REFLECTIVE
ADB **Practice**

PARTICIPANT'S WORKBOOK

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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
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

Program
HANDOUTS AND WORKSHEETS

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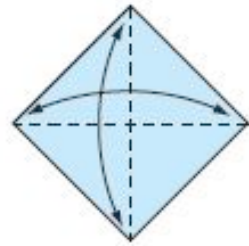
1. Start with a square piece of paper, coloured side up. Then fold in half and open. Then fold in half the other way.

2. Turn the paper over to the white side. Fold the paper in half, crease well and open, and then fold again in the other direction.
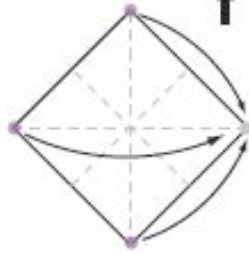
3. Using the creases you have made, Bring the top 3 corners of the model down to the bottom corner. Flatten model.

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

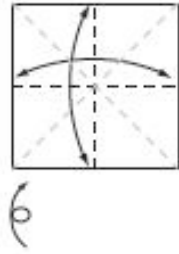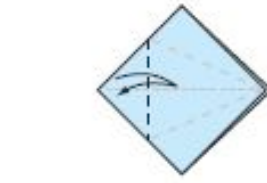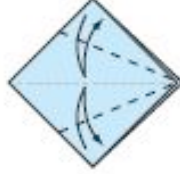5. Fold top of model downwards, crease well and unfold.
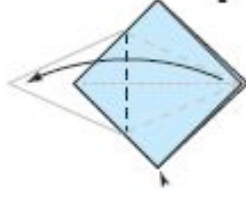
6. Open the uppermost flap of the model, bringing it upwards and pressing the sides of the model inwards at the same time. Flatten down, creasing well.
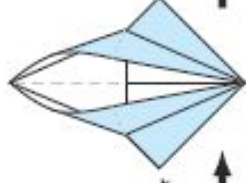
7. Turn model over and repeat Steps 4-6 on the other side.
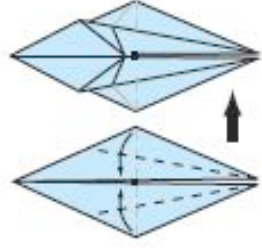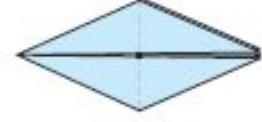
8. Fold top flaps into the centre.
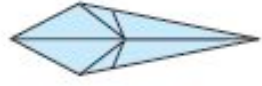
9. Repeat on other side.
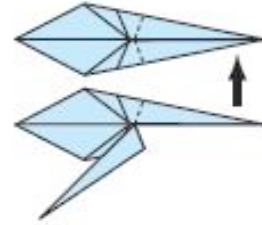
10. Fold both 'legs' of model up, crease very well, then unfold.

11. Inside Reverse Fold the "legs" along the creases you just made.
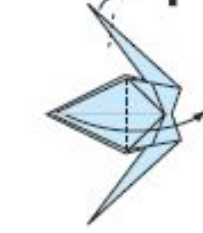
12. Inside Reverse Fold one side to make a head, then fold down the wings

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?

Reflective Practice

A. 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."[1]

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

B. 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.

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[1]Chetley and Vincent (2003)

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The Experiential Learning Cycle

Planning · Acting · Reflecting · Learning

More Abstract · More Action · More Concrete · More Reflection
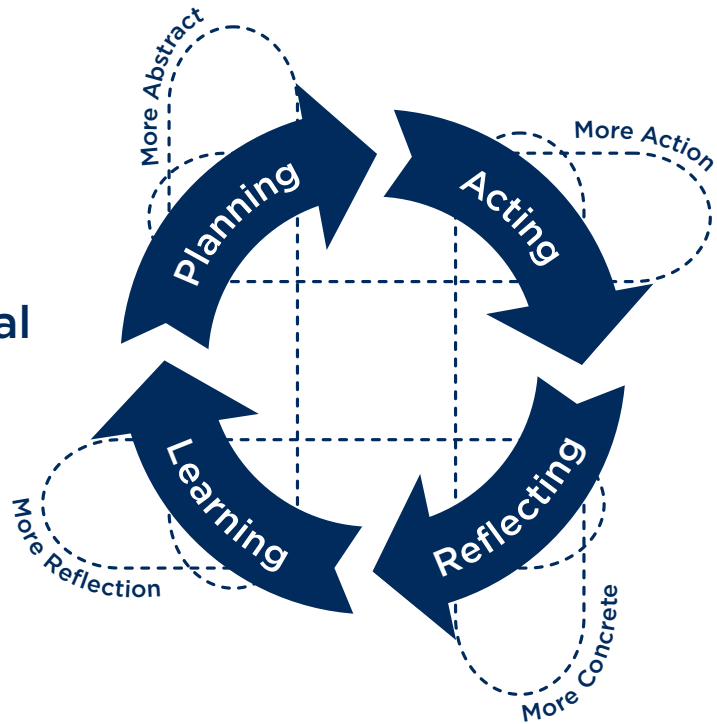
C. REFLECTION

"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.

D. 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.

E. 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

CONTEXT → ASSUMPTIONS → ACTIONS → RESULTS

Single-Loop Learning

(Are we doing things right?)

Double-Loop Learning

(Are we doing the right things?)

Triple-Loop Learning

(How do we decide what is right?)
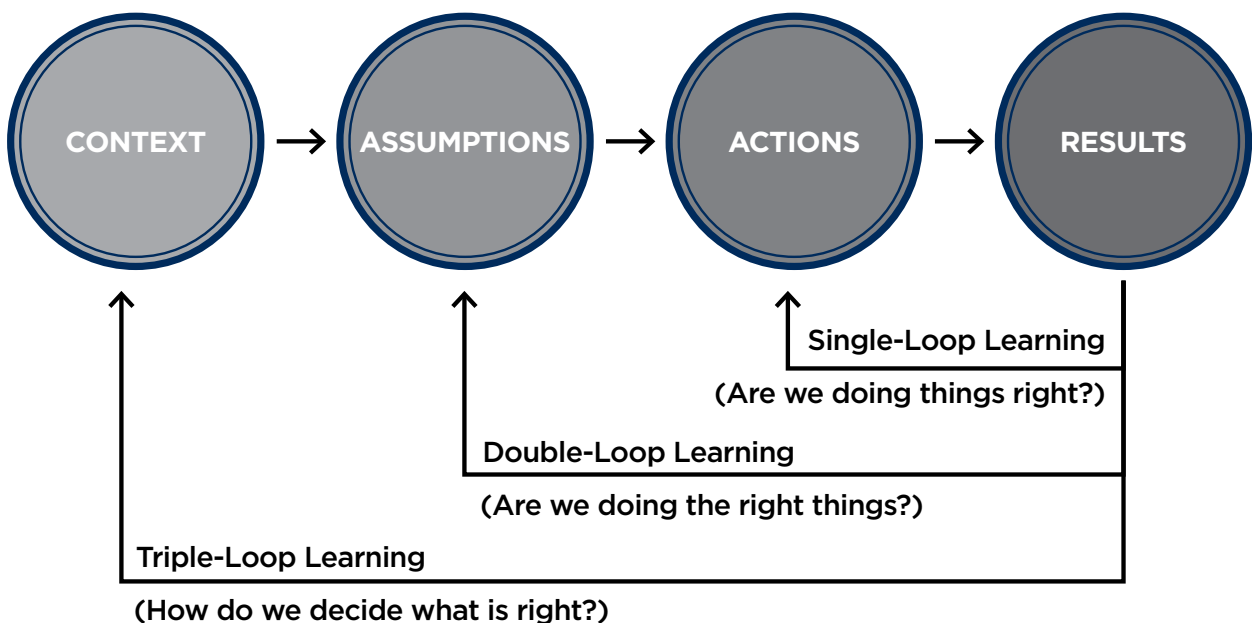
Single Loop	Double Loop	Triple Loop
Adaptive Learning	*Generative Learning*	*Radical learning*
Apply existing rules/procedures Coping Deal with symptoms of problems	Examine underlying causes Question assumptions and rules/procedures	Examine core values and identity Rethink fundamental purpose and principles
Efficiencies Improved application of rules/procedures	New knowledge and insights Revised rules, systems, and strategies	Renewed statement of core values and purpose Renewed identity

F. 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.

G. 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

H. 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

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

Reflective Practice

WORKSHEET ///

A. 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.

B. 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?

C. 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

D. 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.

E. 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:
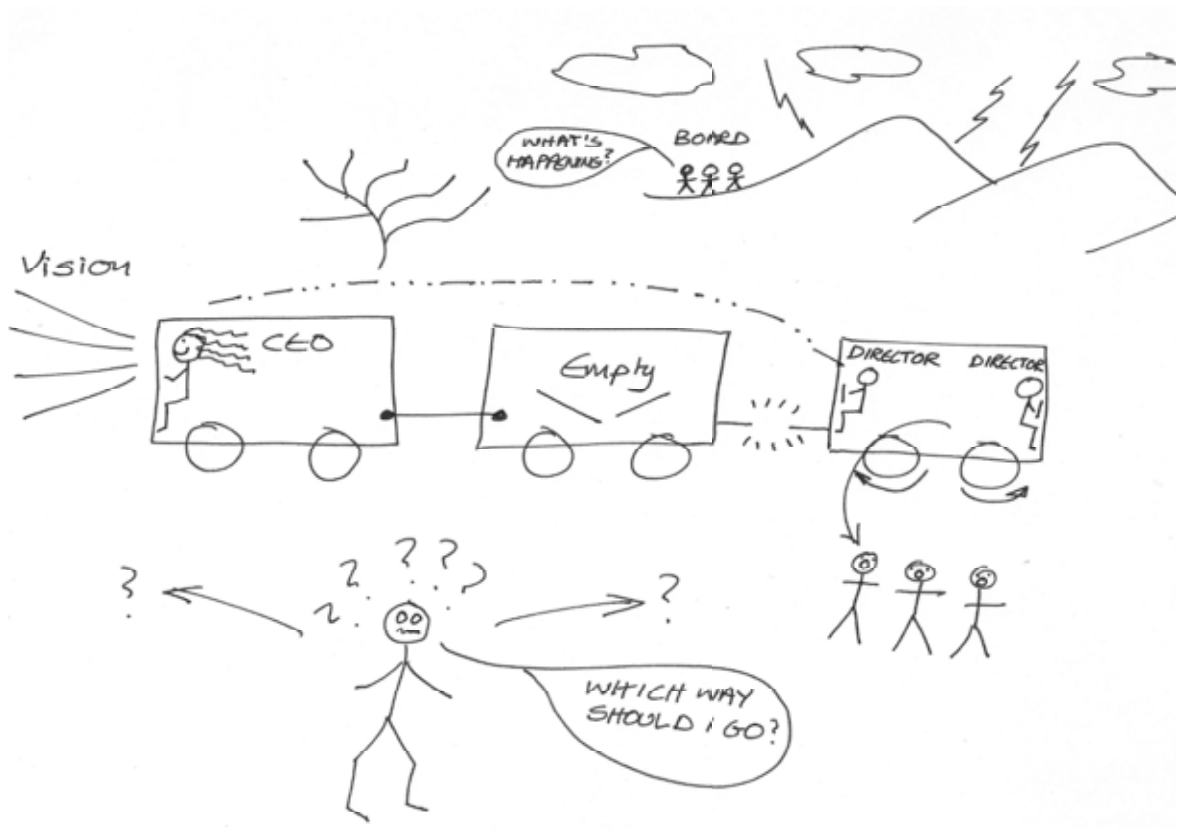
Here are some guidelines for drawing rich pictures:

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.

		PDR Team formed		Funding Crisis	
Evaluation of HIV AJDG prorgramme			AR joins as Chief Exec.		

2003　　**2004**　　**2005**　　**2006**　　**2007**

	3 Year Strategy		BB Leaves	
	OD process scarced			
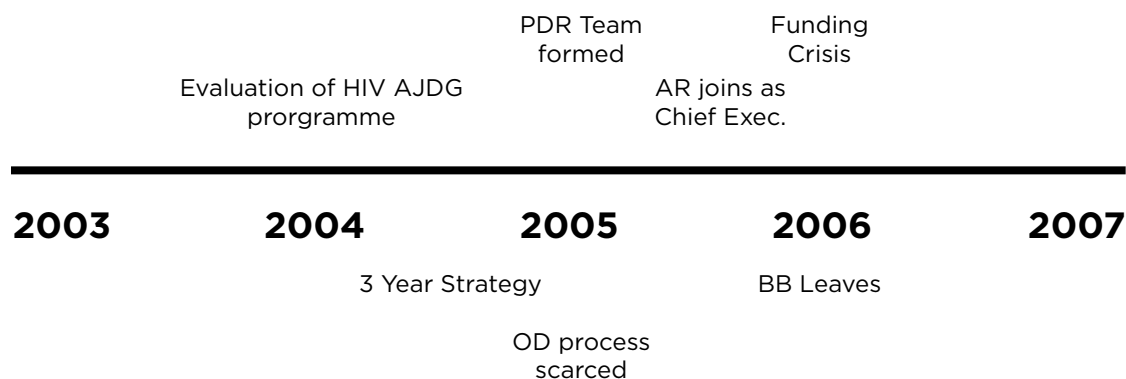
Timelines lend themselves well to exploring the often enlightening question "Why then?" Timelines are also very useful ways of examining inter-relationships between apparently disconnected events, activities, or decisions because they allow the individual to step back and see the context and patterns 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/knowledge-solutions/asking-effective-questions.pdf

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

A. 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

B. 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

Obstacles to Reflective Practice

A. PERSONAL OBSTACLES

ACTING
- Working alone
- Repetitive or routinized work
- Limited opportunities to carry out new tasks
- Boredom
- Limited opportunity for creativity
- Directive management
- Competency traps – what we do is "good enough"
- Fear of unlearning old ways
- Need for control
- Old habits

REFLECTING
- Instant reactions are expected
- Lack of access to information
- Others take critical comments personally
- You take critical comments personally
- Limited skills in how to reflect
- Pride – unwillingness to expose practice to potential criticism
- Perceived lack of time

PLANNING
- Self-limiting fear of failure
- Can't see likelihood of changes being accepted
- No guidance on how to do things differently
- No role models of good practice
- Passive leadership

LEARNING
- Inadequate policies, principles or procedures
- No opportunity to explore in depth
- Little intellectual stimulation
- Too much (or not enough) emphasis on theory in discussions
- Fear of ridicule
- Previous bad experiences

B. ORGANIZATIONAL OBSTACLES

ACTING
- Very precise or specialized job description
- Undemanding job or roles
- No supervisory encouragement
- Impersonal culture
- "Get on with the job and don't ask questions" culture
- Expectation of conformity
- Isolation
- No opportunities for job rotation
- Underinvestment in teamwork
- Performance pressure

REFLECTING
- Urgency – squeezes time for reflection
- Poor communication
- No feedback about progress or results
- Task culture focuses on doing
- Seen as time-wasting
- Failure undiscussable
- Low levels of trust
- No real team to reflect together
- No tolerance of mistakes
- Avoidance of discussion about root causes
- Pressure to reduce overheads

PLANNING
- Inflexible rules and procedures
- Discouragement of trying new ways of working
- Resistance to change
- Expectation to conform
- Bureaucratic decision-making
- Discussions don't come to a conclusion
- Focus on short-term solutions

LEARNING
- Results are all that matter
- Discussion discouraged
- Few structures in place
- No analysis of success or failure
- Blame culture
- Inadequate policies, principles, or procedures
- Groupthink
- Information overload
- Hierarchical structures
- Silo mentality
- The need for success stories

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.

Self-Reflection & Action Planning
WORSHEET

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

ADB | Reflective Practice: Participant's Workbook

Program Evaluation Form

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

Program Title: Reflective Practice

Date / Time:

Venue:

SATISFACTION EVALUATION

PARTICIPANT 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.

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