


Researchers Into Management

Course Review & Developing Personal Practice

Aim

To focus on your own development as leaders / managers, and to support successful completion of assessments.




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Learning outcomes

- Enhancing your reflective practice
- Consider results from a psychometric profile (DiSC) and how these might inform your future development
- Take a closer look at the assessments and the marking schemes
- Outline actions needed towards completion of assessments


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Researchers Into Management

Guest speaker


Vikki Goddard

Director of Faculty Operations
Faculty of Humanities

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Reflective Practice

- Learning to pay attention.
- Coming face to face with our assumptions.
- Noticing patterns.
- Changing what we see.
- Changing the way we see.

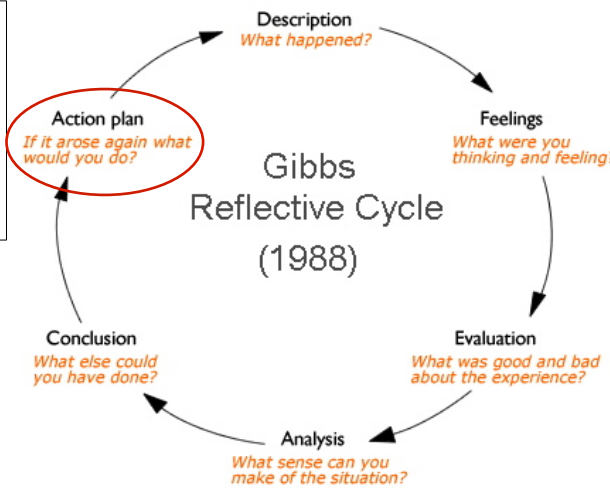


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Reflective practice

AC 2.2: Create a self-development plan to improve own performance in managing projects

1. Identify SMART objectives
2. Prioritise and rank them, based on critical evaluation



Gibbs Reflective Cycle (1988)


```

graph TD
    Description[Description  
What happened?] --> Feelings[Feelings  
What were you thinking and feeling?]
    Feelings --> Evaluation[Evaluation  
What was good and bad about the experience?]
    Evaluation --> Analysis[Analysis  
What sense can you make of the situation?]
    Analysis --> Conclusion[Conclusion  
What else could you have done?]
    Conclusion --> ActionPlan[Action plan  
If it arose again what would you do?]
    ActionPlan --> Description
  
```

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Learning Review

- What were your objectives?
- Your experience of the course to date? What are you getting / missing?
- What questions is this course raising for you?



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Learning Review

- How are you applying your insights?
- What are you doing / seeing differently in your workplace?



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• Feedback

AC 2.1: Use feedback from others to critically evaluate own ability to plan and implement a project, identifying strengths and weaknesses

```

graph TD
    Feedback((Feedback)) --> Growth((GROWTH))
    Reflection((Reflection)) --> Growth
    SelfDisclosure((Self-Disclosure)) --> Growth
  
```

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DISC – how do you see yourself?

EVERYTHING DISC
A Wiley Brand

What if people had their **needs** **written** all over them?

<https://www.youtube.com/watch?v=BHmtFdPYgBc>


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DISC – how do you see yourself?

Trusting	Risk taker	Stable	Accurate
Team player	Analytical	Influential	Competitive
Generous	High standards	Direct	

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DISC – how do you see yourself?



Active

Thoughtful



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DISC – how do you see yourself?



Questioning **Accepting**

The slide features two groups of diverse people. The group on the left, labeled 'Questioning', consists of ten individuals standing in a line. The group on the right, labeled 'Accepting', consists of ten individuals, including one person in a wheelchair, standing in a line.

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DISC – how do you see yourself?



Active


Questioning **Accepting**

Thoughtful


The slide features a 2x2 matrix diagram. The top row is labeled 'Active' and the bottom row is labeled 'Thoughtful'. The left column is labeled 'Questioning' and the right column is labeled 'Accepting'. Each of the four quadrants contains a group of diverse people. Orange curly braces connect the 'Active' label to the top two groups, the 'Thoughtful' label to the bottom two groups, and the 'Questioning' label to the left two groups. The 'Accepting' label is positioned to the right of the right two groups.

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DISC – how do you see yourself?




Active



Accepting



Questioning



Thoughtful

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DISC – how do you see yourself?

EVERYTHING DISC

OVERVIEW OF THE DISC® STYLES

The graphic below provides a snapshot of the four basic DISC® styles.

DOMINANCE (D)	INFLUENCE (I)
<p>Priorities: getting immediate results, taking action, challenging self and others</p> <p>Motivated by: power and authority, competition, winning, success</p> <p>Fears: loss of control, being taken advantage of, vulnerability</p> <p>You will notice: self-confidence, directness, forthrightness, risk-taking</p> <p>Limitations: lack of concern for others, impatience, inconsideration</p> <p>Questioning Logic-focused Objective Skeptical Challenging</p>	<p>Priorities: expressing enthusiasm, taking action, encouraging collaboration</p> <p>Motivated by: social recognition, group activities, friendly relationships</p> <p>Fears: social rejection, disapproval, loss of influence, being ignored</p> <p>You will notice: charm, enthusiasm, sociability, optimism, talkativeness</p> <p>Limitations: impulsiveness, disorganization, lack of follow-through</p> <p>Accepting People-focused Empathizing Receptive Agreeable</p>
CONSCIENTIOUSNESS (C)	STEADINESS (S)
<p>Priorities: ensuring accuracy, maintaining stability, challenging assumptions</p> <p>Motivated by: opportunities to use expertise or gain knowledge, attention to quality</p> <p>Fears: criticism, slipshod methods, being wrong</p> <p>You will notice: precision, analysis, skepticism, reserve, quiet</p> <p>Limitations: overly critical, tending to overanalyze, isolates self</p> <p>Thoughtful Moderate-paced Calm Methodical Careful</p>	<p>Priorities: giving support, maintaining stability, enjoying collaboration</p> <p>Motivated by: stable environments, sincere appreciation, cooperation, opportunities to help</p> <p>Fears: loss of stability, change, loss of harmony, offending others</p> <p>You will notice: patience, team player, calm approach, good listener, humility</p> <p>Limitations: overly accommodating, tendency to avoid change, indecisiveness</p>

Type preference

- No right or wrong
- Identifies your preferences
- You are best placed to decide your type
- Applications:
 - Developing yourself
 - Working with others
 - Working in teams
 - Leadership style

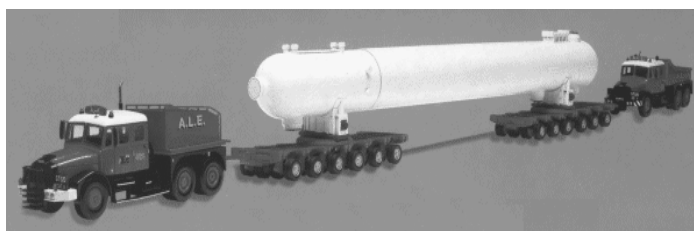
So what does this mean for an effective manager?



- Reflect on your preferences
- What does this mean about your own management style?
- How do you work with others of a different preference?

Team Activity: The indivisible load

This is a competition to provide the answer to a logical thinking problem in the shortest possible time using the maximum amount of feedback and information from your team.



Take a closer look at the Assessments

- Read the candidate and assessment guides
- Follow the mark sheet
- Managing for efficiency and effectiveness is the more challenging one
- Both assessments require you to have solicited and critically evaluated feedback *and* produced a self-development plan

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MANAGING FOR EFFICIENCY AND EFFECTIVENESS

- **AC 1.1:** Assess own organisation's ability to translate vision, mission and strategic goals into operational objectives with realistic and measurable targets.
- **AC 1.2:** Assess own organisation's ability to efficiently and effectively delegate responsibilities for the achievement of targets and objectives

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MANAGING FOR EFFICIENCY AND EFFECTIVENESS

- **AC 1.3:** Assess the efficiency and effectiveness of control methods used to monitor the achievement of targets and objectives in own area of responsibility
- **AC 1.4:** Implement improvements to organisational efficiency and effectiveness in own area of responsibility


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MANAGING FOR EFFICIENCY AND EFFECTIVENESS


- **AC 2.1:** Evaluate own ability to manage effectively and efficiently
- **AC 2.2:** Implement changes in own management style in order to manage more efficiently and effectively


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MANAGING FOR EFFICIENCY AND EFFECTIVENESS

Your Development Plan:

Area for Development (from personal review)	Specific Learning Goals	Priority, High, Medium, Low	Development Activity	Target Timescales
Identifying when a project management approach is appropriate	To gain more knowledge about how projects are carried out within the University To learn more about the PRINCE 2 project approach and when it is used	High Medium	Identify two projects taking place within the Faculty and arrange to spend time with the project manager, investigating the project methodology and approach Research various web resources that give more information about when and how PRINCE 2 is used	Within 6 months 6 months to a year
Able to use a range of interpersonal skills to build the project team, focus team efforts and keep project team members on track	To become more assertive in dealing with colleagues, giving feedback and asking them to do things	Medium	Attending the University provided courses – Assertiveness and Having Difficult Conversations	Within a year to 18 months



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MANAGING PROJECTS IN THE ORGANISATION


- **AC 1.1:** Assess the usefulness of project management tools and techniques for managing a project within own organisation
- **AC 1.2:** Plan the implementation of a project within own organisation



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MANAGING PROJECTS IN THE ORGANISATION


- **AC 1.3:** Communicate the project plans with appropriate colleagues and stakeholders, gaining agreement where necessary
- **AC 1.4:** Implement the project plan, monitoring progress against agreed targets



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MANAGING PROJECTS IN THE ORGANISATION

- **AC 2.1:** Use feedback from others to critically evaluate own ability to plan and implement a project, identifying strengths and weaknesses
- **AC 2.2:** Create a self-development plan to improve own performance in managing projects



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Getting from here to there

- Your tutor – available to talk through your ideas and answer queries.
- Up to 3 hours of 1:1 support
- 2 x drop-in lunch time surgeries

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Getting from here to there

Both assessments: Draft by end October 2018 and Final submission by January 2019

- What are your milestones for completing your assessments?
- What are your first steps towards completing your assessments?

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The 'residential' business simulation

Bringing it all together – aims to consolidate the management concepts and models you have explored in the course and reflect on and try out new approaches in team work, leadership, communications, and skills in working with others.

The 'residential' business simulation

Thursday 28 June – start 8.30am –
breakfast briefing; finish at 6.30pm

Friday 29 June – start 8:30 am –
reflection on progress; finish at 4.00pm

Then a post session informal social event
4:00 – 5.30 which is optional