



# REFLECTING ON EXPERIENCE

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*Lucy Mair-Winter  
September 2020*





# SESSION OVERVIEW

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- Introduction
- Takeaways
- What is reflective practice?
- Becoming more self-aware
- Communicating your strengths
  - on paper, in person



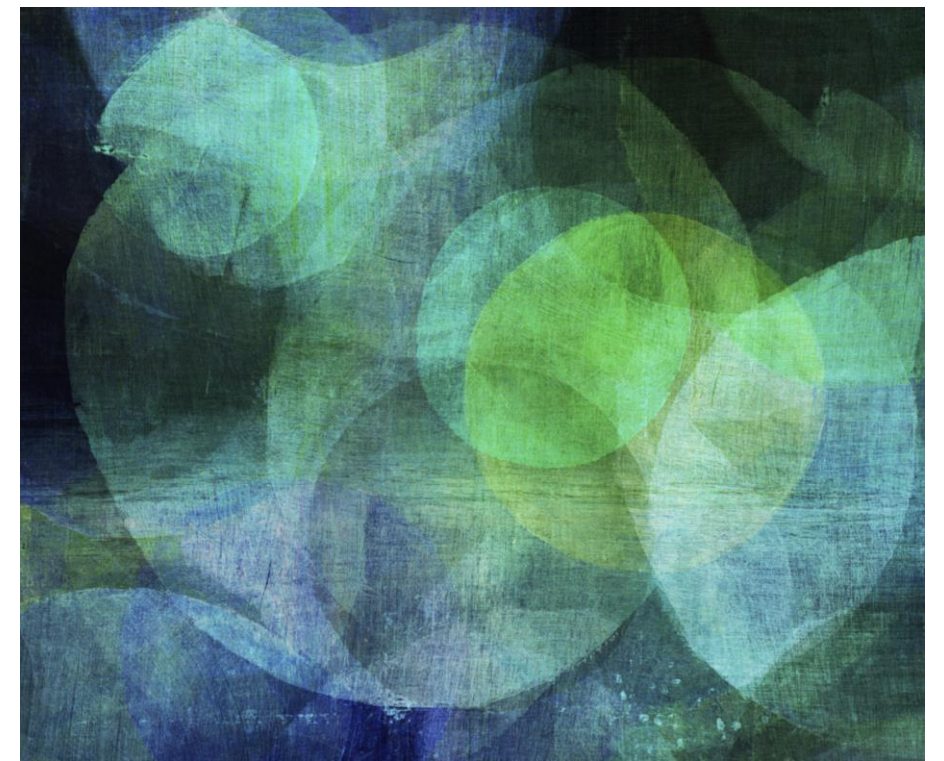
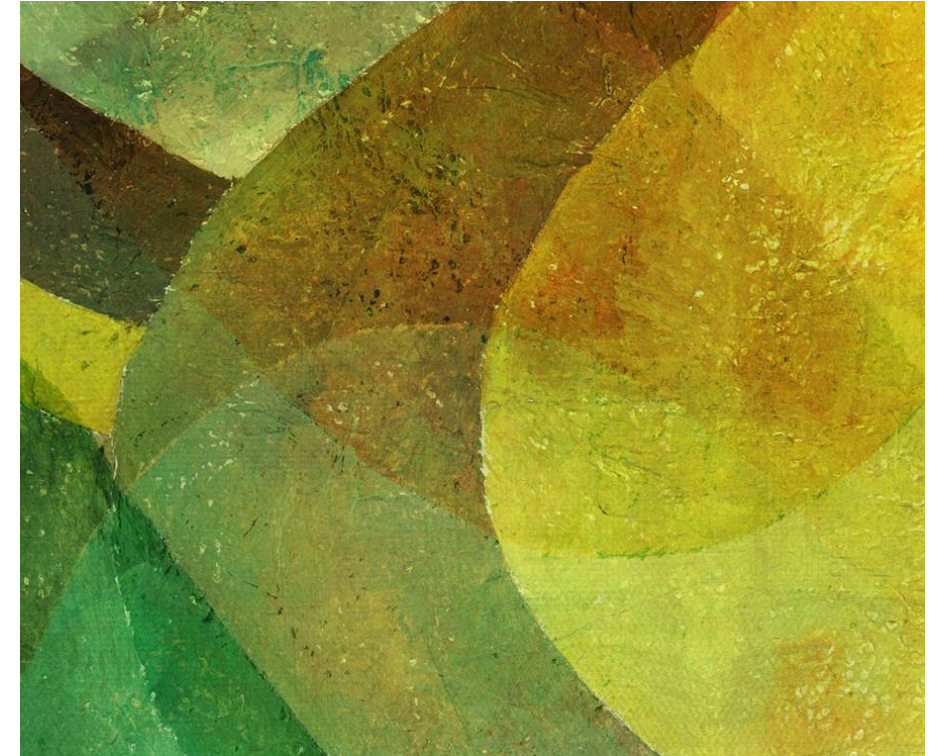
# PROPOSED TAKEAWAYS FROM THIS SESSION:

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- A brief introduction to reflective practice and why it's important
- Developing self-awareness of strengths, values, purpose
- Communicating your experience to yourself and to future employers

‘You cannot be anything you want to be - but you can be a lot more of who you already are.’ Tom Rath





*What is reflective practice?*



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Maybe reflective practices offer us a way of trying to make sense of the uncertainty in our workplaces and the courage to work competently and ethically at the edge of order and chaos.

*-Ghaye, 2007*

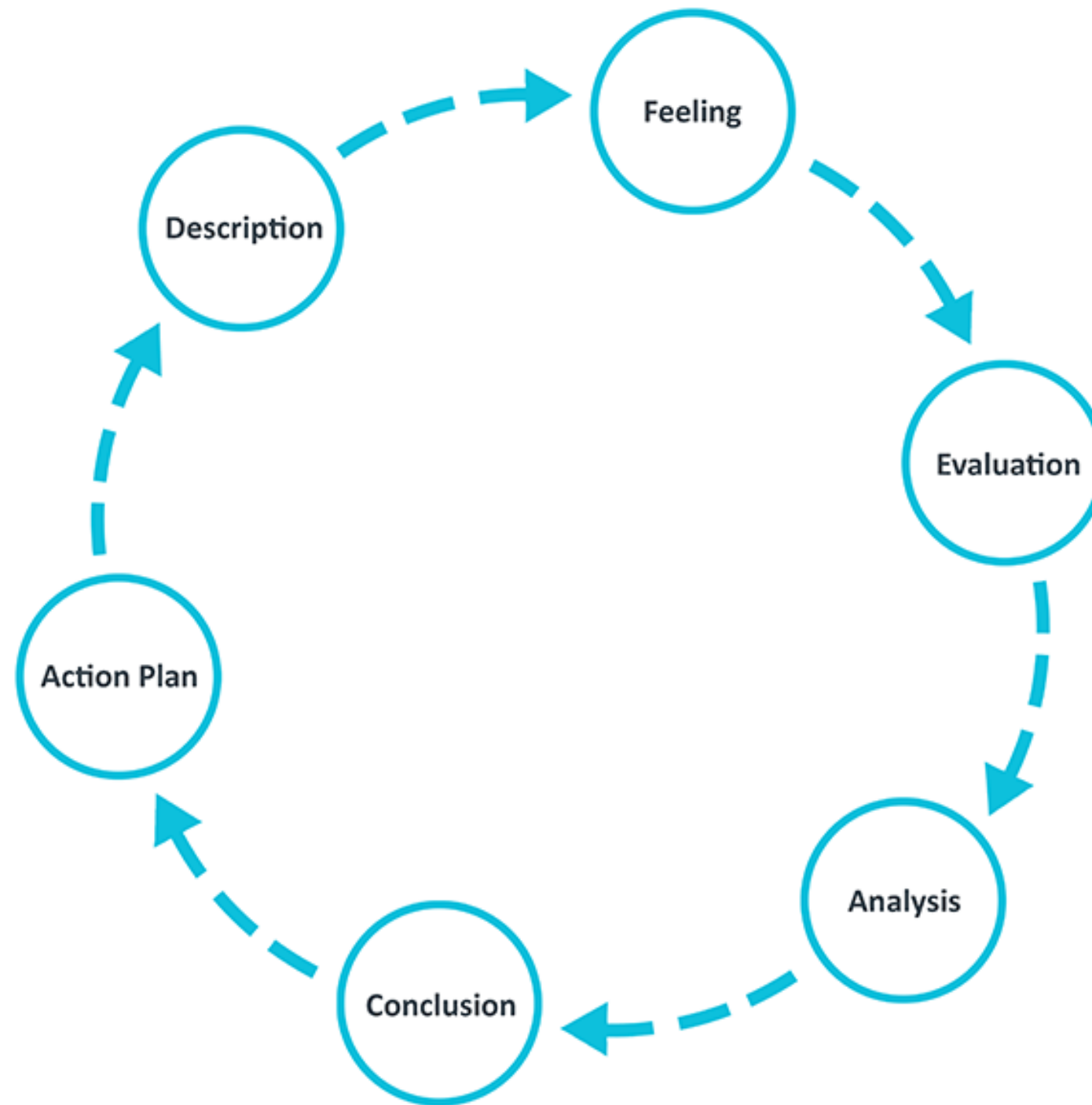


Reflective practice is.. the conscious examination of past experiences, thoughts and ways of doing things. Its goal is to surface learning about oneself and the situation, and to bring meaning to it in order to inform the present and the future. It challenges the status quo of practice, thoughts and assumptions and may therefore inform our decisions, actions, attitudes, beliefs and understanding about ourselves.

*-Edinburgh University paper*

# GIBBS REFLECTIVE CYCLE

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# DESCRIPTION

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Here you have a chance to describe the situation in detail. The main points to include here concern what happened. Your feelings and conclusions will come later.

Helpful questions:

- What happened?
- When and where did it happen?
- Who was present?
- What did you and the other people do?
- What was the outcome of the situation?
- Why were you there?
- What did you want to happen?



# FEELINGS

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Here you can explore any feelings or thoughts that you had during the experience and how they may have impacted the experience.

Helpful questions:

- What were you feeling during the situation?
- What were you feeling before and after the situation?
- What do you think other people were feeling about the situation?
- What do you think other people feel about the situation now?
- What were you thinking during the situation?
- What do you think about the situation now?



# EVALUATION

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Here you have a chance to evaluate what worked and what didn't work in the situation. Try to be as objective and honest as possible. To get the most out of your reflection focus on both the positive and the negative aspects of the situation, even if it was primarily one or the other.

Helpful questions:

- What was good and bad about the experience?
- What went well?
- What didn't go so well?
- What did you and other people contribute to the situation (positively or negatively)?



# ANALYSIS

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The analysis step is where you have a chance to make sense of what happened. Up until now you have focused on details around what happened in the situation. Now you have a chance to extract meaning from it. You want to target the different aspects that went well or poorly and ask yourself why. If you are looking to include academic literature, this is the natural place to include it.

Helpful questions:

- Why did things go well?
- Why didn't it go well?
- What sense can I make of the situation?
- What knowledge – my own or others (for example academic literature) can help me understand the situation?



# CONCLUSION

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In this section you can make conclusions about what happened. This is where you summarise your learning and highlight what changes to your actions could improve the outcome in the future. It should be a natural response to the previous sections.

Helpful questions:

- What did I learn from this situation?
- How could this have been a more positive situation for everyone involved?
- What skills do I need to develop for me to handle a situation like this better?
- What else could I have done?

# ACTION PLAN

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At this step you plan for what you would do differently in a similar or related situation in the future. It can also be extremely helpful to think about how you will help yourself to act differently – such that you don't only plan what you will do differently, but also how you will make sure it happens. Sometimes just the realisation is enough, but other times reminders might be helpful.

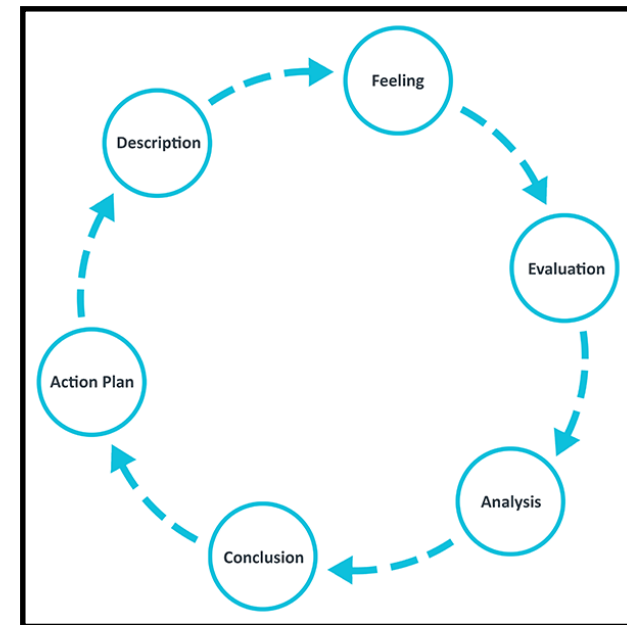
Helpful questions:

- If I had to do the same thing again, what would I do differently?
- How will I develop the required skills I need?
- How can I make sure that I can act differently next time?



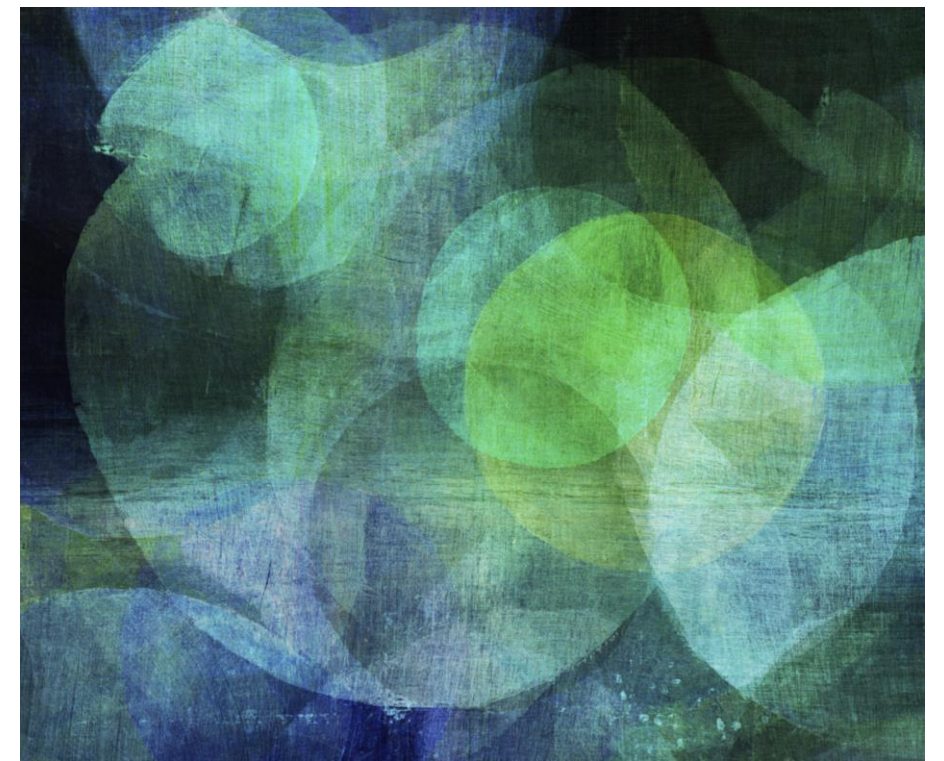
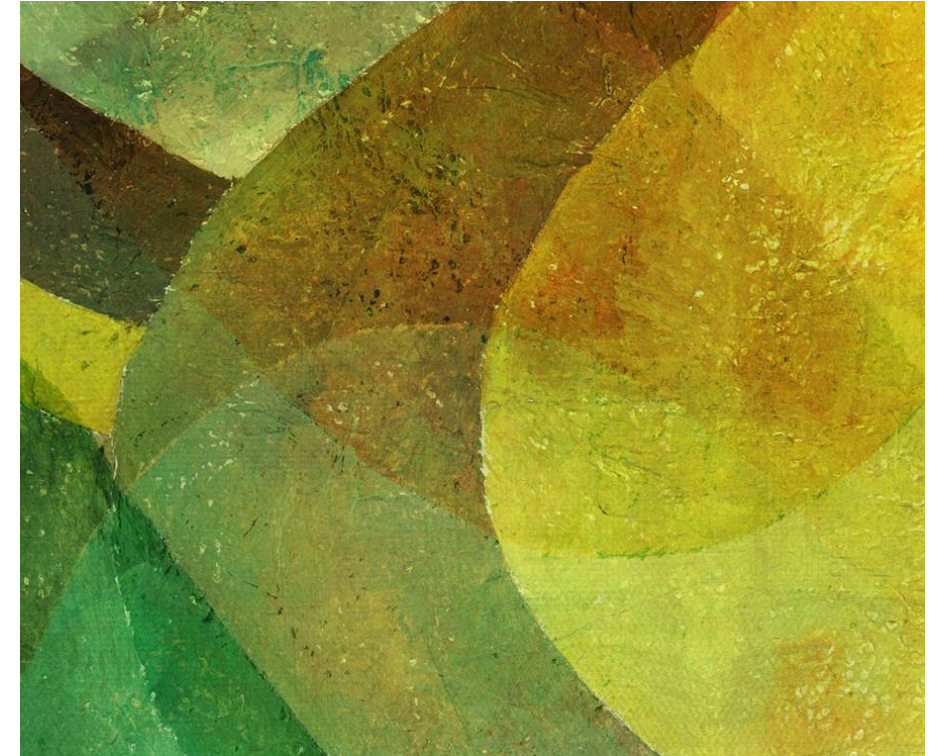
# GIBBS REFLECTIVE CYCLE - YOUR TURN

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*Using this model, take 10-15 minutes to work through a recent experience. This can be either a stand-alone experience or a situation you go through frequently, for example meetings with a team you have to collaborate with. Gibbs originally advocated its use in repeated situations, but the stages and principles apply equally well for single experiences too. If done with a stand-alone experience, the action plan may become more general so look at how you can apply your conclusions in the future.*





*Becoming more self-aware*



# SKILLS/CHARACTERISTICS TO ENABLE REFLECTION

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- Self-awareness
- Whole-heartedness
- Directness/Confidence
- Open-mindedness
- Responsibility
- Curiosity/courage

TOM RATH

HOMEABOUTBOOKSDOCUMENTARYSPEAKINGBLOGRESOURCESPRESS & CONTACT

STRENGTHS FINDER 2.0

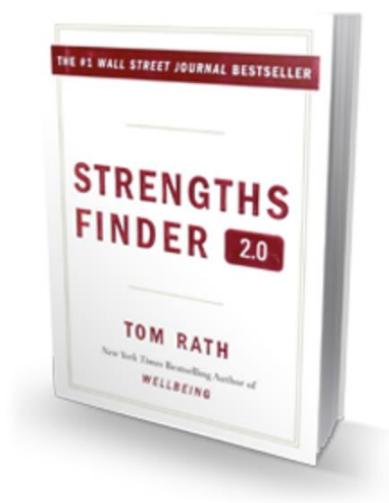
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Do you have the opportunity to do what you do best every day? Chances are, you don't. All too often, our natural talents go untapped. From the cradle to the cubicle, we devote more time to fixing our shortcomings than to developing our strengths.

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BE MORE OF WHO YOU  
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**ARTICLE:** The Importance of Values



**BARRETT VALUES CENTRE**

# The Importance of Values in Building a High-Performance Culture

By Richard Barrett, Founder of Barrett Values Centre®

## ABSTRACT

Values stand at the very core of human decision-making. When we work in an organisation whose culture aligns with our personal values, we feel liberated. We are able to bring our full selves to work. We not only bring our energy, our creativity, and our enthusiasm, we also bring our commitment to the well-being of our associates and the success of the organisation. Unleashing this energy is tantamount to liberating the corporate soul.

## THE CENTRAL ROLE OF VALUES

# What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.  
For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

## 1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer  
**E**  
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer  
**I**  
Introversion

## 2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer  
**S**  
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer  
**N**  
Intuition

**ISTJ**

Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

**ISFJ**

Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

**INFJ**

Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

**INTJ**

Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

**ISTP**

Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

**ISFP**

Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

**INFP**

Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

**INTP**

Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

## 3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer  
**T**  
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer  
**F**  
Feeling

## 4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer  
**J**  
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer  
**P**  
Perceiving

**ESTP**

Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

**ESFP**

Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

**ENFP**

Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

**ENTP**

Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

**ESTJ**

Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

**ESFJ**

Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

**ENFJ**

Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

**ENTJ**

Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

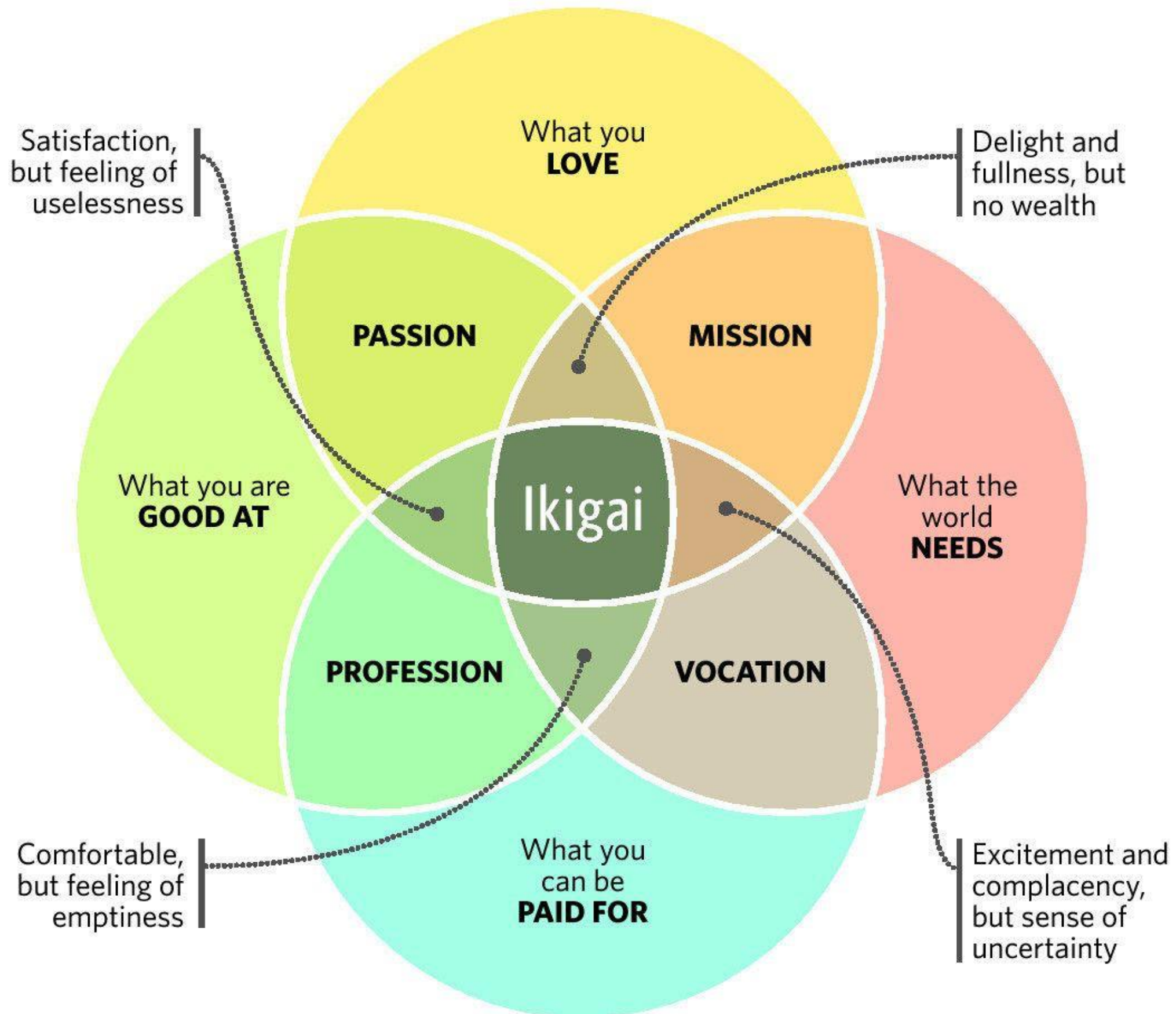
[More details](#)

A chart with descriptions of each Myers-Briggs personality type and the four dichotomies central to the theory



# Ikigai

A JAPANESE CONCEPT MEANING "A REASON FOR BEING"





.....RESILIENCE.....





# RESILIENCE

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re·sil·ience (rĭ-zĭl'yəns)

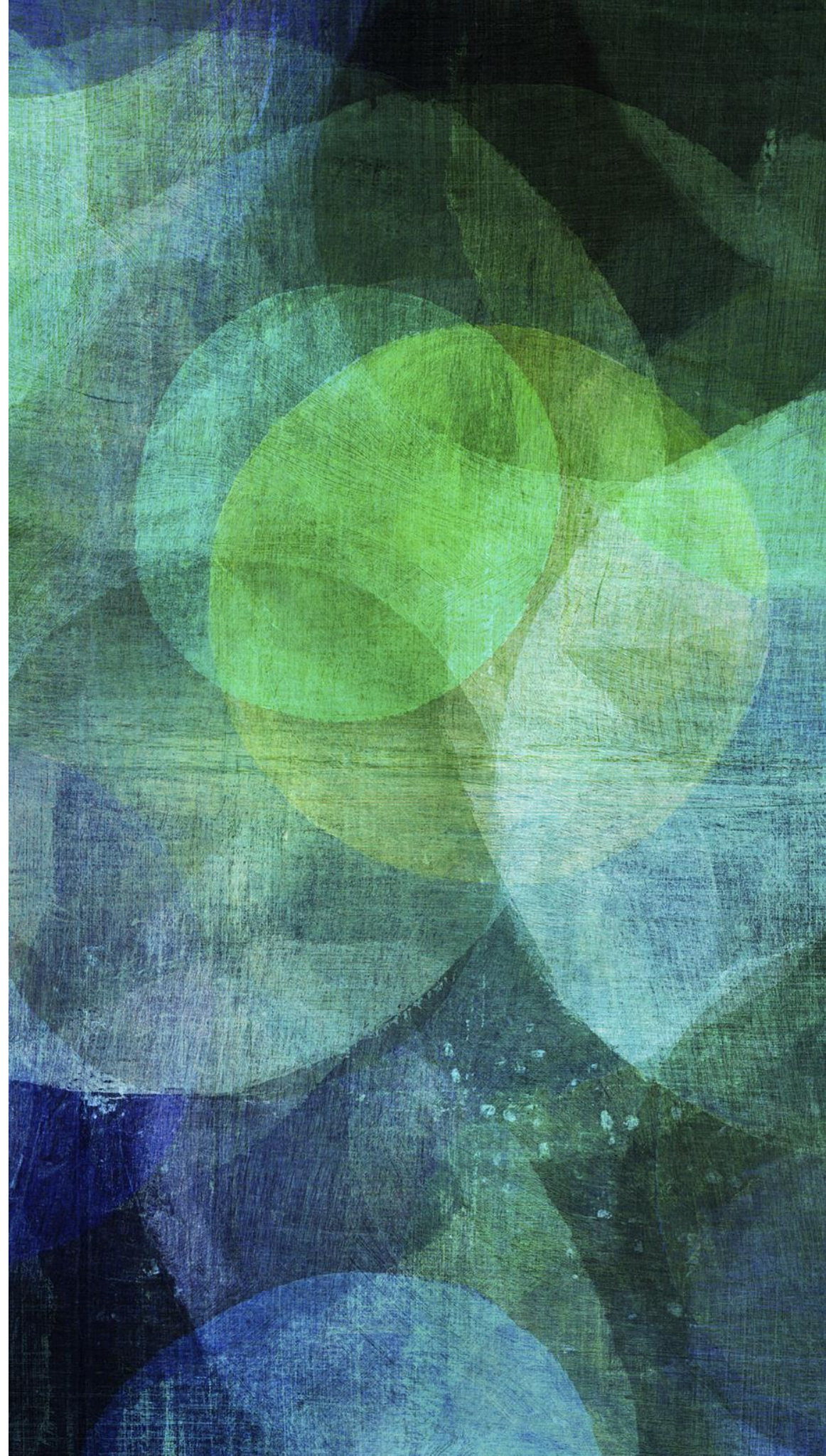
*n.*

1. The ability to recover quickly from illness, change, or misfortune; buoyancy.
2. The property of a material that enables it to resume its original shape or position after being bent, stretched, or compressed; elasticity.



# REFLECTIVE WRITING

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Whilst you can develop skills and strategies to help you to reflect, reflection is more than a set of skills. It is an expressions of the natural relationship that exists between learning and language. Finding the words to express something often seems to distil and crystallise it and you see it with new eyes... this is the benefit of putting reflection into words.

-?



# REFLECTIVE WRITING

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Reflective writing is...	Reflective writing isn't...
Written in the first person	Written in the third person
Analytical	Descriptive
Free flowing	What you think you should write
Subjective	Objective
A tool to challenge assumptions	A tool to ignore assumptions
A time investment	A waste of time

# REFLECTIVE TERMINOLOGY

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The most important thing was ...	Later I realised ...
At the time I felt ...	This was because ...
It was likely due to ...	This was like ...
After thinking about it ...	I wonder what would happen if ...
I learned that ...	I'm still unsure about ...
I need to know more about ...	My next steps are ...

# WHERE MIGHT YOU USE REFLECTIVE WRITING?

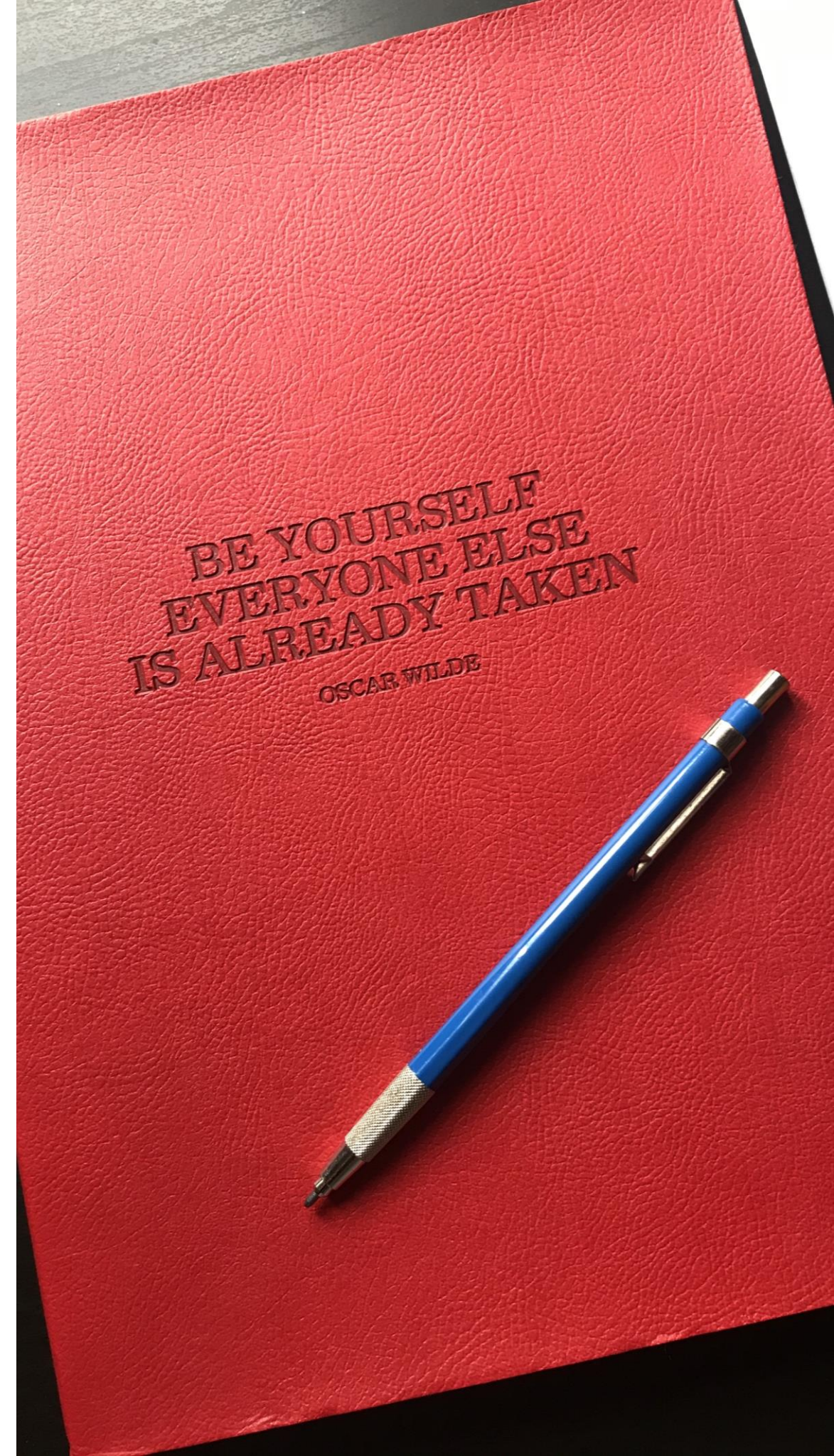
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- Job applications
- Appraisals
- Written feedback
- Blogging
- During the research process
- In academic writing



# USING A JOURNAL TO RECORD YOUR REFLECTIONS

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# WRITING TO REFLECT - ACTIVITY

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Look back at an experience you could learn from. It doesn't matter if it went well or badly. Use the prompts on slide ? to help you write a longer reflective piece on the experience:

Looking back at an experience, reflect on:

- Your expectations before the experience
- How you approached it
- Which parts you found easy/hard

Think about what you learned as a result:

- How did your knowledge and understanding change?
- What would you do differently if faced with a similar situation?

Consider how you might use your learning in the future:

- How might you put into practice what you have learnt?
- What challenges might you face?
- How would you deal with these?



COMMUNICATING  
YOUR STRENGTHS  
& EXPERIENCE

# TELLING A STORY

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*Academics and marketers alike have found that our brains are hardwired to process and story information in the form of stories.*

*Stories are irresistible to the human mind because they activate our imaginations and so we have no choice but to follow the mental movies created in our heads.*

*A well told story is something that will stick in your audience's mind for years to come.*





## STORY TELLING - 7 KEY ELEMENTS

- .....
- Immerse your audience in a story
  - Tell a personal story
  - Create suspense
  - Bring characters to life
  - Show. Don't tell.
  - Build up to a S.T.A.R. moment (something they will always remember)
  - End with a positive takeaway



YOUR TURN TO  
TELL A STORY





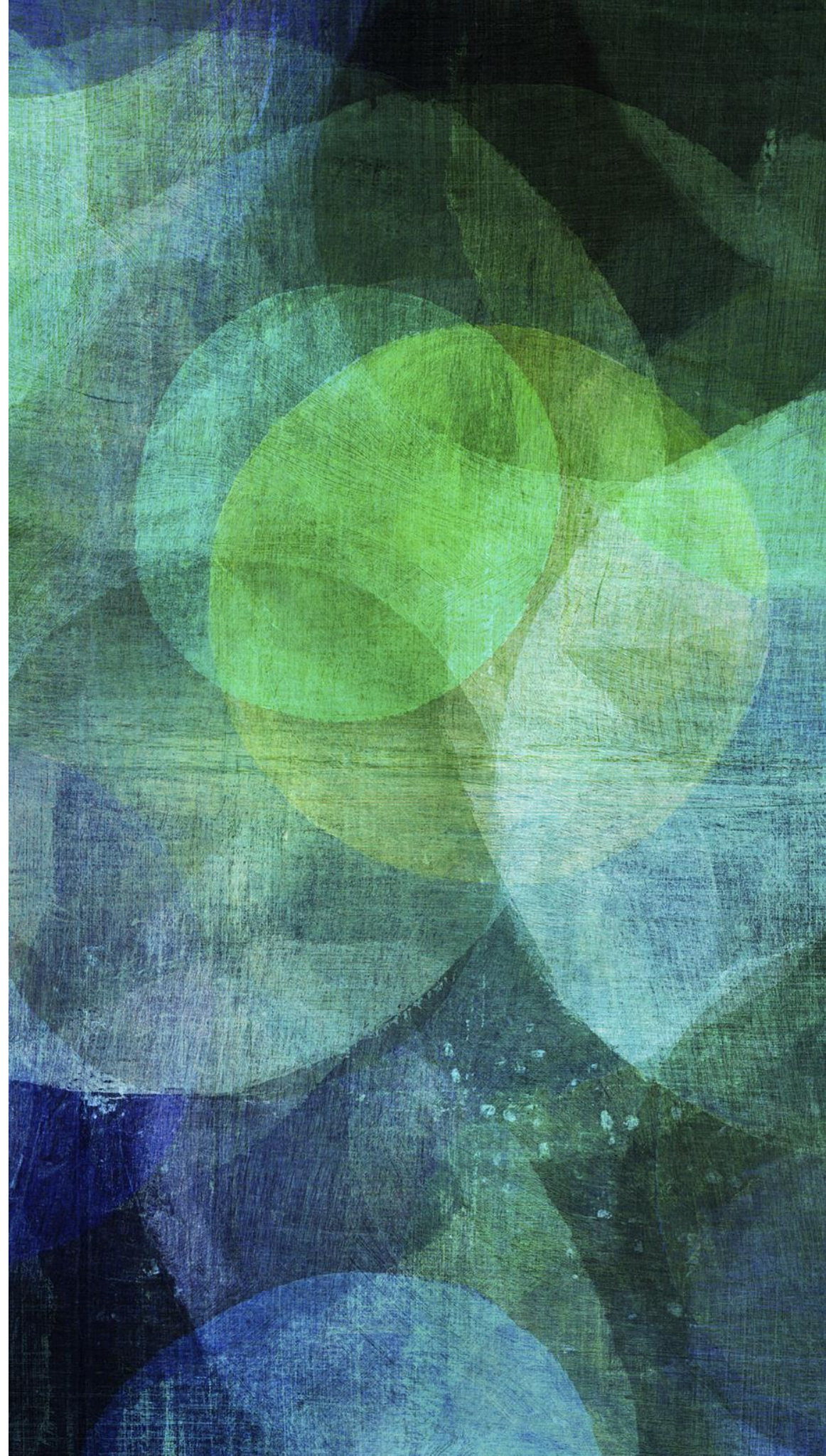
# STORYTELLING FOR SUCCESS

- .....
- Take 30-60 minutes to think about and write one or more personal stories which highlight your experience and strengths and which would communicate you well to a future employer - either within a CV or during an interview.
  - Share your story with a friend or colleague.
  - Ask for feedback and continue to refine and improve your story



THANK  
YOU

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# FURTHER RESOURCES

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- Edinburgh University website: [ed.ac.uk](http://ed.ac.uk) - Reflection Toolkit
- Boud, D., Keogh, R. And Walker, D. (1994) Reflection: Turning Experience into Learning. London, Kogan Page
- Moon, J. (2004) A Handbook of Reflective and Experiential Learning: Theory and Practice. London: Routledge
- <https://visme.co/blog/7-storytelling-techniques-used-by-the-most-inspiring-ted-presenters/#.Xtk0AudzfkI.email>
- <https://www.psychologytoday.com/blog/design-your-path/201305/10-traits-emotionally-resilient-people?eml>