



REFLECTIVE
Practice



FACILITATOR'S GUIDE

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Program

OVERVIEW

INTRODUCTION

This course was developed and piloted on two occasions in 2010 with staff of the Asian Development Bank (ADB) and other participants from a range of ADB's partner organizations in the Philippines.

The course was commissioned by Olivier Serrat, Principal Knowledge Management Specialist and Head, Knowledge Management Center at ADB and was written by Bruce Britton of Framework.

The course materials in this Facilitator's Guide and the accompanying Participant's Workbook and PowerPoint presentation have been revised to share with a wider audience. Some references to ADB's practices have been retained for illustrative purposes but the more detailed examples have been replaced with more general references.

OBJECTIVES

This program will help participants develop their understanding of and skills in reflective practice. They will strengthen their ability to learn from their experience, using tools and techniques that can be applied in everyday work situations. Participants will increase their awareness of their personal blocks to learning and how best to overcome these so that they are better able to make their knowledge and expertise available to colleagues and clients.

EXPECTED OUTCOMES

This learning program enables participants to:

- Build an awareness and understanding of the characteristics of reflective practice
- Reflect on and learn more effectively from daily work experience, problem solving, and decision making
- Identify and overcome personal obstacles to reflection and learning
- Use a range of tools and techniques to enhance personal learning from experience including "rich pictures", "5 Whys", "journaling", "critical incident technique", "reframing", and preparing for "peer review" and "action learning"

Program

PREPARATION



FACILITATOR PREPARATION

Familiarize yourself with all of the materials including the PowerPoint presentation.

Make sure you have all the resources listed in the “Other Resources Required” section.

Download and print out copies of the following handouts for each participant:

- Journaling as Reflective Practice. Available at: http://www.barefootguide.org/Chapter_2_Readings/Journaling+as+reflective+practice+-+Barefoot+Guide+reading.doc
- Eric Vogt, Juanita Brown, and David Isaacs (2003) The Art of Powerful Questions: Catalyzing Insight, Innovation and Action, Whole Systems Associates. Available: <http://www.theworldcafe.com/articles/aopq.pdf>

Print out copies of the Participant’s Workbook for each participant.

Download and print copies of the following ADB Knowledge Solutions handouts for each participant:

- Understanding and Developing Emotional Intelligence. Available: <http://www.adb.org/documents/information/knowledge-solutions/understanding-developing-emotional-intelligence.pdf>
- The Five Whys. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/The-Five-Whys-Technique.pdf>
- Asking Effective Questions. Available: <http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf>
- Action Learning. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Action-Learning.pdf>
- Conducting Peer Assists. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-Peer-Assists.pdf>
- Conducting After Action Reviews and Retrospects. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-After-Action-Reviews.pdf>
- Overcoming Roadblocks to Learning. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Overcoming-Roadblocks-to-Learning.pdf>

Print out handout versions (four slides per page) of the PowerPoint presentation for each participant.

Send out the following reading in advance:

- Michael McKinney (undated) Where is the Wisdom We Have Lost in Knowledge?, Foundations Magazine. Available: <http://www.foundationsmag.com/pvwisdom.html>

Make sure you can access and show the Peer Review video clip from <http://www.youtube.com/watch?v=ObmQyW3EiiE> during Session 7.

Suggestion: If possible, during the course, take digital photos of the group activities and flipchart presentations so that these can be projected at the “Wrap Up” session. The photos act as an “Aide-Mémoire” for participants and also provide some entertainment for those participants who complete the personal action plan and evaluation forms quickly!

PARTICIPANT PREPARATION

Prior to the course ask the participants to do the following preparation (by sending documents or the URLs to download them).

Read the following documents:

- Michael McKinney (undated) Where is the Wisdom We Have Lost in Knowledge?, Foundations Magazine. Available: <http://www.foundationsmag.com/pvwisdom.html>

RESOURCES REQUIRED

Plenary room and small-group discussion areas

Whiteboard and pens

2 flipchart stands with flipchart paper

Marker pens

Computer and data projector (optional: overhead projector, blank overhead transparencies, and overhead transparency pens)

Square paper for origami exercise approximately 20cm x 20cm (2 sheets per person)

Adhesive tape (masking tape is best because it is easily removed) and/or Blu-Tack for sticking cards and flipchart sheets onto walls

Blank index cards (10cm by 15cm approx) in different colors

Basic stationery for each participant (ring binder, pen, pad)

Program

SCHEDULE

Time	Content
08:30 - 09:15	Welcome and introductions
09:15 - 09:30	Review of course objectives, program, and expectations
09:30 - 10:10	Reflective Practice
10:10 - 10:30	Break
10:30 - 11:15	The Reflective Practitioner
11:15 - 12:00	Reflective Practice Toolbox
12:00 - 13:00	Lunch
13:00 - 14:30	Action learning for reflective practice
14:30 - 14:50	Break
14:50 - 15:50	Making reflection an everyday activity
15:50 - 16:30	Overcoming obstacles to reflective practice
16:30 - 17:00	Wrap up Individual and group reflection on this course Course evaluation Close

Session 1

WELCOME & INTRODUCTIONS

SESSION OVERVIEW

- Participants and facilitator introductions
- Participants undertake a challenging task that provides a focus for reflection
- Participants use a structured process for individual reflection and then share their thoughts with a colleague
- The activity is used as a reference point for later discussions about the nature of reflection and reflective practice

KEY LEARNING POINTS

Reflective practice is important in development organizations because of the dominant “task culture” that is often found in these organizations.

Any new experience can be a source of learning if we allow time for reflection.

Reflection is more powerful if it is structured and shared.

RESOURCES

Origami Exercise worksheet for each participant

Sheets of origami paper (2 for each participant)

Origami Exercise Reflection worksheet

WELCOME AND INTRODUCTORY ROUND		
10 mins	<p>Welcome participants.</p> <p>Facilitator introduction.</p> <p>Introduction to why this course is important for your organization – the need to step back from the “task culture” and include time for personal reflection and learning.</p> <p>Introductory round. Participants say their name, job title, and location.</p>	
LEARNING TASK		
10 mins	<p>Ask participants to form pairs (if necessary groups of three). Ask participants to turn to the worksheet for the “Origami Exercise” in their workbook and give two sheets of origami paper to each participant. Brief the participants using the Origami Exercise worksheet. Participants work on the exercise in pairs.</p>	<p>Origami Exercise worksheet in the Participant’s Workbook</p> <p>Sheets of origami paper</p>
INDIVIDUAL AND PAIRS REFLECTION		
10 mins	<p>At the end of the allotted time, ask participants to reflect on their experience using the questions on the Origami Exercise Reflection worksheet.</p>	<p>Origami Exercise Reflection in the Participant’s Workbook</p>
10 mins	<p>Ask pairs to discuss and compare their responses to the questions.</p>	<p>Participant’s Workbook</p>
PLENARY AND SUMMARY		
5 mins	<p>Open a plenary discussion drawing any parallels with participants’ experiences in their working lives.</p> <p>Emphasize the importance of reflection to make sense and meaning out of experience.</p>	

Origami Exercise

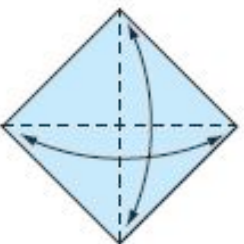
WORKSHEET

Using the instructions on the next page, you have 10 minutes to make yourself an origami paper crane with a piece of the square paper you have been given (there is a spare piece in case you need it). You can ask for help from your partner if you need it, or offer help if you feel your partner needs it, but your model should be your own work!

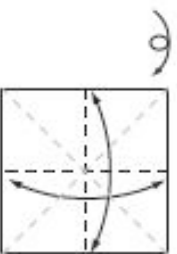
When the time is up, you will be asked to answer some questions on the *Origami Exercise Reflection* worksheet. You will have 5 minutes to do this.

You will then have a further 5 minutes to discuss your answers with your partner.

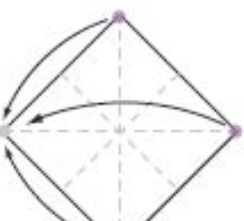
ORIGAMI CRANE INSTRUCTIONS



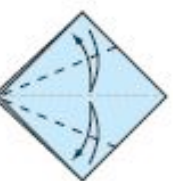
1. Start with a square piece of paper, coloured side up. Fold in half and open. Then fold in half the other way.



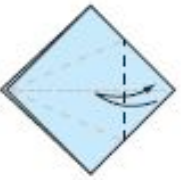
2. Turn the paper over to the white side. Fold the paper in half across the wall and open, and then fold again in the other direction.



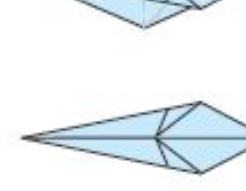
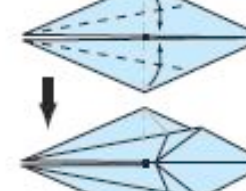
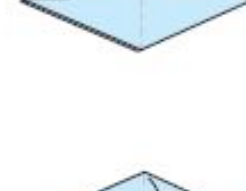
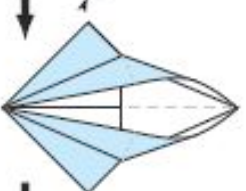
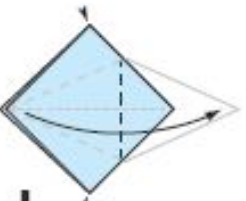
3. Using the creases you have made, bring the top 3 corners of the model down to the bottom corner. Flatten model.



4. Fold top triangular flap into the centre and unfold.



5. Fold top of model downwards, create wall and unfold.

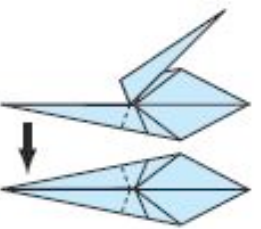


6. Open the uppermost flap of the model, bringing it upwards and pressing the sides of the model inwards at the same time. Flatten down, creating wall.

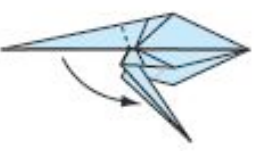
7. Turn model over and repeat Steps 4-6 on the other side.

8. Fold top flaps into the centre.

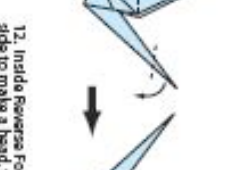
9. Repeat on other side.



10. Fold both 'legs' of model up, create very well, then unfold.



11. Inside Reverse Fold the 'legs' along the creases you just made.



12. Inside Reverse Fold one side to make a head, then fold down the wings.



Finished Crane

Origami Exercise

REFLECTION WORKSHEET

1. How satisfied are you with the model you made?
2. What helped/hindered you during the activity?
3. What was going through your mind as you did the activity?
4. Did you get stuck during the activity? If so, what did you do?
5. What would have helped you to make the model?
6. What have you learned from doing the activity?
7. How could you apply what you have learned in this activity in your work?

Session 2

REVIEW OF COURSE OBJECTIVES, PROGRAM, & EXPECTATIONS

SESSION OVERVIEW

- Facilitator explains course objectives and program
- Participants questions are addressed
- Facilitator summarizes expectations raised at pre-course meetings with participants
- Ground rules are agreed
- Course practicalities are explained

KEY LEARNING POINTS

Course objectives and program
Colleagues' expectations
Ground rules for the course
Course practicalities

RESOURCES

PowerPoint presentation
Facilitator's notes from pre-course meetings
Flipchart and marker pens

REVIEW OF COURSE OBJECTIVES, PROGRAM, & EXPECTATIONS		
5 mins	Present course objectives and deal with any questions of clarification.	PowerPoint
5 mins	Establish ground rules for the conduct of the course including confidentiality agreement. Briefly explain course practicalities: emergency exits, location of restrooms, break, and meal arrangements.	Flipchart and marker pens PowerPoint

Session 3

REFLECTIVE PRACTICE

SESSION OVERVIEW

- Examine the experiential learning cycle and the importance of the reflection stage
- Share understanding of “Reflective Practice”
- Define Reflection and Reflective Practice
- Introduce individual learning preferences
- Introduce the continuum of data, information, knowledge, wisdom, and the importance of understanding the difference between knowledge and wisdom.
- Introduce the three “learning loops”

KEY LEARNING POINTS

Learning from experience involves a four stage cycle: acting, reflecting, learning, and planning.

Reflecting is often overlooked in the cycle.

Reflective Practice is a discipline that ensures that we give adequate time and attention to reflection in the learning cycle.

The four-point continuum from data to wisdom involves added value at each stage.

Reflective Practice is necessary for the development of wisdom, and wisdom is necessary for effective change.

Learning can be understood as taking place in three loops and moving from single through to triple loop learning requires greater depth of reflection.

RESOURCES

Flipchart and marker pens

PowerPoint presentation

Reflective Practice handout

Where is the Wisdom We Have Lost in Knowledge handout by Michael McKinney, Foundations Magazine.

Available: <http://wwwFOUNDATIONSmag.com/pvwisdom.html>

INTRODUCTION AND OVERVIEW

5 mins	Introduce session overview using PowerPoint. Deal with any questions of clarification.	PowerPoint
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THE EXPERIENTIAL LEARNING CYCLE

5 mins	Introduce the experiential learning cycle using PowerPoint and “Reflective Practice” handout. Emphasize the importance of reflection as a way of making sense of experience. Without reflection and learning, we tend to repeat mistakes and fail to adapt to changing circumstances. Referring to the experiential learning cycle, explain that we all have preferences for how we learn most effectively. These are sometimes called learning styles. It is useful to be aware of our learning preferences in order to make the best use of our opportunities for learning.	PowerPoint Reflective Practice handout in the Participant’s Workbook
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WHAT IS REFLECTION?

10 mins	Using PowerPoint and the Reflective Practice handout, introduce the “Definition of Reflection”, “Why Reflect?”, the benefits of reflection, and the process of reflection.	PowerPoint Reflective Practice handout
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WHAT IS “REFLECTIVE PRACTICE”?

5 mins	Ask participants what words and phrases they associate with the term “Reflective Practice”. Write on a flipchart. Present a definition of “Reflective Practice” using PowerPoint.	PowerPoint Flipchart and marker pens PowerPoint
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WHERE IS THE WISDOM WE HAVE LOST IN KNOWLEDGE?

5 mins	Use PowerPoint to introduce the continuum of data, information, knowledge, and wisdom.	PowerPoint
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5 mins	Using PowerPoint, explore the nature of wisdom and its importance in dealing with change. Introduce the challenge of developing wisdom. Ask participants “What transforms knowledge into wisdom?” and note their responses on a flipchart. Explain that knowledge and wisdom are often confused. Developing wisdom requires reflection on experience. Without reflection it is not possible to develop wisdom. Wisdom requires the interpretation of knowledge – and sometimes this involves extending beyond accepted corporate frameworks and guidelines. This can make the development of wisdom a risky process.	PowerPoint Flipchart and marker pens Where is the Wisdom We Have Lost in Knowledge handout
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LEARNING LOOPS

5 mins	Using PowerPoint, introduce the three learning loops: single, double, and triple. Each loop is associated with a different type of learning: adaptive, generative, and radical. Explain that the depth of reflection required increases from single through double to triple loop learning. This is because double loop learning involves questioning the assumptions that underpin the currently accepted ideas and policies of the organization; and triple loop learning examines the essential principles on which the organization is founded.	PowerPoint
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CONCLUSION

5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint
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Reflective Practice

HANDOUT

LEARNING

Learning is a developmental process that integrates thinking and doing. It provides a link between the past and the future, requiring us to look for meaning in our actions and giving purpose to our thoughts. Learning enriches what we do as individuals and collectively and is central to organizational effectiveness, to developing the quality of our work and to organizational adaptability, innovation, and sustainability.

“Learning covers all our efforts to absorb, understand and respond to the world around us. Learning is social. Learning happens on the job every day. Learning is the essential process in expanding the capabilities of people and organizations ... Learning is not just about knowledge. It is [also] about skills, insights, beliefs, values, attitudes, habits, feelings, wisdom, shared understandings and self-awareness.”

In an environment characterized by change and complexity, effective learning is invaluable.

THE EXPERIENTIAL LEARNING CYCLE

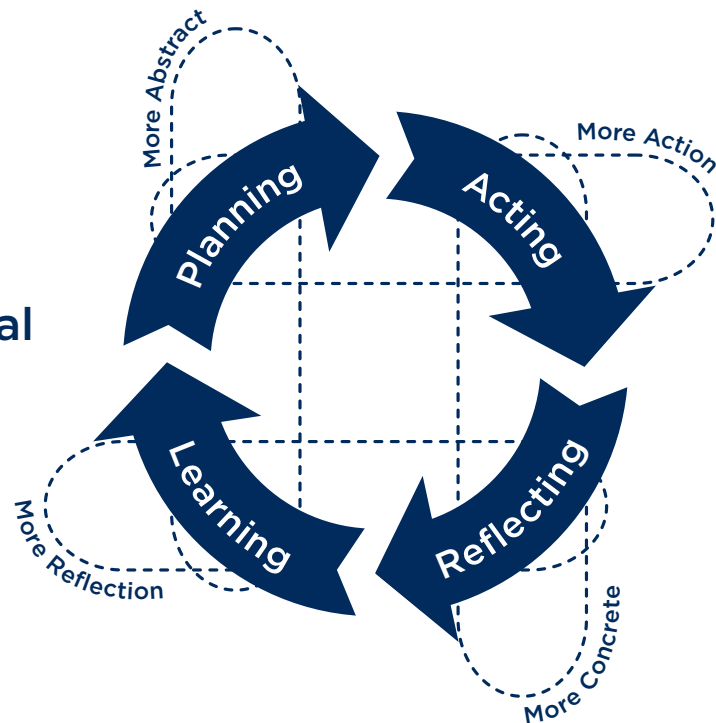
The cycle of experiential learning developed by Kolb forms the basis of a model for reflective practice. The experiential learning cycle involves four stages: acting, reflecting, learning, and planning.

Acting involves doing something. This may be something deliberate and intended or something unintentional. The intended action may work out as planned or not. Reflecting involves returning to the action, re-examining, and making sense of it. Learning involves generalizing from the experience and making connections with our existing knowledge and experience in order to improve future action. Planning is the link between past experience and future action. It involves using your learning to predict what needs to happen to achieve your goals.

The cyclical nature of experiential learning is the key to development and improvement. If, as a result of consciously reflecting, learning, and planning, we then consciously take action as a result of the learning process, then the next time we have the experience, or one similar to it, we will encounter it in a different way with greater knowledge and ability. Indeed, we would hope to do it better next time.

¹Chetley and Vincent (2003)

The Experiential Learning Cycle



REFLECTION

"We had the experience but missed the meaning."

TS Eliot, Four Quartets

Reflection is an active process of witnessing one's own experience in order to examine it more closely, give meaning to it, and learn from it. Reflection involves three elements:

- Returning to experience - recalling or detailing salient events
- Attending to feelings - using helpful feelings and removing or containing obstructive ones
- Evaluating experience - re-examining the experience in the light of one's intent and existing knowledge and experience. It also involves integrating this new knowledge into one's conceptual framework.

"Reflection is not casual. It involves wondering, probing, analyzing, synthesizing, and connecting. And not just about what happened but why it happened and how it differs from other happenings" (Gosling and Mintzberg, 2004).

The benefits of reflection are that it:

- Enables individuals to think more deeply and holistically about an issue, leading to greater insights and learning.
- Connects the rational decision-making process to a more effective and experiential learning process.
- Challenges individuals to be honest about the relationship between what they say and what they do.

- Creates opportunities to seriously consider the implications of any past or future action.
- Acts as a safeguard against making impulsive decisions. (Preskill, Hallie and Rosalie Torres (1999) *Evaluative Inquiry for Learning in Organizations*, Thousand Oaks: Sage, p 57)

According to Schön (1983), reflection can be of two main types:

- Reflection *in* action (“thinking on our feet”)
- Reflection *on* action

Reflection *in* action is the way that we think and theories about practice while we are doing it. It involves bringing what are often subconscious processes into the conscious mind and being more aware of what we are doing and why *in the moment*. This is why reflection *in* action is sometimes called “thinking on our feet”.

Reflection *on* action involves us in consciously exploring experience in retrospect. It assumes that the practice is underpinned by knowledge. Reflection *on* action is therefore an active process of transforming experience into knowledge and involves much more than simply thinking about and describing practice.

Although both reflection *on* action and reflection *in* action can be part of reflective practice, it is reflection *on* action that is more important for team learning.

FROM DATA TO WISDOM

Data are raw facts and figures.

Information is data that has been collected and organized and is “endowed with relevance and purpose” (Peter Drucker).

Knowledge is information which has been systematized through processes of filtering, testing, comparing, analyzing, and generalizing in order to create meaning and understanding. Knowledge is highly context-dependent.

Wisdom involves uniting the information and insights of knowledge with the fruits of experience in a way which can usefully guide action. The key to wisdom then is that it is required to put knowledge to work.

THE LOOPS OF LEARNING

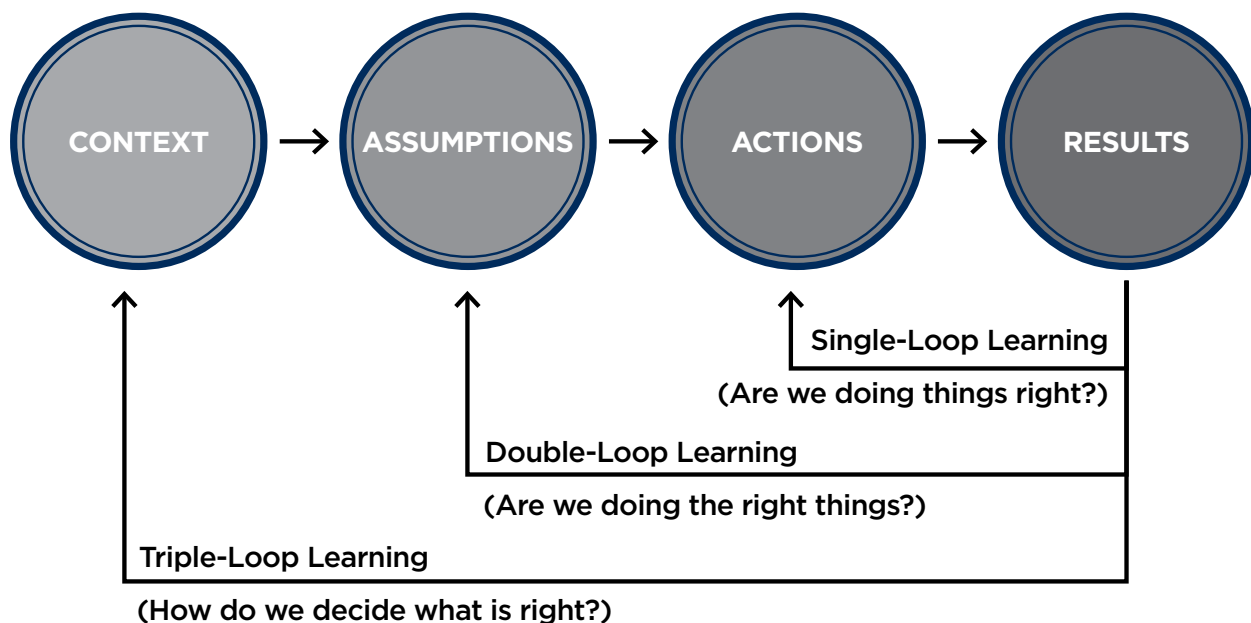
Learning can be considered in terms of three “loops”: single, double, and triple.

Single loop learning focuses on changing practices and behaviors by improved application of organizational rules and procedures. This can lead to the more efficient use of resources. In single loop learning, the rules and assumptions that underpin behavior and practices are rarely questioned. It is about *improvement* and *adaptation*.

Double loop learning explores why things happen the way they do—the underlying causes. In this form of learning, assumptions as well as rules and procedures are questioned. Double loop learning can generate new knowledge and insights and lead to changes in rules and procedures. Double loop learning requires a deeper level of reflection than single-loop. It is also a higher risk activity because it questions the status quo. It is about *renewal*.

Triple loop learning involves questioning the principles and values that underpin the way the organization operates. Triple loop learning goes beyond insight, because it involves investigating the principles upon which upon which the organization is founded and the context within which it works. Triple loop learning may bring about a fundamental rethink of the purpose of the enterprise—a very high risk activity; hence, its characterization as *radical* learning.

THREE LEARNING LOOPS



Single Loop	Double Loop	Triple Loop
<i>Adaptive Learning</i>	<i>Generative Learning</i>	<i>Radical learning</i>
Apply existing rules/ procedures	Examine underlying causes	Examine core values and identity
Coping	Question assumptions and rules/procedures	Rethink fundamental purpose and principles
Deal with symptoms of problems		
Efficiencies	New knowledge and insights	Renewed statement of core values and purpose
Improved application of rules/procedures	Revised rules, systems, and strategies	Renewed identity

REFLECTIVE PRACTICE

Reflective practice is a systematic approach to reflection that involves creating a habit, structure, or routine around reflecting on our experiences.

Reflective practice can be an individual and a collective experience. Whether you choose to learn from experience as an individual or with colleagues depends on the purpose of your reflection—your learning agenda. For example, if you need to make sense of a week’s worth of meetings, frustrations, and turning points in order to decide how to proceed with a project, then you might choose to explore these individually first before discussing your thoughts with your colleagues. If, on the other hand, you wish to consider your role in a conflict you had with a colleague, you may choose to do this alone.

Among the most powerful tools for reflective practice are questions, stories, and dialogue. Because reflective practice is structured around inquiry, questions are key to effective reflective practice.

Stories (narrative accounts of experience) enable us to “re-live” an experience. Tools such as “Critical Incident Technique” and journals, diaries, or blogs can all be useful ways of revisiting our own stories of the experiences we have had. By examining the way we have constructed our narrative account about a significant event we begin to get insights about the meaning we have given to that experience. These can be further explored individually through the use of carefully chosen questions or can be examined with colleagues through dialogue.

BENEFITS OF REFLECTIVE PRACTICE IN TEAMS:

Besides the benefits for the individual, Reflective Practice can also have benefits for the teams of which they are a member. Specifically, Reflective Practice can help teams to:

- *Uncover new information* – by sharing ideas with others, individuals’ memories can be triggered, and new information and more refined insights can emerge
- *Limit biases* – a thorough and critical discussion about information (impressions and data) means it is cross-checked and people can point out when they feel an issue has been represented inaccurately
- *Build a clear picture of a situation/event/process and reach consensus* – by discussing data, contradictions, and gaps, these can be understood or filled
- *Ensure well-reasoned, meaningful actions* – joint analysis can reveal the structural causes of problems and solutions
- *Facilitate action that has broad ownership* – the more people that understand the causes and extent of issues, the more this can motivate people to invest in making change happen

Source: IFAD Guide to Project M&E, Section 8, p8-4

REFERENCES

Chetley, Andrew, and Rob Vincent (2003) “Learning to share learning: an exploration of methods to improve and share learning”, London: Exchange. Available: www.healthcomms.org/pdf/Learning-CHI.pdf

Gosling, Jonathan and Henry Mintzberg (2004) Reflect Yourself: Take time out of your busy day to reflect on yourself and where your team is headed, HR Magazine, September 2004, pp151-156

IFAD Guide to Project M&E, Section 8, p8-4. Available: http://www.ifad.org/evaluation/guide/m_e_guide.zip

Preskill, Hallie, and Rosalie Torres (1999) Evaluative Inquiry for Learning in Organizations, Thousand Oaks: Sage

Schön, Donald (1983) The Reflective Practitioner: How professionals think in action, London: Temple Smith

Taylor, James, Dirk Marais, and Allan Kaplan (1997) Action Learning for Development: Use your experience to improve your effectiveness, South Africa: CDRA

Session 4

THE REFLECTIVE PRACTITIONER

SESSION OVERVIEW

- Introduction to the four key competences of reflective practitioners: self-knowledge, critical thinking, inquisitiveness, and emotional intelligence
- Examine the four competences of Reflective Practitioners in the context of ADB

KEY LEARNING POINTS

Four key competences of a Reflective Practitioner are self-knowledge, critical thinking, inquisitiveness, and emotional intelligence.

Developing self-knowledge, critical thinking, inquisitiveness, and emotional intelligence all require purposeful action – both personal and social.

RESOURCES

PowerPoint

Flipchart and marker pens

Flipchart prepared with outline of a person

The Reflective Practitioner handout

Understanding and Developing Emotional Intelligence Knowledge Solution handout. Available: <http://www.adb.org/documents/information/knowledge-solutions/understanding-developing-emotional-intelligence.pdf>

SESSION OVERVIEW

3 mins	Introduce session overview using PowerPoint. Respond to points of clarification.	PowerPoint
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KEY COMPETENCES OF REFLECTIVE PRACTITIONERS

<p>10 mins</p>	<p>Ask participants to brainstorm what they consider to be the characteristics of a “Reflective Practitioner”. Write on flipchart prepared with a large outline of a person.</p> <p>Use PowerPoint to introduce the definition of The Reflective Practitioner and the Characteristics of Reflective Practitioners.</p> <p>Using PowerPoint and the The Reflective Practitioner handout, introduce four key competences of reflective practitioners: self-knowledge, critical thinking, inquisitiveness, and emotional intelligence.</p>	<p>Prepared flipchart and marker pens</p> <p>PowerPoint</p> <p>PowerPoint</p> <p>The Reflective Practitioner handout</p>
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SELF-KNOWLEDGE

<p>10 mins</p>	<p>Self-knowledge is a crucial competence of reflective practitioners. Using PowerPoint and The Reflective Practitioner handout, explain that self-knowledge falls under three levels:</p> <ul style="list-style-type: none"> • Knowledge of what you can do - your abilities • Knowledge of what you know and what you understand - your knowledge and wisdom • Knowledge of who you are and who you wish to be - your identity and aspirations <p>The deeper the individual’s self-knowledge, the greater their potential for reflection and learning.</p> <p>Reflection involves not only reflecting on the situation, but also reflecting on yourself and your relationship to the situation. This requires the awareness, the courage, and the humility to accept that your reality is not the only reality.</p> <p>Explain that developing self-knowledge requires a combination of personal and public action. A useful model to consider is the Jo-Hari Window (demonstrate using PowerPoint). To expand the open pane of the window into the blind pane requires asking for feedback; to expand the open pane into the hidden pane of the window requires a willingness to disclose information. To expand into the unknown pane requires insight.</p>	<p>PowerPoint</p> <p>The Reflective Practitioner handout</p> <p>PowerPoint</p>
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CRITICAL THINKING		
7 mins	Use PowerPoint to introduce the definition of critical thinking: The application of logical principles, rigorous standards of evidence, and careful reasoning to the analysis and discussion of claims, beliefs, and issues.	PowerPoint
	Using PowerPoint, introduce some important characteristics of critical thinking.	PowerPoint
INQUISITIVENESS – AN INQUIRING MIND		
7 mins	Use PowerPoint to introduce the definition of inquisitiveness: a willingness to be curious and inquiring. Explain that another expression for inquisitiveness is “having an inquiring mind”. Explain that a Reflective Practitioner is someone who does not simply accept things as they are but applies their “inquiring mind” to test out assumptions, develop hypotheses, and build their own “theories of change”. Explain that a key to having an inquiring mind is the ability to ask effective questions of ourselves and of others. In the absence of asking questions, we tend to leap from the problem to the solution (often the “usual solution”).	PowerPoint
	Using PowerPoint, describe some of the benefits of asking questions.	PowerPoint
EMOTIONAL INTELLIGENCE		
7 mins	Using PowerPoint and the Understanding and Developing Emotional Intelligence Knowledge Solution handout, introduce the definition of Emotional Intelligence and the five domains of Emotional Intelligence. Open a plenary discussion using the Daniel Goleman quote (on PowerPoint): “If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.”	Understanding and Developing Emotional Intelligence Knowledge Solution handout PowerPoint
CONCLUSION		
3 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

The Reflective Practitioner

//////////////////// HANDOUT

A reflective practitioner is someone who takes the time during or after their daily activity to step back and make sense of what they have done and why. A reflective practitioner tries to understand the (often implicit) “theories of change” that guide their action. Becoming more conscious of their “theories of change” often involves the reflective practitioner in challenging assumptions—both their own and others”.

Reflective practitioners may “reflect on action” or “reflect in action” (Schön, 1983). Reflecting on action means reflecting after the event. Reflecting on action is distanced in time and space from the original experience. Reflecting in action involves “thinking on your feet” during the event itself and is more challenging but also more immediately rewarding as it can influence decisions and actions as they unfold in real time.

Both reflecting on action and reflecting in action require a high level of competence of practitioners.

THE KEY COMPETENCES OF REFLECTIVE PRACTITIONERS

Reflective practitioners require four key competences: self-knowledge, critical thinking, inquisitiveness, and emotional intelligence.

Self-knowledge is understanding of and insight into one’s self-worth, motives, character, and capabilities. Self-knowledge falls under three levels:

- Knowledge of what you can do - your abilities
- Knowledge of what you know and what you understand - your knowledge and wisdom
- Knowledge of who you are and who you wish to be - your identity and aspirations

The deeper the individual’s self-knowledge, the greater their potential for reflection and learning.

Critical thinking is the application of logical principles, rigorous standards of evidence, and careful reasoning to the analysis and discussion of claims, beliefs, and issues. Critical thinking involves:

- Understanding larger patterns, dynamics, and interrelationships
- Taking a systems approach

- Examining issues from different perspectives
- Seeing beyond established ways of thinking
- Challenging assumptions
- Attributing meaning to information
- Identifying the root causes of issues
- Being aware of cultural and contextual issues
- Acknowledging intuition, emotions, and empathy

Inquisitiveness is the willingness to be curious and inquiring, for example, by asking reflective questions. Inquisitiveness

- Identifies issues of key importance
- Acknowledges prior knowledge
- Uncovers issues on which to focus further inquiry
- Develops a culture of curiosity
- Challenges current knowledge and understanding
- Stimulates continuous learning
- Leads to deeper levels of understanding and knowledge

Emotional intelligence is the ability to identify, assess, and manage one's own emotions and those of other individuals and groups. Emotional intelligence comprises five domains: self-awareness, self-regulation, self-motivation, social awareness and social skills. The first three are personal domains and the final two are social domains.

Self-Awareness

- (i) Emotional awareness: Recognizing one's emotions and their effects
- (ii) Accurate self-assessment: Knowing one's strengths and limits
- (iii) Self-confidence: Sureness about one's self-worth and capabilities

Self-Regulation

- (i) Self-control: Managing disruptive emotions and impulses
- (ii) Trustworthiness: Maintaining standards of honesty and integrity
- (iii) Conscientiousness: Taking responsibility for personal performance
- (iv) Adaptability: Flexibility in handling change
- (v) Innovativeness: Being comfortable with and open to novel ideas and new information

Self-Motivation

- (i) Achievement drive: Striving to improve or meet a standard of excellence
- (ii) Commitment: Aligning with the goals of the group or organization
- (iii) Initiative: Readiness to act on opportunities
- (iv) Optimism: Persistence in pursuing goals despite obstacles and setbacks

Social Awareness

- (i) Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns
- (ii) Service orientation: Anticipating, recognizing, and meeting customers' needs
- (iii) Developing others: Sensing what others need in order to develop, and bolstering their abilities
- (iv) Leveraging diversity: Cultivating opportunities through diverse people
- (v) Political awareness: Reading a group's emotional currents and power relationships

Social Skills

- (i) Influence: Wielding effective tactics for persuasion
- (ii) Communication: Sending clear and convincing messages
- (iii) Leadership: Inspiring and guiding groups and people
- (iv) Change catalyst: Initiating or managing change
- (v) Conflict management: Negotiating and resolving disagreements
- (vi) Building bonds: Nurturing instrumental relationships
- (vii) Collaboration and cooperation: Working with others toward shared goals
- (viii) Team capabilities: Creating group synergy in pursuing collective goals

REFERENCES

For more on self-knowledge see Argyris, Chris (1991) Teaching Smart People How to Learn, Harvard Business Review, May-June 1991, pp 5-15 Available: http://pds8.egloos.com/pds/200805/20/87/chris_argyris_learning.pdf.

Smith, M. K. (2001) "Donald Schön: learning, reflection and change", The encyclopedia of informal education, www.infed.org/thinkers/et-schon.htm

Schön, Donald (1983) The Reflective Practitioner: How professionals think in action, London: Temple Smith

For more on the importance of questions, see ADB (2009:52) Asking Effective Questions. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf>

For more on emotional intelligence, see ADB (2009: 49) Understanding and Developing Emotional Intelligence. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/understanding-developing-emotional-intelligence.pdf>

Session 5

REFLECTIVE PRACTICE TOOLBOX

SESSION OVERVIEW

- Introduce the use of tools and techniques for reflective practice: keeping a journal, the five Whys, action learning, critical incident technique, rich pictures, and the use of effective questions
- Explore a challenge they are facing in their work using a small selection of tools through a process guided by the facilitator

KEY LEARNING POINTS

Tools such as keeping a journal, the five Whys, action learning, critical incident technique, rich pictures, and the use of effective questions can be very helpful ways of supporting Reflective Practice.

Every Reflective Practitioner should develop their own personal toolbox.

RESOURCES

PowerPoint presentation

Flipchart and marker pens

Journaling as Reflective Practice handout. Available: http://www.barefootguide.org/Chapter_2_Readings/Journaling+as+reflective+practice+-+Barefoot+Guide+reading.doc

The Five Whys Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/The-Five-Whys-Technique.pdf>

Reflective Practice worksheet

Reflective Practice Toolbox handout

Asking Effective Questions Knowledge Solution handout. Available: <http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf>

Questions for All Seasons handout

Large sheet of paper (half of a flipchart sheet is fine) and selection of color markers for each participant

SESSION OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Respond to points of clarification.	PowerPoint
TOOLS FOR REFLECTION		
5 mins	Introduce journaling using the Journaling as Reflective Practice handout and the idea of “One Sentence Journaling”. Ask participants if any of them keeps a journal or blog and encourage them to share their experiences.	Journaling as Reflective Practice handout
5 mins	Introduce the “Five Whys” tool using PowerPoint and the Five Whys Knowledge Solution handout.	PowerPoint The Five Whys Knowledge Solution handout
REFLECTIVE PRACTICE EXERCISE		
5 mins	Distribute the Reflective Practice worksheet. Explain the process of the exercise: Participants will “walk through” the use of four powerful techniques for reflective practice—Critical Incident Technique, Rich Pictures, Effective Questioning, and Action Learning. They are invited to apply the techniques to a real challenge they have been facing in their work.	Reflective Practice worksheet PowerPoint PowerPoint
5 mins	Introduce Critical Incident Technique using PowerPoint and the Reflective Practice Toolbox handout.	Reflective Practice Toolbox handout
10 mins	Ask participants to decide on a critical incident from their recent work and complete the relevant section on Critical Incident Technique in the Reflective Practice worksheet.	Reflective Practice worksheet
5 mins	Introduce Effective Questioning using the Asking Effective Questions Knowledge Solution handout.	Asking Effective Questions Knowledge Solution handout

10 mins	<p>Ask participants to scan through the list of Questions for All Seasons and decide on 3 or 4 questions that they think will be particularly useful in helping them to reflect and learn from the critical incident they have chosen.</p> <p>Ask participants to write the 3 or 4 questions in the section on Effective Questions in the Reflective Practice worksheet.</p>	<p>Questions for All Seasons handout</p> <p>Reflective Practice worksheet</p>
ANNOUNCEMENT		
	<p>When participants have completed their Critical Incident description and questions, explain that in the next session they will have the opportunity to use another tool and then discuss their Critical Incidents in a mini action learning set called a triad.</p>	

Reflective Practice

WORKSHEET

INTRODUCTION

In this activity you will “walk through” the use of four powerful techniques for reflective practice: Critical Incident Technique, Effective Questioning, Rich Pictures, and Action Learning.

STAGE 1: The Critical Incident

You should decide on a “critical incident” to reflect on. This should be something that happened to YOU recently at work and has had an important effect on you. It may be something that made you feel good or valued; that concerned conflict or misunderstanding; that did not work out the way you had planned or intended, or an incident that left you feeling uncomfortable or confused. Ideally, it should have raised issues that have not yet been fully resolved.

Please note that the incident you choose must be something that you are willing to discuss with other participants.

Please describe your critical incident in the box below, using the questions for guidance. The purpose of this stage is to get a full but concise description of what happened so that you understand it more clearly yourself and can describe the incident to others.

When and where did the incident happen?
Who was involved?

What was supposed to happen?

What actually happened?

What were the consequences for you/for others?

How did/do you feel as a result of what happened?

Why have you chosen this incident? What makes it “critical”?

What would you like to examine in this incident?

STAGE 2: Effective Questioning

Now decide on three or four questions that will help you to reflect on and analyze and make sense of the experience. It is best if you make up your own questions, but here are some examples to stimulate your thinking. You may also find it helpful to look through the list in the Questions for All Seasons handout to see if any of the questions listed there might be appropriate.

- What assumptions did I make during this incident?
- Why do I care about this incident?
- What role did I play in what happened?
- What could I do differently next time?
- How has the incident affected my work since it happened?

When you have decided on your three or four questions, please write them in the boxes below.

Question 1
Question 2
Question 3
Question 4

STAGE 3: Rich Picture

It is likely that the critical incident you have chosen is quite complicated. Pictures are often a better medium than text for exploring complex situations because they enable a more dynamic and holistic representation of the situation. In short, they can provide a rich amount of information in an easily digestible form. This stage involves drawing a “rich picture” (a visual—usually cartoon-type—drawing) of your critical incident, showing the main actors (including yourself) and the relationships between them. Drawing a picture may feel uncomfortable at first, but it can facilitate deep intuitive understanding of complex issues. You will use the picture as a visual reference point when you explain the issue to two other participants in the action learning stage.

You will be given a large piece of paper and colored pens to draw your picture.

STAGE 4: Action Learning

In this stage, you will be using action learning to explore your critical incident and help two others explore their incidents.

Action learning is a method of collaborative inquiry that involves a small group of people working together to discuss and examine their critical incidents. Action learning is a disciplined method that occurs in a small group called a “set”. During the set meeting, each participant has an equal amount of time called “airtime”. They use this airtime to reflect on their critical incident. Using active listening, questioning, and challenging by other set members, each participant arrives at action points that they can try out in their work. Normally, the set will get together three or four times over a period of a few months to share the progress they are making. The learning in an action learning set is achieved partly by participants working out their own action plans and partly through discussing others’ problems and solutions.

In this activity, you will have a very short time to get a taste of what action learning is like. To do this, you will join with two others in a small set called a “triad”.

First, decide the order in which you will present your critical incidents.

Each triad member will have 15 minutes of airtime. During your airtime you are invited to explain the background and context of your critical issue to the two other members of your triad. You should use the description you wrote in Stage 1 and the Rich Picture you drew in Stage 3 for this. You should also tell the others the questions (from Stage 2) that you would like to reflect on. Use any remaining time to reflect on the questions.

The Reflective Practice Toolbox

////////////////////// HANDOUT

Developing reflective practice is a personal process but one that can be enhanced by developing a personal toolbox of tools and techniques.

Use critical incident technique

Critical incidents are short descriptions of experiences that have particular meaning to the individual. In this context, the word “critical” means “of crucial importance”. These experiences can be used as the basis of critical incident technique—a tool that can be used systematically to examine, reflect, and learn from positive and negative incidents. The critical incident technique involves a six-stage process:

1. Recall and describe the incident: What happened and what led up to the incident?
2. Analyze the incident: What were the outcomes? What were you feeling and thinking?
3. Evaluate the incident: What makes it a critical incident? What was positive and negative?
4. Interpret the experience: What sense can you make of what happened?
5. Explore alternatives: What else could you have done? What would happen if nothing changed?
6. Frame action: If the situation happens again, what will you do?

See ADB (2010: 86) The Critical Incident Technique Knowledge Solution. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/the-critical-incident-technique.pdf>

Ask effective questions

When, as practitioners, we ask ourselves interesting or searching questions, the process of answering often encourages a deep reflective approach to our practice. Sometimes the simplest questions can generate the deepest insights. Asking “Why did I decide to do things that way?” can bring to the surface deeply held beliefs that may act as an obstacle to facilitating genuinely developmental processes. If, for example, practitioners become aware of their need to be seen as “an expert who can be relied on to come up with an answer to any challenge”, they will find it difficult to work with clients who prefer to work more collaboratively or to deal with new challenges outside their normal realm of experience.

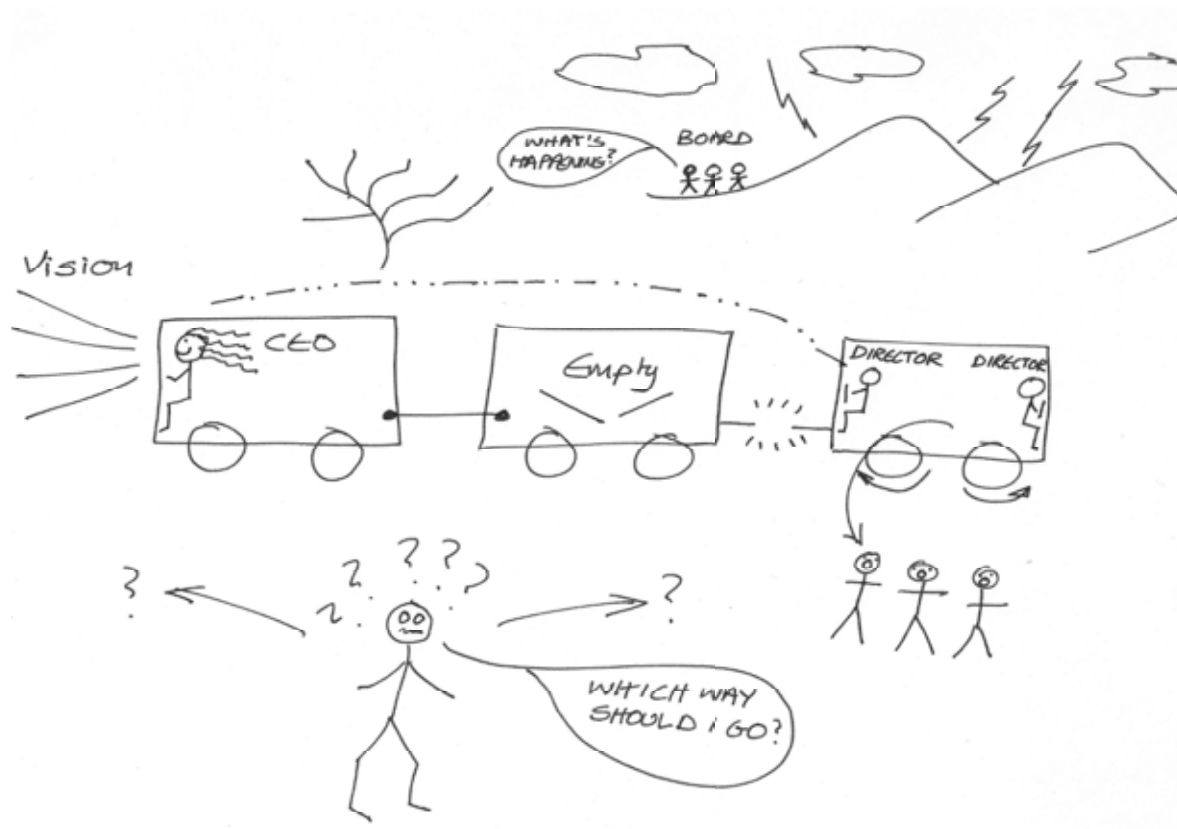
This kind of insight based on a willingness to think deeply about our questions can be genuinely liberating, leading to greater humility and more authenticity in our work with clients and partners. A simple way to start using questions is to try the “Five Whys Technique” which is a form of root cause analysis that relies on asking the question “Why?” five times in succession in order to understand more deeply the underlying causes of an incident.

For more, see Vogt, Eric, Juanita Brown and David Isaacs (2003) *The Art of Powerful Questions: Catalyzing Insight, Innovation and Action*, Whole Systems Associates. Available: <http://www.theworldcafe.com/articles/aopq.pdf> ; ADB (2009: 30) *The Five Whys Technique*. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/The-Five-Whys-Technique.pdf> ; ADB (2009: 52) *Asking Effective Questions*. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf>

Draw a “rich picture”

Complex organizational issues always involve multiple interacting relationships. Pictures are a better medium than text for exploring complex relationships because they enable a more dynamic and holistic representation of the situation. In short, they can provide a rich amount of information in an easily digestible form. The term “rich picture” is borrowed from the discipline of “soft systems methodology” and simply means a visual (usually cartoon-type) drawing of an organizational issue or critical incident, showing the main actors (always including the practitioner who has identified the issue) and the relationships between them. Drawing a picture may feel uncomfortable at first, but by helping us to make use of the right-hand side of the brain which is responsible for creativity, intuition, and synthesis, drawing can facilitate deep intuitive understanding of complex issues. Rich pictures are particularly helpful as a visual reference point when explaining a situation to others.

Here is an example of a rich picture:



Here are some guidelines for drawing rich pictures:

1. The focus of the picture should be your critical issue.
2. Use all the space available.
3. Include yourself in the picture - you don't have to be at the center, but you should be in there somewhere!
4. Include key people, teams, and structures within the organization that are relevant to the incident.
5. Represent the viewpoints, problems, and concerns of the people in the diagram using speech bubbles and thought bubbles (just like comic books).
6. Represent types of relationships using arrows, lines, or any other way you can think of.
7. Add short notes if you think they are needed, but try to keep them to short phrases.
8. Represent the climate or quality of the relationships using symbols (such as dark clouds, sunshine, lightning bolts) or any other way you like.
9. Include any influencing factors in the wider environment that seem relevant.
10. Make it colorful and let your creativity flow.

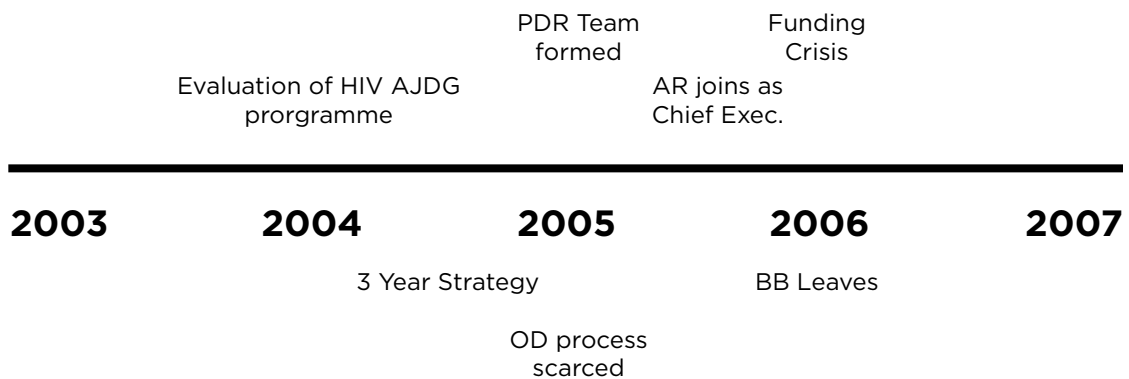
Write a journal

Writing a personal journal or diary is a simple but powerful way for individuals to reflect and learn from their experience. Individuals can write in their journal their thoughts, feelings, questions, and learning points about their work—the things that do not usually find their way into the organization’s formal recording systems. By reading through the journal from time to time, reflecting on the questions posed and looking for critical incidents or patterns that shed light on work practices, the individual can develop self-awareness and deepen the quality of learning. Starting a journal can seem very daunting, so a useful tip is to try a One Sentence Journal. Limiting journal entries to only one sentence can take the pressure off our expectations and can help to develop the habit of regular journaling.

Some people take journaling a stage further in terms of openness by creating an online blog to make their thoughts and reflections more widely available, though it is important to remember confidentiality issues when reflecting on experiences that involve colleagues! References on keeping a journal and blogging can be found in the “Reflective Practice Reading List”.

Develop a timeline

A timeline is a simple technique for showing events over time in a graphic way. It can be used to explore a critical incident by examining the circumstances, decisions, and actions that led up to the incident and the consequences (both intended and unintended) that followed.



Timelines lend themselves well to exploring the often enlightening question “Why then?” Timelines are also very useful ways of examining inter-relationships between apparently disconnected events, activities, or decisions because they allow the individual to step back and see the context and patterns of decision making more clearly.

Reframe the issue

Because everyone sees things differently, knowledge often lies in the eye of the beholder. Reframing enables different perspectives to be generated and used for reflection. Reframing can be done in two main ways. The reframing matrix (see Reading List) is a simple technique that helps examine problems from distinct viewpoints:

Program Perspective: Are there issues with the program (or product or service) we are delivering?

Planning Perspective: Is the business (or communications) plan appropriate?

Potential Perspective: Is the program replicable? Can it be scaled up?

People Perspective: What do the people involved think?

To explore the people perspective further, a “Perspectives Wheel” can be used to examine different stakeholder perspectives on a problem or issue (see Roberts and Boswell, 1994 in Reading List).

Use action learning

Action learning is a method of collaborative inquiry that involves people (often with similar responsibilities) actively working together to discuss and resolve the real problems and challenges they face in their work. Action learning is a disciplined method that occurs in a small group called a “set”, whose members get together for an agreed number of meetings. At each set meeting, all participants work on a dilemma or challenge they are facing. Each participant has a dedicated period of time for their own issue called “airtime”. They use this time to reflect on the issue they are facing. Through active listening, questioning, and challenging by other set members, each participant arrives at action points that they can try out in their work. The learning in an action learning set is achieved partly by participants working out their own action plans and partly through discussing others’ problems and solutions.

Action learning is an effective approach when:

- Individuals are facing a complex and genuine real-life challenge in their work over which they have some control or influence. For example, they may have taken on a new project or area of responsibility.
- There are a number of individuals who are willing to commit to attend regular face-to-face meetings with others (say, 2–3 hours, once a month for 4 months).
- They have a commitment to learning and an interest in helping others.
- Action learning is particularly suited to those in leadership roles who may not have others to whom they can easily turn for advice or support.

Questions for All Seasons

HANDOUT

The following questions can be used to trigger useful reflection about a situation, problem, or challenge. The three types of questions are designed to focus attention on a situation, connect ideas and find deeper insight, and create forward movement.

QUESTIONS TO FOCUS ATTENTION ON A SITUATION

What question, if answered, could make the most difference to the future of (my/our specific situation)?

1. What is important to me/us about (my/our specific situation) and why do I/we care?
2. What draws me/us to this inquiry?
3. What is my/our intention here? What is the deeper purpose (the big “Why”) that is really worthy of my/our best effort?
4. What opportunities can I/we see in (my/our specific situation)?
5. What do I/we know so far or still need to learn about (my/our specific situation)?
6. What are the dilemmas and opportunities in (my/our specific situation)?
7. What assumptions do I/we need to test or challenge in thinking about (my/our specific situation)?
8. What would someone who had a very different set of beliefs than I/we do say about (my/our specific situation)?

QUESTIONS TO CONNECT IDEAS AND FIND DEEPER INSIGHT

1. What is taking shape? What am/are I/we hearing underneath the variety of opinions being expressed? What is in the center of the table?
2. What is emerging here for me/us? What new connections am/are I/we making?
3. What had real meaning for me/us from what I/we have heard? What has surprised me/us? What has challenged me/us?
4. What is missing from this picture so far? What is it that I/we am/are not seeing? What do I/we need more clarity about?
5. What has been my/our major learning, insight, or discovery so far?
6. What is the next level of thinking I/we need to evolve to?
7. If there was one thing that has not yet been said in order to reach a higher level of understanding and clarity, what would that be?

QUESTIONS TO CREATE FORWARD MOVEMENT

1. What would it take to create change on this issue?
2. What could happen that would enable me/us to feel fully engaged and energized about (my/our specific situation)?
3. What is possible here and who cares? (Rather than “What is wrong here and who is responsible?”)
4. What needs my/our immediate attention to move forward?
5. If my/our success were completely guaranteed, what bold steps might I/we choose to take?
6. How can I/we support one another in taking the next steps? What unique contribution can I/we each make?
7. What challenges might come my/our way and how might I/we meet them?
8. What conversation, if begun today, could ripple out in a way that created new possibilities for the future of (my/our situation)?
9. What seed might I/we plant together today that could make the most difference to the future of (my/our situation)?

Source: Eric Vogt, Juanita Brown, and David Isaacs. 2003. The Art of Power Systems Associates. Available: www.theworldcafe.com/articles/aopq.pdf

Also, see: ADB (2009: 52) Asking Effective Questions. Manila. Available: <http://www.adb.org/documents/information/knowledgesolutions/asking-effective-questions.pdf>

Session 6

ACTION LEARNING FOR REFLECTIVE PRACTICE



SESSION OVERVIEW

- Build on the individual work in the previous session; participants use the Rich Picture technique and then reflect on critical incidents in a small action learning set
- Reflect on the process that they have followed and identify what tools they found particularly useful and how these might be used in daily work

KEY LEARNING POINTS

A sequence of tools can be used to create a structured process to reflect on and learn from “real-life” challenges.

During the process of reflective practice, it is useful to use techniques that stimulate right brain as well as left brain thinking.

Reflection is a process that benefits from both individual thinking and dialogue with others.

RESOURCES

PowerPoint presentation

Large piece of paper (half flipchart size) for each participant

Broad-tipped colored pens for participants

Reflective Practice worksheet

Action Learning Knowledge Solution handout.

Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Action-Learning.pdf>

RICH PICTURES		
5 mins	Remind participants that this session follows on from the previous one.	PowerPoint
10 mins	<p>Introduce the “Rich Pictures” tool using PowerPoint and Reflective Practice Toolbox handout.</p> <p>Provide each participant with a large piece of paper and some colored pens, and ask them to draw a picture that describes the Critical Incident they have chosen. Invite the participants to use the guidelines for drawing Rich Pictures in the Reflective Practice worksheet. Reassure participants that this is not a drawing test!</p>	PowerPoint Reflective Practice Toolbox handout Large piece of paper (half flipchart size) Colored pens
ACTION LEARNING IN TRIADS		
5 mins	<p>Introduce the concept of Action Learning using PowerPoint and the Action Learning Knowledge Solution handout.</p> <p>Explain that participants will now have an opportunity to try a mini action learning experience.</p>	PowerPoint Action Learning Knowledge Solution handout
5 mins	<p>Ask participants to form into groups of three (triads). The groups should be selected to avoid any direct line-management relationships. If necessary because of numbers, groups of 4 may be allowed but groups of 3 participants is the desired number for this exercise.</p> <p>Explain that each participant in their “triad” will have a maximum of 15 minutes to:</p> <ul style="list-style-type: none"> • Present their Critical Incident to the other members of their triad using their Rich Picture to assist their explanation. • Use the questions they have chosen to reflect on their incident/challenge. <p>The other members of the triad should help the presenter to reach answers to his or her questions.</p>	
45 mins	Triads get together and focus on the first participant’s critical issue. The triad repeats the process for each member so that everyone has the opportunity to be a presenter.	

CONCLUSION

5 mins	<p>Convene the whole group and open a discussion on the process of using the four tools for reflective practice.</p> <p>Remind participants that in a real-life situation, the process of Critical Incident Technique, Effective Questioning, and Rich Picture drawing would normally take longer than was available. Also, explain that the Action Learning set is not usually restricted to three participants or to the very short time period available during this session.</p> <p>Use PowerPoint to present the key learning points from the session.</p>	PowerPoint
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Reflective Practice

WORKSHEET

INTRODUCTION

In this activity you will “walk through” the use of four powerful techniques for reflective practice: Critical Incident Technique, Effective Questioning, Rich Pictures, and Action Learning.

STAGE 1: The Critical Incident

You should decide on a “critical incident” to reflect on. This should be something that happened to YOU recently at work and has had an important effect on you. It may be something that made you feel good or valued; that concerned conflict or misunderstanding; that did not work out the way you had planned or intended, or an incident that left you feeling uncomfortable or confused. Ideally, it should have raised issues that have not yet been fully resolved.

Please note that the incident you choose must be something that you are willing to discuss with other participants.

Please describe your critical incident in the box below, using the questions for guidance. The purpose of this stage is to get a full but concise description of what happened so that you understand it more clearly yourself and can describe the incident to others.

When and where did the incident happen?
Who was involved?

What was supposed to happen?

What actually happened?

What were the consequences for you/for others?

How did/do you feel as a result of what happened?

Why have you chosen this incident? What makes it “critical”?

What would you like to examine in this incident?

STAGE 2: Effective Questioning

Now decide on three or four questions that will help you to reflect on and analyze and make sense of the experience. It is best if you make up your own questions, but here are some examples to stimulate your thinking. You may also find it helpful to look through the list in the Questions for All Seasons handout to see if any of the questions listed there might be appropriate.

- What assumptions did I make during this incident?
- Why do I care about this incident?
- What role did I play in what happened?
- What could I do differently next time?
- How has the incident affected my work since it happened?

When you have decided on your three or four questions, please write them in the boxes below.

Question 1
Question 2
Question 3
Question 4

STAGE 3: Rich Picture

It is likely that the critical incident you have chosen is quite complicated. Pictures are often a better medium than text for exploring complex situations because they enable a more dynamic and holistic representation of the situation. In short, they can provide a rich amount of information in an easily digestible form. This stage involves drawing a “rich picture” (a visual—usually cartoon-type—drawing) of your critical incident, showing the main actors (including yourself) and the relationships between them. Drawing a picture may feel uncomfortable at first, but it can facilitate deep intuitive understanding of complex issues. You will use the picture as a visual reference point when you explain the issue to two other participants in the action learning stage.

You will be given a large piece of paper and colored pens to draw your picture.

STAGE 4: Action Learning

In this stage, you will be using action learning to explore your critical incident and help two others explore their incidents.

Action learning is a method of collaborative inquiry that involves a small group of people working together to discuss and examine their critical incidents. Action learning is a disciplined method that occurs in a small group called a “set”. During the set meeting, each participant has an equal amount of time called “airtime”. They use this airtime to reflect on their critical incident. Using active listening, questioning, and challenging by other set members, each participant arrives at action points that they can try out in their work. Normally, the set will get together three or four times over a period of a few months to share the progress they are making. The learning in an action learning set is achieved partly by participants working out their own action plans and partly through discussing others’ problems and solutions.

In this activity, you will have a very short time to get a taste of what action learning is like. To do this, you will join with two others in a small set called a “triad”.

First, decide the order in which you will present your critical incidents.

Each triad member will have 15 minutes of airtime. During your airtime you are invited to explain the background and context of your critical issue to the two other members of your triad. You should use the description you wrote in Stage 1 and the Rich Picture you drew in Stage 3 for this. You should also tell the others the questions (from Stage 2) that you would like to reflect on. Use any remaining time to reflect on the questions.

Session 7

MAKING REFLECTION AN EVERYDAY ACTIVITY



SESSION OVERVIEW

- Introduce the Learning Before, During, and After (LBDA) model
- Apply the LBDA model to a range of everyday work activities

KEY LEARNING POINTS

Almost any activity, no matter how routine, can be seen as an opportunity for reflection and learning.

Learning in relation to activities can be segmented into Learning Before, During, and After.

The Learning Before, During, and After model is a useful way of applying structured reflection and learning to work activities.

RESOURCES

PowerPoint

YouTube video <http://www.youtube.com/watch?v=ObmQyW3EiiE>

Flipchart and marker pens

Posit notes

Reflection and Everyday Activity Handout

Conducting Peer Assists Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-Peer-Assists.pdf>

Conducting After Action Reviews and Retrospects Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-After-Action-Reviews.pdf>

SESSION OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Respond to points of clarification.	PowerPoint
THE LEARNING BEFORE, DURING, AND AFTER (LBDA) MODEL		
10 mins	Use PowerPoint and the Reflection and Everyday Activity handout to introduce the Learning Before, During, and After (LBDA) Model. Show the video on Peer Assist http://www.youtube.com/watch?v=ObmQyW3EiiE Explain that there are a number of tools that have been devised for each stage of the LBDA model, but we will first of all develop our own tool by focusing on the questions that we would wish to have answers to before, during, and after we take on an activity for the first time.	PowerPoint YouTube video Reflection and Everyday Activity handout
10 mins	Ask the participants to imagine that they are helping Bob (who appeared in the Peer Assist video) to carry out his task, which is to write a Good Practice Guide on Reflective Practice.	PowerPoint Flipcharts and marker pens
5 mins	Divide participants into three groups and provide each group with flipchart paper and marker pens. Group 1 is the “Before” group, Group 2 the “During” group, and Group 3 the “After” group. Each group should write its title on the flipchart.	
10 mins	After 10 minutes ask the groups to pass on their sheet to the next group, read what their colleagues have written and add any questions they think would be helpful. After a further 3 minutes the sheets should be passed on again and the process repeated. Finally, the sheets should be passed back to the original “owners” who can then read all the questions. Place all the flipcharts on the wall where they can be easily seen.	

10 mins	<p>Open a plenary discussion looking at each stage in turn. Make reference to the formal LBDA model using the Knowledge Solution handouts for Conducting Peer Assists and Conducting After Action Reviews and Retrospects.</p> <p>Summarize the exercise by emphasizing the value of dividing experiences up into before, during, and after. Each has appropriate questions and sources of answers that help us reflect on and learn from experience. We benefit from the answers and so do others if we share our answers with them. Reflective Practice involves applying this type of systematic approach to our experiences—even the routine ones.</p>	<p>Conducting Peer Assists Knowledge Solution handout</p> <p>Conducting After Action Reviews and Retrospects Knowledge Solution handout</p>
CONCLUSION		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Reflection & Everyday Activity



The key to reflective practice is to make reflection part of your everyday routine. That means looking for opportunities for reflection in the daily activities that form much of our working lives.

It is highly likely that you reflect regularly on your work, for example:

- Talking over a difficult situation with a partner, friend, or trusted colleague
- Thinking over the events of the day on the way home or when exercising
- During discussions with your supervisor

IDEAS FOR INDIVIDUAL REFLECTION

- Capture your thoughts in a notebook or journal or keep a blog
- Use mind mapping combined with the Five Why Technique to put an incident into context
- Write an “unsent letter”/memo/e-mail
- Use a self-reflection worksheet
- Use your awareness of your learning style to step out of your “comfort zone” from time to time

IDEAS FOR COLLECTIVE REFLECTION

- Seek out feedback from trusted colleagues
- Try peer supervision techniques
- Before starting a meeting, allow one minute of quiet reflection
- Introduce “pauses for thought” into meetings
- Introduce meeting evaluations
- Try After Action Reviews
- Introduce dialogue approaches in meetings



Session 8

OVERCOMING OBSTACLES TO

REFLECTIVE PRACTICE

SESSION OVERVIEW

- Examine personal and organizational obstacles to reflective practice
- Devise strategies for overcoming the obstacles

KEY LEARNING POINTS

Everyone is likely to experience obstacles to reflective practice in their work.

Obstacles may be related to specific stages in the experiential learning cycle.

Obstacles may be personal or organizational.
Strategies can be used to overcome most obstacles.

RESOURCES

PowerPoint

Paper and marker pens

Obstacles to Reflective Practice handout

Overcoming Obstacles to Reflective Practice handout

Overcoming Roadblocks to Learning Knowledge Solution handout.

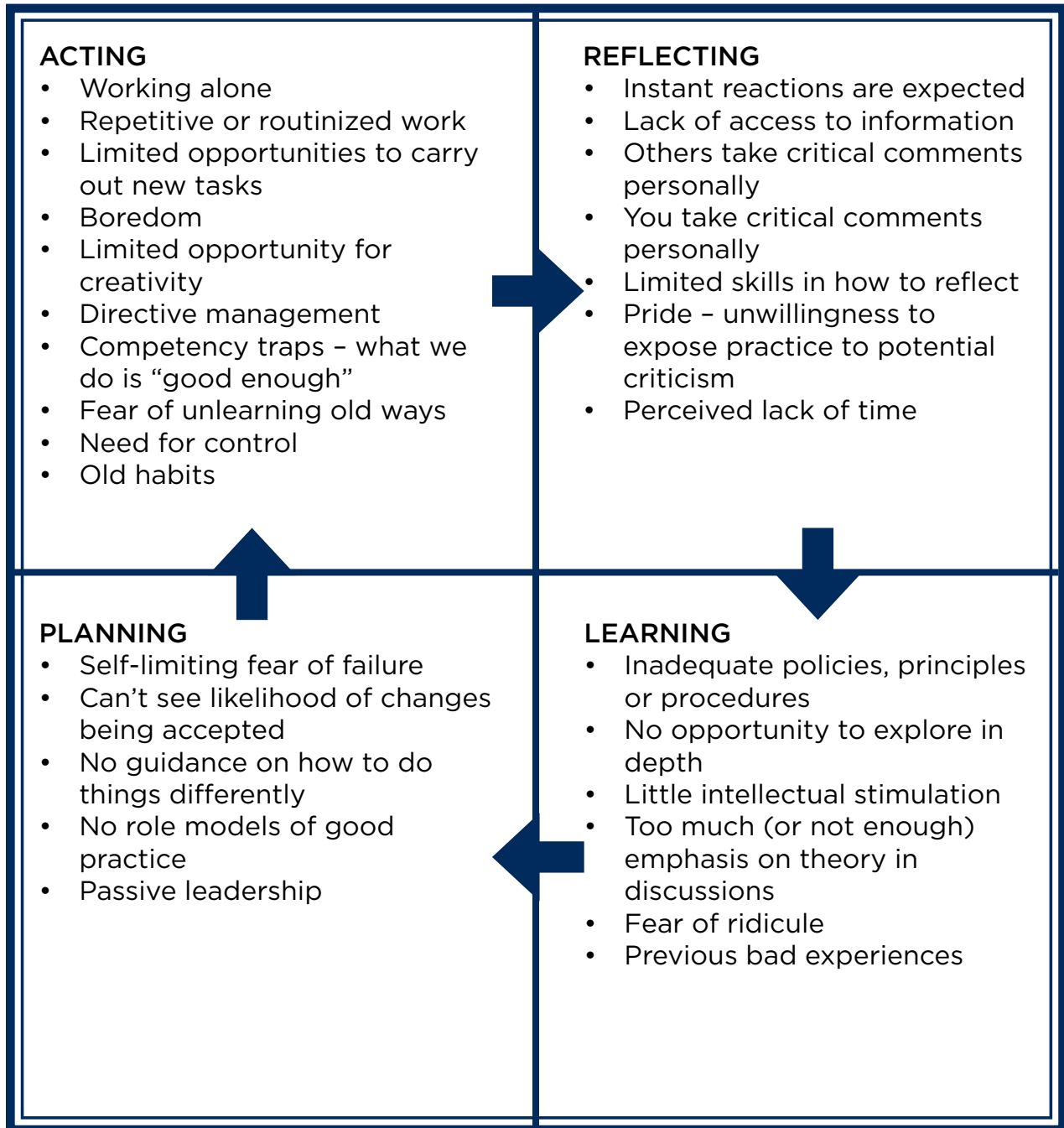
Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Overcoming-Roadblocks-to-Learning.pdf>

SESSION OVERVIEW		
3 mins	Introduce session overview using PowerPoint. Respond to points of clarification.	PowerPoint
OBSTACLES TO REFLECTIVE PRACTICE		
5 mins	Introduce the session by acknowledging that we will always come up against obstacles to reflective practice.	PowerPoint
	Using PowerPoint, remind participants about the experiential learning cycle and the four stages of acting, reflecting, learning, and planning. Remind participants that we all have preferences for one or two of these stages, but we also need to master all the stages in order to be Reflective Practitioners.	PowerPoint

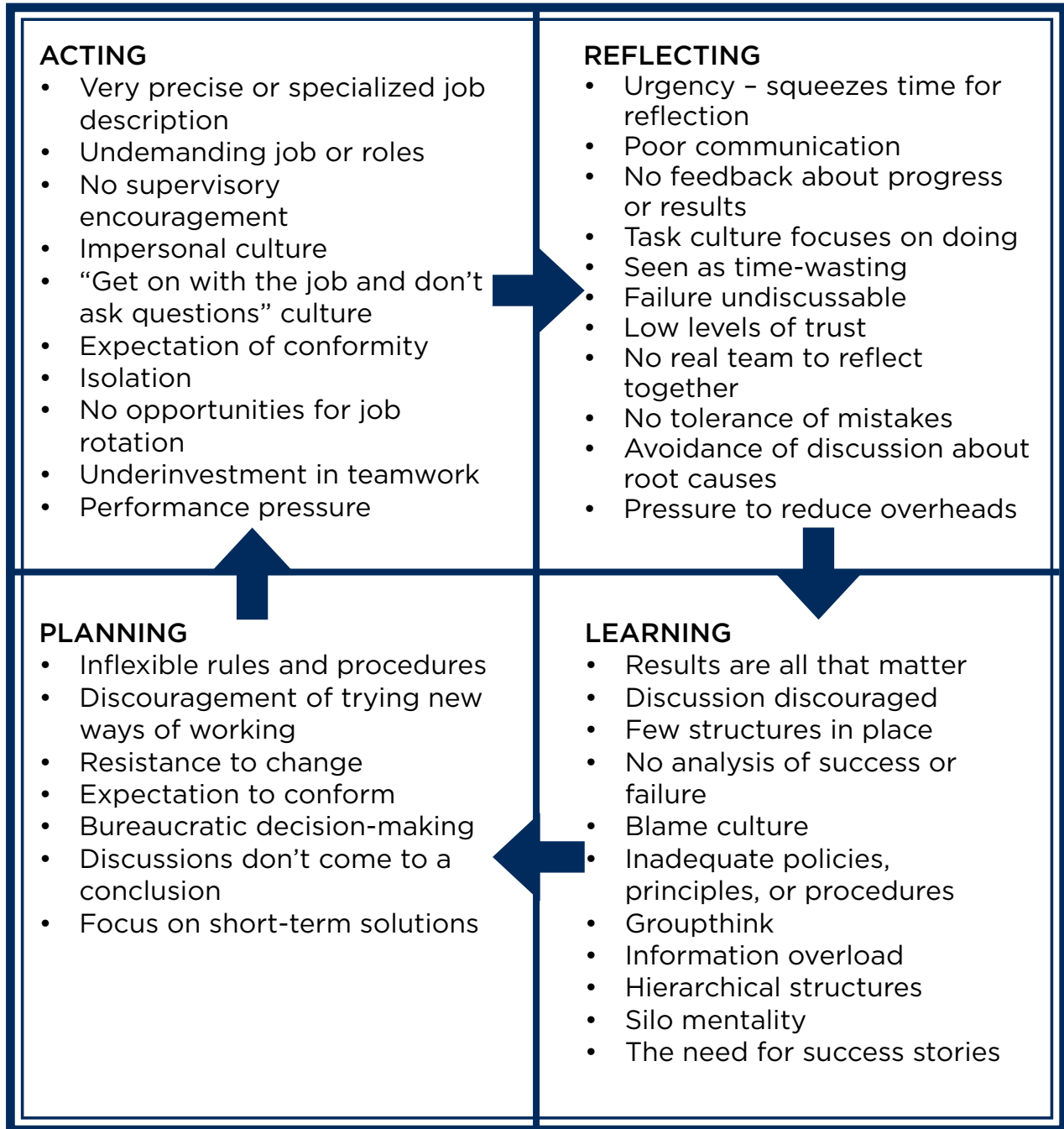
15 mins	<p>Distribute the Obstacles to Reflective Practice handout. Use this and the PowerPoint to present potential obstacles to reflective practice at each stage of the cycle, first looking at Personal Obstacles.</p> <p>Ask participants to add their own examples of obstacles, then open a plenary discussion concerning obstacles they have experienced at each of the four stages.</p>	<p>Obstacles to Reflective Practice handout</p> <p>PowerPoint</p>
15 mins	<p>Repeat the process focusing on Organizational Obstacles.</p>	<p>Obstacles to Reflective Practice handout</p> <p>PowerPoint</p>
10 mins	<p>Distribute Overcoming Obstacles to Reflective Practice handout and the Overcoming Roadblocks to Learning Knowledge Solution handout and point out that some commonly identified obstacles can be classified as internal and some external. External obstacles can be identified as those over which the person has control, those that the person can influence, and those that the person must simply acknowledge. Although it may not always be possible, suggest that participants should try to move the external obstacle through the categories from acknowledge to influence to control.</p>	<p>Overcoming Obstacles to Reflective Practice handout</p> <p>Overcoming Roadblocks to Learning Knowledge Solution handout</p>
CONCLUSION		
2 mins	<p>Using PowerPoint, present the key learning points from the session.</p>	<p>PowerPoint</p>

Obstacles to Reflective Practice

PERSONAL OBSTACLES



ORGANIZATIONAL OBSTACLES



Overcoming Obstacles to Reflective Practice

Obstacles can be broadly categorized into Personal (concerning you as an individual) and Organizational (concerning the organization or the team/department that you belong to). Here are some commonly reported obstacles with some suggestions for how to overcome them. See also the Overcoming Roadblocks to Learning Knowledge Solution. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Overcoming-Roadblocks-to-Learning.pdf>

Personal Obstacles	
Perceived lack of time	Try some quick reflection techniques such as “one sentence journaling”. Use a ready-made Self-Reflection worksheet to guide your reflection. Build in reflection into your everyday routines. Remember that a lack of time may be another way of saying a low priority.
Belief that it is difficult to do	Use a Self-Reflection worksheet or other tools to guide your reflection until you get used to it.
Belief that it is not worth doing	Talk to people whose work you admire. Find out what role reflective practice plays in their working lives and what you can learn from them. Remember that you will always get some interesting insights through reflection.
Fear of what you may uncover	Try to understand what the fear is really about. Acknowledge your strengths as well as your needs for development.
Organizational Obstacles	
Excessive workload	Identify some aspect of your work that would save you time if you could improve your practice. Apply reflective practice techniques to the potential timesaver.
Culture of the organization	Seek out people who recognize the value of reflective practice and share experiences with them.
Little external encouragement	Build your self-motivation by thinking about the benefits for yourself of improving your practice.
Lack of support	Look to a trusted colleague or find a mentor if you do not get the support you need from your supervisor. Arrange a mutual support arrangement.
Lack of systems	Suggest to your colleagues that you try introducing some reflective practice techniques such as After Action Reviews.

Session 9

WRAP UP

SESSION OVERVIEW

- Reminder of the course objectives and program and the key learning points
- Participants reflect on the course individually and in pairs using a structured process
- Participants prepare a personal action plan for following up the course
- Participants evaluate the course
- Facilitator closes the course

KEY LEARNING POINTS

The course is an example of an event that benefits from reflection. The process of reflective practice can be applied to the course.

RESOURCES

PowerPoint presentation
Self-Reflection and Action Planning worksheet
Course Evaluation Form

REMINDER OF COURSE OBJECTIVES		
5 mins	Using PowerPoint, remind participants of the course objectives and program and the key learning points. If photographs have been taken these can be shown as a slideshow to remind participants of activities and sessions.	PowerPoint Slide show of photos (if available)
REFLECTION		
15 mins	Ask participants to complete a Self-Reflection and Action Planning worksheet.	Self-Reflection and Action Planning worksheet
COURSE EVALUATION		
5 mins	Ask participants to complete the Course Evaluation Form.	Course Evaluation Form
5 mins	Closing comments and thanks to participants.	

Self-Reflection & Action Planning

WORKSHEET

1. What new ideas have I had from this experience?
2. Which ideas stand out as being most important to me?
3. How can I use these ideas in my work?
4. How did I react to the discussions and activities?
5. How did I relate (positively and negatively) to other people during the experience? What might have caused me to relate in these ways?
6. When, during the experience, did I feel my interest rising? Declining? What might have caused these shifts in my interest?
7. What was it about the experience that facilitated my learning? What made it difficult to learn? What does this say about how I prefer to learn?
8. What do I plan to do as a result of what I have learned from this experience?

Source: Adapted from Gill, Stephen J (2009) Developing a Learning Culture in Nonprofit Organizations, Thousand Oaks, California, Sage

Program Evaluation Form



(Note: Facilitators can adapt this format or use their own.)

Program Title:	Reflective Practice
Date / Time:	
Venue:	

SATISFACTION EVALUATION

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)						
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable	No Answer
Program Content							
Content of the program							
Relevance of content to your work							
Concepts were clearly explained							
Course Duration (Length)							
Program Objectives							
Objectives were relevant							
Objectives were stated clearly							
Objectives were achieved							



Methodology and Materials

Use and quality of presentation materials										
Use and quality of handouts/reading materials										
Opportunities for active participation										
Appropriateness of overall methods used										

Logistics and Administrative Support

Pre-program communication and confirmation										
Venue										

Facilitator:

Presentation style/delivery										
Knowledge of subject matter										
Creating a positive learning environment										
Involving participants										

Learning Evaluation

	Completely	Almost Completely	Partially	Almost Not at All	Not at All	No Answer
To what extent did the program give you the knowledge, skills and attitudes needed to achieve the anticipated results?						

Overall Satisfaction and Learning

	Excellent	Very Good	Good	Fair	Poor
Overall, how would you rate your experience of this program?					

Probability of Achieving Results

	Completely	To a Large Extent	Partially	To a Limited Extent	Not at All
How confident are you that you will use the knowledge, skills and attitudes gained in this program in your work?					

Will you recommend the program to others? Yes No

1. Which sessions did you find most useful for your professional development needs? Why?

2. Which sessions did you find least useful for your professional development needs?
Why?

3. Explain any “dissatisfied” or “very dissatisfied” ratings you gave above and tell us what we could do to improve these areas.
(Please answer this only if applicable)

4. List examples of new knowledge, skills and attitudes that you gained from the program.

5. How would you like this program to be followed up?

6. Please make any additional comments or recommendations on how this program and your learning experience could be improved:

Thank you for your feedback.

Program

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