PLANNING WITH PURPOSE

Dr Anna Pilz, Academic Developer & Trainer
Institute for Academic Development

OVERVIEW

Check-In & Introduction to the Session

Planning Backwards – The Benefits

Identifying the Knowns

Tackling the Known Unknowns

Planning

Check-Out & Next Actions

Further Resources

Q&A

Lunch

? Interruptions are welcome!

CHECK-IN

What did you take away from the last session?

What do you want to take away from this session?

AFTER THE SESSION…

you will know how to

1. apply three tools essential to planning;
2. identify the knowns and known unknowns for your project and professional development;
3. start to develop the skills to tackle the 'known unknowns';
4. share your plans with peers to give and respond to peer feedback on your plans;
5. know where you can seek further support and guidance.

BENEFITS OF BACKWARD PLANNING

- Enables big-picture planning.

- Feeds your motivation.

- Offers a sense of control.

- Helps with tracking progress via milestones.

- Enables early trouble shooting & adjustments.

- Helps with stress management.

- Gives purpose to the everyday.

? Interruptions are welcome!

THE PLAN

Now · 1 Year on · 2 years on · 3 years on

THE PLAN

Now

1 Year on

2 years on

3 years on

THE REALITY

PLANNING FOR 2: YOU & YOUR PROJECT

JOURNEY THROUGH KNOWNS & UNKNOWNS

Known   **Unknown**

Known

🧠
Known-Knowns

Information we are <u>aware</u> of and have evidence for

🤔
Known-Unknowns

Information gaps or risks we are <u>aware</u> of

Unknown

😱
Unknown-Knowns

Information we are <u>unware</u> of or are <u>biased</u> towards

👻
Unknown-Unknowns

Information or gaps we <u>unaware</u> of
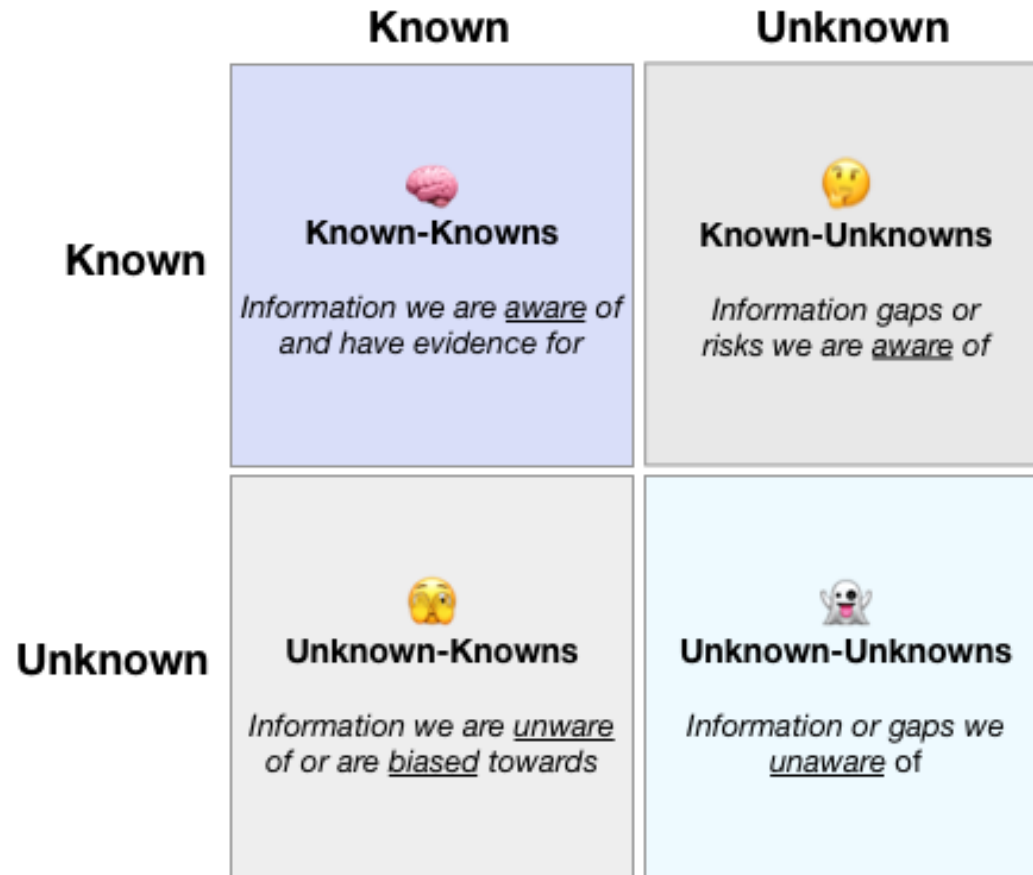
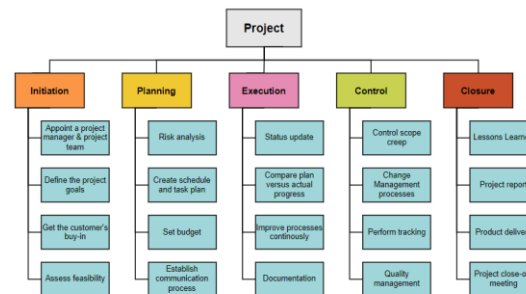# TOOLS

REFLECTIVE PRACTICE

WORK BREAKDOWN STRUCTURE

TIME MANAGEMENT

REFLECTIVE PRACTICE

"Reflection is the conscious examination of past experiences, thoughts and ways of doing things. Its goal is to surface learning about oneself and a situation, and to bring meaning to it in order to inform the present and the future. Reflection challenges the status quo of practice, thoughts and assumptions and may therefore inform our decisions, actions, attitudes, beliefs and understanding about ourselves."
University of Edinburgh, Reflection Toolkit

University of Edinburgh's Reflective Toolkit

IDENTIFYING THE KNOWNS

	Known	**Unknown**
Known	🧠 **Known-Knowns** — *Information we are <u>aware</u> of and have evidence for*	🤔 **Known-Unknowns** — *Information gaps or risks we are <u>aware</u> of*
Unknown	😱 **Unknown-Knowns** — *Information we are <u>unware</u> of or are <u>biased</u> towards*	👻 **Unknown-Unknowns** — *Information or gaps we <u>unaware</u> of*

IDENTIFYING THE KNOWNS

Goal Tracker

22 May 2023   16:08

goal	activities	success criteria	agreed by	by when	support required	provided by
a brief description of what you want to achieve	What activities you need to undertake to achieve this goal?	What demonstrates that you have been successful?	Who confirms success?	When will this be achieved?	What do you need from others to be successful?	Who will provide this support?
Get better at Presenting to large groups	Take IAD presentation skills course	Complete course	Course Tutor	Semester one	Course	IAD
	Join Toastmasters Society					
	Look for Conference Speaking Opportunities					
	Ask Supervisor for Advice		tbc	tbc	tbc	tbc
					tbc	tbc
					tbc	tbc
	tbc	tbc	tbc	tbc	tbc	tbc

WORKSHEET

IDENTIFYING THE KNOWNS

	Your Professional Journey	Your PhD Project Journey	Timeline	
KNOWNS			short-term	
			medium-term	
			long-term	

MILESTONES

PROMPT: Think what you *know* you want and need to do in terms of both your professional development and your research project. Decide whether those knowns fit into the short-term (<1 year), medium-term (1-2 years), or in the long-term (>2-3 years). The knowns can relate to events you'll attend; skills required for your research; annual review processes and submissions etc.

THE KNOWNS

WHAT *DO* YOU KNOW? *10 MINS – REFLECTION*

THE KNOWNS

WHAT DO YOU KNOW?

- The Destination or Next Stop on your Journey
  - Thesis requirements (publishable work / length / format). | Career ambition.

- Journey Duration
  - max. time for research degree journey

- Stops on the Way
  - Annual review, Year 2 / 3 training or other requirements as per School, intention to submit.
  - Training events; networking opportunities; purposeful activities.

- Working Hours
  - 35-hour full-time working week / 17.5-hour part-time working week
  - 8 vacation weeks

TACKLING THE KNOWN UNKNOWNS

WORKSHEET

GROUP ACTIVITY

Self-Reflection

TACKLING THE KNOWN UNKNOWNS

KNOWN UNKNOWNS	PhD Project Journey	What do you need to know?	How will you find out? (TASKS)	TIMELINE
	Professional Development Journey	What do you need to know?	How will you find out? (TASKS)	TIMELINE

TACKLING THE KNOWN UNKNOWNS

What don't you know about your project?

- Research Question?

- Methodology?

- Chapter breakdown?

- Data set?

- Scale of Data collection?

- How long things will take?

What don't you know about your professional development?

- What options are there?

- How to develop particular skills?

- How to gain experiences?

- How to prioritise development needs?

- How to tackle unforeseen personal circumstances?

TACKLING THE KNOWN UNKNOWNS

THESIS

- max. 100,000 words

ASK YOURSELF

- What are the parts that will make up my thesis?

- What does each part require me to do?

- How long will each part take?

- What needs to happen first?

- What are the interdependencies?

TACKLING THE KNOWN UNKNOWNS

PROFESSIONAL DEVELOPMENT

- Do I know how to do it?

- Do I need training?

- Who can help? / Where can I get support?

- Can I set up a reading group/ journal club (to discuss key readings / frameworks)?

- Who is interested in my research and what do they do / where do they work?

- What conferences or summer school opportunities are there?

DEALING WITH THE KNOWN UNKNOWNS

KNOW YOURSELF!

Time Optimist?

Time Pessimist?

Time Realist?

KNOW YOUR COMMUNITY!

Mentor

Critical friend

Peer support

University support services & infrastructure

PLANNING

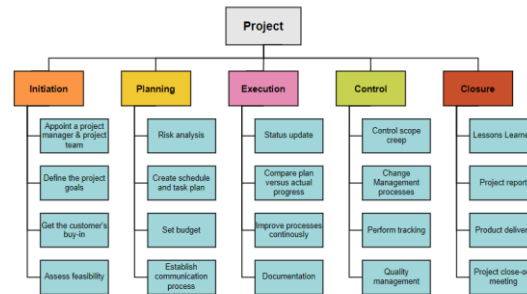'How to Write Effective Smart Goals', breeze.

REFLECTIVE PRACTICE
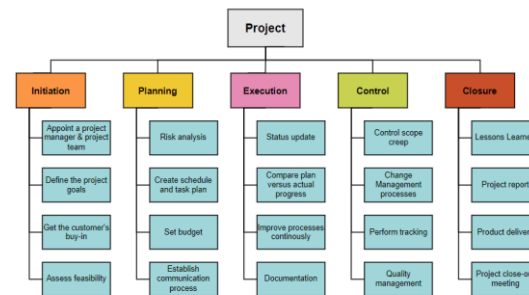
WORK BREAKDOWN STRUCTURE

TIME MANAGEMENT

REFLECTIVE PRACTICE

who we are
what we want
how we do it

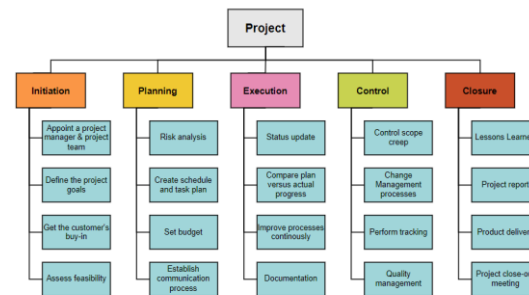# WORK BREAKDOWN STRUCTURE

TIME MANAGEMENT

REFLECTIVE PRACTICE

who we are
what we want
how we do it

WORK BREAKDOWN STRUCTURE

what we need to do
(for the PhD project &
for professional development)

TIME MANAGEMENT

For Informatics Theses see:

https://era.ed.ac.uk/handle/1842/3389

Alexandra Huang, UoE PhD Candidate, 2023, Thesis Structure

THEORETICAL CONTEXT	LITERARY TEXT ANALYSIS	Tristan (by T. Mann)	A Room with a View (by E. M. Forster)	The Voyage Out (by V. Woolf)	CONCLUSION

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
The Ordinary-Nonserious Binary in Musical Performativity	**Musical Performativity at the Boundaries: Music-making Beyond Ordinariness**	**Haptic Music**	**The Pianistic Singing of Operas**	**Escape or Diversion**

Method / approach

Chapter 1:
- Performativity theory criticism
- Cultural-historical analysis

Chapter 2:
- 'Close Reading' of the key novels
- Musicological analysis of music notations
- Intertextuality – comparing novels with music scores

Chapter 3:
- 'Close Reading' of the key novels
- Interdisciplinary review of touch in relation to sound

Chapter 4:
- Theory analysis – theory of opera & voice
- 'Close Reading' of the key novels

Chapter 5:
- 'Close Reading' of the key novels

Key steps

Chapter 1:
1. Explaining the **Ordinary-Nonserious binary** in Performativity theory
2. Applying the Ordinary-Non-Serious binary to come up with my own definition of 'Musical Performativity'
3. Exploring how the Ordinary-Nonserious binary manifests in the 19th century European cultural history of music

Chapter 2:
1. Explaining how the female piano-playing protagonists in the novels are characterised differently in **Ordinary** life versus **Non-serious** musical setting
2. Evaluating how the novelistic representation of piano performances differs from normative concert practice in the 19th century historical setting

Chapter 3:
1. Analysing how the use of **touch** can illuminate our understanding of piano performance in the novelistic setting
2. Comparing the place of tactile stimulation and sensation with other senses and faculties

Chapter 4:
1. Assessing the existing theory of different modes of expression for female musicians (voice with words vs voice without words)
2. Applying the theory to describe the two voices of the female pianists in the three novels (ordinary voice vs musical voice through piano playing)

Chapter 5:
1. Outlining the implications of the literary textual analysis in the previous chapters
2. Assessing the **incompatibility** of binary identities through a **deconstructing** approach (exposing their binary existence → seeking to negotiate the binary identities → inferring that the binary cannot be reconciled)

Key outcomes

Chapter 1:
- Conceptualising the key term **"musical performativity"**
- Illustrating three core manifestations of the Ordinary-Nonserious binary in the cultural context

Chapter 2:
- The pianists are depicted as entrapped in-between the duality of their **Ordinary** identity vs **Non-serious** pianistic persona.
- Revealing the **prophetic power** in the literary representation of piano performance

Chapter 3:
- Discovering piano playing and listening as a **holistic sensual phenomenon**
- Assessing how music can be re-experienced as **intellectual and sensual engagement** with the present moment

Chapter 4:
- Inventing the idea of **'Pianistic Singing'**
- Arriving at a **feminist interpretation** of female piano playing as hopeful forms of **expression** and **transgression** at the turn of the 20th century

Chapter 5:
- Uncovering the **incompatibility** of ordinary versus musical identities of the pianist-protagonists in the key texts
- Interpreting the myth, ethics, and aesthetics of the character's death and exile *as* or *via* music
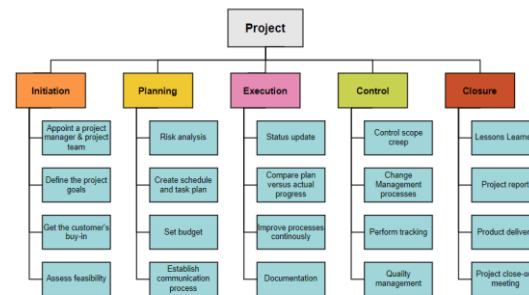
REFLECTIVE PRACTICE

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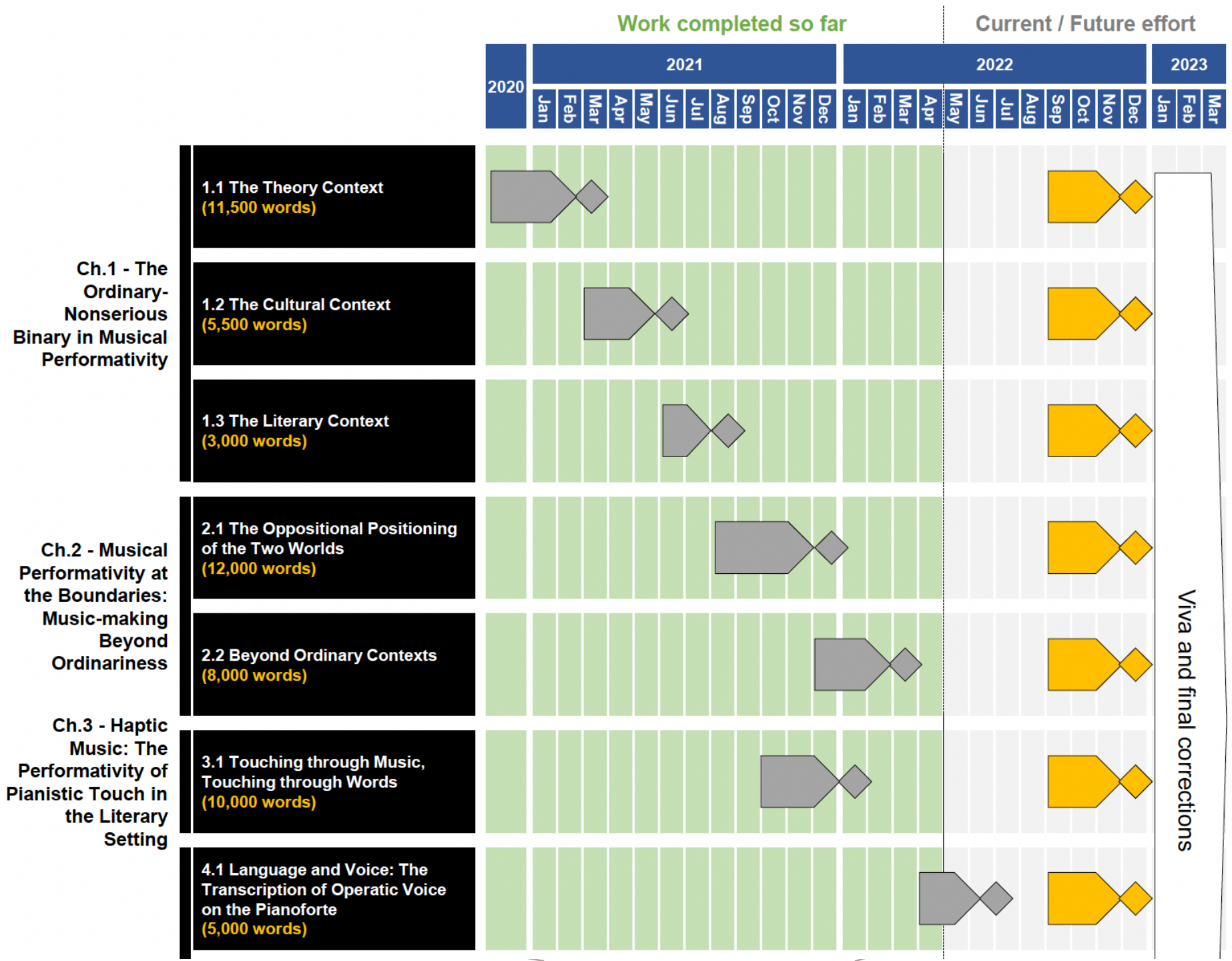
WORK BREAKDOWN STRUCTURE

what we need to do
(for the PhD project &
for professional development)

TIME MANAGEMENT

when we need to do things
when we need to complete things
how we control that we make progress

Alexandra Huang, UoE PhD Candidate, 2023, Gantt Chart

2023

January | February | March
April | May | June
July | August | September
October | November | December

Homemade GIFTS MADE EASY

JULY 2023 | NOTES | OCTOBER 2023
AUGUST 2023 | NOVEMBER 2023
SEPTEMBER 2023 | DECEMBER 2023

templatetrove.com

TODAY | TO-DO

top three

6:00
7:00
8:00
9:00
10:00
11:00
12:00
1:00
2:00
3:00
4:00
5:00
6:00
7:00
8:00
9:00
10:00

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July 2023

SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY

NOTES

WEEKLY CALENDAR

MONDAY | TUESDAY | WEDNESDAY
THURSDAY | FRIDAY | WEEKEND

PLANNING THE KNOWNS

- Annual calendar – big picture plan!
  - Deadlines
  - Durations of particular tasks / activities
  - Holidays

- Monthly calendar
  - Set a goal / working towards milestones
  - Meetings
  - Task breakdown

- Weekly calendar
  - Goal
  - Meetings
  - Task breakdown

	SPECIFIC	What is it exactly that you need to do? eg. Not to read all publications on topic x, but read article y and z is specific.
	MEASURABLE	How do you know when you have achieved the goal? eg. To read all publications on topic x has no end, but read article y and z is measurable.
	ATTAINABLE	Is your goal achievable within the time frame? eg. To read all publications on topic x takes indefinite time, but to read article y has an end point.
	REALISTIC	Are you being practical about the required time and resources required? eg. To read all publications on topic X is unrealistic in a shorter time frame.
	TIME-BOUND	When will you achieve your goal? e.g. When do you want to have read article y and z.

PLANNING THE NEXT 6 MONTHS

PEER CONVERSATIONS

6-month goal
Monthly goal
Next 2 weeks

MY NEXT 6 MONTHS

TIME	END GOAL	ACTIONS	ACCOUNTABILITY	MOTIVATION	RESOURCES
November					
December					
January					
February					
March					
April					

FURTHER RESOURCES

Hugh Kearns – [How to Plan your PhD](#) (Podcast)

Hugh Kearns – ithinkwell – [PhD Planner](#) templates

IAD '[Dissertation Planner - Step-by-Step](#)'

'[How to Create a Five-Year Plan](#)', indeed, Career Guide.

Maggie Wooll, '[Going Somehwere? Write the 5-year Plan you Need to Achieve it](#)', (25 March 2021), BetterUp.

CHECK-OUT

What do you take away from today?
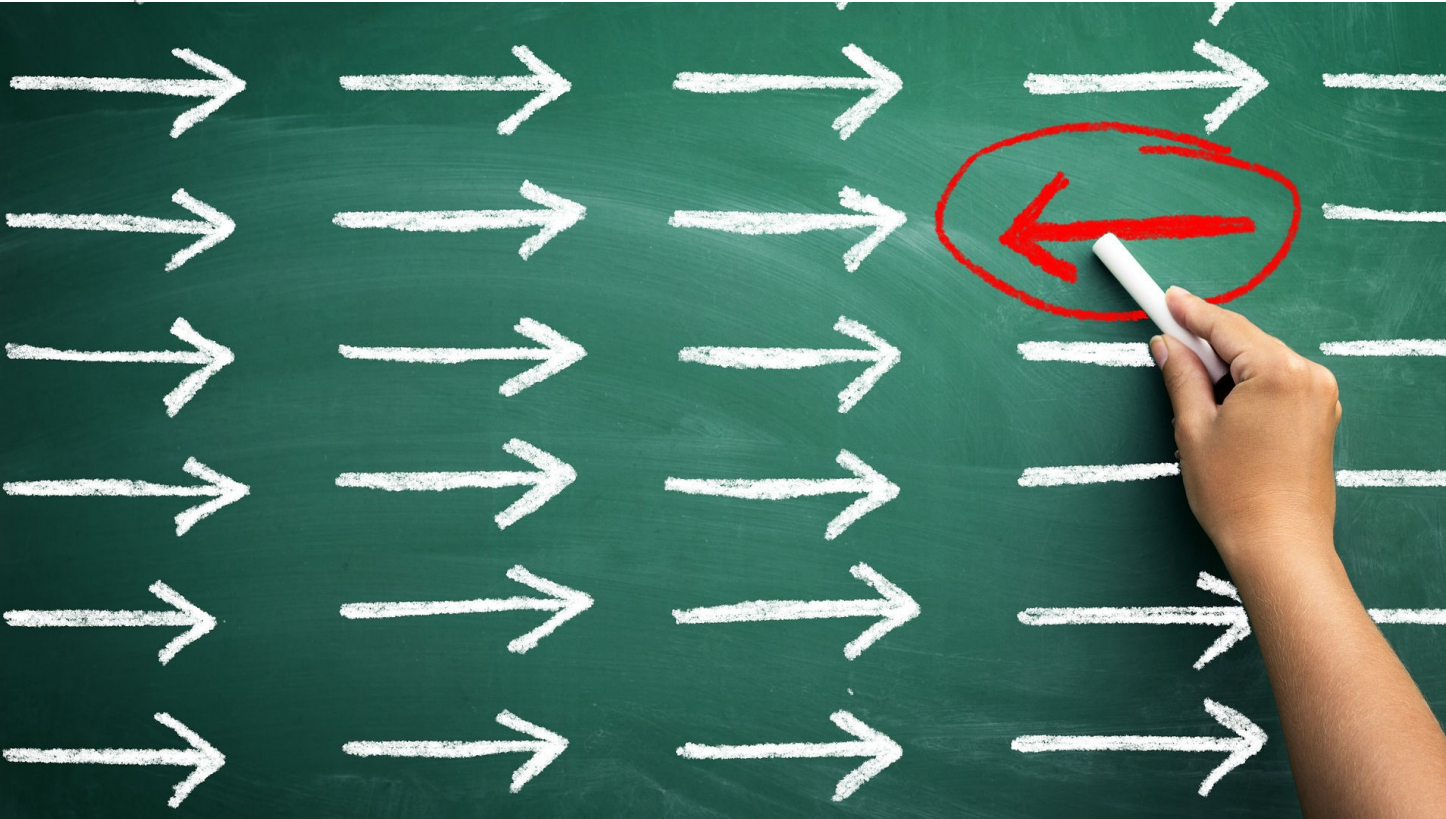
What's your first next action?

FEEDBACK

Planning with Purpose

[Feedback Form](#)

https://forms.office.com/e/56jBRbm6gJ

THANK YOU.

DR ANNA PILZ
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