11. Self Management
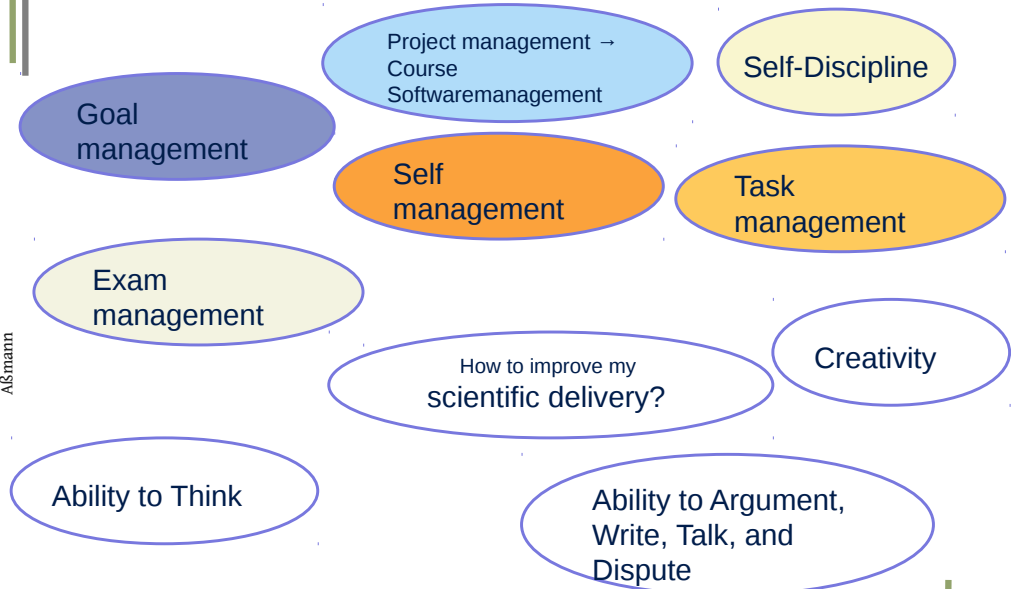
Prof. Dr. Uwe Aßmann
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2013-0.2, 06.04.13
http://st.inf.tu-dresden.de/acse

1) Time and task management
2) Goal management
3) Exam management

Literatur

► Christine Stickel-Wolf, Joachim Wolf: Wissenschaftliches Arbeiten und Lerntechniken. Erfolgreich studieren – gewusst wie! Gabler, 5., aktualisierte und überarbeitete Auflage 2009

- Mehr Erfolg im Studium und beim Promovieren
- Tipps zum Wissenserwerb
- Tipps zur Erstellung einer schriftlichen wissenschaftlichen Arbeit
- Tipps für die Wissenspräsentation
- Tipps für eine effektive und effiziente Studienplanung und -organisation

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► Andy Hunt: Pragmatisches Denken und Lernen - Refactor Your Wetware. Hanser-Verlag, 2009

„Verlassen Sie die Tastatur, um hartnäckige Probleme zu lösen."
Andy Hunt

► Course "Software project management", summer period

Self management means to manage the self-project

Aspects of Scientific Working

- Goal management
- Project management → Course Softwaremanagement
- Self-Discipline
- Self management
- Task management
- Exam management
- How to improve my scientific delivery?
- Creativity
- Ability to Think
- Ability to Argument, Write, Talk, and Dispute

11.1. Time and Task Management

A *Aufgaben* (Analyze and list tasks)

L *Length* of tasks

P *Pufferzeiten* (Buffer) planing

E *Entscheidungen (decisions)* about priorities
     (e.g., with *Eisenhower portfolio*)

N *Nachkontrolle (check)*

6

Eisenhower Portfolio Diagram for Organizing Tasks, Separating Important and Urgent Tasks

	Nicht dringend	**Dringend**
Wichtig	*Tätigkeiten* Langfristige Projekte, Prüfungen, Persönlichkeitsentwicklung, Erholung, Networking	*Tätigkeiten* Projekte kurz vor der Deadline, Krise, Notfall
	Empfehlungen Konsequent planen und vorbereiten	*Empfehlungen* Sorgfältig und möglichst ohne Zeitdruck kurzfristig bearbeiten
Nicht wichtig	*Tätigkeiten* Triviales, manche Post, Gefälligkeiten, Geschäftigkeiten	*Tätigkeiten* Störungen: Telefon, Besucher, Tagesgeschäft
	Empfehlungen Abstand nehmen, Nein sagen, wegwerfen	*Empfehlungen* Rationell und zügig erledigen

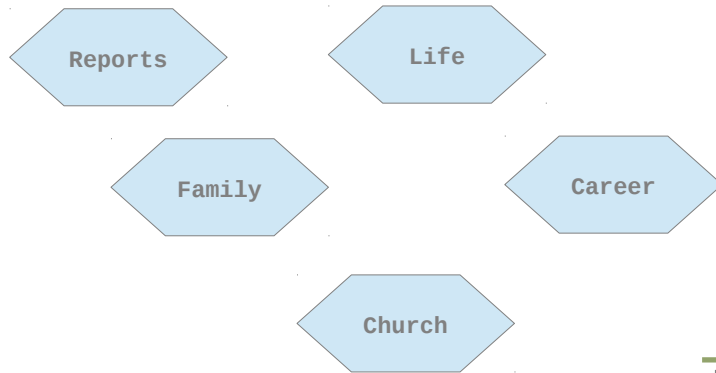▶ Use these two categories for classifying email

7

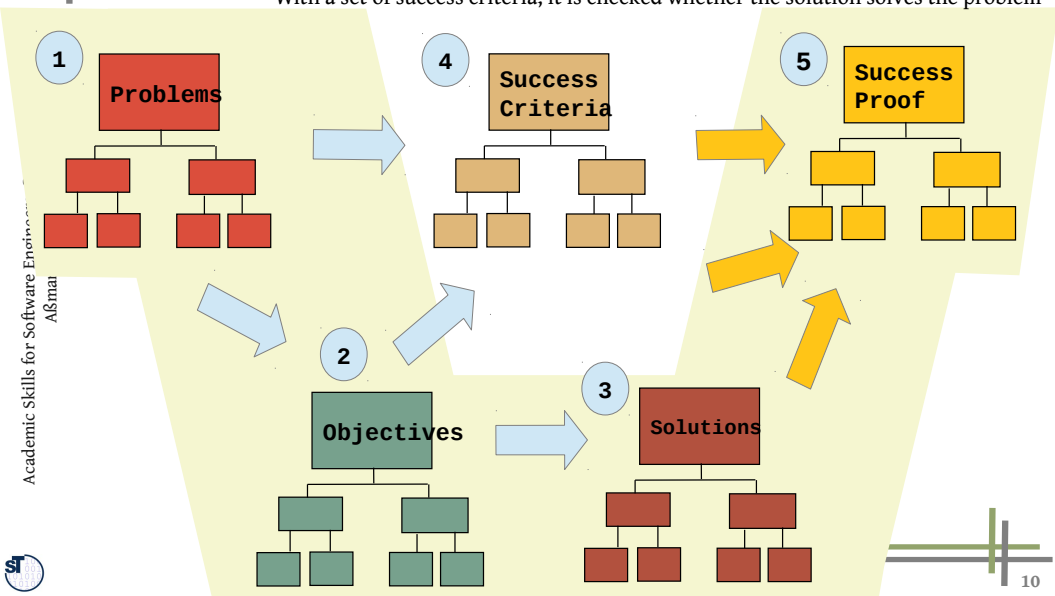# 11.2. Goal Management

.. for yourself

Goal Analysis

- ▶ Goals for yourself or any kind of project you do must be set pretty clear.
- ▶ Use ZOPP or PROBLOSS to define
  - ▪ a set of problems you solve
  - ▪ a set of goals
  - ▪ a set of success criteria

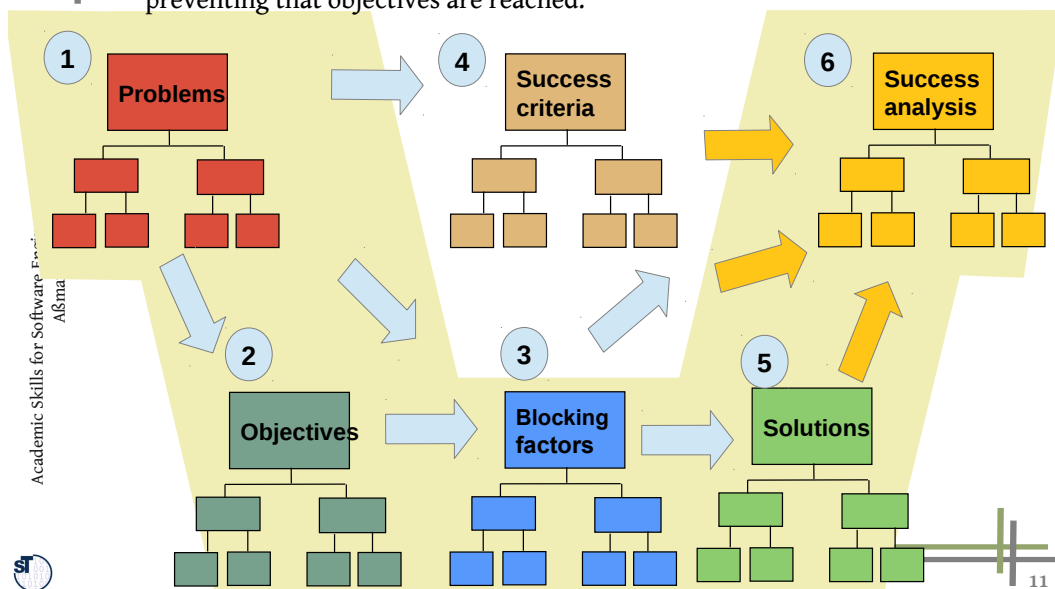Reports — Life — Family — Career — Church

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Problem and Goal Analysis ZOPP

- ▶ ZOPP is a *hierarchical* goal-oriented problem-solving method with success proof:
  - – With a set of success criteria, it is checked whether the solution solves the problem

1 Problems — 4 Success Criteria — 5 Success Proof — 2 Objectives — 3 Solutions

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Problem and Goal Analysis PROBLOSS

- ▶ PROBLOSS is a ZOPP-like problem and efficiency analysis that checks *blocking factors* preventing that objectives are reached.
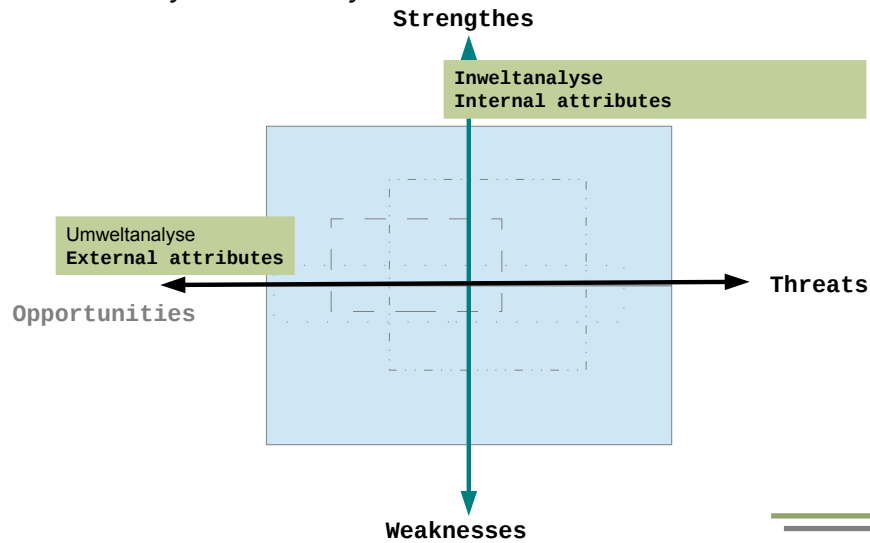

1 Problems — 4 Success criteria — 6 Success analysis — 2 Objectives — 3 Blocking factors — 5 Solutions

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For Your Research

- ▶ **For all kinds of research**
  - – Bachelor, Master, PhD thesis
  - – Research paper
  - – Essay
- ▶ **Do a ZOPP or a PROBLOSS** and refine it over all the duration of the research
- ▶ Reasons:
  - – Goal analysis helps to think
  - – Hierarchical goal analysis helps to focus on the more important issues
  - – If you do not solve a real problem, your research is not relevant
  - – If your decomposition of the problem is good, you may say something about the *solution's coverage of the problem:*
    - • Did I forget to solve a subproblem or are all problems solved? How complete is the solution?
  - – Usually a good ZOPP or PROBLOSS gives you an introduction for free: just write a paragraph or a section on each of the steps
  - – In particular, the *research contributions (research results)* become very clear.

Strategic Goal Analysis

- Use SWOT to think about yourself: what are your strong points? what are your weak points? which opportunities are around you? which threats? How do they combine with your internal attributes?
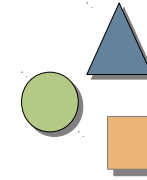
Strengthes

Inweltanalyse
Internal attributes

Umweltanalyse
External attributes

Threats

Opportunities

Weaknesses

11.3. Exam Management

.. for oral and written exams

Do's for Oral Exams

- For an exam about a course with n SWS, reserve n weeks to learn.
- Try to learn continuously along the lectures.
- Produce clusters of the whole course (yes, or mindmaps)
- Find at least one friend as a learn mate; invite people for coffee
- Exercise a dialogue with the friend: "You are a project leader in a company. Your friend is a newbee in your team and asks stupid questions. Answer them, explain him as good as you can."
- After a while, change roles ("pair training")
- There are three types of questions in an oral exam:
  - Survey questions: Tell about a subject as good as you can, with precise definitions, clear sentences, quickly.
  - Detail questions: If you don't know the answer, don't be desparate because they won't fail you, but degrade your mark somehow.
  - Transfer questions: They check if you can transfer a part of the course to an unknown problem or example.
  - Cross-lecture questions: They check whether you can see cross-connections between the courses of a complex exam.
- The latter two are difficult and if they go well, it looks like a very good exam.

Blooms Taxonomy of Learning Levels

- [Wikipedia, Lernziele] Bloom defined 6 levels of knowlewge:
- **Apprenticeship (Lehrlingsschaft)**
  - **Kenntnisse / Wissen:** Kenntnisse konkreter Einzelheiten wie Begriffe, Definitionen, Fakten, Daten, Regeln, Gesetzmäßigkeiten, Theorien, Merkmalen, Kriterien, Abläufen; Lernende können Wissen abrufen und wiedergeben.
  - **Verstehen:** Lernende können Sachverhalt mit eigenen Worten erklären oder zusammenfassen; können Beispiele anführen, Zusammenhänge verstehen; können Aufgabenstellungen interpretieren.
- **Journeyman level (Gesellschaft)**
  - **Apply/Anwenden: Transfer** des Wissens, problemlösend; Lernende können das Gelernte in neuen Situationen anwenden und unaufgefordert Abstraktionen verwenden oder abstrahieren.
  - **Analysis/Analyse:** Lernende können ein Problem in einzelne Teile zerlegen und so die Struktur des Problems verstehen; sie können Widersprüche aufdecken, Zusammenhänge erkennen und Folgerungen ableiten, und zwischen Fakten und Interpretationen unterscheiden.
  - **Syntesis/Synthese:** Lernende können aus mehreren Elementen eine neue Struktur aufbauen oder eine neue Bedeutung erschaffen, können neue Lösungswege vorschlagen, neue Schemata entwerfen oder begründete Hypothesen entwerfen.
- **Master level (Meisterschaft)**
  - **Beurteilung:** Lernende können den Wert von Ideen und Materialien beurteilen und können damit Alternativen gegeneinander abwägen, auswählen, Entschlüsse fassen und begründen, und bewusst Wissen zu anderen transferieren, z. B. durch Arbeitspläne.

Learning 8 Hours a Day

- Get up early.
  - Buy a wake up clock with a incredible sound (so that your sleep is really disturbed)
  - Position it at the other end of your room (so that you have to get out of bed to switch it off).
  - Be honest, everything else fails. (I was a student myself).
- Every 2 hours, walk outside for 10 minutes.
- Use self-rewarding:
  - Employ a microwave after 22:00 to reward yourself. Cook vegetables.
  - Do not use beer :-), you will need a lot and it makes you fat.
  - Plan a travel after the exam, e.g., to Alsace in autumn to drink wine in the wine harvest.

Dangers for Focussing

- "Relax coding" (Entspannungscodeln)
  - Programmers start to program "scripts" under pressure, to do something interesting
- Gaming: Role-games allow to escape reality, but **reality bites**

Positive Rewards for Hard Work

Every day:
- Get fresh air
- Jogging, swimming in the morning
- Do something nice after 20:00 in the evening, get away from the PC

Over the weekend:
- Visit a friend over the weekend
- Visit another area of Germany and visit musea, music concerts, (do something completely different)
- Walk, hike, or bike in the Saxonian Switzerland or along the Elbe

The End

- Some slides are courtesy to Dr. Birgit Demuth

- A strategic, olympic, or efficiency aspect-oriented analysis can really help to find points of personal improvement
- If you are poor, do a UCEW-PROBLOSS.
- if you are solitaire, to a BeNeSiLo-ZOPP.
- If you are unemployed, do a SWOT-PROBLOSS.

SWOT		PROBLOSS
BeNeSiLo		ZOPP