

REFLECTIVE REPORT

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Introduction to the modern workplace

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Introduction

This is a reflective report based on the learning experience from the presentation. It was a team activity which included a lot of learning and opportunities to collaborate with others. Therefore, the report can use the experience in order to improve the level of self-awareness and find ways for more effective learning – key goals of the reflection process (Chang, 2019). The identification of possible areas for future improvements is also a key purpose of the report. In order to achieve the best outcomes, the reflection process should be organised and systematic, as suggested by Bolton and Delderfield, 2018). Thus, the report steps on a solid theoretical foundation by applying the Gibbs reflective cycle when conducting the reflection.

Personal reflection

The Gibbs reflective cycle consists of six distinct stages, as shown below (Wain, 2017). One of the most famous cyclical models of reflection leading you through six stages exploring an experience: description, feelings, evaluation, analysis, conclusion and action plan. The model suggests that the reflection process should analyse a concrete experience and draw reasonable conclusions with possible actions for future development (Gibbs, 1988). Moreover, the reflective process in its nature remains cyclical by not having a specific end. Therefore, it is important to be conducted periodically as a way of identifying new development opportunities on the basis of concrete experiences (Gibbs, 1988).

Figure 1 – Gibbs reflective cycle



Source: Wain (2017)

To begin with, the description of experience is considered as a start of the reflection process (Gibbs, 1988). The presentation process required a lot of learning in order to gather information, analyse findings, as well as present informative and well-designed slides. Considering this, the work process required multiple actions which stimulated my ability to collect and analyse information from different secondary data sources. In addition, I had to coordinate my actions with the other group members, so that all responsibilities are met accordingly. There were also specific deadlines in place which emphasised on the importance of working in an organised, time-efficient and focused manner. Eventually, the group presentation was prepared according to the initial requirements and as a result of consistent team efforts.

Second, the Gibbs model explores the feelings during the experience (Gibbs, 1988). Different feelings existed at the stages of the work process. Initially, I was stressed and anxious because I had no clear plan how to complete the task. Moreover, the group nature of the assignment contributed to the feeling of uncertainty. I had no previous experience of working in a team with the other group members. Emotionally, I developed a sense of confidence and optimism after several discussions with the team members. We effectively clarified the roles and responsibilities which are specific for everyone. Moreover, I found relevant literature as a source of information one knowing my task and expectations. The clarity and effective vision about how to complete the project strongly contributed to the development of a sense of control and confidence. To a great extent, the role of initial preparation should be seen as of decisive importance for work effectiveness. In the future, careful planning, as well as a division of roles and responsibilities among team members will be considered as a way of fostering productive performance.

Third, a critical evaluation of the learning experience is conducted by identifying the positive and negative aspects (Wain, 2017). The team work is positively evaluated as a whole. Eventually, a well-structured, informative and professional presentation was prepared – a sign of effective teamwork. The acquisition of new knowledge in the field of human resource management is also identified as a positive development. Moreover, the team managed to meet all deadlines and effectively completed the project as planned. Personally, I also improved my abilities to prepare visually stimulating presentation slides. Thus, my presentation and design skills were also positively affected as a result of the project. The critical evaluation also identified some weaknesses. It is important to mention that there were conflicts and power struggle at the initial team meeting. The tension was temporary and happened as a result of the lack of previous collaboration of team members. Through active communication and compromise, the performance of the team was considerably improved. I also spent too much time on searching for information at the beginning. Therefore, poor time management and lack of focus could be identified as potentially weak areas of my performance.

In terms of analysis – a key stage of the reflective process – the situation strongly improved my self-awareness. It was a complex team-based project with extensive learning requirements. The successful completion of the project shows to me the ability to be flexible and adaptive changes, as well as the ability to quickly learn and communicate with others. Therefore, I see the experience as quite valuable and with relevance for performing well in different professional contexts in the future which may require team efforts and solving complex work-related tasks.

In conclusion, the reflective process clearly identifies the strong and weak performance areas. Despite the positive performance during the project, I have to address several potential weak areas which may inhibit future actions as a learner and professional. As mentioned, time management, focus and to a certain extent communication skills could be areas for potential improvement. Therefore, these areas are also discussed in more details as a part of the action plan.

The action plan is the last but the most practical stage of the reflective cycle (Gibbs, 1988). In the next six months, I plan to dedicate time and efforts to improve the performance in the above-mentioned areas. This could be of essential importance for professional and personal success. Therefore, I intend to set daily and weekly schedules, as well as prioritisation of tasks. I also plan to read at least one book in the field of time management and prioritisation. In addition, a participation in a seminar or online course on the topic is also a plausible idea. Moreover, I am

motivated to take part in different group activities in learning or even volunteer in some charitable activities. These actions are expected to improve my ability to communicate and collaborate with others to solve conflicts and achieve common goals in an effective manner. Over time, my team performance should become better and this may be of essential importance for my future career development where teamwork is likely to be a key element of the work process.

Conclusion

To sum up, the importance of the reflective process is seen from its ability to recognise performance strengths and weaknesses. As a result, I am better aware to conduct self-reflection in the future and identify relevant future development directions. To a great extent, this skill could foster continuous learning and professional development prospects.

References

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