



Next steps or Time to walk the talk

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This session is about...

- Identifying what you've learned
- Translating that learning into practical and compelling actions to help you:
 - Successfully complete your doctorate
 - Take your next steps from there

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One learning point per post-it, printed large, legibly & in bold



Cover your flipchart (and more if necessary) with learning points and cluster similar ones together

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Learning points are...

1. A principle, insight or skill
 - “negotiate on interests not position”
 - “I enjoy challenging problems”
 - “practice interrupting positively”
2. Advice to self
 - “refer to my watch from time to time!”
3. Specific
 - Not “communicate better” but “check people understand me”

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Reviewing the learning

- Here are the activities you’ve taken part in...
- Coffee, lunch, tea and other networking conversations. Wonder widget, course introductions, objective setting, interviews, group reviews, who pays the price? Teamwork exercises, career panel, in bed with a mosquito, Brand makeovers, next steps, group reviews and so much more...

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Select a learning point which, when implemented, will really contribute to...

- Successful completion of your DPhil

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A little bit of structure from motivated people...

- The positive outcome in specific contexts
- Sensory & emotional information about that achievement
- The benefits and risks to you of achieving them
- The challenges (and how to overcome them)
- Actions to take

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Turning learning into action...

- Get into pairs
- Use the learning point that contributes to your doctorate
- Answer the following questions...

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Turning learning into action...1

- What do you want to do with that piece of learning - (say what you *do* want, not what you don't want!)
- How would you know if you were applying it really well? What would you be doing? What would you see, hear, feel?

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Turning learning into action...2

- What would be the benefits for you of implementing this?
- What are the risks for you of implementing this, and how might you overcome them?

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Turning learning into action...3

- To what extent do you have control over this? How could you get the control, resources or support you need?
- Give yourself a score of 1-10 of how likely you really are to do this. What needs to happen to make it even more likely?

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Turning learning into action...4

- Specifically, what will you do to start implementing this?
- By when?
- How will your partner hold you accountable?

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Turning learning into action...5

Ensure your partner's goal is:

- Specific enough for a novice to understand clearly
- Measurable - how many / how much / how often?
- Accountable
- Realistic and stretching
- Timebound

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Turning learning into action...6

Now summarise your answers in your learning journals

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Turning learning into action...summary



- What do you want to achieve - expressed positively - and in what aspects of your life?
- How would you know if you were doing it really well? What would you be doing? What would you see, hear, feel?
- What are the benefits and risks - how will you manage them?
- To what extent do you have control over this? How could you get the control, resources or support you need?
- What will you do, by when, and who will hold you accountable?

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