

SKILLS

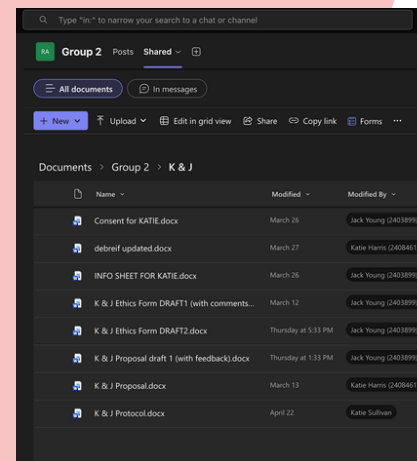
Teamwork

Teamwork is broadly defined as the process in which two or more individuals work together to achieve a shared goal (McMillan, 2021; Salas et al., 2000; Van Den Bossche et al., 2006). It has been a crucial element of the research process, enabling the exchange of ideas and the integration of diverse perspectives.

Prior to this module, I found group work challenging, particularly when managing differing perspectives and coordinating tasks, which limited my confidence in contributing to discussions. However, throughout the module, I developed this skill through active participation in group discussions and decision-making.

For example, within an initial group of four, we collectively decided to divide into two pairs to conduct separate studies. Although initially hesitant, I became more actively involved by expressing my views and engaging in decisions based on individual strengths, marking a shift from passive to active participation.

This development continued over time, as I contributed more consistently to discussions, provided feedback, and took responsibility within my group. While this improved efficiency, it also required clear communication, which was not always fully achieved. Overall, this module enhanced my confidence and teamwork abilities, while highlighting the importance of communication, coordination and mutual support. However, further development is needed to enhance this skill, reflecting the ongoing nature of skill development, where effective teamwork requires both adaptability and active engagement.



Time management

Time-management is often defined as the ability to plan, prioritise and organise tasks effectively to ensure deadlines are met and tasks are completed in a timely manor (Walters & Brady, 2021).

Prior to this module, I struggled significantly with managing my time, particularly when balancing multiple academic demands and home life. I often underestimated how long tasks would take, which resulted in feelings of overwhelm, rushing work and increased pressure close to deadlines. However, throughout the research process, I learned how to manage my time more effectively by becoming more intentional in how I planned and structured my workload. Rather than approaching tasks as a whole, I began breaking them into smaller, manageable stages and setting realistic timeframes for each. To support this, I increasingly relied on tools such as to-do lists, planners and reminders to organise deadlines and track my progress, tools that promote organisation, and reduce stress and procrastination (Chase et al., 2013; Lin & Chen, 2025; Vijai, 2023). However, unexpected challenges occasionally disrupted my plans, highlighting the need for greater flexibility when managing my time.

Overall, this module has provided an invaluable opportunity to develop my time management skills, where I am continuing to apply these strategies to manage my workload and keep progressing in my studies.

Communication

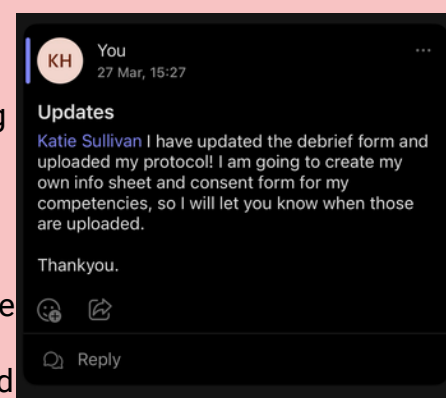
Communication is often referred to as the ability to convey ideas clearly and effectively to others - verbally, non-verbally and in written form (Deveugele, 2015; Jiang, 2021).

Prior to this module, I lacked confidence in communicating my ideas verbally, particularly in group settings, which limited my contribution.

Throughout the module, however, my confidence gradually increased as a result of peer support and engagement with feedback. For example, I began contributing more actively to discussions when planning the study and creating study forms, which in turn, improved my confidence in contributing to group discussions. Over time, and particularly by the end of the module, I became more comfortable articulating my views, where I was able to present and explain my ideas more clearly and effectively.

Additionally, communication was vital when working with my peers to ensure adherence to ethical guidelines throughout the research project, particularly during the planning stages. This involved familiarising ourselves with the BPS Code of Ethics and Conduct (2021), the BPS Code of Human Research Ethics (2021) and relevant university policies, before discussing how we could design and conduct an ethically appropriate study. Since our study involved the use of mild deception, effective communication was essential to ensure that we minimised potential harm to participants during the study.

Overall, this module strengthened my ability to communicate more clearly and effectively within a group, although further development is needed in maintaining confidence and clarity when presenting ideas to larger groups.



Self-discipline

Self-discipline refers to the ability to regulate behaviour, maintain focus and consistently work towards goals despite distractions or lack of motivation (Tao & Jing, 2023).

Prior to this module, I found it incredibly difficult to maintain consistent focus when working independently, often becoming distracted or delaying tasks until deadlines were closer, which reduced productivity and increased pressure when completing academic work.

Throughout the research process, I developed this skill by adopting more structured working habits and taking greater responsibility for my own progress. This involved setting personal goals, creating and following routines, and ensuring that I remained focused during the independent stages of the project, including specific sections of the proposal and ethics form.

For example, I made a conscious effort to complete tasks in smaller, manageable sections, as well as sticking to planned study sessions and working in a quieter environment during lectures. This helped improve my consistency and reduced the tendency to rely on last minute effort. However, maintaining self-discipline was still difficult at times, particularly when working without external deadlines or supervision, highlighting a limitation in sustaining motivation independently.

Overall, this module highlighted the importance of self-discipline in maintaining consistent progress during independent work, although it remains a skill I need to continue developing, particularly in less structured situations.

References

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AI statment

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.