



# REFLECTION

BUILDING PROFESSIONAL PRACTICE (NX9423) PART C



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# INTRODUCTION

## **What is reflection?**

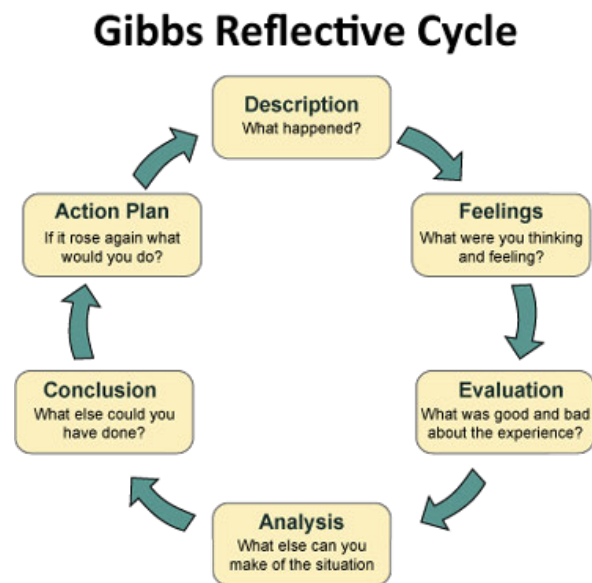
We can define reflection as natural process of thought in which we analyse, interpret, clarify and relate ideas and conclusions are reached as a result of that process. Making reference to learning from experience as a source of evident improvement in professional tasks. (Springer Link, 2015)

## **Why is it important?**

Reflection is very important as it helps in the process of personal and professional growth. In this way we get to know each other better, learn from mistakes and improve. It also helps us to clarify certain aspects of our life, while helping us clarify internal or external contradictions or conflicts.

## **Gibbs Reflective Cycle**

Gibbs's reflective cycle is iterative and proposes that reflection should be done after the experience, in addition, it provides a guide to carry out the reflection process through reference questions. Gibbs' reflexive cycle focuses on learning from the experiences involved, feelings, thoughts and recommendations for future experiences. (University of Edinburgh, 2019)



## DESCRIPTION

At the beginning of the first semester some random groups were designed. My team is made up of [REDACTED] has been our team leader, [REDACTED] our secretary and the rest of the team included I have been researchers.

As I described in the Reflective account, using Gibbs' reflective cycle, we have been asked to make a 10-minute presentation based on a case study, in which we must conduct research and analyse the data we find to develop recommendations for our client.

At first we did not know well how we should face this project. We did not know where to start and the role that each team member was going to take. Our team consisted of 3 girls who knew each other previously and two boys who didn't know each other.

When we learn how to do the job, thanks to our coach, we start researching information that could help us better understand how to manage our project.

At the beginning of the project, we all actively contributed by doing research, despite moments of low communication among the team members, we knew how to keep in touch to be aware of the progress of the project. By continuing to work we realized that there were points to improve and others to keep constant.

Finally we can say that we are satisfied with the work done and despite the initial uncertainty, some organizational and communication problems were able to manage the situation and carry out a good level of work. I reiterate in the individual satisfaction and group for the result obtained since in the end we all collaborate to carry out this work, taking into account that each one had his personal and labour issues.

## FEELINGS

As I mentioned earlier, my first reaction was puzzling. I didn't understand how to face this new project. On the other hand, I am a somewhat reserved person, who has trouble opening up to others at first; another detail is that English is not my mother tongue, so sometimes I don't feel confident enough to express myself.

Therefore, being in a team of competent people I felt obliged to correspond to that level of requirement when working as a team. During the project I came to feel that I did not contribute enough to my team. The measures taken by my team made me feel more confident. Periodically providing necessary information for the project I felt comfortable and satisfied with what I was doing.

Finally we were at a point where we had more information, stress and anxiety increased in all of us but as we were eliminating information that was not so relevant, we realized that we were building a project that was at a good level. At the end of our project we feel a sense of satisfaction and dissatisfaction knowing that we have worked hard to achieve these results but knowing that we can still improve and achieve the best possible results.

## **EVALUATION**

The good thing that this experience has brought us is that we have enjoyed group work and have met people of different personalities learning and sharing knowledge and skills. We have realized the virtues and defects that each one has. Having each one a function, little by little we have been able to see that each one is good at one thing and that we complement each other. Since not all of us serve to do all the functions, there are always people who are given one thing better than another and that is why we have each taken care of the things we think we do best to improve and at the same time get the job done. Being a group of 5 has its advantages and disadvantages, leads to more work and has to do it in less time but on the other hand it complicates the organization and definition of the field in which each team member will feel. Although we are not dominant people, making decisions was always key since we all have different ways of thinking and acting. Communication is a point where our team had to work. Also dealing with stress and time to complete the tasks we set.

I believe that I have grown personally and academically, also in a group way because thanks to my coach and colleagues I have been able to improve important points of my personality such as trust and communication while I have learned a lot from them. As a result we have obtained a good job with which we feel satisfied, knowing that we can improve and do better the next time.

## **ANALYSIS**

I think I've been lucky to be on this team. I have had a leader who has been aware of what happened, a secretary who has updated what happened and has remembered the points that we had to make to perform our work as well as possible and finally a group of researcher that we have contributed Information of importance for our project.

At the time we suffered from lack of communication since we were facing unknown people and a project which we still did not understand. The lack of communication became visible as we could not agree on what each one was going to focus on. Personally, I took actions that helped me adapt to the level of demand my team required. As a team, we take actions to resolve the communication and organization conflicts we had at the time, and we continue to apply it so that it does not happen again.

Some of my companions did not suffer this lack of communication so much as they share more time, but the rest of the team only saw each other during seminars and group sessions. We put a lot of each one to attend the group sessions and if we could not let the person know that it was not what was done during the session and what should be done for the next session.

Undoubtedly, group communication improved and that is what helped us to improve and be more productive, setting ourselves short and long term goals.

## **CONCLUSION**

In conclusion I can say that I am satisfied with my contribution and with the performance of the rest of the members of my team.

I know what I have to improve and the rest of my classmates also know their points to improve. We know that for the next one we can get better results. On the other hand we have met each other forming a consistent team and understanding the virtues and weaknesses of our team members. It has been an enriching experience in which I have improved personally and academically.

# **ACTION PLAN**

## Beginning

### 1<sup>st</sup> Week

- Introduce myself to the team
- Understand the project
- Organize the role of each team member
- Distribute the work in proportional parts
- Set goals and time to accomplish them

## During

### 2<sup>nd</sup> Week

- Organize the time to perform the tasks
- 2<sup>nd</sup> Week after
- Review the tasks performed
- Maintain constant communication in the team
- Discard information and highlight relevant information
- Focus more attention on the most important tasks
- Specify group sessions to share the progress made
- Attend and participate in group sessions to advance joint work
- Set new tasks for the next group session

## Finally

### 1 week before submitting

- Hold a group session to analyse the result of the work
- Discard non-relevant information
- Correct or improve failures in the work done
- Submit work after agreeing to each team member

## APPENDICES

Reflective account – using Gibbs reflective cycle

<p><b>DESCRIBE</b> What happened? Context</p>	<p>We have been asked to prepare a presentation (10 min) in a group through Panopto or other digital media. Starting from the case study we will research and analyse the information, to provide recommendations on the problems or difficulties of the organization.</p>
<p><b>FEEL</b> How did you feel at the time? Afterwards?</p>	<p>In the first moment, the case study seemed a bit complex because I did not know the work area. However, after doing research and analysing all the information collected by all team members, I can say that I have extensive knowledge about the work area and how to act in the face of new challenges.</p>
<p><b>EVALUATE</b> What was good about the experience? What success/problems did you have? What feedback did you receive?</p>	<p>Undoubtedly, the good thing about the experience is teamwork, learning from the virtues and shortcomings of my colleagues. I have been very successful in contributing as a researcher, however I have to improve the communication with my team. That is why I have received useful constructive criticism from both my coach and my team members.</p>
<p><b>ANALYSE</b> What were the reasons for the success/problems? Did others have the same issues? How helpful was the feedback?</p>	<p>The reasons for the success of my team is that we have a good leader and a great research team. As a point to improve has been our communication due to times when we did not share information. We realized that it was a common problem that we could improve. We discuss this in a group and take short and long term goals.</p>
<p><b>CONCLUDE</b> What generally do you conclude from this experience? What are the more personal conclusions (specific to you)?</p>	<p>In general I can conclude that it has been an enriching experience in which people of different personalities have worked to carry out a project that we did not understand at first. Personally I feel developed, since I have worked on my weaknesses and have acquired knowledge and skills very useful for my future.</p>
<p><b>PLAN</b> How will you overcome any perceived problems? (Development plan) How will you build on strengths? (Development plan) What will you do next time – action plan (how, when, resources, milestones, success criteria)</p>	<p>When I work as a team the next time I will take the initiative when it comes to sharing what I think. I will work to develop my researcher skills, through filters that help me select relevant information. I will carry out an Action Plan in the short and long term where I will indicate specific times, the means I will use, the achievements to be made and a self-evaluation system in which I can highlight the points to improve.</p>

**GROUP PROCESS AND MONITORING  
PROGRESS**

	POSITIVE	10	9	8	7	6	5	4	3	2	1	NEGATIVE	Your score	Group score
1	Group goals are clearly defined			X								Goals unclear	7	8.8
2	Agreement is reached at most meetings		X									Disagreement a feature of most meetings	9	9.0
3	Tasks completed as agreed				X							Agreed tasks not completed	8	8.2
4	Everyone participates				X							Significant number not participating	7	6.8
5	We listen to each other			X								Listening skills weak	8	9.2
6	Open & trusting atmosphere		X									Distrust and defensiveness	9	9.4
7	Able to express opinions			X								No opportunity to express opinions	7	9.2
8	Opinions can be questioned without resentment			X								Opinions 'untouchable' and cannot be easily challenged	8	9.2
9	Respect shown for each other		X									No or little respect shown by of for other members	9	9.8
10	Consensus decisions			X								Authoritarian decisions	8	9.0
11	Leadership skills demonstrated		X									Drifting or dominating by individuals	7	7.8
12	People present on time or send apologies if unavailable		X									Unpunctuality a significant feature	7	7.8
13	Systematic approach to discussion				X							Lack of a systematic approach to tasks	7	8.8
14	Time used efficiently (& effectively)				X							Time wasted	8	7.4
15	Challenging, rewarding, enjoyable atmosphere				X							Flat, lifeless atmosphere	7	8.8
16	Group committed to task		X									Lack of commitment by significant number of group	9	8.6

**ACTION POINTS**

Get the team leader to send message to group chat reminding people of the work have been assigned, encourage them

Set short term goals at the end of each meeting, so we have achievable goals for each session

Reiterate the importance of letting people know you will be absent, so the rest of the group can pick up the remaining work and let the absent person know of any work that needs completed

	1-5 problem areas, need to find solution
	6-8 Warning - potential problems; remedial action needed
	9-10 Performing well in this area; monitor & maintain

**7.8      8.6**

Self-assessment form for team working

	Score 1-5	Write a short reflection on the reasons for your score and development actions. Try to do this on a weekly basis and use this to track any changes
<b>Innovation</b>		Overall rating: 3
Contributing ideas	3	My problem in communicating makes it difficult for me to share ideas, make suggestions and suggest ways to improve. It is a personality problem that I am working little by little to improve day by day. Although I share ideas and make suggestions at specific times I know that it is something I can improve if I work on it.
Making suggestions	3	
Suggesting ways forward	3	
<b>Facilitation</b>		Overall rating: 4.1
Building on suggestions made by another	4	I am a person who initially finds it difficult to follow the suggestions of others, but the moment I understand them I can get to follow them firmly. I am not a dominant person but I will make my opinion visible and defend it if necessary. After that, make agreements and summarize the points on which we must work. Consequently I like to make clear the decisions we have made and continue working to improve. I like to follow a work plan in which we can all participate in the directions of the task. Although I can improve my level of participation, I always try to provide ways in which we could improve.
Asking for input from other group members	3	
Constructively challenging dominant members	3	
Disagreeing – constructively reasoning & questioning decisions	4	
Building consensus	5	
Summarising, taking stock	5	
Keeping to task	5	
Setting direction	5	
Suggesting ways forward	3	
Clarifying decisions	4	
<b>General demeanour</b>		Overall rating: 2.9
Quiet	3	I am a somewhat reserved person, so I present a quiet personality at first. It is a bit difficult for me to open up to people, but then I have a very pleasant and enthusiastic personality. I like to listen to people, in this way I learn from them, and I encourage them to improve. I do not consider myself an aggressive person, but I can become dominant if the situation requires it. I show an inclusive personality so that everyone can feel comfortable within the group. I do not consider him to be a person who belittles the contribution of others; on the contrary, I try to encourage them to participate when there is the opportunity.
Disengaged	2	
Enthusiastic	4	
Listening and encouraging	4	
Aggressive and dominating	2	
Inclusive	4	
Blocking – dismissing others' contribution	1	

**PERSONAL COMPETENCIES MODEL - LEVEL 4 MANAGEMENT**

	<p><b>Acting Assertively</b></p> <p><b>Managers who act assertively show resilience and determination to succeed in the face of pressure and difficulties. He/She: 2.9</b></p>				
1	Takes a leading role in initiating action and making decisions	1	2	3	4
2	Takes personal responsibility for making things happen	1	2	3	4
3	Takes control of situations and events	1	2	3	4
4	Acts in an assured and unhesitating manner when faced with a challenge	1	2	3	4
5	Says no to unreasonable requests	1	2	3	4
6	States own position and views clearly in conflict situations	1	2	3	4
7	Maintains beliefs, commitment and effort in spite of set-backs or opposition	1	2	3	4
	<p><b>Acting strategically</b></p> <p><b>Managers who act strategically identify the way forward in a complex environment, referring constantly to a longer-term vision for the organisation. He/She: 3.3</b></p>				
8	Displays an understanding of how the different parts of the organisation and its environment fit together	1	2	3	4
9	Works towards a clearly defined vision of the future	1	2	3	4

10	Clearly relates goals and actions to the strategic aims of the organisation	1	2	3	4
11	Takes opportunities when they arise to achieve the longer-term aims or needs of the organisation	1	2	3	4
<p><b>Behaving ethically</b></p> <p><b>Managers who behave ethically identify concerns and resolve complex dilemmas in an open, reasoned manner. He/She: 3.2</b></p>					
12	Complies with legislation, industry regulation, professional and organisational codes	1	2	3	4
13	Shows integrity and fairness in decision -making	1	2	3	4
14	Sets objectives and creates cultures which are ethical	1	2	3	4
15	Clearly identifies and raises ethical concerns relevant to the organisation	1	2	3	4
16	Works towards the resolution of ethical dilemmas, based on reasoned approaches	1	2	3	4

	<p><b>Building teams</b></p> <p><b>Managers who build effective teams encourage team effort, build cohesion and maintain motivation. He/She: 2.6</b></p> <p><b>Manages Others</b></p>				
17	Actively builds relationships with others	1	2	3	4
18	Makes time available to support others	1	2	3	4
19	Encourages and stimulates others to make best use of their abilities	1	2	3	4
20	Evaluates and enhances people's capability to do their jobs	1	2	3	4
21	Provides feedback designed to improve people' future performance	1	2	3	4
22	Shows respect for the views and actions of others	1	2	3	4
23	Shows sensitivity to the needs and feelings of others	1	2	3	4
24	Uses power and authority in a fair and equitable manner	1	2	3	4
	<b>Relates to Others</b>				
25	Keeps others informed about plans and progress	1	2	3	4
26	Clearly identifies what is required of others	1	2	3	4
27	Invites others to contribute to planning and organizing work	1	2	3	4

28	Sets objectives which are both achievable and challenging	1	2	3	4
29	Checks individuals' commitment to a specific course of action	1	2	3	4
30	Uses a variety of techniques to promote morale and productivity	1	2	3	4
31	Identifies and resolves causes of conflict or resistance	1	2	3	4
<p><b>Communicating</b></p> <p><b>Managers who communicate effectively are able to share information, ideas and arguments with a variety of audiences.</b></p> <p><b>He/She: 2.4</b></p>					
32	Identifies the information needs of listeners	1	2	3	4
33	Listens actively, asks questions, clarifies points and re-phrases others' statements to check mutual understanding	1	2	3	4
34	Adopts communication styles appropriate to listeners and situations, including selecting an appropriate time and place	1	2	3	4
35	Uses a variety of media and communication aids to reinforce points and maintain interest	1	2	3	4
36	Presents difficult ideas and problems in ways that promote understanding	1	2	3	4
37	Confirms listeners' understanding through questioning and interpretation of non-verbal signals	1	2	3	4
38	Encourages listeners to ask questions or re-phrase statements to clarify their understanding	1	2	3	4

39	Modifies communications in response to feedback from listeners	1	2	3	4
<b>Focusing on results</b> <b>Managers who focus on results are proactive and take responsibility for getting things done. He/She: 3.1</b>					
<b>Plans and Prioritizes</b>					
40	Maintains a focus on objectives	1	2	3	4
41	Tackles problems and takes advantages of opportunities as they arise	1	2	3	4
42	Prioritizes objectives and schedules to make best use of time and resources	1	2	3	4
43	Focuses personal attention on specific details that are critical to the success of a key event	1	2	3	4
<b>Strives for excellence</b>					
44	Actively seeks to do things better	1	2	3	4
45	Uses change as an opportunity for improvement	1	2	3	4
46	Establishes and communicates high expectations of performance, including setting an example to others	1	2	3	4
47	Sets goals that are demanding of self and others	1	2	3	4
48	Monitors quality of work and progress against plans	1	2	3	4
	Continually strives to identify and minimize barriers to excellence				

49		1	2	3	4
	<b>Influencing others</b>				
	<b>Managers who influence the behaviour of others plan their approaches and communicate clearly using a variety of techniques. He/She: 2.4</b>				
50	Develops and uses contacts to trade information, and obtain support and resources	1	2	3	4
51	Presents oneself positively to others	1	2	3	4
	Creates and prepares strategies for influencing others				
52	Uses a variety of means to influence others	1	2	3	4
53	Understands the culture of the organisation and acts to work within it or influence it	1	2	3	4
54		1	2	3	4

	<p><b>Managing Self</b></p> <p><b>Managers skilled in managing themselves show adaptability to the changing world, taking advantage of new ways of doing things.</b>  <b>He/She: 3.1</b></p> <p><b>Controls emotions and stress</b></p>				
55	Accepts personal comments or criticism without becoming defensive	1	2	3	4
56	Remains calm in difficult or uncertain situations	1	2	3	4
57	Handles others' emotions without becoming personally involved in them	1	2	3	4
	<p><b>Manages personal learning and development</b></p>				
58	Takes responsibility for meeting own learning and development needs	1	2	3	4
59	Seeks feedback on performance to identify strengths and weaknesses	1	2	3	4
60	Learns from own mistakes and those of others	1	2	3	4
61	Changes behaviour where needed as a result of feedback	1	2	3	4
62	Reflects systematically on own performance and modifies behaviour accordingly	1	2	3	4
63	Develops self to meet the demands of changing situations	1	2	3	4
64	Transfers learning from one situation to another	1	2	3	4
	<b>Searching for information</b>				

<b>Managers with information-search skills gather many different kinds of information by a variety of means. He/She: 3.2</b>					
65	Establishes information networks to search for and gather relevant information	1	2	3	4
66	Actively encourages the free exchange of information	1	2	3	4
67	Makes best use of existing sources of information	1	2	3	4
68	Seeks information from multiple sources	1	2	3	4
69	Challenges the validity and reliability of sources of information	1	2	3	4
70	Pushes for concrete information in ambiguous situation	1	2	3	4

	<p><b>Thinking and decision making</b></p> <p><b>Managers displaying thinking and decision-making skills analyse and made deductions from information in order to form judgements and take decisions. He/She: 3.2</b></p> <p><b>Analyses</b></p>	
71	Breaks processes down into tasks and activities	1 2 3 4
72	Identifies a range of elements in, and perspectives on, a situation	1 2 3 4
73	Identifies implications, consequences or causal relationships in a situation	1 2 3 4
74	Uses a range of ideas to explain the actions, needs and motives of others	1 2 3 4
	<b>Conceptualizes</b>	
75	Uses own experience and evidence from others to identify problems and understand situations	1 2 3 4
76	Identifies patterns or meaning from events and data which are not obviously related	1 2 3 4
77	Builds a total and valid picture from restricted or incomplete data	1 2 3 4
	<b>Takes decisions</b>	
78	Produces a variety of solutions before taking a decision	1 2 3 4
79		1 2 3 4

80	Reconciles and makes use of a variety of perspectives when making sense of a situation	1    2    3    4
81	Produces own ideas from experience and practice	1    2    3    4
82	Takes decisions which are realistic for the situation	1    2    3    4
	Focuses on facts, problems and solutions when handling an emotional situation	

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