

Reflection Note

Prepared by Frog In The Well Coaching based on documents used by The OCM
www.thefrogswell.com

This form provides the structure for developing the habit of rigorous reflection on learning experiences. The experience can be any event, at work or at home, as well as in a more formal learning situation. This reflective habit is one of the most powerful techniques that the Coach can help their Coachees to adopt, to become increasingly conscious Coachees.

For many this may be an unfamiliar technique and for some it may, at first, appear difficult, even threatening. But with patience and persistence the real value will become clear and even some initial sceptics will enthusiastically use it to gain deep-level learning from everyday events, as well as from more formal learning situations.

The first Section encourages greater self-awareness of events. Initially a single sentence may be all that is recorded. But with careful, repeated probing questioning a Coach can encourage deeper insights and more analytical understanding of situations that the Coachees find themselves participating in.

The second Section encourages Coachees to begin to surface their emotions and thoughts as well as their behaviour. Again a Coach may need to be patient, persistent and probing to help Coachees address some of these emotional intelligence issues. Typically these are issues which traditional learning and workplace experiences have either ignored or consciously suppressed. Some Coachees therefore may have difficulty in making the distinctions between emotions, thinking and behaviour.

The third Section encourages Coachees to recognise that deep-learning is usually a combination of both the previous two Sections. This is often a very different way of thinking from some traditional learning approaches, which tend to emphasise the need to memorise and regurgitate hard information or 'facts'. The structure of the form discourages the habit of recording 'chapter and verse' or writing book review type essays. Whilst both these traditional techniques may be useful tools for some people, the aim of the Reflection Note technique is to encourage objectivity and awareness of the essence of the learning experience.

The fourth Section encourages the application of deep-learning into everyday practice and behaviour. Sometimes future actions can be captured in a single sentence. But using the SMART acronym helps to focus the Coachee's commitment on specific measurable actions within a definite time frame rather than recording a simple good intention.

This form may at first sight seem deceptively simple. But as both the learner and Coach grow in familiarity with this technique, it can become a really powerful habit. The key is patience.

For everyday use, a single sentence or bullet point in each Section may be all that needs to be recorded initially. For others there may be a temptation to write reams and reams. But

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writing more than 250 words in any Section may suggest that perhaps the learner has not fully thought through the essence of the learning from the experience. Writing to a rigorous word count limit is not an easy habit to develop. But once mastered it greatly assists in capturing deep learning.

Reflection Note

Date:	Name:
Exactly what happened and why did it happen in that way? 1.	
How did you behave, think and feel as it was happening? 1.	
What were the main learning points from this experience? 1.	
So what will you do differently as a result of this reflection? (Should they be SMART goals?) 1.	