

Reflective Practice

Bruce Britton
and Olivier Serrat

2013

The views expressed in this presentation are the views of the author/s and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy of the data included in this presentation and accepts no responsibility for any consequence of their use. The countries listed in this presentation do not imply any view on ADB's part as to sovereignty or independent status or necessarily conform to ADB's terminology.

ADB

Learning from Experience



What is Reflection?

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
- Attending to feelings
- Evaluating experience

Reflection can be of two main types:

- Reflecting *on* action
- Reflecting *in* action ("thinking on our feet")

Why Reflect?

We had the experience but missed the meaning.

- T.S. Eliot, Four Quartets

Reflection is about getting the meaning from everyday experiences.

- Jonathan Gosling and Henry Mintzberg, Reflect Yourself

Benefits of Taking Time for Reflection

Enables individuals to think more deeply and holistically about an issue, leading to greater insights and learning.

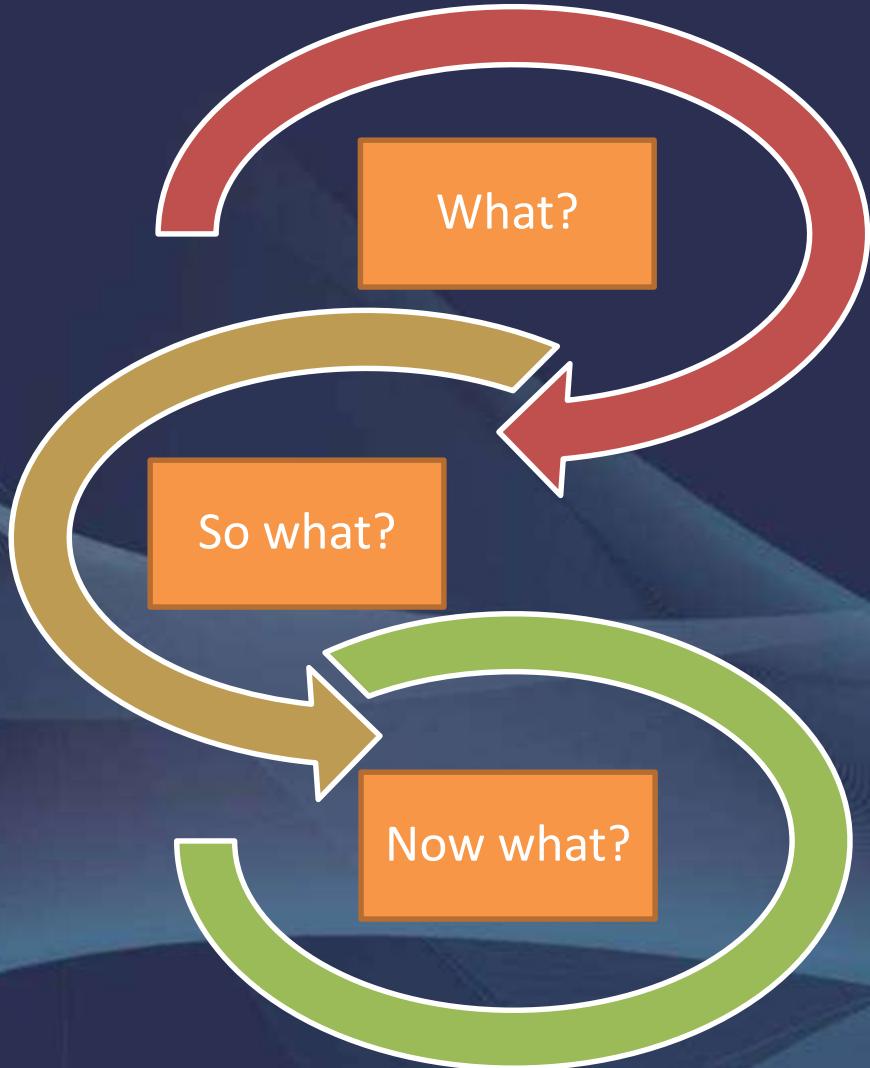
Connects the rational decision-making process to a more effective and experiential learning process.

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

The Process of Reflection



- What happened?
- Description, facts

- What did the experience mean?
- Interpretation
- The feelings involved
- What was learned

- What are the next steps?
- Seeing the bigger picture
- Applying the lessons learned
- Planning future action

On Reflective Practice

Reflective practice is the application of the skill of reflection to our practice in order to improve performance.

It involves creating a habit, structure, or routine around reflecting on experiences.

Data, Information, Knowledge, and Wisdom

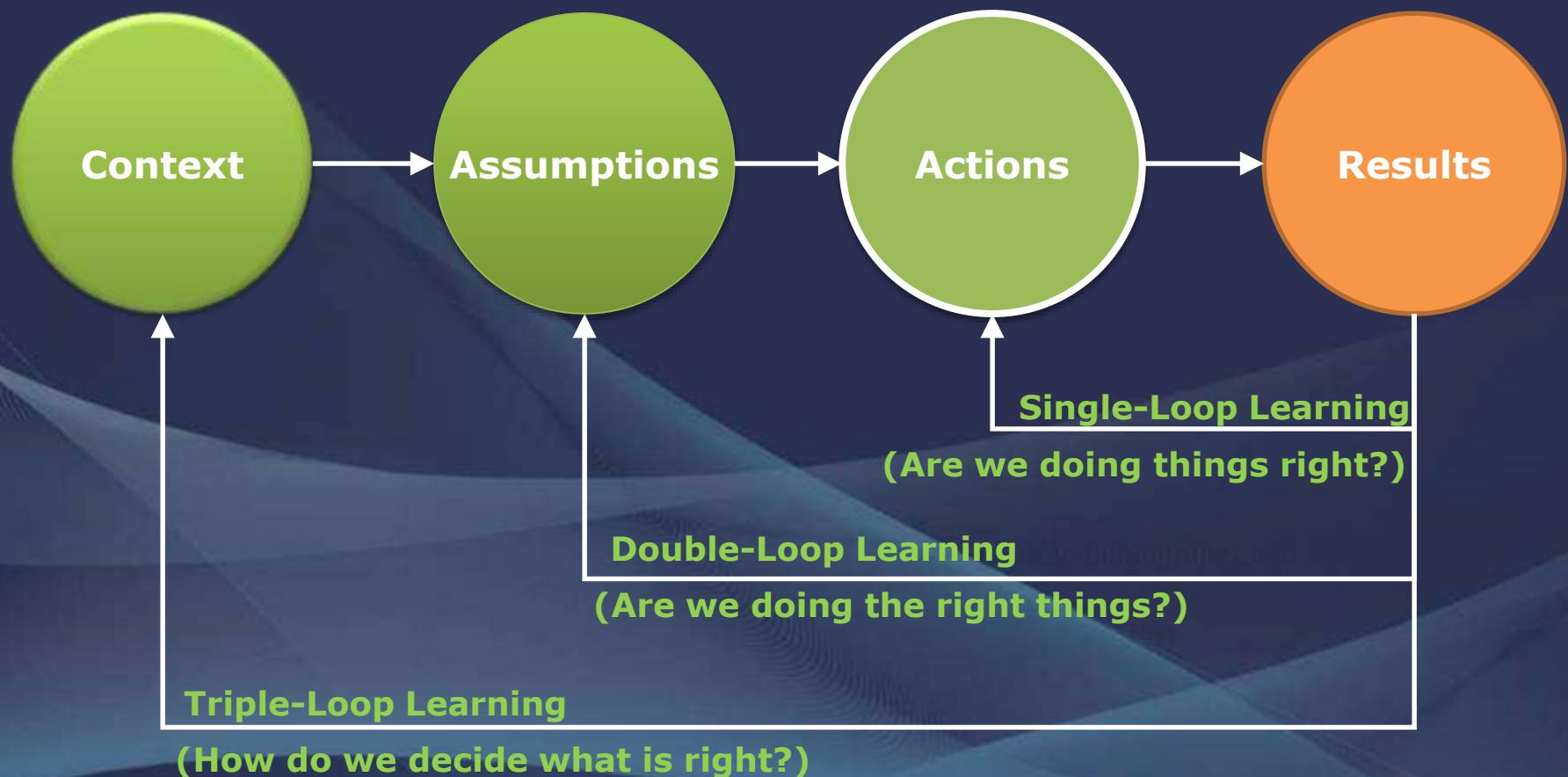
Data are the raw facts and figures.

Information is data that has been collected and organized.

Knowledge is information which has been systematised through processes of filtering, testing, comparing, analysing, and generalizing in order to create understanding.

Wisdom involves uniting the information and insights of knowledge with the fruits of experience in a way which can usefully guide action.

Three Learning Loops



Learning Loops

Single Loop

Adaptive Learning

Applying existing rules/procedures; coping; dealing with symptoms of problems

Efficiencies; improved application of rules/procedures

Double Loop

Generative Learning

Examining underlying causes; questioning assumptions and rules/procedures

New knowledge and insights; revised rules/procedures, systems, and strategies

Triple Loop

Radical learning

Examining core values and identity; rethinking purpose and principles

Renewed statement of core values and purpose; renewed identity

Three Types of Reflection



- Content—Reflecting on the content or description of the problem.
- Process—Analyzing the methods or strategies that are being used to solve the problem.
- Premise—Considering why the problem is a problem in the first place.

The Reflective Practitioner

Someone who

- Takes the time to step back and make sense of what has done and why.
- Tries to understand the (often implicit) "theories of change" that guide actions.
- Is not afraid to challenge assumptions—both their own and those of others.



Characteristics of Reflective Practitioners

Reflective practitioners:

- Are *intellectually curious* about their work.
- *Actively reflect* on their experience.
- Develop experience-based *theories of change*
- *Test these theories* in practice.
- Use their understanding and initiative to *contribute to knowledge development*.
- Understand their *strengths and limitations*, and work on these.
- *Use a range of tools*, methods, and approaches for individual and collaborative learning.

Reflective Practitioner Competencies

Self Knowledge

Understanding of and insight into one's self-worth, motives, character, and capabilities.

Critical Thinking

The application of logical principles, rigorous standards of evidence, and careful reasoning to the analysis and discussion of claims, beliefs, and issues.

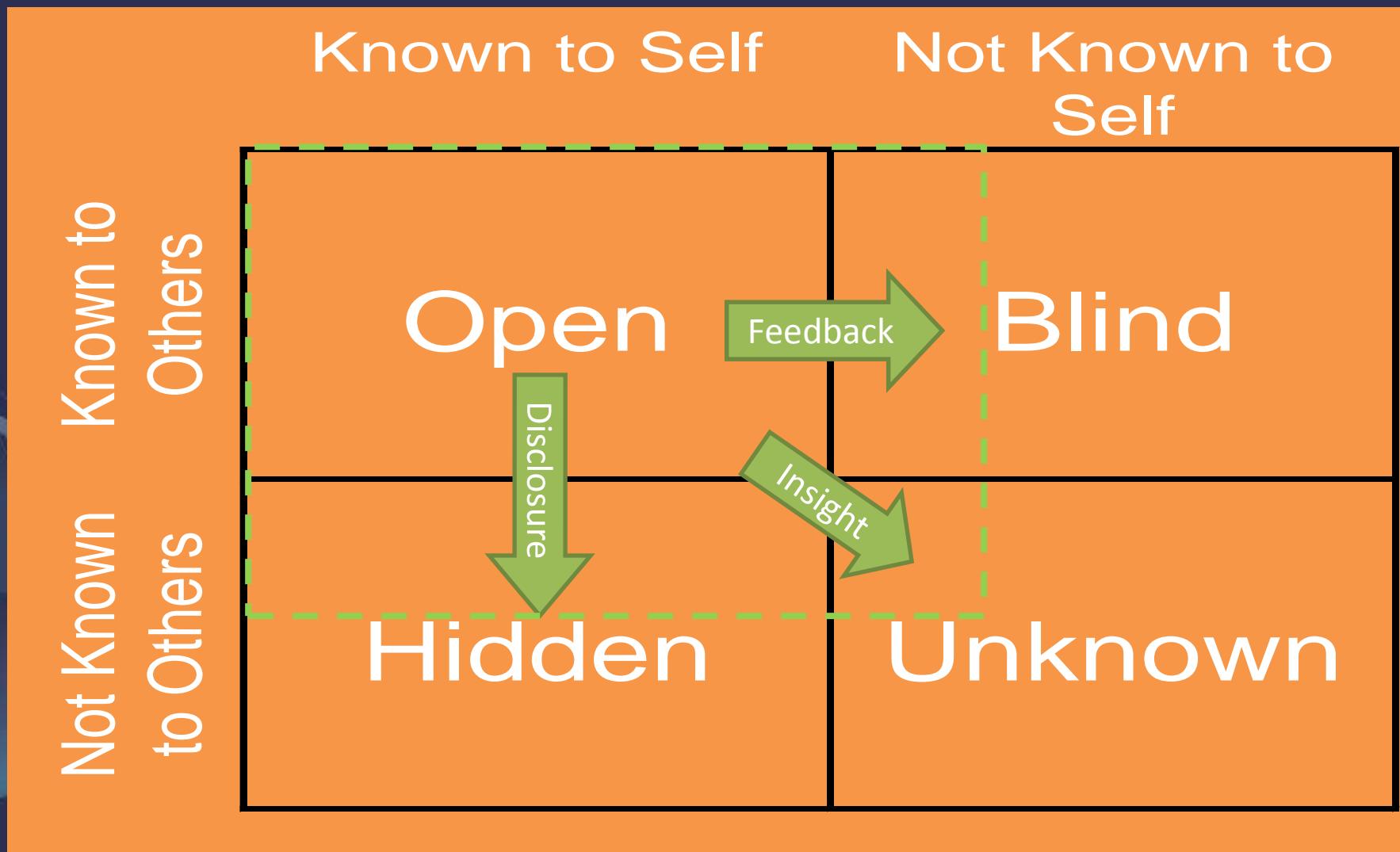
Inquisitiveness

The willingness to be curious and inquiring, e.g., by asking reflective questions

Emotional Intelligence

The ability to identify, assess and manage one's own emotions and those of other individuals and groups.

The Jo-Hari Window



What is Critical Thinking?

Critical thinking is purposeful reflective judgment concerning what to believe or what to do.



A critical thinker

- Raises important questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences.
- Communicates effectively with others in figuring out solutions to complex problems, without being unduly influenced by others' thinking on the topic.

Characteristics of Critical Thinkers

Critical thinkers

- Understand larger patterns, dynamics, and interrelationships.
- Use a systems approach.
- Examine issues from different perspectives.
- See beyond established ways of thinking.
- Challenge assumptions.
- Attribute meaning to information.
- Identify the root causes of issues.
- Are aware of cultural and contextual issues.
- Value intuition, emotions, and empathy.

Inquisitiveness— The Benefits of Seeking Answers

Seeking answers to questions helps

- Identify issues of key importance.
- Acknowledge prior knowledge
- Uncover issues on which to focus further inquiry
- Develop a culture of curiosity
- Challenge current knowledge and understanding
- Stimulate continuous learning
- Lead to deeper levels of understanding and knowledge.

On Structured Reflection



Using Powerful Questions



Powerful
Questions

- Assess the current situation
 - Discover the big issues
- Create images of possibilities
 - Evolve workable strategies

On Emotional Intelligence



Emotional intelligence is the ability, capacity, or skill to identify, assess, and manage the emotions of one's self, of others, and of groups.

Emotional intelligence comprises five domains:

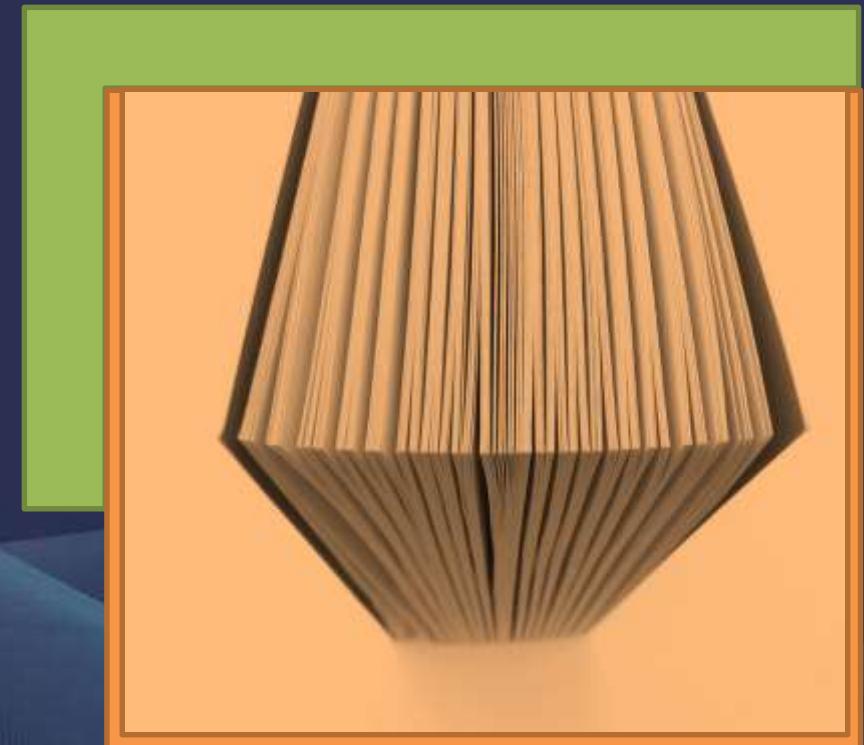
- Self-awareness
- Self-regulation
- Self-motivation
- Social awareness
- Social skills

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.

—Daniel Goleman

Of Journals

Journaling is the practice of keeping a diary or journal that explores thoughts and feelings surrounding the events of one's life.



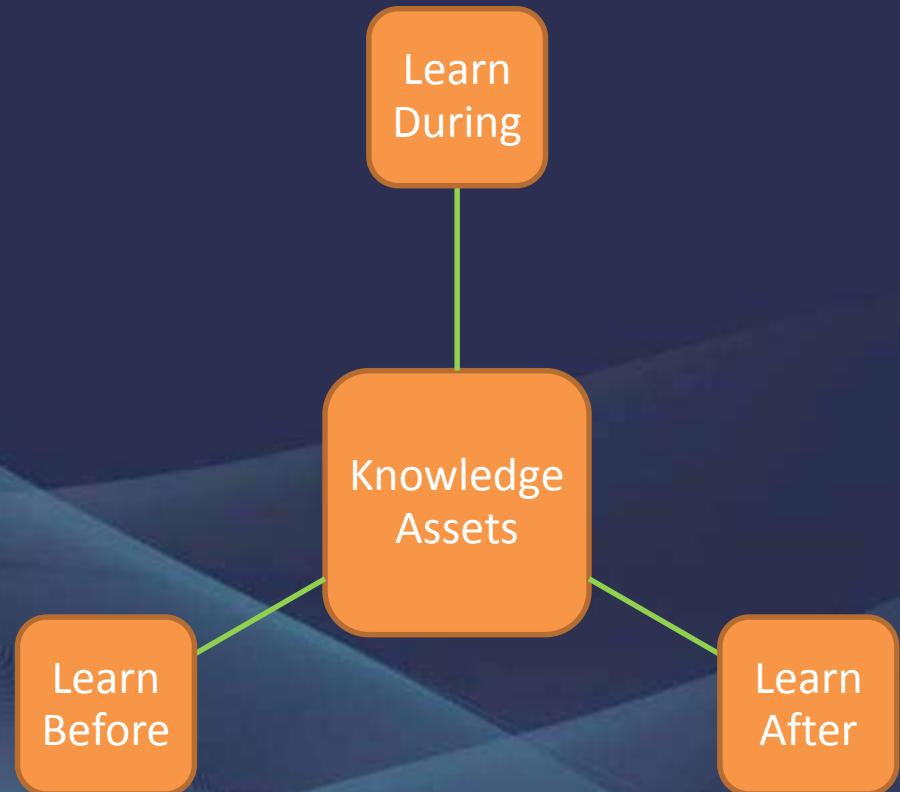
Of Rich Pictures

Rich pictures help learn about complex or ill-defined problems by drawing detailed representations of them. Rich pictures usually consist of symbols, sketches, or "doodles."



Learning Before, During, and After

- Knowledge is what you learn from experience before, during, and after the event.
- These three phases are concerned with feedforward, concurrent, and feedback control. In each phase, the focus is on inputs, ongoing processes, and outcomes, respectively.



Obstacles to Reflective Practice

Organizational

Open to control

Open to influence but not control

Open to neither influence or control—can only acknowledge

Personal

Open to control

Open to influence but not control

Open to neither influence nor control

Common Obstacles to Reflective Practice

Organizational

Performance pressure

Task culture

Reflection undervalued by colleagues or leadership

Competency traps

Limited leadership support

Absence of forums or structures

Blame culture

Personal

Perceived lack of time

Reflection undervalued

Under-developed competences

Limited experience of using reflection tools

Fear of feedback

Fear of failure

Lack of awareness of expertise

Undervaluing expertise

Further Reading

- ADB. 2008. *Conducting Peer Assists*. Manila.
www.adb.org/publications/conducting-peer-assists
- ——. 2008. *Conducting After Action Reviews and Retrospects*. Manila. www.adb.org/publications/conducting-after-action-reviews-and-retrospects
- ——. 2008. *Action Learning*. Manila.
www.adb.org/publications/action-learning
- ——. 2008. *The Reframing Matrix*. Manila.
www.adb.org/publications/reframing-matrix
- ——. 2009. *The Five Whys Technique*. Manila.
www.adb.org/publications/five-whys-technique

Further Reading

- ADB. 2009. *Overcoming Roadblocks to Learning*. Manila.
www.adb.org/publications/overcoming-roadblocks-learning
- ——. 2009. *Understanding and Developing Emotional Intelligence*. Manila.
www.adb.org/publications/understanding-and-developing-emotional-intelligence
- ——. 2009. *Asking Effective Questions*. Manila.
www.adb.org/publications/asking-effective-questions
- ——. 2009. *Understanding Complexity*. Manila.
www.adb.org/publications/understanding-complexity

Further Reading

- ADB. 2010. *Seeding Knowledge Solutions Before, During, and After*. Manila. www.adb.org/publications/seeding-knowledge-solutions-during-and-after
- ——. 2010. *The Critical Incident Technique*. Manila. www.adb.org/publications/critical-incident-technique
- ——. 2011. *Critical Thinking*. Manila. www.adb.org/publications/critical-thinking
- Chris Argyris. 1991. Teaching Smart People How to Learn. *Harvard Business Review*. May-June, pp. 5–15.
- Vanessa Druskat and Steven Wolff. 2001. Building the Emotional Intelligence of Groups. *Harvard Business Review*. Vol. 79, No. 3, pp. 81–90.

Further Reading

- Stephen Gill. 2009. *Developing a Learning Culture in Nonprofit Organizations*. Sage.
- Raphaela Hettlage and Marc Steinlin. 2006. *The Critical Incident Technique in Knowledge Management-Related Contexts*. Swiss Association for International Cooperation.
- Michael McKinney. Undated. Where is the Wisdom We Have Lost in Knowledge? *Foundations Magazine*.
- Desiree Paulsen. Undated. Journaling as Reflective Practice, *CDRA Barefoot Guide*.
- Hallie Preskill and Rosalie Torres. 1999. *Evaluative Inquiry for Learning in Organizations*. Sage.

Further Reading

- Charlotte Roberts and James Boswell. 1994. Multiple Perspectives. In Peter Senge et al. 1994. *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. Crown Business.
- Donald Schön. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Temple Smith.
- Mia Sorgenfrei and Rebecca Wrigley. 2005. *Building Analytical and Adaptive Capacities for Organizational Effectiveness*. Praxis Paper No. 7. INTRAC.
- Eric Vogt, Juanita Brown, and David Isaacs. 2003. *The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action*. Whole Systems Associates.

Videos

- ADB. 2012. *Conducting Peer Assists*. Manila.
vimeo.com/67184319
- ——. 2012. *The Critical Incident Technique*. Manila.
vimeo.com/67185516
- ——. 2012. *The Five Whys Technique*. Manila.
vimeo.com/67185517
- ——. 2012. *The Reframing Matrix*. Manila.
vimeo.com/67186254

Quick Response Codes



@ADB



@ResearchGate



@ADB Sustainable
Development Timeline



@Scholar



@Academia.edu



@SlideShare



@LinkedIn



@Twitter