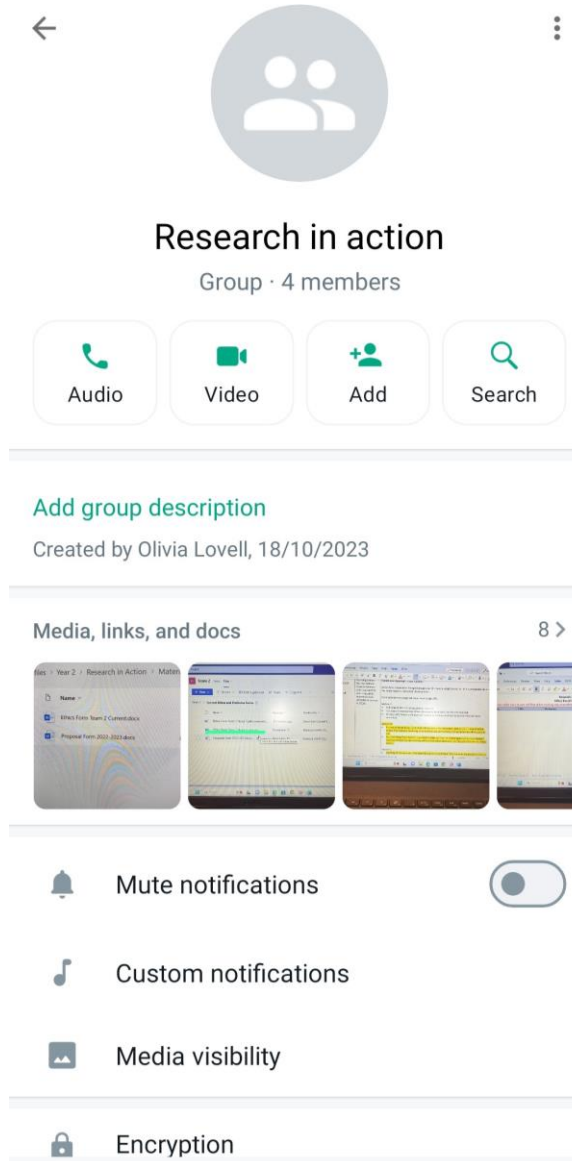




# My Development as a Researcher

Presented by Thomas Jack Morgan

# Planning and Delegation



# Searching for Relevant Literature

APA psychArticles

| Search One (Basic Search) |                          |
|---------------------------|--------------------------|
| Data Base Used            | APA <u>psychArticles</u> |
| Key Word(s) included      | Gender bias              |
| Search results            | 253                      |

| Search Two (Refined Search) |                          |
|-----------------------------|--------------------------|
| Data Base Used              | APA <u>psychArticles</u> |
| Key Word(s) included        | Gender bias leadership   |
| Search results              | 23                       |

# Searching for Relevant Literature

| Search Three (Refined Search) |                                |
|-------------------------------|--------------------------------|
| Data Base Used                | APA <u>psychArticles</u>       |
| Key Word(s) included          | Gender bias, Leadership, Style |
| Search results                | 1                              |

|                                                                                       | Name ▾                                          | Modified ▾        |
|---------------------------------------------------------------------------------------|-------------------------------------------------|-------------------|
|    | BARRIERS AND CHALLENGES CONFRONTIN...           | October 4, 2023   |
|    | J Applied Social Pyschol - 2017 - Braun - Th... | October 4, 2023   |
|    | Journal paper, How gender stereotypes of ...    | November 11, 2023 |
|    | Journal paper, The impact of media and atti...  | November 11, 2023 |
|  | MaleandFemaleCommunicationAM_TOPIC....          | October 4, 2023   |
|  | Public Administration Review - 2018 - Foley...  | October 4, 2023   |

# Teamwork



|             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name        | Emma Williams                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Gender      | Female                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Age         | 32                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Description | Emma has applied for a head of department role within a large well-known company. Emma has shown that she is more than capable of instilling the same drive in her subordinates and peers as she demonstrates towards her own work. She has demonstrated skills in project management and has the ability to organise sub-groups in the projects she has led. She is a social individual and has occasionally been known to be led off topic. |

# Personal Accountability and Work Ethic

## 5 Key Components Of Personal Accountability



# Understanding and Completing the Ethics Process

|    | Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?                                                                                                                                                                             | YES                                 | NO                                  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 12 | A prosperous Wales                                                                                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | A resilient Wales                                                                                                                                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | A healthier Wales                                                                                                                                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | A more equal Wales                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16 | A Wales of cohesive communities                                                                                                                                                                                                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | A Wales of vibrant culture and thriving Welsh language                                                                                                                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | A globally responsible Wales                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19 | If YES to any of the above, please give details:                                                                                                                                                                                                                                                 |                                     |                                     |
|    | <p>The action points described within a more equal Wales coincide with the purpose behind this study. By understanding and exploring possible gender-based biases in a work setting, efforts can be made to tackle topical gender issues.</p> <p><i>(this box should expand as you type)</i></p> |                                     |                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Researcher emails will be provided to participants. Therefore, a potential risk could be the researcher receiving negative or unwelcomed emails from a participant.</p> <p>.</p> <p>There is also a potential for the student researcher to be accused of harm/impropriety if the participant feels they are not happy about something that has taken place during the research.</p> <p><i>(this box should expand as you type)</i></p> | <p>guidelines. The experiment will also not go forward without permission of the module lead</p> <p>Only university student email address will be provided, and not personal ones. If the researcher does receive any unwelcomed emails from a participant, this will be reported to the research supervisor (module lead) immediately.</p> <p>It will be ensured that the student researcher follows all UWTSD and BPS researcher codes of conduct and research guidelines, and the study will not take place until all elements have been approved by the supervisor (module lead).</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Understanding and Implementing Feedback

|                                                                                  |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIA –<br>Thomas Jack Morgan<br>Olivia Lovell<br>Ember Teal<br>Seren Levi-Cassell | Exploring Gender<br>Bias: An Attitudes<br>Towards Women<br>Scale approach to<br>accessing sexist<br>behaviours and<br>attitudes to women<br>in STEM. | <b>Conditional Approval – chair’s action.</b><br><br>Some details have been thought through, but the form in which to explain all the processes linked to the study requires substantial development.<br><br>Form amendments required (supervisor to sign off):<br><br>Section C: <ul style="list-style-type: none"><li>• Full titles of BPS ethical documents required.</li><li>• Tick boxes to denote that ethical documents have been consulted is required.</li><li>• Unclear why “Research Supervisor” is documented as an ethical document that has been consulted.</li></ul> Section D: <ul style="list-style-type: none"><li>• If research is not being conducted with an external collaborator, sections here should not be ticked. This makes it confusing as to whether you are working with an external collaborator or not.</li><li>• E.g., by ticking “no,” that the organisation does not have an ethical approval system, makes it sound as though you are working with an external collaborator, but they do not have an ethical system.</li></ul> Section E: <ul style="list-style-type: none"><li>• Wording of research question does not appear to capture all the elements the project wishes to address, and it sounds as though you are already expecting to find a bias.</li><li>• References should be included throughout this section. You need to demonstrate how existing research has informed the proposed activity and to show that the tasks and materials you intend to use have come from credible/accepted research sources.</li></ul> |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Summary

- Understanding of what goes into research
- Sense of responsibility and professionalism
- Grasp of the processes
- Less anxiety about the mistakes I make
- All part of the process

# References

- The science of teamwork - sage journals. (n.d.-a).  
<https://journals.sagepub.com/doi/10.1177/08901171211007955a?icid=int.sj-full-text.citing-articles.18>
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- Stewart, V. R., Snyder, D. G., & Kou, C.-Y. (2023). *We hold ourselves accountable: A relational view of team accountability*. Journal of business ethics : JBE. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8600914/>
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