

Steps for Brainstorm Reflection (version 2.0)

This tool is based on work by Jeroen Hendriksen.

Brainstorm Reflection provides new insight through the ordering of free associations and looking for underlying questions.

INPUT

Step 1 One participant (the reflector) introduces a recent experience from their professional practice. He or she talks about the experience, both the facts as well as the emotions which the situation evoked. The situation is described, using only one or two sentences, and the trigger in one or two more sentences, and then a question is formulated in one sentence. The trigger can be a positive experience or a problem.

Step 2 The other participants ask the reflector a few open, non-directive questions to clarify the input, such as 'who, what, when, where and how' questions.

IMPLEMENTATION

Step 3 The participants note their reactions on post-its: all associations, interpretations, conjectures and points of special interest are valuable. NB: only one remark per post-it is allowed and no sentences or tips. The post-its are stuck randomly on a flip chart, with a maximum of thirty post-its in all.

Step 4 The reflector arranges the reactions of the group in four categories which the facilitator has previously explained and noted in columns on a flip chart. There is always a category: *other*.

For example:

- I, other person, surroundings, other
- or
- Behaviour, action, organisation, other

VARIANT The reflector thinks of three category headings in addition to the category *other*. This alternative takes more time.

Step 5 The reflection group splits up into four sub-groups. Each sub-group is allotted a category. Then each sub-group formulates a question which could have elicited the reactions in the relevant category. The reflector does not take part in this step.

Step 6 The reflector reacts to the question formulated for each sub-category by the sub-groups.

CONCLUSION

Step 7 The reflector comes back to his or her starting question and, finally, thinks about a new approach to the situation. If the reflector comes up with a clear action point, the facilitator encourages him or her to make concrete commitments about this with one of the participants.

VARIANT The reflector comes to understand what knowledge they need to be able to place their input in a theoretical framework. Group members also think what background reading could be relevant for this topic; this could be either something which has already been studied or 'new' theory.

