



UNIVERSITY OF WALES
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Introducing the Modern Workplace

Task 2

Reflective report

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“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.” (Peter Drucker, 1973)

In this essay, I will provide a reflective appraisal of my group's work in preparing and delivering the group presentation. I will apply one of the most well-known theories, Gibbs' reflective cycle. Graham Gibbs developed it in 1988 to enhance experiential learning, emphasizing the role of feelings in reflection. It was developed as a continual cycle of development for a recurrent experience, but it may also be used to reflect on a single experience (Gibbs, 1988). It is divided into six stages, as shown in the illustration below:

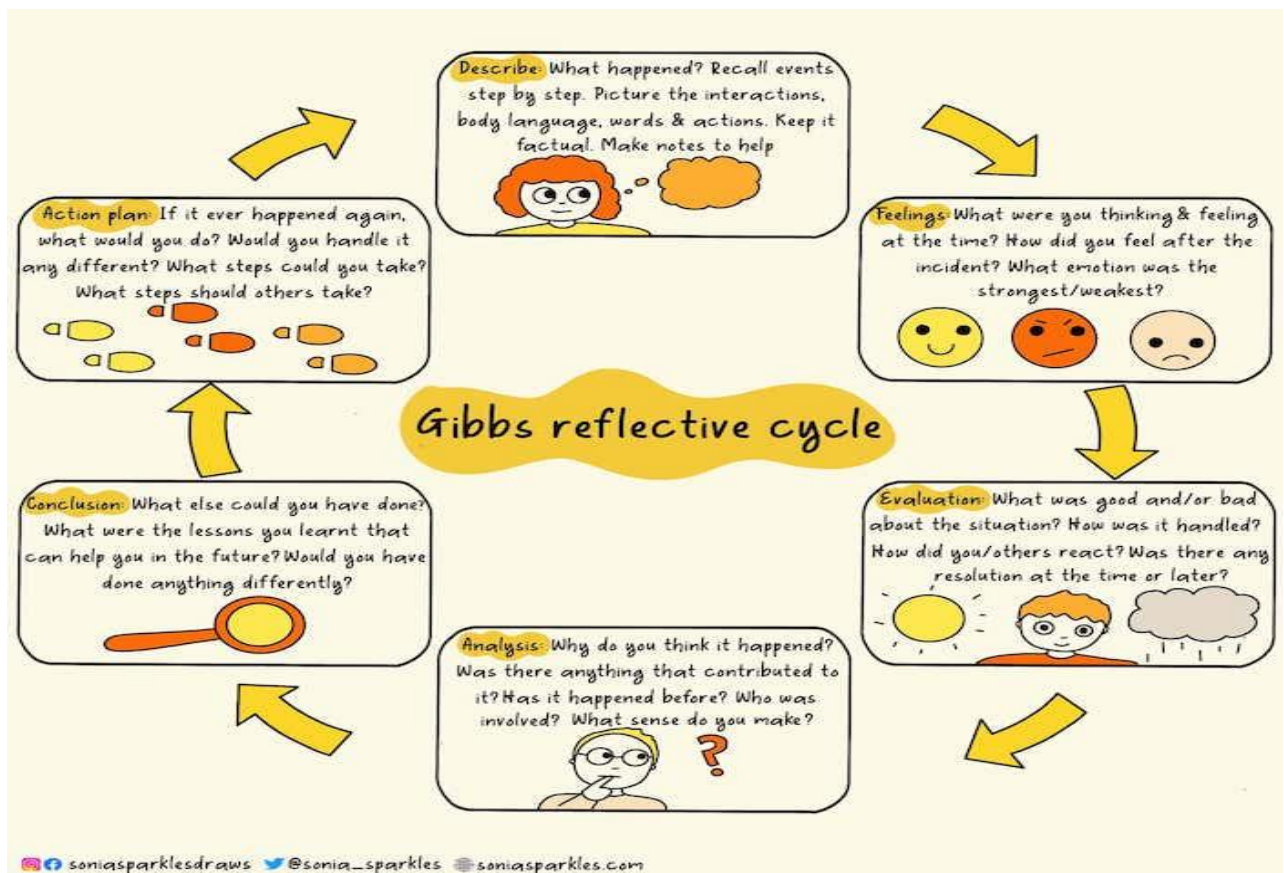


Figure 1 - **Gibbs' Reflective Cycle** (drawn by Sonia Sparkles, 2023)

Source: https://global-uploads.webflow.com/5b69a01ba2e409501de055d1/645d1741862633c197f0ce03_Gibbs%20Reflective%20Cycle.jpg

Description: At this point, a thorough summary of the experience or event on which he desires to reflect is provided. This phase entails detailing what happened, who was involved, where and when it occurred, as well as any other pertinent contextual information (Moon, 1999).

During this term, I was tasked to participate in a group presentation. Our teacher informed the class that for the presentation, groups of four to five students would be formed to collaborate on the material. I had a lot of confidence for the outcome because I was counting

on the same group as we had used in the previous quarter, but when I spoke with them, except for my wife, they informed me that they had chosen new people to be in the group. Despite this, I still had high hopes for the outcome. It was frustrating, but after having a conversation with the teacher, I was able to find the other class participants. It did not take us long to get the hang of speaking with one another and getting started on the project. I found that I had no trouble keeping up with my part of the work because I was interested in the topic and was able to find plenty of relevant material.

However, I had a colleague who was very communicative but did not produce anything until the evening before the deadline to submit it. When I received the work and analysed it, I discovered that it had nothing to do with the topic of the presentation. I postponed the upload and asked him if he could redo it till the next morning because I needed to upload the project before leaving for work. Unfortunately, he received a work that had been very little updated after I had posted it and was on my way to work.

Feelings: This stage entails investigating the emotions and sentiments that were felt throughout the occurrence. It helps the individual to examine their immediate reactions, both positive and negative, and to evaluate the reasons behind these emotional reactions (Gibbs, 1988).

Analysing myself, I can tell that I was quite frustrated twice: first because I felt abandoned by my previous teammates and again because of the way my colleague chose to work with us, speaking a lot but doing little. Despite my frustrations, I was optimistic that we would complete this project.

Evaluation: At this point, the experience is critically assessed, with an emphasis on what went well and what could have been better, as well as the influence of actions and decisions, as well as the outcomes of various approaches. Thompson and Smith (2018) underline the necessity of active listening and empathy when connecting with others involved in the activity.

Thinking back, I can say that even though I started the project without a team, I was able to finish it with one. This is something that I am proud of. The communication among the members of the team was excellent, and everyone showed appreciation for one another. Even the colleague with whom I had problems at the end of the project participated in group discussions.

Analysis: This step entails a more in-depth examination of the experience, considering the circumstances that contributed to the scenario and assessing the activity from several angles (Harris, 2022).

I made an effort to view the situation from the perspective of the people who had been involved by doing a deep investigation into the full-time period (beginning with the moment we were briefed on the objective of the assessment and continuing until it was finished).

Members of the previous group left for a variety of reasons, including the possibility that they had found new colleagues with whom they sympathized better, the possibility that they did not view me as a good colleague, or the possibility that there was a language barrier between the members of the group.

Regarding the member of the group with whom I had issues at the end, when I tried to comprehend his viewpoint or his experiences, I was aware that he had been dealing with medical issues during the previous term that continued to influence him. Despite my confidence and patience, I believe that I could have tried to talk to him more to make him aware that he needed to complete the work by the due date.

Conclusion: According to (Smith et al., 2022), this stage involves drawing a conclusion from the analysis and reflecting on the lessons learnt from the event.

To summarize, no matter how much frustration or obstacles I encountered, they stimulated and mobilized me in this situation, and combined with patience and good communication, I was able to complete the assignment.

Action Plan: This final step discusses the measures that will be made as a result of the experience in order to improve future practice and identify future stages and methods in similar scenarios (Gibbs, 1988).

Finally, in the future, when group assignments are given in class, I will be far more careful to select the colleagues I want. In future groups, I will attempt to be more communicative, and if I face a member who I think is not going to perform his work properly, I will be much more attentive and prepared, talking to him ahead of time to prevent having to solve the issue at the last moment.

Reference:

- *Gibbs' reflective cycle* (2020b) *The University of Edinburgh*. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> (Accessed: 25 July 2023).
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- Moon, J.A. (1999) *Reflection in learning and professional development: Theory and practice*. Routledge.