

# Managing Emergency Projects

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MACE62002



## Student Workbook 2015

**My Name:**

**My Team Name:**

**My Team Meeting Room:**

**My Facilitator:**

**School of Mechanical, Aerospace and Civil Engineering**  
The University of Manchester  
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**Schedule for MEP Course Unit 2014/15 Cohort**  
**TUESDAYS 1pm – 3pm Pariser E26/27**

**Semester 2**

Wk	Date	Lectures & Team Exercises	Project 1	Project 2	Project 3	Other Submissions Due
1	27 Jan	- Guest Intro Lecture (45 mins); - Activity A: Supply Chain Game				
2	3 <sup>rd</sup> Feb	- Lecture: Intro to MEP (15 mins); - Activity B – Key Features of Emergency Projects - Activity C - Reflective Practice	<b>Project 1 Briefing</b>			<b>Submit Team Name to Blackboard</b>
3	10 <sup>th</sup> Feb	- Lecture: Information Finding (60 mins) - Activity D – Team Project Management Planning Exercise	Discussion			
4	17 <sup>th</sup> Feb	- Neocities “Emergency Response” Simulation Game (COMPUTER LAB)	<b>Submit Project 1</b>			
5	24 <sup>th</sup> Feb	- Activity E - Team Process Review 1 - Activity F - Ground Rules		<b>Project 2 Briefing</b>		
6	3 <sup>rd</sup> March		Review Project 1 Feedback (20 mins)	Discussion		<b>Complete online formative peer-review survey</b>
7	10 <sup>th</sup> March	- Activity G – Lecture & Mixed team discussions (Teamwork)				
8	17 <sup>th</sup> March	- Activity E - Team Process Review 2		<b>Submit Project 2</b>	<b>Project 3 Briefing</b>	<b>Receive Formative Peer Review Feedback</b>
<b>Easter Break (3 weeks)</b>						
9	14 <sup>th</sup> April			Review Project 2 Feedback (20 mins)	Discussion	
10	21 <sup>st</sup> April				Discussion	
11	28 <sup>th</sup> April				<b>Submit Project 3 &amp; PRESENTATIONS</b>	
12	5 <sup>th</sup> May	- Whole Cohort Peer Assessment - Activity H - Course Review				<b>Submit Final Reflective Report</b>

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## Course Unit Aims

- The aim of the “Managing Emergency Projects” unit is to develop *professional skills* in students, through active, collaborative teamwork and literature research.
- Participants are introduced to the main concepts of, and barriers to, *managing emergency projects in a complex world*. The cases used as a basis of the team project-work typically include crisis response and urgent international humanitarian aid type scenarios.
- This experience provides students with valuable employability skills and *practical first-hand experience of project management* in a time-pressured environment that is highly relevant to a wide range of professional careers.

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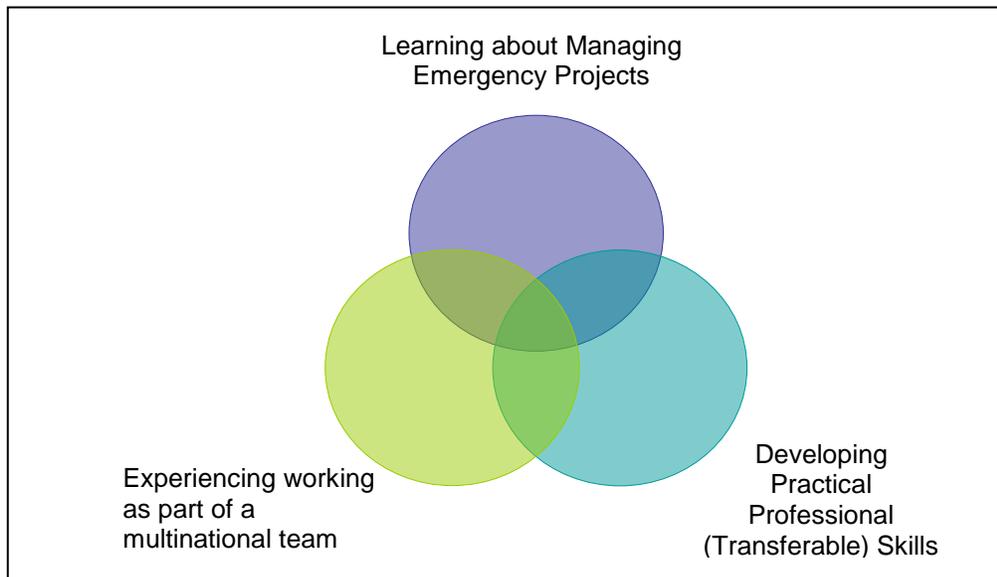
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Dear Participants,

As Unit Leader, it is my pleasure to welcome you to a course unit with a difference. Expect a different way of learning. This is a course aimed at helping you to make a real difference in your future career.

The focus is enabling participants to develop practical skills to be more successful in managing projects and emergency projects in particular.

This unit is designed around student-led learning and collaborative teamwork. There are few lectures and little taught theory, no set texts and no exam – instead, through the proven “Problem based Learning” educational approach, you will be researching, thinking and making decisions for yourselves, and learning to learn from your own experiences.



As a team, you will undertake a series of challenging projects, designed around open-ended ‘wicked’ problems and, where possible, based on real and current situations. The more you put into this course unit, the more you will get out of it. The more thoroughly you reflect on your ongoing experiences, the faster and further you are likely to develop.

Employers frequently cite the need for “transferable skills” – those that allow you to become more effective in your job. Project Management requires creativity under pressure and collaboration across cultures and disciplines. You will have plenty of opportunities to develop and practice skills essential to making a positive difference in the world in your future career, in whatever field you choose to pursue.

**Please contact Mrs Helen Dobson at: [helen.dobson@manchester.ac.uk](mailto:helen.dobson@manchester.ac.uk) with any queries. We look forward to working with you.**  
***If you are not yet enrolled on this course unit in Blackboard, you must register today.***

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## **Section '1' - The Essentials**

# **MANAGING EMERGENCY PROJECTS**

## STUDENT LEARNING AGREEMENT

TEAM NAME:

DATE:

As a member of this team, I hereby make a commitment to my team colleagues to:

1. Act **respectfully** and professionally at all times
2. Respect the **dignity** of all students and members of staff, including those from different disciplines, nationalities or cultures
3. Attend **all** class meetings and other appointments **punctually** unless there are valid extenuating circumstances
4. Participate **actively** to the best of my ability in project meetings, team discussions and other activities
5. Complete the tasks **between class sessions** that I have agreed to carry out
6. Give **honest and constructive** peer feedback to my team colleagues
7. Assume responsibility for developing **my own learning**
8. **Support the learning** and contributions of my team colleagues
9. Aim to **develop my own skills** and behaviours to enable better collaborative team-working with my team colleagues
10. Aim to develop **deeper understanding** of the principles of managing emergency and urgent projects and share this learning with my team

## FACILITATOR LEARNING AGREEMENT

TEAM NAME:

DATE:

As facilitator of this team, I hereby make a commitment to the team to:

1. Act **respectfully** and professionally at all times
2. Respect the **dignity** of all students and members of staff, including those from different disciplines, nationalities or cultures
3. Attend **all** class meetings and other appointments **punctually** unless there are valid extenuating circumstances
4. Bring to the team's attention the **structure** that has been provided for you to follow, where I judge this is needed
5. **Intervene** to question and challenge your decisions and processes where I judge it is helpful to you
6. **Support the team** in developing more effective team processes and team dynamics without imposing my own views or attempting to direct or lead
7. **Support the team** in investigating projects, without imposing my own views or knowledge or becoming directly involved in tackling the problems
8. **Share my experience and skills** in researching literature sources effectively where I judge this may be of use to the team, without being directive
9. Give **honest and constructive** feedback to individuals if asked to, at the end of team meetings and in individual reflective writing feedback meetings
10. Aim to encourage the team to become **self-facilitating**, so less external intervention is needed as the team gains confidence and skills

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**PBL Problem Analysis Framework** – to structure your team’s discussions analysing the project.

<p><b>Stage 1: Review the provided information</b></p> <ul style="list-style-type: none"> <li>• Define the key problem or problems.</li> <li>• Summarise what is already known.</li> </ul>			
<p><b>Stage 2: Identify questions/unknowns</b></p> <ul style="list-style-type: none"> <li>• What unknowns / questions need to be researched?</li> <li>• What ideas and assumptions need to be investigated to fill knowledge gaps?</li> </ul>	<p><b>Stage 3: Define/plan tasks</b></p> <ul style="list-style-type: none"> <li>• What specific tasks need to be undertaken?</li> <li>• What research needs to be done?</li> <li>• What methods (sources)/keywords will be tried?</li> </ul>	<p><b>Stage 4: Allocate tasks</b></p> <ul style="list-style-type: none"> <li>• Who undertakes which tasks?</li> <li>• What ‘<u>common questions</u>’ will be researched by everyone?</li> </ul>	



## **Proforma for Critical Analysis of Information Sources**

Use this as a template when recording information to share with your team.

1) Website / Document / Book Reference (how you would write the reference to this information in your report's reference list).

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2) How Was This Discovered? (Search engine/database? Keywords used? Link from which site?)

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3) Summary of Information Found (Up to 5 bullet points):

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4) Evidence of Authority (Credentials of the author / organisation / publisher? Contact details?):

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5) Evidence of Credibility (Accuracy? Errors? Consistency? Completeness? Citations? Reviews?):

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6) Evidence of Objectivity (Is the content biased? Does the source have a clear purpose?):

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7) Evidence of Currency (Is the content recent and clearly dated? Up to date? Broken links?):

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8) Thinking back, how did your own preconceptions, assumptions, educational discipline and cultural background influence your information search?

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**Problem-based Learning: Overview of process**

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### What is Problem-based learning?

Traditional teaching:	Problem Based Learning:
	
<i>"I'm the expert - listen to what I tell you and follow these instructions."</i>	<i>"What do <u>you</u> think you need to know to tackle this problem?"</i>
<i>"Absorb my knowledge – learn these facts and principles..."</i>	<i>"I don't know the solution – you'll have to work together to find that out for yourselves."</i>
<i>"This is the right or wrong answer or approach."</i>	<i>"There is no single right or wrong answer – justify your methods and reasoning."</i>

Problem-based Learning is one of a group of learning strategies which are considered to be encompassed within Enquiry-based Learning (EBL), which itself is defined as “a broad umbrella term used to describe approaches to learning that are driven by a process of enquiry,” Kahn and O’Rourke (2005).

A characteristic of these approaches to learning is that a tutor will set out a task or a problem and support or facilitate the learning “but the students pursue their own lines of enquiry, draw on their existing knowledge and identify the consequent learning needs. They seek evidence to support their ideas and take responsibility for analysing and presenting this appropriately, either as part of a group or as an individual supported by others. They are thus engaged as *partners* in the learning process,” Barrett (2005).

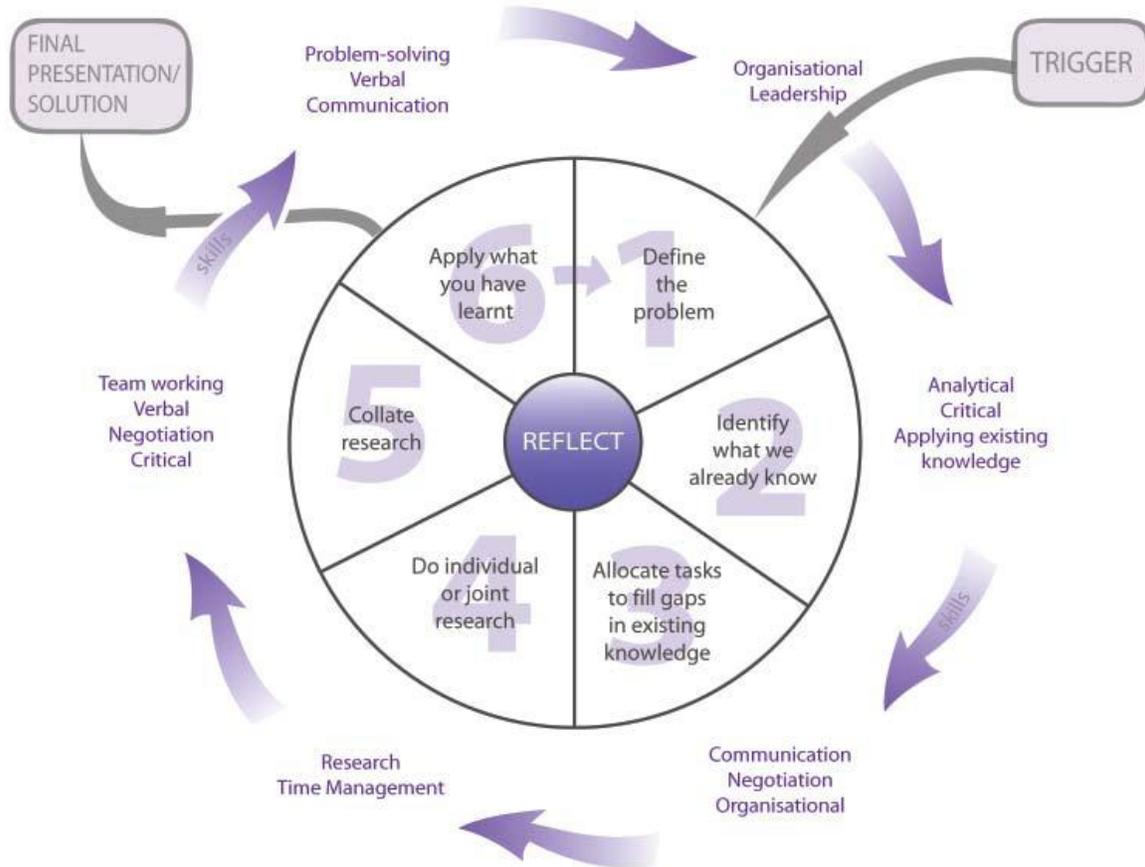
These approaches to learning are therefore student-centred and active approaches which have as a driver or trigger the resolution of a problem or performance of a task.

Problem-based Learning (PBL) is a process which has a number of features.

- The process is based on students working and collaborating in teams.
- The process is initiated by the presentation of a problem.
- The team members are responsible for identifying what they need to learn and what information they need to find and what research, investigations and analysis they need to undertake in order to understand the problem and reach a conclusion.



**A Generic Diagram of the Problem Based Learning Cycle**  
*The Centre for Excellence in Enquiry Based Learning*



**Summary of The Problem Based Learning (PBL) process:**

- (A) Discuss and analyse the “trigger” or brief, as a team, sharing existing knowledge, experience and ideas.
- (B) Formulate a plan to seek relevant information, identifying questions to be explored through individual study outside class time.
- (C) Share results of research, critically analysing data sources and information found and decide how this material may be applied to the task to develop a plan, proposal or recommendation.
- (D) Outside class, produce and submit team deliverable, fully referenced.
- (E) Reflect internally on the team’s performance using self-evaluation skills and develop and implement strategies for future improvement.
- (F) Reflect on external feedback provided and use this knowledge to develop and implement strategies for future improvement.

## Summary of the benefits of Problem Based Learning

PBL enables students to:

- Practise a logical and analytical approach when resolving unfamiliar situations;
- Activate their existing knowledge to underpin the problem-solving process;
- Practise the integration of new knowledge with existing knowledge;
- Understand the relationship between context and problem;
- Practice critical reasoning and critical appraisal;
- Practise self-directed learning;
- Practise a range of communication skills;
- Practise being both a contributor to a team and a collaborator within a team;
- Practise reflective learning;
- Engage in deep rather than superficial learning.

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## Deep v Superficial Learning

<b>Deep Approach... ... <i>Transforming</i></b>	<b>Superficial Learning ... <i>Reproducing</i></b>
<ul style="list-style-type: none"><li>• Active interest in the course content</li><li>• Relating ideas to previous knowledge and experience</li><li>• Looking for patterns and underlying principles</li><li>• Examining logic and argument cautiously and critically</li><li>• Checking evidence and relating to conclusions</li></ul>	<ul style="list-style-type: none"><li>• Studying without reflecting on either purpose or strategy</li><li>• Treating a course as unrelated bits of knowledge</li><li>• Memorising facts and procedures routinely</li><li>• Difficulty in making sense of new ideas</li></ul>

*"Learning Uncertainty"* 

*"Teaching Certainty"* 

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**Section '2'**  
**Learning Diary**  
**Forms**

**MANAGING**  
**EMERGENCY**  
**PROJECTS**

**My Learning Diary** (*What happened? Why? What went well? Problems?*)

**Week 1**

**My Reaction to This Week:**



**My Collaborative Team-working Notes** – *this means how well you worked together as a team, how well organised your team were, whether everyone was involved and engaged in the activities, what problems you tried to address...how would you like to change your team’s culture or working style in future?*

**Action points for next week or the next task:**

- 
- 
- 

**My Information Literacy Notes** – *this means how well your team analysed the scenario/activity, researched questions, found and shared information, analysed information, and referenced your sources...*

**Action points for next week or the next task:**

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**My thoughts/reflections on managing emergency and urgent projects** – *this means what did you learn about the principles of project management this week, in the context of emergency and urgent projects? What new insights or questions occurred to you, and what principles did you apply.....*

**My Learning Diary** (*What happened? Why? What went well? Problems?*)

**Week 2**

**My Reaction to This Week:**



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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- 
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**My Information Literacy Notes**

***Action points for next week or the next task:***

- 
- 
- 

**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 3**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

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- 
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**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 4**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

- 
- 
- 

**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 5**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

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**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 6**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

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**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 7**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

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- 
- 

**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 8**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

- 
- 
- 

**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 9**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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- 

**My Information Literacy Notes**

***Action points for next week or the next task:***

- 
- 
- 

**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 10**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

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- 

**My thoughts/reflections on managing emergency and urgent projects**

My Learning Diary (*What happened? Why? What went well? Problems?*)

**Week 11**

My Reaction to This Week:



**My Collaborative Team-working Notes**

***Action points for next week or the next task:***

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**My Information Literacy Notes**

***Action points for next week or the next task:***

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- 
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**My thoughts/reflections on managing emergency and urgent projects**

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**Section '3' - Activity  
Prompt Sheets**

**MANAGING  
EMERGENCY  
PROJECTS**

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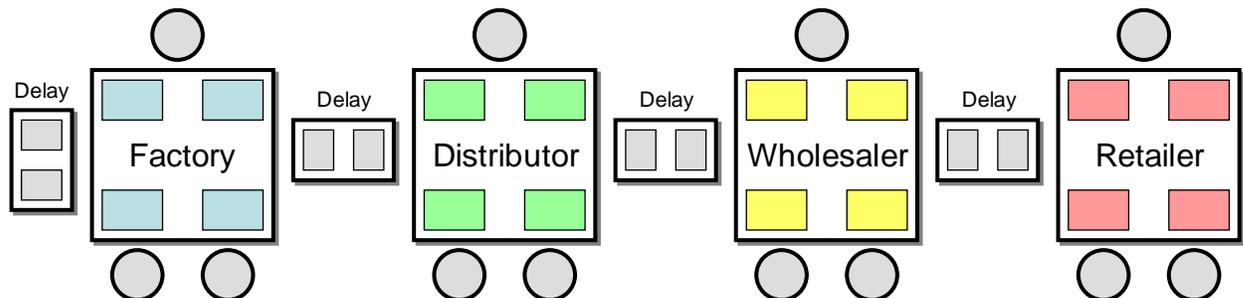
**ACTIVITY 'A' : Supply Chain Management (1 hour)**

In this activity, you will be divided into small groups, each representing one of four “stages” in a supply chain. You must follow the detailed instructions you are given. Your “project” is to manage manufacturing along a supply chain, communicating only via product orders between stages. This role-play simulation gives students the opportunity to experience typical supply chain problems, and see how your group reacts to “emergencies within projects”.

Your task is to produce and deliver units of product: the factory manufactures the product and the other three stages deliver the units of product until it reaches the customer at the downstream end of the chain.

- The retailer has to fulfil the end consumer’s orders.
- The wholesaler has to fulfil the retailer’s orders.
- The distributor has to fulfil the wholesaler’s orders.
- The factory has to produce the product to fulfil the distributor’s orders.

The Game is played in groups. Each of these groups sits around one table and plays one supply chain stage (as shown in the diagram below).



Each of the four stages must fulfil incoming orders of product by placing orders with the next upstream party. Deliveries are “in transit” for 2 weeks (lead time); production also takes 2 weeks. This lead time delay is represented by 2 two extra fields between the tables that hold the deliveries and are moved forward in each week. Communication and collaboration are not allowed between supply chain stages. Supply chain groups must not talk to each other at any time!

If there are enough students in the class, you will be competing against the equivalent supply-chain stage in one or more other supply-chains. To win, you must minimise the costs from your “stage” over the course of the game.

**ACTIVITY 'B' : Emergency vs Standard Projects? (15 mins)**

This brief exercise is designed to get you thinking about how managing Emergency Projects differs from any other sort of project management.

You will be given sticky notes of two different colours: on one colour of note (you will be told which colour is which) you are asked to write down words or phrases that you associate with **Project Management**; on the other colour you are asked to note down words or phrases that you think might apply to Managing **Emergency Projects**.

We will collect these ideas together and try to draw out some of the main threads from them. We will then discuss the ideas that you have generated. You can use the space below to note down your initial thoughts, before you share them, or to capture the suggestions made by other people.

**PROJECT MANAGEMENT – WORDS / PHRASES**

**EMERGENCY PROJECT MANAGEMENT – WORDS / PHRASES**

### ACTIVITY 'C : Reflective Practice (30 mins)

Your learning from this unit is recorded in an assessed "Individual Reflective Report", for which you should make written notes regularly throughout the course unit in your weekly *learning diary* notes at the end of each class session.

Detailed instructions are provided in the *Individual Reflective Report Instructions* and you can either use the printed learning diary pages in the front of your student workbook to help you record your experiences, or document your thoughts electronically if you prefer.

**(Q1) Read out the following summary of "reflective practice" and ensure everyone in the team understands what it means.**

#### The Reflective Loop

The process of reflection as a *professional self-development tool* involves:

- 1) **describing an event you have experienced,**
- 2) **critically analysing the experience or situation,**
- 3) **devising action points for implementation with the aim of achieving a desired or improved outcome in future and then, to complete "the reflective loop"...**
- 4) **...describing the consequences of those action(s), positive or negative to start the next cycle of analysis and action planning.**



Describe → Analyse → Devise actions → Implement → Review outcome



#### **The purpose of reflection is for you to:**

- (a) Practise self-evaluation skills
- (b) Learn how to pro-actively tackle problems and reinforce positive processes and behaviours in a systematic way
- (c) Demonstrate continuing (professional) development / improvement

Marks will be awarded for *identifying issues* and making attempts as a team *to effect change* through identifying actions and putting these into practice, whether or not the actions later turned out to be effective. Your individual reflective report records the overall journey you take *throughout the course-unit* rather than the final outcome, or your overall success in tackling any particular issue.

**(Q2) Discuss with your team - which is the best example of reflective writing?:**

Below are four brief passages of intended reflective writing. In your group discuss how well each of them fits the concept of *reflective practice* and why, using the questions below to help you:

- Is the writing style appropriate to a professional learning diary?
- Can you pick out at least one thing that each author has learned, and how that learning point was developed?
- Have they applied the reflective process “**describe** → **analyse** → **devise actions** → **implement** → **review outcome**” or is it purely descriptive?
- Does it demonstrate both willingness and capability to learn and improve their own performance, and their team’s performance, based on self-evaluation?

Example 1 (Team Dynamics)

“I learned that in order support successful team-working you have to adapt to the dynamics of the team. This does not mean that you sit on the side quietly while everyone makes decisions or be a pushover; you still have to voice your opinions and participate in discussions and help to form group decisions, if you do that you will lose interest in the group/work. I have noticed that on some days the group is more passive and needs somebody to prompt the conversation, pose questions, and propose decisions or solutions and then there are some days where everyone in the group is so talkative and engaged that they go off discussing tangent topics and need somebody to bring the conversation back on task and keep an eye out for time management. I have played both the roles of leader, manager, as well as follower (when I am not familiar with the subject in question or the group is comfortably progressing through the task).”

Example 2 (Team Dynamics)

“Initially, many of the team members were not very forthcoming in discussions. I found this very frustrating as it was left to just a few of us to generate the majority of the ideas. On completion of our first team process review, the reason for my initial feeling that some group members were not contributing as much as others became clear. It materialised that some of the international students were simply finding the pace of our discussions too quick. That was a shame.”

Example 3 (Team Processes)

“Overall our first assignment did not go that well. The final document did not flow, the referencing was nonexistent, there was a breakdown in communication and we only just managed to submit before the deadline. In the next meeting we set ground rules for future assignments after reflecting on the previous one (I thought this was a good idea). We decided to appoint an editor for each assignment whose job is to piece together everyone’s work into a coherent format ready for submission. A 24 hour before submission deadline was set to ensure the editor can do their job properly and also other rules with regards to taking responsibility for referencing, attendance and communicating correctly (emailing) were made. These rules are definitely something that helped with the second brief as we were a lot more organised. Person X also suggested that we should use Google docs to construct of our work. This was a fantastic idea, it enabled all of us to view, amend and edit the final document while communicating via Google doc messages all from our own homes. We submitted the document and there was a significant improvement in our mark.”

**(Q3) Have a go at applying “reflective practice” to a previous experience**

Working in pairs, think about and record your **reflections** about a specific event (choose A or B), and subsequent learning and change in actions. Try to help each other by asking questions.

Please be honest – you are not being interviewed for a job and you do not have to impress, just demonstrate that you can **analyse and learn from** positive and negative experiences.

<b>(A) Think of a time when something didn't work out as well as you'd hoped.</b>
What happened? How did you feel about it? How were others affected? (DESCRIPTION)
Looking back, why did it happen like that? ( <i>Were your aspirations realistic?</i> ) (ANALYSIS)
Whoever you think was to blame - what, with hindsight, could you yourself have said or done <u>differently</u> to produce a more satisfactory outcome or avoid this situation? (ANALYSIS)
What do you think you learned from this that you could apply in future? <i>What three tips would you give yourself if you could go back in time to before it happened?</i> (ACTION PLANNING)
What training, practice or learning could you find to help you avoid this problem in future? (ACTION PLANNING)
Have you experienced a similar scenario since? If so, how did that work out? (CONSEQUENCES)

<p><b>(B) Think of a specific time when, working with others, your contribution made a really big difference or was instrumental to a good outcome.</b></p>
<p>What happened? How did you feel about it? How were others affected? (DESCRIPTION)</p>
<p>Looking back, why did that happen? Was your success due to luck or skill or both? (ANALYSIS)</p>
<p>What did you do personally to bring this about? What specific skills or knowledge did you use that made this different to other situations you've been in? (ANALYSIS)</p>
<p>What did you learn from this that you could apply in future to ensure a similar level of success? <i>What three tips would you give yourself to apply in future situations?</i> (ACTION PLANNING)</p>
<p>What training, practice or learning could you find to enhance these skills further ? (ACTION PLANNING)</p>
<p>Have you experienced a similar scenario since? If so, how did that work out? (CONSEQUENCES)</p>

## REFLECTIVE PRACTICE - A THEORY BASED GUIDE

Guidance on reflective writing on the Manchester Humanities Study Skills website:

[http://www.humanities.manchester.ac.uk/studyskills/essentials/reflective\\_learning/index.html](http://www.humanities.manchester.ac.uk/studyskills/essentials/reflective_learning/index.html)

### Reflective Practice as a Learning Tool

Reflective writing is a means of turning 'surface' learning into 'deep' learning. In brief, reflective writing:

1. is not JUST a descriptive account of the event – it shows some analysis
2. explores motives, including the views and motives of others, and considers them against the author's own
3. explores how reactions relate to behaviour
4. questions ideas, considers them in depth
5. includes other (potentially critical) perspectives as well as your own: it requires you to 'stand back' from the event
6. mentions external information and how it impacted on behaviour
7. doesn't make one point at a time, but links ideas together
8. recognises that the personal frame of reference can change according to the emotional state in which it is written, the acquisition of new information, the review of ideas and the effect of time passing

*Adapted from* Watton, Collings & Moon. (2001)

### The Nature of Reflection

Reflection (or *reflexion* as it is sometimes spelt) has a range of meanings in everyday life. A quick glance in a dictionary or thesaurus will give you concepts of: the return of an image or sound or object; thought or consideration; repute [or ill-repute!]; contemplation or meditation; copying or reproduction; regression or recoil. We may share many of these views of reflection but, in this context, we are looking at the more introspective aspects of thought, consideration, contemplation or meditation. Perhaps a more useful term is *self-reflection*, which conveys introspection rather than simply musing. In normal usage this still does not convey the sense of *reflection-in-action* (see below) that underpins reflective practice and it could be seen as purely narcissistic.

### The Reflective Loop

The key stages in an elementary model of reflective practice are, first, an event (in our case a team exercise) which prompts some thought about the success or otherwise of that event which in turn leads to action. Already we have the makings of a 'feedback loop', but the important element in reflective practice is to make the leap back to the start, to evaluate the results of the action and thence to continue the cycle. Thinking about what we do is not sufficient; for reflective practice we must be acting upon our thinking and evaluating the results of our action.



## Reflection and Learning

Boud, Keogh and Walker (1985) see reflection and learning almost as two sides of the same coin and suggest that there is much reflection in any process of learning, but we do not always recognise it as such. They make three key points about this interaction:

- Only learners themselves can learn and only they can reflect on their own experiences.
- Reflection is a purposive and purposeful activity. Reverie and meditation may help in the process but are not, themselves, goal-directed critical reflection.
- The reflective process is one in which cognition and feelings inter-relate and interact. Negative feelings can raise barriers and distort perception, whereas positive feelings can enhance the process and provide motivation.

## Learning and Reflection

Argyris (1991) suggests that many “well-educated, high-powered, high-commitment professionals” fail to learn because they misunderstand what learning is and how to bring it about. He suggests two sources of misunderstanding. First, the failure to critically reflect on their own behaviour - and how this contributes to problems - leads to too narrow a perception of learning. He contrasts *single loop* learning, focusing on identifying and correcting errors in the external environment, with *double loop* learning which requires understanding how the very way that they go about defining and solving issues can be a problem in its own right.

“Highly skilled professionals are frequently very good at single-loop learning. After all, they have spent much of their lives acquiring academic credentials, mastering one or a number of intellectual disciplines...”

The second mistake, Argyris believes, is to underestimate the part that defensive reasoning plays in blocking learning. Because professionals infrequently encounter failure they fail to recognise it and attribute *blame* to external factors. This not only represents a missed opportunity but also reinforces the defensive behaviour.

“People at all levels of the organization must combine the mastery of some highly specialised technical expertise with the ability to work effectively in teams, form productive relationships with clients and customers, and critically reflect on and then change their own organizational practices.”

But, Schön (1982) maintains that this does not cover a wide range of professional situations where the individual makes use of what Polanyi describes as 'tacit knowledge'. This is often knowledge that we cannot recall having learned and which, sometimes, we find difficult to verbalise. Schön gives the example of building a road:

"When professionals consider what road to build, for example, they usually deal with a complex and ill-defined situation in which geographic, topological, financial, economic, and political issues are all mixed up together. Once they have somehow decided what road to build and go on to consider how best to build it, they may have a problem that they can solve by the application of available techniques."

To overcome the deficiencies in the epistemology, Schön advocates 'Reflection-in-Action':

"When someone reflects-in-action, he [sic] becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. His inquiry is not limited to a deliberation about means which depend on a prior agreement about ends. He does not keep the means and ends separate, but defines them interactively as he frames a problematic situation. He does not separate thinking from doing, ratiocinating his way to a decision which he must later convert to action. Because his experimenting is a kind of action, implementation is built into his inquiry."

Johns (1994) gives a model with four stages of structured reflection; the table adapts this to your situation.

- ◆ Identify the issue for reflection and put it into context
  - Describe the experience
  - What essential factors contributed to the experience?
  - What were the significant background factors to this experience?
  
- ◆ Reflection
  - What was I trying to achieve?
  - Why did I act as I did?
  - What were the consequences of my actions for my fellow students?
  - How did I feel about this experience when it was happening?
  - How did colleagues feel about it?
  - How do I know colleagues felt about it?
  - What factors influenced my decisions and actions?
  - What knowledge affected my decisions and actions?
  
- ◆ Alternative actions
  - Could I have dealt better with the situation?
  - What other choices did I have?
  - What would be the consequences of these other choices?
  
- ◆ Learning
  - How do I now feel about this experience?
  - How can I make sense of the experience in the light of past experience?
  - What have I learned from this experience?
  - What were the significant background factors to this experience?

### ACTIVITY 'D' : Project Management Planning (10 mins)

It is important to know your team members and to agree a project plan, with timescales, and understand roles and responsibilities of each team member, based on your individual strengths.

#### QUESTION - Who, in your team, will be responsible for actions such as:

- Scheduling and timekeeping
- Arranging meetings
- Chairing meetings – keeping the team on track
- Co-ordinating the project - allocating tasks
- Taking and distributing notes / minutes
- Managing communications
- Settling disagreements – maintaining morale
- Chasing up late contributions
- Editing and submitting documents
- Checking referencing and for plagiarism
- Reviewing team processes to suggest changes
- Ensuring all contributions are fairly recognised



Each team member should understand WHAT they are expected to do, WHEN they need to do it by, WHO or WHERE they will submit their contribution to, and WHO to go to for help if they do have a problem or misunderstanding (before it becomes too late to avoid this impacting on the whole team).

*TIP:* Drawing up an agenda for face to face meetings helps them to be run more efficiently.

*"You will probably have to attend briefing meetings and committees of some kind during your career; very few professionals manage to avoid such things. Badly run committee meetings can be costly, time-consuming and very boring. With a good Chairman, an efficient Secretary and a carefully selected group of members, committees can bring the benefits of wide experience, a range of technical and professional expertise and the democratic process to effective decision making"*

*Venables, 2007*

**On the next page, document the MANAGEMENT ROLE or special responsibility that each of you will undertake in Project 1.**

**If you wish, you can also sketch out a Gantt Chart to follow.**

**TEAM NAME:**

***TEAM MEMBERS' NAME / KEY ROLE***

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### **ACTIVITY 'E' : Team Process Review (30 mins)**

The team process review discussion is your opportunity to apply *self-evaluation skills* to your team: highlighting strengths and progress made, airing any concerns that have arisen, *reflecting on what has happened* and *action-planning* for future projects to address the issues that your team has identified as important. You should also aim to *share* your insights about managing emergency and urgent projects, examining different views and perspectives.

Everyone in the team should either choose or devise one question for the team to discuss.

At the end of the class, your own thoughts on your discussions in each team process review should be documented in your weekly learning diary that feeds into your final reflective report.

#### **A Well Managed Project?**

- Did you:
  - Create a plan? (Fail to plan – plan to fail)
  - Complete each step by the agreed schedule?
  - Divide up the work effectively?
  - Communicate effectively?
  - Answer all the questions – appropriate deliverable?
  - Have time to check your report before submission?
  - Have confidence in the quality of your submission?

#### **A Happy, Productive Team?**

- Is everyone in the team fully engaged and involved? Is the team working co-operatively or is there divisive competition within the team?
- What different 'Team Roles' or functions did each of you fulfil in your present team? How *flexible can you be to take on different roles as required by different circumstances? Think about managing the team dynamics (such as maintaining morale, including everyone, and delegating) as well as the more functional aspects (such as suggesting ideas, note taking, summarising, decision making and timekeeping).*
- How clearly do the people in your team understand the different roles and contributions that others are making? Are these contributions recognised or rewarded?
- How might you act differently in future to be more effective as a team and develop stronger professional working relationships?
- How could your "team processes" be improved for more efficient teamwork in the next project?

## **Finding and Using Credible Information?**

- Did we define the problem appropriately, in our analysis of the brief?
- Do we think we chose the right subjects to research in our investigation?
- Did we all look up appropriate sources of information?
- What search tools did we use? Are there better ones we could try out?
- Are we all using a diverse range of information sources?
- How confident are we that the information we are finding is accurate and up to date?
- Did we manage to find academic (peer-reviewed) information sources?
- Did any of the information sources we found contradict each other? If so, why was this?
- How confident are we that we are not using biased (skewed) data or applying bias in our own selection of information to use in our project?
- Did we manage to share and collate the information that we found efficiently?
- Have we tried using a wiki or other methods to share and sort information?
- Have we had any issues with plagiarism – cutting and pasting rather than summarising and rewording content, and always citing the information source?
- Do we think we managed to cite our references correctly?

## Further Discussion Questions...

- What did we learn about forming a new team?
- Is the team aware of the needs and abilities of its different team members? Are we confident that we are utilising the key strengths of all team members?
- Have we all: provided factual information; asked questions; helped to plan; offered advice; taken notes; encouraged others to contribute; tried to keep the group in harmony?
- Did the team dynamics foster both creativity and logical thinking in our work on this project, or is the culture/atmosphere inhibiting contributions?
- In what ways has our approach to teamwork changed and roles in the team developed?
- Have we resolved any disagreements amicably?
- Does anyone feel that some team members are being excluded or taken for granted?
- Have we taken a proactive and structured approach to tackling problems that arise?
- How well co-ordinated were our team processes? Did we all know what was supposed to happen or was our work chaotic or rushed?
- How could our communication and information sharing be improved?
- Have we made best use of electronic and other resources in our working collaboratively over a distance?
- Are we managing our time effectively?
- How well organised are our face to face meetings? How could we improve them?
- Could we change the way we work collaboratively to compile our work more effectively and edit material for submission?
- How formally have we organised the process of allocating of team roles?
- Do our team processes provide sufficient time and space for creative thinking?
- Have we taken a proactive and structured approach to tackling problems that arose?
- What problems remain unresolved?

## Team Action Plan

ISSUE THAT AROSE / WHY?	PLAN FOR IMPROVEMENT IN PROJECT 2
e.g. Final draft was rushed – because some contributions were late and overlapped other content.	Ensure we set a deadline well in advance of the submission date so we can all review and edit the final document.
Jamie had the marvellous idea to paste all our references into a wiki so they could be easily shared and checked by the team.	Make sure we do this from the start this in the final project.

# Team Action Plan

ISSUE THAT AROSE / WHY?	PLAN FOR IMPROVEMENT IN PROJECT 2

**ACTIVITY 'F' : Setting Ground Rules...Team Policy? (30 mins)**

*First, please take a couple of minutes to scan through the text box on the following page and then discuss the following four questions as a team.*

- (1) Why are ground rules useful? Why do most organisations have fixed policies on “human resource” or “personnel” issues?

**Teams can experience difficulties due to a range of issues, some of which overlap:**

**CLARITY** of procedures (practical project management)

*“So we all thought that someone else was submitting the report?!“*

*“We need a deadline to make sure all the material is compiled in time for editing.”*

**CULTURE** of the team (what is accepted as normal behaviour)

*“Most of us thought it wasn't right, but none of us liked to say so in case it upset the team.”*

*“I'm sick of always being told what to do by one or two pushy people, rather than the group coming to a consensus on decisions.”*

**CONDUCT** of individuals in the team (dealing with unacceptable behaviour)

*“Of course I shouted at him - he's a complete idiot, he deserves to be shouted at!”*

**COMMITMENT** of individuals in the team

*“I couldn't make the meeting as I had a cricket match”*

*“Sorry I was late again. I haven't done any research as I had a big assignment on this week.”*

**COMPETENCIES** of individuals in the team (differing levels of skills and experience)

*“I tried my best, but this is the first time I've ever done academic referencing.”*

*“I have told you, I can't understand what is being discussed when you all speak so fast.”*

- (2) How would your team tackle problems under each of these headings? Should competency issues be handled the same way as commitment or conduct problems?

(3) **MUTUAL RESPECT** is a ground rule we view as essential. Considering your experiences of working in teams, compile a list of further ground rules for your team, to help your teamwork.

(4) Now that you have an agreed list of ground rules/policies:

- How do you plan to apply / enforce them in practice?
- How will the team respond to any of the agreed rules being broken?
- Is your list of rules fixed or do you plan to revisit it to update it? When? Who is responsible for this?

## **Ground Rules: Thoughts and Theories**

The following are points you may wish to consider:

### **Team Culture – Fostering an Effective Working Environment**

- There is a need to establish a team culture to promote co-operation and democratic decision-making and to avoid conflict, which will hinder successful team working.
- There is a need to establish a code of conduct to promote democratic behaviour, which is supportive of the individual.
- There is a need to balance the needs of the individual with the needs of the group.
- There is a need to promote the best use of an individual's skill and expertise, therefore to ensure that their potential is developed.
- There is a need to recognise when motivation and support is needed and to provide it.
- There is a need to promote an atmosphere in which each group member is allowed to speak without being interrupted.
- Discussions should not include criticism of an individual, as this is detrimental to both individual and group moral; any comments should be constructive.
- Group members should be able to admit when they are not happy. They should not suffer perceived problems in silence.
- Individual's opinions should be equally respected.

### **Team Members' Responsibilities Within the Team**

A team member should:

- Be respectful of other team members and their views.
- Be prepared to really listen to other team members.
- Be patient and tolerant of others, not resorting to intimidating behaviour such as raising one's voice.
- Be prepared to keep an open mind and adapt to change
- Be prepared to share ideas and show initiative.
- Be prepared to be an active responsible member of the team, provide input frequently and not avoid work.
- Be aware of what is going on around them and ensure that they understand the team's goals objectives and tasks.
- Be willing to take on responsibility.
- Be organised and a good team player.
- Plan for meetings by preparing their input in advance.
- Not undertake tasks without prior consultation with the team.
- Not have a hidden agenda or abandon the team.
- Be prepared to develop their communication skills as these can assist the exchange of ideas, promote team discussion and avoid misunderstandings.

### **Underpinning Activities: Team Organisation**

- Selection of a chairperson or co-ordinator, together with a secretary or record keeper.
- Time should be provided for team members to introduce themselves and to get to know and understand each other.
- Robust procedures need to be put in place to:
  - Promote regular communication and feedback.
  - Recognise and resolve conflicts.
  - Support team members
  - Make long meetings more tolerable by having breaks.
- Task-related activities need to promote democratic decision-making by ensuring that:
  - There is a team discussion of goals, aims and objectives leading to the creation of an action plan.
  - Priorities are clearly identified, understood and agreed.
  - There is agreement concerning the definition and delegation of tasks.
  - Positions of responsibility reflect expertise.

### **ACTIVITY 'G' : Mixed Team Discussions**

#### **1. Creating a happy, productive team?**

- Is everyone in the team fully engaged and involved? Is the team working co-operatively or is there divisive competition within the team?
- How clearly do the people in your team understand the different roles and contributions that others are making? Are these contributions recognised or rewarded?
- How might you act differently in future to be more effective as a team and develop stronger professional working relationships?

#### **2. Who has influence and why?**

- What skills must professional people develop to be more influential at work? *Many emergency projects involve engaging with and influencing different stakeholders or 'actors', working across disciplinary boundaries and hierarchies.*
- Who, in your own team, do you perceive has had the most influence over what you did and what you decided in each task? Why was this?
- Which is more important for leadership – having a clear vision, being motivating, being in control or being organised?
- What can you learn from those who have showed particularly effective leadership skills in your team?

#### **3. Transparent decision making?**

- Have you spent the MOST time discussing the MOST IMPORTANT decisions, or wasted time debating trivialities?
- Was everyone included in team decisions? How did you handle disagreements?
- Were your decision making methods transparent – could you justify them to an auditor?
- Were any choices more difficult, ethically? How have you handled this?

#### **4. Harnessing your Creativity?**

- Thinking about how your team's ideas were formed - how was creative, "divergent" thinking developed? Was everyone involved?
- What triggered your team's transition from the open "divergent thinking" phase (generating ideas) to the "convergent thinking" stage (analysing, evaluating, synthesising, calculating and planning). Was this done consciously...and at the best time?
- Do your team processes encourage or stifle creativity and divergent thinking? How could this be improved to encourage more development of innovative ideas?

#### **5. Exploiting the benefits of diversity?**

- How diverse is your team? Has this been a good thing?
- How have you attempted to make best use of the diversity of experience and knowledge available within your team?
- Has the team shown sensitivity to the differing beliefs, cultures and working styles of different team members? Has anyone felt excluded or overlooked?
- Have you or any team members modified your speech or behaviour to accommodate the different perceptions, assumptions and approaches of different members of your team?
  - *If native English speakers are working with students for who English is a foreign language, how has the team supported them?*
  - *If it is true that Western and non-Western cultures fundamentally have different mindsets and approaches to discussion, who has made the most effort to adapt?*
- If managing emergency and urgent projects requires international and cross-disciplinary collaboration, what skills are needed to do this effectively? How could you, yourself, develop wider global perspectives?

# Action Plan – Learning from others

<b>WHAT DID OTHERS DO WELL?</b>	<b>HOW CAN WE APPLY THIS ?</b>

**ACTIVITY 'H' : Nominal Group Process - Course Feedback**  
**(20-30 minutes)**

**Aim:** This exercise has two aims:

- (i) Gathering data for monitoring and evaluation of the course-unit, and
- (ii) The educational aim of fostering abilities and skills for change management by learning this technique.

**Purpose:**

1. To enable each participant to state her/his personal opinion about the positive and negative aspects of the module.
2. To obtain a group judgement of priority rating of the opinions expressed by the individuals.

**Summary of "NGP" Method:**

Each participant is given repeated opportunities to nominate the most positive and negative aspects of this course-unit as a learning opportunity, based on their experience, and then everyone in the team votes on each point to show which are the most commonly held views across the cohort.

- (i) Three minutes thinking time - Individuals write down positive and negative views about their experience on this module - what is valuable and should be retained and what could be improved?
- (ii) Going round the group in turn, these are read out one at a time to the Scribe, who records all points, until there are no more suggestions.
- (iii) The Scribe checks that everyone in the room understands what is meant by each point.
- (iv) A vote is taken on each point to rank them. Team members should vote for all points that they agree with. Participants have unlimited votes.
- (v) The results are collated by the Scribe and delivered to the course leader after the session.

**Detailed Process:**

**1.0 INTRODUCTION:**

1.1 Elect a Chair and Scribe who, in the absence of members of staff, will be responsible for the conduct of the NGP and the resulting report. ***Please select your Chair and Scribe now.***

1.2 ***Chair:*** read through all the following instructions before starting the next stage.

**2.0 NOMINATING ASPECTS**

2.1 ***Chair:*** having read this document, explain the rules of the NGP to the team.

2.2 ***Chair:*** Ask each participant to write down (a) up to three aspects of the course-unit which were so positive that they should be retained with minimal change, and (b) up to three aspects which were so negative that they should be removed / replaced / seriously amended. Only three minutes are to be used for individual thinking, in order to concentrate on what is uppermost in the participants' minds.

- 2.3 **Chair:** Ask each participant in turn to nominate one of her/his positive and one of her/his negative aspects;
- (i) Each aspect should be stated in not more than four words – without any explanation and no justification; the aim is to gather as many views as possible in minimum time.
  - (ii) As the aspects are read out they are crossed out on the participants list and on the lists of other participants who have noted the some aspect(s).
  - (iii) As the aspects are nominated, the **Scribe** records them in the respective positive or negative column on the flip chart.
- 2.4 **Chair:** When all participants have nominated one positive and one negative aspect, go round the group again, asking each participant in turn to nominate their second aspects. This continues until all aspects on participants' lists have been nominated.
- 2.5. Participants are asked to cross off any aspects on their own list that have already been nominated by another participant.
- 2.6 Soon, several participants will have deleted all their remaining aspects. When their turn comes, they will indicate this by saying 'Nothing New'. In this way, this stage of the process can be concluded quickly.
- 2.7 **Chair:** *you are responsible for ensuring that all participants are able to nominate their positive and negative aspects without being influenced by interruptions of any sort.*

### 3.0 CLARIFICATION

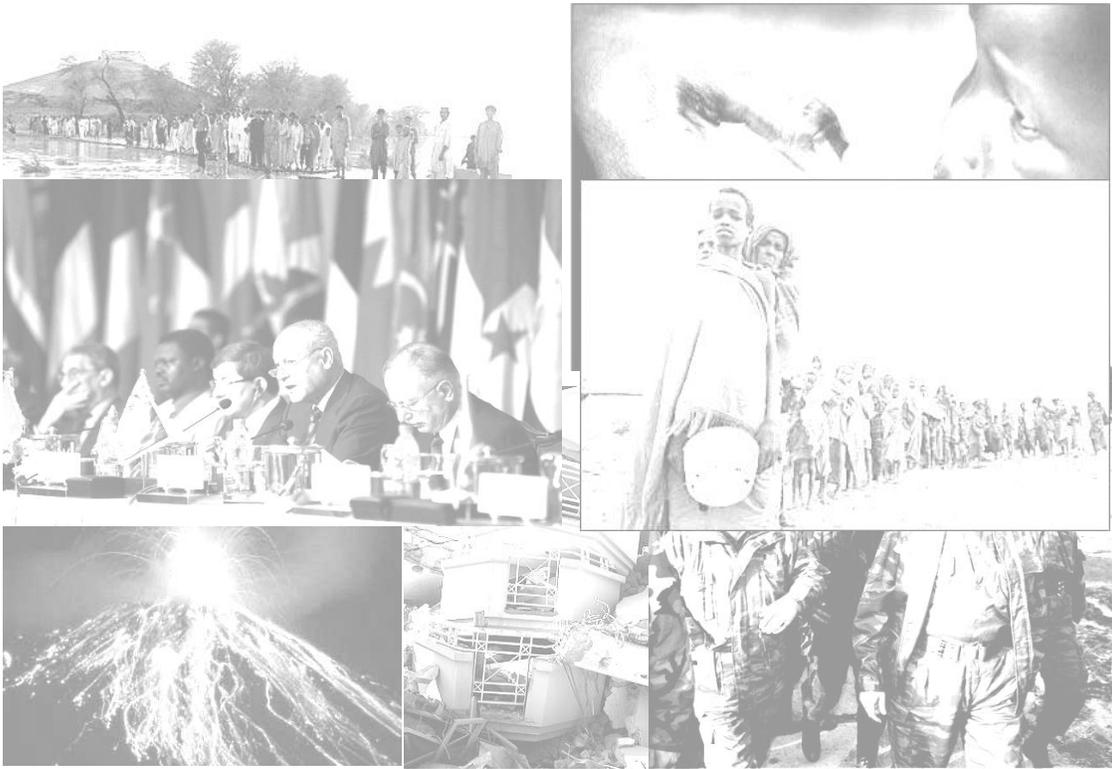
- 3.1. **Scribe:** As the nominations have been so very brief, in up to four words, now point to each nomination in turn, first in the positive list, and then the negative list, and ask if everyone understands each point:
- (i) By raising a hand, any member of the team can indicate that the meaning of an item needs further explanation.
  - (ii) **Chair:** if required, invite the person who nominated that aspect to explain it by offering an illustrative example - without lengthy explanation or justification.

### 4.0 VOTING

- 4.1 **Chair:** When all positive and negative nominations have been clarified, introduce voting by a show of hands to identify an order of priority. Explain to participants that they may vote by raising their hand as often as they wish, whenever they feel that the aspect, pointed at by the **Scribe**, is 'important'.
- 4.2 **Scribe:** undertake a rapid count of raised hands and write against the item: either 0 = no votes; the number of votes counted; or an infinity sign when all hands are raised. Once more with minimal delay, the voting will have identified the order of importance as perceived by the whole team or cohort.

### 5.0 SUBMISSION

- 5.1 The results of the voting and the suggestions for improvement of the Module will be typed up by the Scribe and submitted electronically to the Unit Leader by the agreed deadline. This should include any further explanation of the comments made that the team feels is useful.
- 5.2 The results of the submissions from all the teams will be collated and can be made available to students in electronic format upon request.



University of Manchester

## **Section '4' – Assessment**

# **MANAGING EMERGENCY PROJECTS**

## Assessment Overview

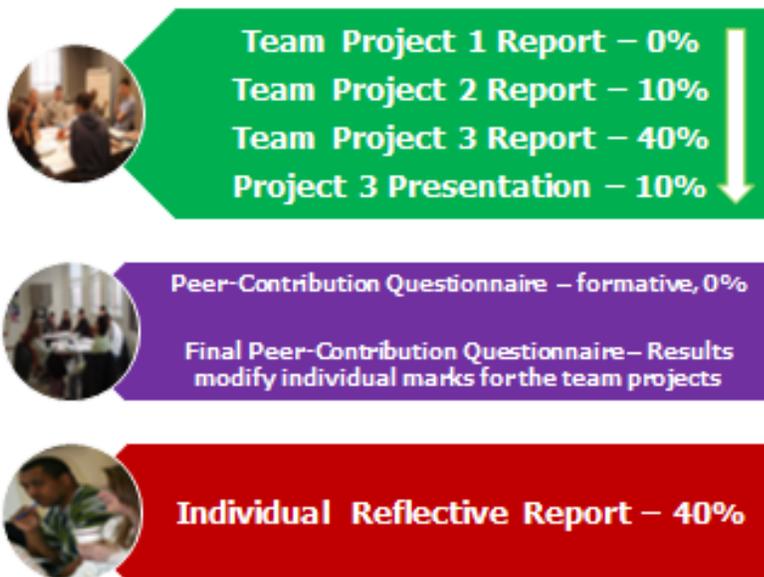
This document summarises the forms of assessment used in this unit. Additional instructions are provided for each team assignment and for your individual reflective report.

The course unit has three forms of summative assessment:

- An individual reflective report that accounts for 40% of the marks
- A combination of two team projects (which may take the form of written reports, presentations or posters) that accounts for 60% of the marks.
  - Project 2 team report: 10%
  - Project 3 team presentation: 10%
  - Project 3 team report: 40%
- An electronic peer assessment exercise, which modifies the team mark to calculate individual marks, accounting for individual contributions to teamwork.

## Unit Assessment

Practice (formative) and Summatively Assessed Assignments



## **1. INDIVIDUAL REFLECTIVE REPORT (40% Total Mark)**

For details of the individual reflective report instructions, please see the following section “Individual Reflective Report Instructions”. You will also benefit from reading through the Activity worksheets and Reflective Practice guidance in your student workbook.

## **2. TEAM COURSEWORK ASSIGNMENTS (60% Total Mark)**

Your team will investigate three different projects. Assessed work may include written reports, presentation slides, posters or other material. Your first assignment is a training project, whereas the final two projects count towards your final grade.

Reports must be submitted via Blackboard, using the Assignment submission tool. This is equivalent to physically handing in a printed report – your submission is time-stamped, you can only do it once, and ALL parts of the report must be uploaded at the same time, even if they are in different file formats. Blackboard does NOT allow several team members to each upload part of the assignment, or different documents to be uploaded at different times. You may find it useful to convert files to PDF before submitting to protect the formatting and prevent comments you have added inadvertently appearing. If you accidentally upload the wrong document or have problems with the technology, email the course leader.

It is up to your team to decide how you divide all the tasks associated with each project. The peer feedback process assesses individual contributions.

### **How are the Team Projects Marked?**

Your work for each of the team projects is marked by the unit leader and by the expert who devised that project, who may come from any part of the University or be an external contact. This means a different person will assess your work produced for each task. The marksheets are shown in the following section.

Your team’s final coursework mark will be based on the team’s final two projects. The criteria for assessing the group projects are shown on the marksheet. Formative feedback about your work is provided from the first two team projects.

## **3. PEER FEEDBACK PROCESS**

Your team’s raw coursework mark will be modified for each individual by the results of an electronic peer assessment exercise at the end of the unit, undertaken to allow each member of the group to comment on the contributions of others under confidential conditions. The peer feedback process concerns assessing the contributions of others to the work produced, rather than attempting to evaluate others’ levels of skills or competences.

### **The ten criteria for peer assessment are:**

- 1. Attendance, punctuality and contribution to organising meetings**
- 2. Contribution to verbal and electronic discussions**
- 3. Gathering, appraising, sharing and referencing information sources**
- 4. Analysing information and creatively generating and shaping ideas**
- 5. Structuring and designing the deliverable**
- 6. Writing, editing and submitting the deliverable**
- 7. Managing meetings and keeping the team focused on the task**
- 8. Encouraging others’ contributions and considering and debating views fairly**
- 9. Maintaining team morale, resolving sources of tension and potential conflicts**
- 10. Reviewing team performance and devising and implementing improvement actions**

The feedback about your contributions to the team's work is converted to a quantitative factor that is then multiplied by the team's raw coursework mark to calculate your individual coursework score. This may be higher or lower than the raw team coursework score. Your final individual score represents the mark that the team *would* have received if the contribution of everyone in the team had been at the same level as your own contribution.

### **Formative Peer Feedback**

Approximately half way through the course unit, you will undertake a *formative* peer assessment exercise, where each of your team colleagues will comment anonymously on their perception of your contributions at that stage, via a questionnaire in Blackboard completed outside the class session. The results will be provided to you electronically and confidentially and should help you to identify any areas to focus on developing in the remainder of the unit. As well as numerical results, you will receive anonymous comments from your peers to support your self-development.

### **How much impact does peer feedback have on my final mark?**

Your peer feedback factor is calculated using a formula, so impact depends very much on the spread of results from the peer assessment in your team. Peer feedback is given confidentially (under exam conditions) to discourage collusion or cheating.

It is up to your team to decide how you divide all the tasks associated with each project. You may find you contribute more to one stage of the project than others (e.g. the research rather than writing up), and you may find you take on a greater workload in some projects than in others (e.g. as editor). This is fine, as long as your team has agreed to what you all consider to be a fair division of labour.

In all cases, the average of the individual scores across the team will be the same as the raw team coursework mark. A high team score does not guarantee a high individual score; failing to contribute to the team assignments is likely to result in a low coursework mark. However, a score below the team average does not necessarily mean that your colleagues gave you negative feedback – it simply means that other individuals were given more positive feedback.

### **What if I don't get on with my team – will this impact on my peer feedback factor?**

It is expected that the team process will not run smoothly all the time, which is why you have regular team process reviews and discussions on how to improve your teamwork. Your facilitator is there to help the team sort out minor problems and should be aware of any difficulties. Any concerns you have can be raised with them, either during or after a session.

Some students have concerns that the peer assessment is, in effect, a popularity contest. This is not the case. The peer assessment is evaluating the *contribution* of team members in different categories to the final project. (Please note, you will not be assessing your colleagues' abilities, skills or personality, just their contributions). The feedback from all team members is taken into account, so it will not be just one person assessing you. An observing Facilitator also provides a "reality check".

## Mitigating / Exceptional Circumstances and “Dignity at Work and Study”

### Teamwork Issues

Learning how to overcome difficulties in team-working is an important part of the learning process, but under no circumstance would we allow your learning or your final mark to be jeopardised by a series problem with your team or the behaviour of any of your colleagues. If any team or students get into difficulties, or are uncomfortable speaking with their own Facilitator, another Facilitator may be asked to talk things through. If a problem still isn't resolved after this, the course leaders will become involved directly. Changing teams is rarely permitted.

All participants are required to adhere to the Universities “Dignity at Work and Study” policy and procedures. Non compliance may result in disciplinary proceedings. There is a clear process to follow in the case of suspected harassment, discrimination or bullying, including independent mediation and support. University “Dignity at Work and Study” Weblinks:

University Policy: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2753>

University Student Procedure: <http://documents.manchester.ac.uk/display.aspx?DocID=2755>

### Exceptional and Mitigating Circumstances

Students registered with a disability or specific learning difficulties will be considered on a case by case basis as regards modifying the assessment process in line with their individual needs.

Attendance is mandatory and is monitored and a medical note is required to excuse absences on the basis of ill health. Incidences of extended absence due to illness will be dealt with on a case by case basis as regards setting alternative assignments to replace missed team projects.

Requests for assignment extensions due to mitigating circumstances must be made and agreed in advance. A penalty will be applied for submission after the set deadline.

### Important Reminder: Plagiarism and Referencing

Your assignment demonstrates to the marker your team's level of understanding of the subject. It is essential that the assignment which you hand in is **written in your own words**. If you do use even a few words from another source, then **you must reference exactly where the quotation has come from**. A quotation must appear inside **'quotation marks'** and be followed by the full reference.

A full reference is one that allows the reader to go directly to the precise page in the document that you have obtained the information from.

Information must **never** be 'cut and pasted' into the body text of your assignment.

“Turnitin” is used to test the originality of every report your team submits.

For Further Guidance see: <http://www.tlso.manchester.ac.uk/plagiarism/>

## Extract from The University of Manchester's Guidance to students on plagiarism and other forms of academic malpractice

### A few important do's and don'ts:

- Do get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.
- **Don't construct a piece of work by cutting and pasting or copying material written by other people**, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to analyse or criticize them, in which case **the quotation must be enclosed in quotation marks** to show that it is a direct quote, and it must have the source properly acknowledged at that point. Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest... that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, **constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.**
- Do attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that **each idea or statement that you write should be attributed to a source** unless it is your personal idea or it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)
- As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, ask your tutor or the course unit coordinator for advice! This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that **you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely where and to what extent you have made use of such a source.**

University of Manchester  
**Managing Emergency Projects (MEP)**  
**MACE62002**

Formative Feedback (Project 1)

**Project:**

**Team Name:**

CRITERIA	1-5	COMMENT
<p><b>RESPONSE TO THE BRIEF</b></p> <ul style="list-style-type: none"> <li>• Submitted by the agreed deadline</li> <li>• Addresses the task specified in the brief</li> <li>• Appropriate to the target audience in content, length, language and structure</li> </ul>		
<p><b>LITERATURE RESEARCH &amp; REFERENCING</b></p> <ul style="list-style-type: none"> <li>• Credible and diverse sources of information have been investigated.</li> <li>• All information sources are recorded.</li> <li>• Data sources cited have high credibility and most have been peer-reviewed by experts.</li> <li>• Complete reference list, using an appropriate academic method, linked to the paragraphs where each source is mentioned.</li> </ul>		
<p><b>PROPOSALS &amp; RECOMMENDATIONS</b></p> <ul style="list-style-type: none"> <li>• Comprises a creative, realistic and defensible response to the brief.</li> <li>• Demonstrates appreciation of the principles of bringing about change.</li> <li>• Demonstrates appreciation of the importance of working collaboratively and engaging effectively and ethically with different stakeholders.</li> <li>• Clear and objective arguments have been made for proposals or decisions.</li> <li>• Both short and long term consequences are identified and taken into consideration.</li> <li>• Identifies potential barriers, risks, challenges or conflicts of interest.</li> </ul>		

**KEY: (1) Unsatisfactory; (2) Acceptable; (3) Good; (4) Very Good; (5) Excellent**  
**NB: This rating system is for formative development only.**

University of Manchester  
**Managing Emergency Projects (MEP)**  
**MACE62002**

Summative Feedback (Projects 2 and 3)

**Task:**                      **Team Name:**

CRITERIA	MARK	COMMENT
<b>RESPONSE TO THE BRIEF (20%)</b> <ul style="list-style-type: none"> <li>• Submitted by the agreed deadline</li> <li>• Addresses the task specified in the brief</li> <li>• Appropriate to the target audience in content, length, language and structure</li> </ul>		
<b>LITERATURE RESEARCH &amp; REFERENCING (20%)</b> <ul style="list-style-type: none"> <li>• Credible and diverse sources of information have been investigated.</li> <li>• All information sources are recorded.</li> <li>• Data sources cited have high credibility and most have been peer-reviewed by experts.</li> <li>• Complete reference list, using an appropriate academic method, linked to the paragraphs where each source is mentioned.</li> </ul>		
<b>PROPOSALS &amp; RECOMMENDATIONS (60%)</b> <ul style="list-style-type: none"> <li>• Comprises a creative, realistic and defensible response to the brief.</li> <li>• Demonstrates appreciation of the principles of bringing about change.</li> <li>• Demonstrates appreciation of the importance of working collaboratively and engaging effectively and ethically with different stakeholders.</li> <li>• Clear and objective arguments have been made for proposals or decisions.</li> <li>• Both short and long term consequences are identified and taken into consideration.</li> <li>• Identifies potential barriers, risks, challenges or conflicts of interest.</li> </ul>		
<b>TOTAL</b>		%

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**Managing Emergency Projects (MEP)**  
**MACE62002**

Assessment of Student Presentations

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**TEAM NAME:** \_\_\_\_\_ **OBSERVER:** \_\_\_\_\_

The final project team presentations are worth 10% of the total marks for the course unit.

<b>Aspect</b>	<b>Observer Comments</b>	<b>SCORE (Out of 10)</b>
<b>Logical structure</b> <ul style="list-style-type: none"> <li>• Introduction?</li> <li>• Main body?</li> <li>• Conclusion?</li> <li>• Sequence/Flow?</li> </ul>		
<b>Content</b> <ul style="list-style-type: none"> <li>• Appropriate?</li> <li>• Relevant?</li> <li>• Focused?</li> <li>• Coherent?</li> </ul>		
<b>Visuals</b> <ul style="list-style-type: none"> <li>• Coherent?</li> <li>• Informative?</li> <li>• Clarity of slides?</li> </ul>		
<b>Delivery</b> <ul style="list-style-type: none"> <li>• Coherent?</li> <li>• Clarity of spoken communication?</li> </ul>		
<b>Response to Questions</b> <ul style="list-style-type: none"> <li>• Appropriate?</li> <li>• Focused?</li> <li>• Coherent?</li> <li>• Relevant?</li> </ul>		
<b>TOTAL (Out of 50)</b>		

**Overall Rating as a percentage:** \_\_\_\_\_

*Observers please note: you are appraising the team as a whole, not individuals within each team.*

## THE INDIVIDUAL REFLECTIVE REPORT (2000 Words Total)

You are expected to complete a **weekly learning diary** throughout the course unit - reflecting on and documenting, in narrative form, what you have learned from the experience. This should include professional skills development and also gaining deeper understanding from each project of the issues surrounding managing emergency and urgent projects. Your “learning diary” should be undertaken as an ongoing, continuous process throughout the course-unit, rather than something only to be addressed at the end of your experience. The learning diary and final individual reflective report are an important part of the learning process as well as the assessment, preparing you for continuing professional development.

Through your **final individual reflective report**, submitted at the end of the unit, you should aim to demonstrate a proactive attitude to learning and professional skills development throughout the course-unit. The reflections that you submit in your final individual reflective report should be selected and summarised from the combined material that you have accumulated in your weekly learning diary entries, recorded throughout the course unit.



### The Reflective Cycle

Reflections should identify



- (i) Key issues / learning needs at any stage of the process;
- (ii) The actions taken by the team or an individual to remedy those needs or problems and;
- (iii) An evaluation of the outcome(s) of those actions.

***“It’s not what happens to you that matters, it’s what you do with what happens to you that makes the difference”***

The **final Individual Reflective Report** is divided into four sections – a short introduction and two chapters focusing on a different aspect of your learning experience and then a final conclusion.

- (A) Introduction
- (B) Managing Emergency Projects
- (C) Collaborative Team-working
- (D) Conclusion

Team review sheets contain questions that are suggestions to help get you started with your reflective thinking – you should write about whatever you think is most appropriate and relevant to your experiences.

Your reflections should be anchored to each of the projects your team undertakes and your own experiences. Discussion should include reflection upon the knowledge learned as a result of the exercise or task, and how this could apply in other projects or contexts, and also the development of professional skills in collaborative team-working and information literacy skills. **Refer to your learning diary notes from each week, and to the assessment criteria, when writing your reflective report. Do not exceed the maximum allowed word count.**

# INDIVIDUAL REFLECTIVE REPORT CHAPTERS: QUESTIONS

**(A) Introduction - Maximum 100 words – to help the assessor understand your individual perspective, and to put your report into context.**

- Describe yourself in a few sentences:
  - What did you hope to achieve from this course unit?
  - What were your initial preconceptions about teamwork?

**(B) Managing Emergency Projects - Maximum 900 words**

- How has your understanding of “managing emergency projects” developed and evolved throughout the course unit?
- Describe your learning points and show how this learning was developed by investigating all three projects. Draw out principles and theory from your practice or relate your practice to published theory. Explain why each aspect or learning point is important.
- Describe how this learning could be applied to other projects or as part of your future career.

**(C) Collaborative Team-working - Maximum 900 words**

- How has your team’s collaborative team-working evolved and pro-actively been developed throughout the course unit?
- Using reflective practice (describe → analyse → devise actions → implement → review outcome), and selecting specific illustrative examples of your choice, demonstrate how you and your team made use of this learning experience *to improve your collaborative teamwork*. Explain how you built on your strengths and *proactively* tackled problems that arose to deliver continuous improvement across the duration of the course-unit.
- Describe how this learning could be applied to other projects or as part of your future career.

**(D) Conclusions - Maximum 100 words – summarising key points**

- Describe your progress over the Semester in a few sentences:
  - What have you learned or achieved from this course unit?
  - How has this experience impacted on your future planning?

**Team Dynamics - reflections could include discussion about the team:**

- Working collaboratively for effective team-working;
  - Coping with diversity within the team;
  - Utilising the strengths of all team members;
  - Developing and strengthening professional working relationships;
  - Resolving potential conflicts diplomatically to achieve harmony;
  - Issues around enforcing the team's ground rules;
- Developing strategies to work more effectively with those from different disciplinary, national or cultural backgrounds, whilst showing sensitivity to individuals in the team;
- Development of different team roles and responsibilities;
- Changes in the team dynamics throughout the course-unit (e.g. team morale, confidence, team identity, or the formality of team interactions) and the reasons for these changes;

**Team Processes - reflections could include discussion about the team:**

- Taking a structured approach to tackling problems that the team identified (through process reviews, and in response to external feedback);
- Approach to co-operative problem solving – negotiating and debating ideas;
- Mechanisms for enabling creative thinking to develop ideas;
- Decision making processes;
- Time management and systems for running meetings efficiently;
- Collaborative creation of written documents and presentations;
- Communication within the team, verbally and electronically;



**PLEASE NOTE: Marks will not be awarded for solely describing the contents of your research, for simply repeating the proposals/conclusions from your team reports, nor for quoting published theory without reference to the specific projects that you investigated. References are not required.**

## Individual Reflective Report Marksheet

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Student Name/No.: \_\_\_\_\_

Student Team: \_\_\_\_\_

CRITERIA	(Y) Criteria Weighting (%)	(Z) Score (/10)	Criteria Mark (0.1 x Y x Z)	Comments
<b>Criteria 1:</b>  <i>Overall Reflection, Report Quality, Structure and Language</i>	20%			
<b>Criteria 2:</b>  <i>Demonstrating comprehension of underlying learning points – managing emergency projects</i>	40%			
<b>Criteria 3:</b>  <i>Demonstrating understanding of applying collaborative team-working skills</i>	40%			
<b>TOTAL</b>				

## **Reflective Report Assessment Criteria**

The individual reflective report is assessed in four areas:

- a. Overall Reflection, Report Quality, Structure and Language (20%)
  - b. Demonstrating comprehension of underlying learning points - *managing emergency projects* (40%)
  - c. Demonstrating understanding of applying *collaborative team-working skills* (40%)
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### **Criteria 1: Overall Reflection, Report Quality, Structure and Language (20%)**

The *final Individual Reflective Report* is divided into four sections – a short introduction and two chapters focusing on a different aspect of your learning experience and then a final conclusion.

- (A) Introduction
- (B) Managing Emergency Projects
- (C) Collaborative Team-working
- (D) Conclusion

**Key Criteria: Completeness, adherence to required structure, comprehensibility, use of written English, quality of report presentation.**

<40%	Partly incomprehensible (difficult to understand), poor written English, incomplete, not following the required structure; Little or no reflection.
40-50%	Mostly comprehensible (understandable), some spelling and grammatical errors, almost complete content; adequate reflective practice.
50-60%	Adequate use of language, a few typing errors, complete content (including an appropriate introduction and conclusion); effective reflective practice.
60-70%	Good use of language, no typing errors, well structured and complete content (including an appropriate introduction and conclusions where appropriate); Good use of reflective practice.
70%-80%	Excellent written, structured and presented with no typing errors or omissions; Excellent reflection.
>80%	Professional standard of writing. Deep reflection.

**Criteria 2: Demonstrating comprehension of underlying learning points – managing emergency projects (40%)**

- Question: How has your understanding of “*managing emergency projects*” developed and evolved throughout the course unit?
- Describe your learning points and show how this learning was developed by investigating all three projects. Draw out principles and theory from your practice or relate your practice to published theory. Explain why each aspect or learning point is important.
- Describe how this learning could be applied to other projects or as part of your future career.

**Key Criteria: Completeness, level of awareness of learning/development path demonstrated, relevance of points, quality of insights, linkage of experience/ practice to fundamental theory and principles, consideration of wider implications, analysis of all projects.**

<40%	Content is absent or incomplete
40-50%	Superficial or trivial points are described; theory is quoted with no reference to the projects investigated; project conclusions are summarised with no deeper analysis;
50-60%	One relevant learning point is described, although it may be superficial or the development path unclear; theory is quoted with tenuous reference to the projects investigated; project conclusions are described with little further analysis;
60-70%	At least two relevant learning points are described, with clear explanation of their relevance and how this learning was developed from investigating the projects; Shows deeper analysis of the projects and comprehension of some of the wider implications.
>70%	Shows analysis of all three projects to identify more than two different meaningful and relevant insights and consideration of how these aspects could apply in other situations. Clearly relates the issues encountered during managing emergency projects.

### **Criteria 3: *Demonstrating development of team-working skills, team dynamics and effective team processes (40%)***

- How has your team's collaborative team-working evolved and pro-actively been developed throughout the course unit?
- Using reflective practice (describe → analyse → devise actions → implement → review outcome), and selecting specific illustrative examples of your choice, demonstrate how you and your team made use of this learning experience to *improve your collaborative teamwork*. Explain how you built on your strengths and *proactively* tackled problems that arose to deliver continuous improvement across the duration of the course-unit.
- Describe how this learning could be applied to other projects or as part of your future career.

**Key Criteria: Completeness, level of awareness demonstrated, relevance of examples, degree of reflective practice, evidence of proactive contribution to the process of development, quality of insights drawn, continuity throughout unit.**

<40%	Content is absent or incomplete; shows absence of awareness of team development and development of own collaborative team-working skills
40-50%	Superficial, irrelevant or trivial points are described; team theory is quoted with no reference to experiences during the unit; purely descriptive: problems or incidents are summarised with no deeper analysis or suggested follow-up actions; the evidence provided indicates the team member is passive and has not contributed to team development or developing own skills; ignores external feedback and team reviews;
50-60%	Team issues are described that have some relevance. Some reflection, <u>suggesting measures to enhance performance</u> , although the resulting consequences are not adequately described; evidence provided that indicates the team member has made some attempts at development for part of the course-unit; shows awareness of feedback from team reviews, colleagues and from external sources; discussion is mainly about self and own skills rather than reflecting on the team as a whole;
60-70%	At least two relevant issues are described; good reflection, <u>describing how the issues arose, identifying areas for improvement, and suggesting measures to enhance performance in these areas</u> , although consequences are not fully described; demonstrates some attempt to develop skills and effective team-working practices and team harmony throughout the whole course-unit; has taken account of feedback from colleagues and external sources; discussion includes team dynamics and processes and on development of own professional collaboration skills;
>70%	Demonstrates a <u>structured</u> , reflective approach to team development throughout the course unit, clearly identifying areas for improvement based on own experiences, taking positive measures to enhance performance in these areas and then analysing the results of ongoing changes; active in attempting to develop effective team-working practices and team harmony and has fully understood and acted upon feedback from team reviews, colleagues and from external sources; discussion includes original insights about team dynamics, processes and developing own professional collaboration skills. <u>Shows consideration of how these issues could apply in future situations.</u>

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## Section '5' – References

# MANAGING EMERGENCY PROJECTS

Argyris C (1991) 'Teaching Smart People How to Learn', Harvard Business Review, May/June 1991, pp 99-109.

Barrett T (2005), *Understanding Problem Based Learning* ), In: Barret, T, Labhrainn, I and Fallon, H (Eds) Handbook of Enquiry and Problem-based Learning. Galway: CELT.

Boud, D., Keogh, R. & Walker, D. (1985) Reflection: Turning Experience into Learning. New York, Kogan Page.

Johns C (1994) 'Nuances of Reflection', Journal of Clinical Nursing, volume 3, number 2, pp 72-75.

Kahn, P. and O'Rourke, K. (2005). *Understanding Enquiry-based Learning (EBL)*. In: Barrett, T, Labhrainn, I and Fallon, H (Eds), Handbook of Enquiry and Problem-based Learning. Galway: CELT.

Schön D (1982) The Reflective Practitioner - How Professionals Think in Action, New York, Basic Books.

Venables J (4<sup>th</sup> Ed, 2007). Communication Skills for Engineers. London, IChem E.

Watton, P, Collings, J & Moon, J. (2001). Reflective writing: Guidance notes for students. Exeter University. Available online: [www.exeter.ac.uk/fch/work-experience/reflective-writing-guidance.pdf](http://www.exeter.ac.uk/fch/work-experience/reflective-writing-guidance.pdf) (retrieved 12 January 2015)

