

Wishing to leave the best last

The problem I have this week that I am becoming too complacent in my learning. I think now that we are at Week 09 in this semester with Management 300 I know what I am suppose to do. Do the readings, choose the ones that can be applied to my problem for the weekly learning journal, be proactive within my team, analyse the MikesBikes simulation and strive for the highest levels in leadership. This complacency means to me the regular routine that is now become the norm and I believe I need to challenge myself. In the Bloom taxonomy reading (Nentil & Zietlow, 2008), there are six levels of leadership and for the last couple of learning journals I have been feeling that my behavior to study, life and work have changed to the way I think. In thinking, I am thinking more critically to see what is best for me and this permeates onto others like my husband and children, my work colleagues and fellow students. It is also showing me more focus and direction to pursue more favorable decisions that will benefit me and others. In all, I love the feeling of being able to reach Levels 4, 5 and 6 in leadership of analysis, synthesis and evaluation as I am able to look at things in a different light that it is not two dimensional, maybe three to four instead. My problem also stems from wanting that ideal world, and this ideal world must be perfect in my eyes to achieve maximum results in my studies for this semester, to be the best mummy, nanny and wifey and to strive for all the success in what I am learning in emulating my journey into my place of employment. If you think I made this problem up - NO, I have not because this is what happens when you know what you are doing, how to go about it, the why, when and who queries to pinpoint maximum results that you see in validation of the journey in learning. The best part is that I know the secret ingredient: 'reflection' and I am constantly looking not only to be doing the right thing but the right thing for others too. Reflection is like a balancing act to experiences and expectations with the final result to gain value in my learning of work, my life and in my studies. I will be challenging myself in my learning especially when we have the double roll-overs ahead in the team formation of the MikesBikes simulation, but you will probably need to read this in my next edition for week 10. I cannot let all my secrets out because I say this all the time "you always leave the best last".

The problem I see with my team is that we are conservative in our decision making, but for how long? I do not think but I know that the team I am currently associated with for the MikesBikes competition are talented and gifted women who bring to the team environment, different expertise. Davenport (2006) says in *Competing on analytics*, managers are professionals who are not only number crunchers, they are leaders who know to apply technology to fact based evidence like, graphs, statistics and financial commentary (supplied by Peter Smith, Lecturer). My fellow team members collect the data, analyse and research, and act upon it in group meetings to problem solve for decision making that makes a difference to build the right focus, the right culture, the right reflective thinking to strengthen our business venture in the MikesBikes simulation. My team have grappled onto a strategy that we feel is the way forward and every roll over to date is creating a steady ship going forward. For the moment, my team is in a buzz or vibe that we have been conservative with our decisions with great intent, why? because I know that, what decisions we do make in the double roll-over may surprise ourselves first and foremost, Peter Smith, and many others. If anything, something has to give to compete and gain competitive advantage. Davenport also says that leaders in analytics measure overall impacts and based on results look to continuously improve. I think as a team, we will be lifting our game to demonstrate how well we know our operations and how we operate as a team for the results we have stayed patient and diligent for, this entire semester with Management 300.

Davenport, T. H. (2006). [Competing on analytics](#). *Harvard Business Review*, 84(1), 98--107.

Nentil, N., & Zietlow, R. (2008). [Using bloom's taxonomy to teach critical thinking skills to business students](#). *College & Undergraduate Libraries*, 15(1-2), 159--172. doi:10.1080/10691310802177135