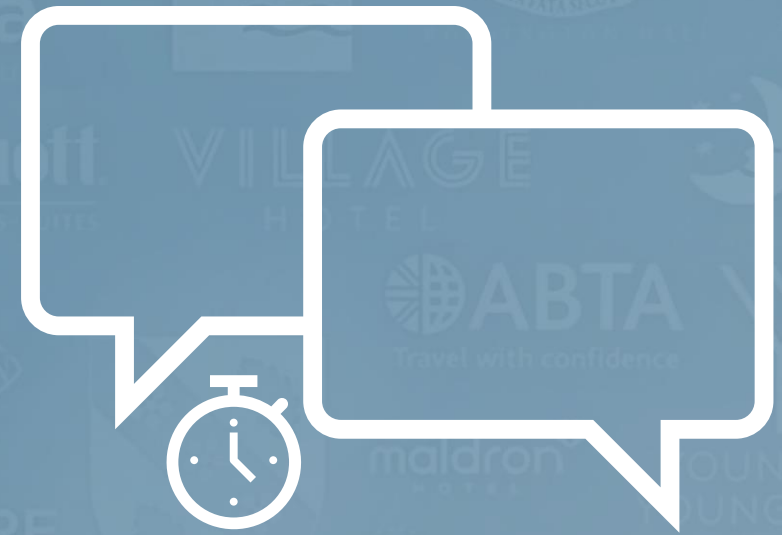


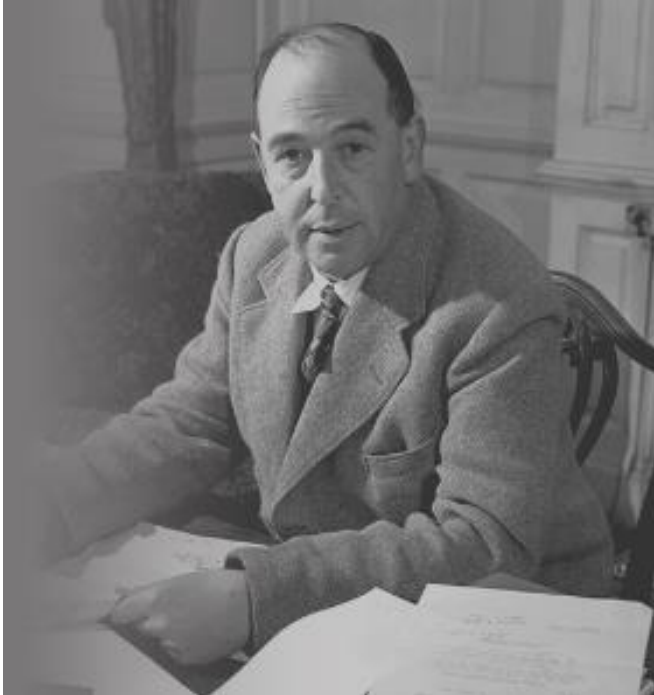
Business Skills:

Week 9 – Reflective Models, Teambuilding and LinkedIn



Learning Outcome

Upon completion of this session, you will have developed an understanding of reflective practice and why it is important for personal and professional development.



“Isn’t it funny that day by day, nothing changes, but when we look back, everything is different.”

CS Lewis.

What is Reflection to you?

What is Reflection?

When we reflect, we consider deeply something that we might not otherwise have given much thought to. This helps us to learn.

Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings, and responses, and then interpreting or analysing them in order to **learn** from them. Typically, we do this by asking ourselves questions about what we did, how we did it, and what we learnt from doing it.

The key to reflecting is spotting the patterns and links in thoughts that emerge as a result of your experiences in life and in learning.

Learning Through Reflection

Reflective learning – implies a sense of ‘open exploration’.

Reflecting on academic or professional practice through questioning makes your personal beliefs, expectations, and biases more evident to you.

Understanding yourself helps you to be more successful in your studies. You become aware of the automatic or uncritical assumptions you make as a result of your world view.

(Cottrell, 2019)

Becoming Reflective: Critical Thinking

- We are all learning everyday through experience, trial and error and reflecting on how we could improve our performance.
- Critical thinking requires you to ‘unpack’ whatever you are focusing on. You should never simply accept everything you hear and read at face value – you must always unpack it using the skills needed to reflect by looking, listening and pausing. This will allow you to identify things you may otherwise not notice.

Learning from Experiences Reflexivity...

In order to learn from your experiences, you must consider not only the practice of reflection, but also the process of reflexivity.

Your previous experiences, attitudes and beliefs influence your thought processes, and being reflexive involves being open-minded in examining the influence that these will have on your thinking.

Reflective Practice

Reflective practice is the ability to reflect on your actions in order to engage in a process of continuous learning.

It can:

- help you challenge assumptions and become more creative
- help you identify your strengths and weaknesses
- help you identify personal and professional goals

(Cottrell, 2019)

That's my Goal!

- We can make changes by reflecting on the 'self-destructive patterns' which are impacting on our progress. This can enable us to 'focus more productively on reaching goals'.

we all have goals – the question is...how do we get there?

- In the context of your studies, you will frequently be asked to reflect on learning using a deliberate process.

Reflective Writing

Writing reflectively involves analysing an experience, writing about how it has impacted you and what you plan to do with what you have learned from the experience. It is used in educational and professional contexts.

Writing reflectively can help you gain a deeper understanding of what has happened as writing something down often helps you to think things through.

(McMillan and Weyers, 2021)

Reflective Writing – First Person

A reflective essay is written in the **first person**. This means using terms such as ‘I’ and ‘we’ as they are more suitable for this type of assignment because you are reflecting on your own views and feelings on a particular subject.

The goal of a reflective essay is not just to establish what was learnt, but to discuss the personal experiences and findings resulting from this.

It can be helpful to use a reflective model or framework to think through the different phases of an experience or activity.

(McMillan and Weyers, 2021)



‘One simply siphons the excess thoughts from one’s mind, pours them into the basin, and examines them at one’s leisure. It becomes easier to spot patterns and links, you understand, when they are in this form.’

(Rowling, 2000, pp.518) Harry Potter and the Goblet of Fire

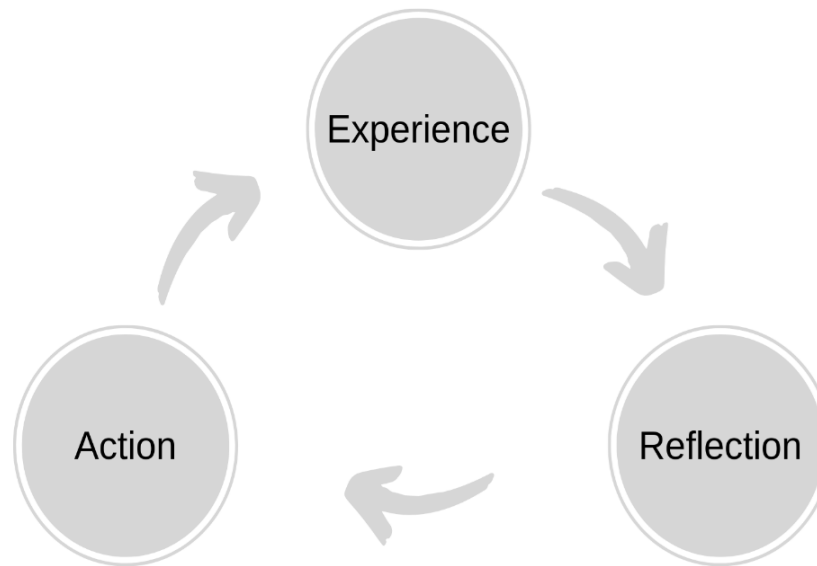
Models of Reflection...

Models of reflection can also help us identify our strengths and areas for development. For example, the ERA Cycle is a simple model and a good one to start with.



The ERA Cycle

You can see that it is an ongoing cycle as we learn from our experiences and apply what we have learned.



The ERA Cycle

- Using the ERA model (experience, reflection, action) we can start thinking about an experience, either something we have been through before or something completely new to us. This experience can be positive or negative.
- Once something has been **experienced**, we will start to **reflect** on what happened. This will allow us to think through the experience, examine our feelings about what happened and decide on the next steps.
- This leads to the final element of the cycle - thinking about what we have learned from the experience and how we will **act** in future as a result.

(Jasper, 2013)

Experience

Sets the scene – briefly explains the context:

- **Why were you in this situation?**
- **What did you hope to achieve before you started (initial goals)?**

Reflective Process

Feelings and thoughts on what happened:

- Include positive and negative thoughts and feelings as negative aspects can help you learn.

Evaluation and analysis:

- Was it a positive or negative experience over all?
- Try to identify a deeper meaning to develop understanding – why did things happen the way they did?

Action

Summarise your learning and talk about the future.

- Are there any skills you've identified that you need to improve?
- What else could you have done during this process to improve it for yourself and others?
- How can you use what you've learnt from this experience in future aspects of your life?
- How are you going to do things moving forward?

Time to use the ERA model

- Think of an activity you have recently completed.
- Use the ERA model to reflect on this activity and look forward to how you could improve it next time.

Reflecting on the experience

Which strengths and weaknesses do you consider most relevant to your dream hospitality job?

Are there any opportunities or threats to consider?

What could you do to:

- Minimise your weaknesses
- Take the greatest possible advantage of opportunities available to you.

Recap: Learning Outcome

Upon completion of this session, you will have developed an understanding of reflective practice and why it is important for personal and professional development.

The Business Skills Take Away.

If you would like to extend your Learning...

There are several models of reflection that have been developed to help us be reflective.

Gibbs' Reflective Cycle:



You can read more about this in Gibbs, G. (1998) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic

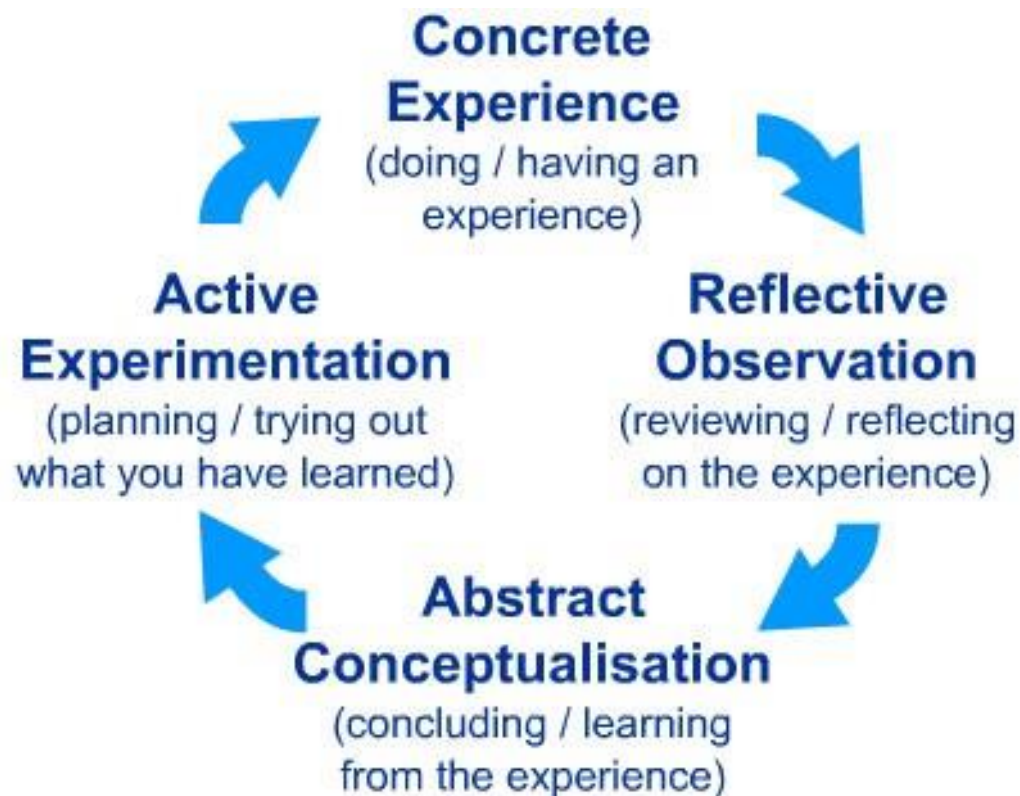
GIBBS

REFLECTIVE CYCLE

EXPLAINED

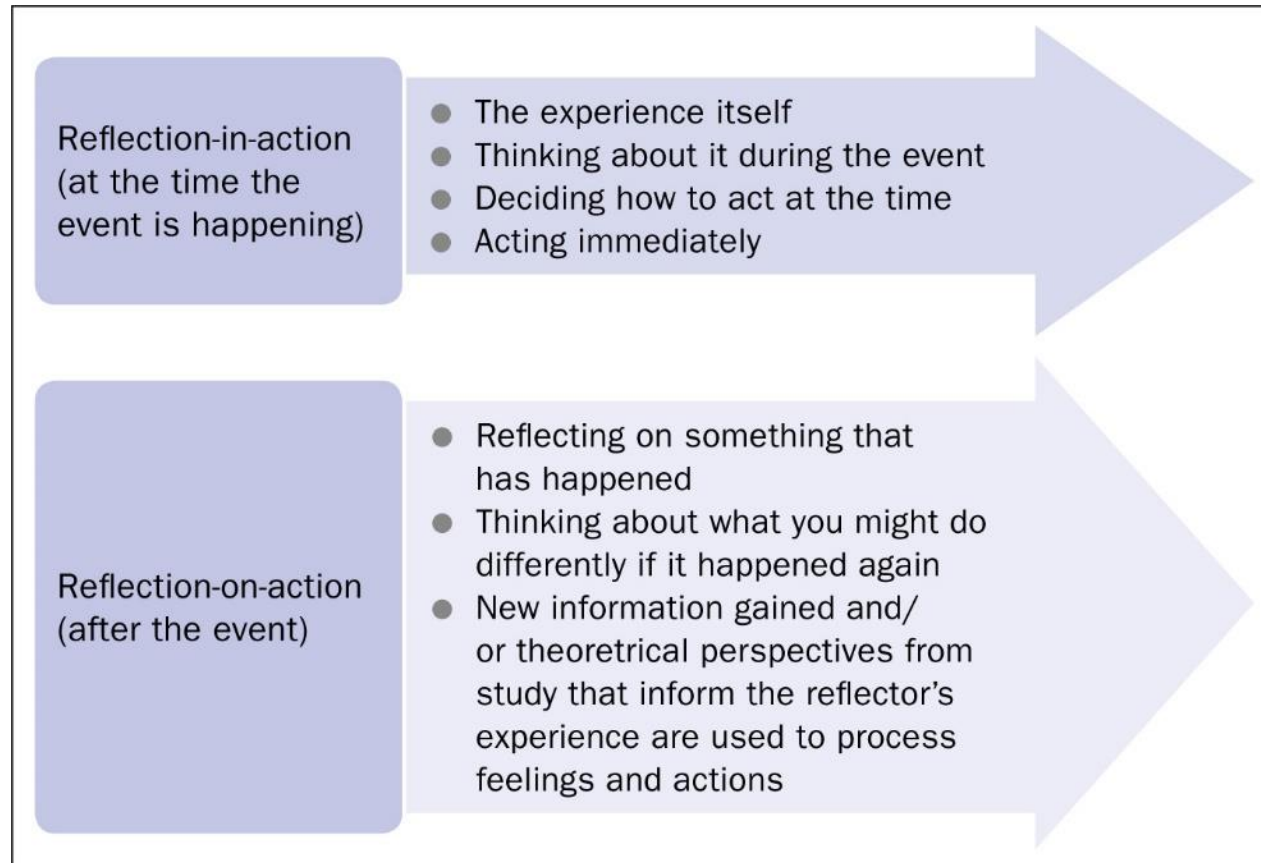


Kolb's Experiential Learning Cycle



You can read more about this in Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River: Prentice Hall.

Schön's Model of Reflection - in action and on action



You can read more about this in Schön, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books

References

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- Jasper, M. (2013). *Beginning Reflective Practice*. Andover: Cengage Learning.
- McMillan, K, & Weyers, J (2021) *The Study Skills Book*. Harlow: Pearson Education Limited.
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TEAMWORK AND COLLABORATION

Teamwork and Collaboration

Team working skills are high on the list of employers' lists of desirable skills.

Your ability to work well with others is crucial to the performance of the entire team.

Great teamwork leads to creativity and innovative solutions thus increasing productivity and staff morale.

Use your time at university to enhance your teamwork and collaboration skills – be teamwork ready!

How you communicate with fellow students and your lecturer is important to your studies.

Feeling part of the team can be a great motivator during your studies.

Asking questions and engaging with others not only helps improve your communication skills but creates a sense of belonging

Task

- Research the 4 C's of teambuilding.
- List each C and explain what each one means



The 4 Cs of Teambuilding! 😊

- **CLARITY** – Importance of clearly understanding team goals, individual roles, and expected outcomes
- **COMMITMENT** – Why is being a part of this team important to you? Why is the overall purpose important to you? What do you hope to gain from your involvement?
- **CONTRIBUTION** – How do you contribute to the team's success? What talents, skills, and expertise do you bring to the team? What do you see as your role on this team?
- **CONCERN** – What questions, concerns, or needs for clarification do you have? How are we doing? What is currently working well? What can we do to strengthen team capability?

Communication and Interpersonal Skills:

During your lectures, you are expected to participate by responding to questions, putting your views across and taking time to listen to what other students in your class have to say as well as your lecturer.

- Think about how you have communicated with students and lecturers so far.
- Has the way you communicate changed since week one – do you feel more/less confident?
- Also, do you work effectively alongside others. Are you able to discuss topics or issues tactfully?

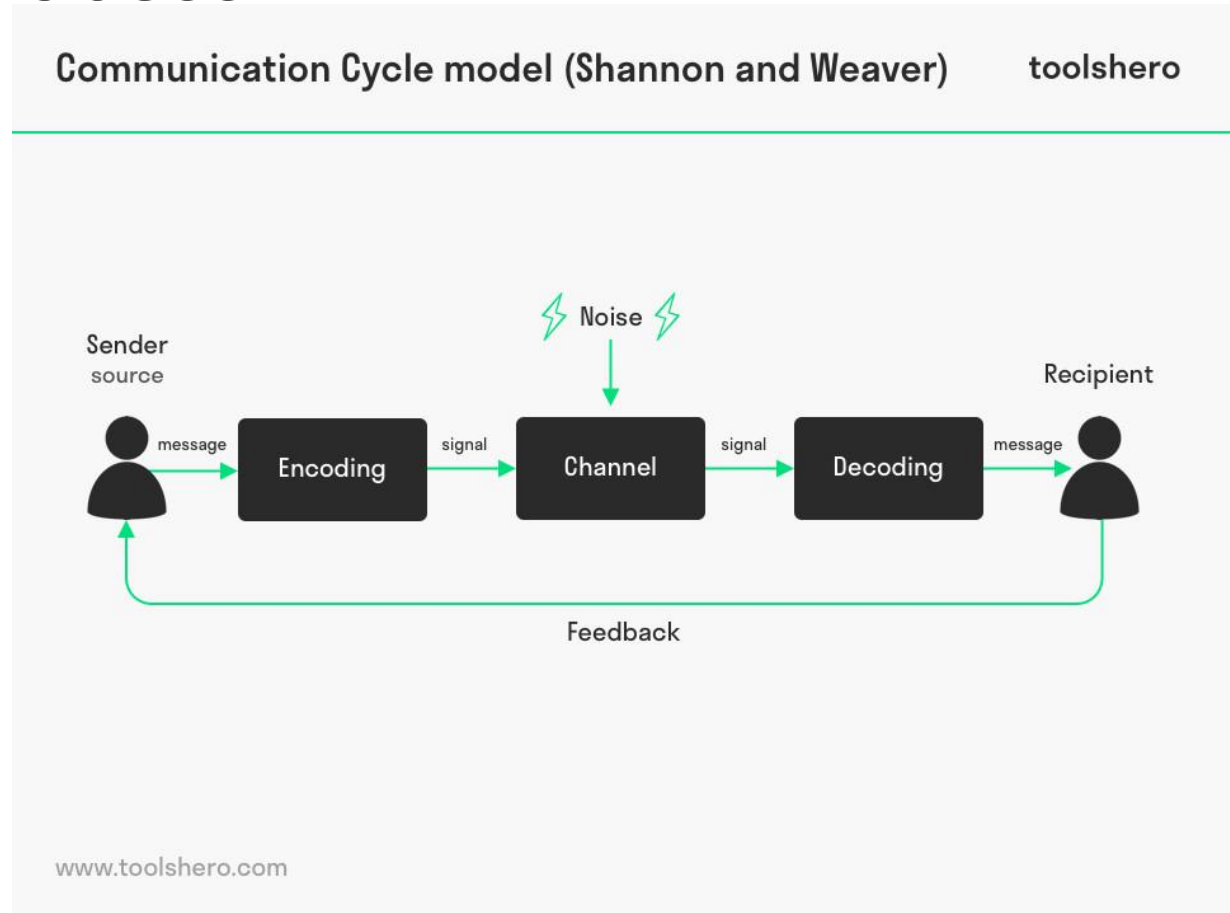
Communication and Interpersonal Skills:

- Your working life involves being able to communicate and interact effectively. whether with colleagues, managers or guests.
- This involves taking time to listen to others and understanding their needs. While putting your own views across clearly.
- Understanding and managing your own emotions and recognising and responding appropriately is also crucial for integrating into a team or wider organisation.

The Communication Process

One of the most common models used to understand what happens when people communicate is the model developed by Shannon and Weaver in the 1940s.

As you can see from the model, communication consists of a number of elements.



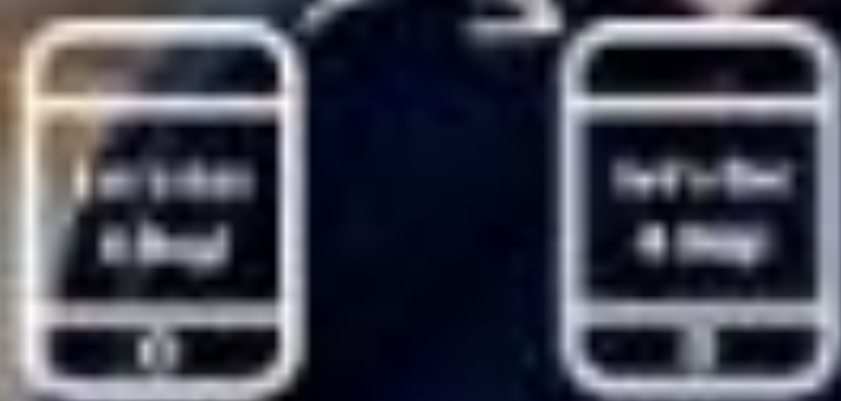
Video Time!

Let's watch the following 4-minute video –

Transmission Model of Communication: Shannon and Weaver.

We will then discuss as a group...

S Sender
M Message
C Channel
R Receiver



Recap: Limitations of the model:

- It doesn't account for non-verbal communication
- It doesn't account for feedback
- The model is simple, but people are complicated

What's it all about?

Words

Effective communication is, in part, about choosing the right words.

It's important in your studies that you understand the key terminology and how to use it in conversation and in writing.

But there is more to effective communication than just the words we use.

Tone

Think about the phrase 'I'm fine'.

Depending on how you say it, you could convey very different meanings.

Body Language

In the video, Alex Lyon mentions that the Shannon and Weaver model doesn't include 'non-verbal communication'.

This term includes all the signals that you're giving off while you're talking or listening to someone.

Are you smiling?

Are you looking distracted?

Do the words you use match your body language?

Wrong end of the stick!

- The Shannon and Weaver Model can help us to understand the communication process in its simplest form.
- It is easy for the intended message of the receiver to become distorted and for the receiver to misunderstand the intent of the message.





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Thank You!