

Student Name: NATALIA COJOCARU

Student ID: 2119063

Module code: BMSW 5101 Developing Workplace Critical Thinking

**Assignment Title: Developing Workplace Critical Thinking Portfolio of
Assignments**

Task 2: Reflective report

Lecturer's name: Zahra Mohammadnazari

Table of Contents

Introduction.....	2
The purpose of reflection	3
How reflective practice can help the development of effective management	4
How reflective practice can help in the understanding of theories of management.....	5
How reflective practice can help in the understanding of conflict resolution experiences	6
Analysis of the Driscoll model of reflection.....	6
Relationship between academic theories and my experiences.....	7
Conclusion	7
References.....	8

Introduction

In the course of learning about the concepts in the Developing Workplace Critical Thinking module, I learnt about a number of helpful lessons. The module has been informative as it has enable me to increase my knowledge in theories that would help me manage an organization when given the opportunity. Moreover, the module has equipped me with knowledge that has improved my critical thinking skills. In this report, I discuss the importance of reflection in learning and organization management. More specifically, the report discusses why reflection is important in the development of effective management, understanding of theories of management and conflict resolution processes.

The purpose of reflection

Reflection is one of the most important exercises in the process of learning. The practice benefits both learners and teachers in ways that improve their respective capacities as they proceed with learning. Reflection achieves a number of important purposes that facilitate improved absorption of knowledge. One of the most important purposes of reflection is to help students and teachers understand what they already know on an individual level (Atkins and Murphy, 2019). During a reflection exercise, a learner interrogates the experience they had. Part of the exercise involves evaluating their performance on the parts of the experience that they expected to perform well. In doing so, a learner understands the degree to which they are proficient at what they already know. Another purpose of reflection is to inform a learner on what they need to know in order to advance their knowledge and become better (Van Beveren et al. 2018). Reflection enables this by revealing to a learner the parts of an experience where they showed weakness. Such areas emerge as areas that they need to know more about in order to improve on the subject or experience in question.

Another important purpose of reflection in the process of learning is to supply new information to a learner concerning their areas of weakness (Greenwood, 2018). Part of what reflection entails is discussing the things that went wrong and figuring out how they can be corrected in future exercises. In doing so, the learner gains new information on what they can do concerning the exercise on which they are reflecting. They can then use the information to gain a better understanding of the exercise. In addition to gaining the new information, a reflection exercise serves the purpose of enabling a learner to make sense of the new information. It is not enough to gain information that enables a learner understand how they could have done better. It is also

important to understand why the new information makes for a better performance. A reflection exercise enables a learner to make sense of the information by making him or her understand why the new information is better and why it has the potential of making the experience better. Finally, a reflection exercise serves the purpose of supplying a learner with a concrete plan on how to tackle the problems they experience in the future (Ottesen, 2017). An important part of a reflection exercise is the creation of an action plan that involves the new lessons concerning the experience in question. The action plan ensures that a learner goes tackles the problems that he or she experienced with increased efficiency hence making him or her a better performer.

How reflective practice can help the development of effective management

Effective management is a process that a manager in organization has to continually carry out. The continual nature of the process originates from the fact that the different departments in an organization are in a constant need for management where an administrator directs their activities. Therefore, a manager to constantly reflect on their performance in order to ensure effectiveness in their management process. Through a model of reflection, managers can understand can evaluate their performances after a project or a predetermined period of time (Hart, 2016). The model will guide a manager to evaluate their performances by revealing the things that went right and those that went wrong. The evaluation process will enable a manager to understand the good experiences and the bad experiences as well. As a result, a manager will be able to understand the bad experiences and why they occurred. The knowledge acquired from the evaluation process will enable managers to be more effective by eliminating the bad experiences in their future management practices. In addition, the evaluation process during the reflection practice will show managers how and why they were able create the good experiences and use the information to continue performing well.

Reflection can also help in the development of effective management by enabling managers to learn important lessons. Models of reflection encourage learners to write a list of conclusions from the experiences they had. The conclusions include the things one learnt during the experience and the skills they need to learn in order to make themselves better. In management, a manager can use the reflection process to draw conclusions that help in the development of effective management. In the conclusion phase of the reflection exercise, a manager will learn the skills they need to develop in order to manage more effectively (Boucher, 2017). Moreover,

the conclusions will also provide the manager with information on how they could have managed their organizations in a more positive manner. Such lessons will help them become more effective manager as they will add to their knowledge of practical management. A reflective process further helps in the development of effective management by taking managers through an action plan of how they will carry out specific management activities in the future. All reflective exercises encourage learners to create action plans where they indicate how they plan on doing things differently in the future. This will help managers in the process of development of effective management as they will create plans that guide them to carry out management practices more effectively.

How reflective practice can help in the understanding of theories of management

Understanding the theories of management requires the ability to understand the details of each theory and how they can be applied in an organizational setting. The process involves reading materials on the theories and making sure that one understands the details in the materials. Reflective practice can help make the process more effective for a learner. A learner can measure their progress in the process of understanding the theories of management using a reflective model hence increasing their chance of understanding the theories better. A model of reflection will enable a learner to evaluate the entire experience of learning the theories by repeating to themselves the positives and negatives of the experience (Thompson and Pascal, 2012). In the process of evaluating the experience, a learner will gain knowledge of why they had a difficulty understanding the theories. As a result, they will be able to know their limitations on the theories and work on them for improvement. Improving on the negative parts of the learning experience will bring a learner closer to a full understanding of the theories of management. A reflection exercise can also help in understanding the theories of management by guiding a student to create an action plan on how they will improve their understanding of the theories. The last part of any reflection exercise requires that a learner should create an action plan based on all the lessons they have collected from the reflection. The action plan will help a student understand the theories of management by implementing steps that will help in effective learning.

How reflective practice can help in the understanding of conflict resolution experiences

Conflict resolution experiences are characterized by long processes of bringing together two or more parties that are in conflict. Understanding conflict resolution experiences can be done using reflection models that guide learners through their performances in the experience. One way that a reflection practice can be used to understand conflict resolution processes is by analyzing the performances in the conflict resolution process. An analysis that provides the reasons as to why the positives and the negatives of the experiences happened will reveal to the learner the details of conflict resolution that they were not aware of before engaging in the exercise (Lang, 2019). Secondly, reflective practice will enable the understanding of conflict resolution processes by informing the learner on the mistakes they made during the process of the exercise. Learning the mistakes will make the individual involved in the resolution process more conscious of their conflict resolution methods. Therefore, when solving conflicts in the future, they are likely to eliminate the mistakes they made in the previous conflict and have better experiences.

Analysis of the Driscoll model of reflection

The Driscoll model of reflection is one of the most popular reflective models used in academia and other fields. The model leads a learner to ask three simple questions about the experiences they are reflecting on. The questions are “what?”, “so what?” and “now what?” (Brown et al. 2015). The first question that the model makes a learner to ask him or herself are designed to ensure that they objectively remember the details of the experience in question. In this step, the model does not require a critique of any occurrence. As a result, it enables objectivity in the later stages by encouraging learners to include all occurrences without bias towards the positive experiences or against the negative experiences. In the second step, the model guides a learner to ask the question ‘so what?’ Answering this question makes the model good for reflective learning as it enables a learner to see the patterns of significance that emerged during the learning process (Brown et al. 2015). Moreover, the step makes the model comprehensive as it leads a learner to interoperate and evaluate all the details of the experience that they listed in the first step. An interpretation and evaluation of an experience is important in reflection, which makes the model effective in reflective learning. The inclusion of this phase in the model makes it important because it enables a learner to gain knowledge on all their weaknesses and strengths

in their performances. In the final phase, the model asks the question “now what?” The phase confirms the model’s utility in effective reflective learning by guiding learners to anticipate and plan for their future performances based on the lessons they have learnt (Brown et al. 2015). By challenging the learner to plan for future performances when going through experiences similar to those they have reflected on, the model stands out as helpful as it enables learners to consolidate the lessons and use them in the future.

Relationship between academic theories and my experiences

The academic theories of management that I learnt in the course of the module have a relationship with my practical experiences. A reflection of the theories shows that I have experienced the practical application of the theories in my life experiences. For example, I have experienced the scientific theory of management in places where I have worked in my work experience. Other academic theories are also related to my experiences as they describe the experiences I have had in practice. For example, other academic theories on management have aspects that relate to the current management practices that I experience in school. In brief, the academic theories that I have learnt are a reflection of my practical experiences.

Conclusion

Reflection is a practice that is important in academia. The report has established that the process of reflection has important purposes in learning such as helping a student interrogate the experience they had, advance their knowledge and become better, advance their knowledge, and plan for future exercises. Moreover, the report has demonstrated that reflective practice can be used to facilitate effective management in organizations and to understand the theories of management. The uses of reflective exercises has also been shown to extent to the understanding of conflict resolution experiences. In the last section, the report has provided an analysis of the Driscoll model of reflection where the model has been demonstrated to be helpful to learners because of the steps it comprises of. Finally, on a personal reflection, the report has shown that there is a direct relationship between the academic theories I have learnt and my personal experiences.

References

- Atkins, S. and Murphy, K., 2019. Reflection: a review of the literature. *Journal of advanced nursing*, 18(8), pp.1188-1192.
- Boucher, C., 2017. Using reflective practice as a management development tool in a Victorian Health Service. *Reflective Practice*, 8(2), pp.227-240.
- Brown, B., Holt-Macey, S., Martin, B., Skau, K. and Vogt, E.M., 2015. Developing the reflective practitioner: What, so what, now what. *Currents in Pharmacy Teaching and Learning*, 7(5), pp.705-715.
- Greenwood, J., 2018. The role of reflection in single and double loop learning. *Journal of advanced nursing*, 27(5), pp.1048-1053.
- Hart, A.W., 2016. Effective administration through reflective practice. *Education and urban society*, 22(2), pp.153-169.
- Lang, M.D., 2019. The guide to reflective practice in conflict resolution. Rowman & Littlefield.
- Ottesen, E., 2017. Reflection in teacher education. *Reflective practice*, 8(1), pp.31-46.
- Thompson, N. and Pascal, J., 2012. Developing critically reflective practice. *Reflective practice*, 13(2), pp.311-325.
- Van Beveren, L., Roets, G., Buysse, A. and Rutten, K., 2018. We all reflect, but why? A systematic review of the purposes of reflection in higher education in social and behavioral sciences. *Educational Research Review*, 24, pp.1-9.