

Steps for Point Reflection (version 2.0)

This tool is based on work by Henk Procee.

The aim of Point Reflection is to broaden one's framework of thinking by looking from different perspectives.

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 A brief description of the experience is written in a circle in the middle of a flip chart with the question at the top. The other participants take two or three minutes in silence to think of an abstract concept which could provide new insights into the situation. The abstract concepts are noted on post-its and stuck on the edge of the flip chart.

VARIANT Point reflection with two people (facilitator and reflector): the facilitator contributes one or more abstract concepts.

Step 4 The reflector orders the post-its around the experience on the flip chart. The abstract concepts which are most recognisable are placed near the circle. The abstract concepts with which the reflector has the least affinity are placed far from the circle. The reflector describes the experience again, incorporating an abstract concept, and tries to analyse their behaviour on the basis of this abstract concept. The other participants listen closely and encourage the reflector by asking questions which help this process. The participants do not contribute solutions or suggestions but help the reflector to broaden their area of experience, so that the reflection point outside (the abstract concept) is now included in the experience. This can be repeated with another abstract concept.

CONCLUSION

Step 5 The reflector comes back to the starting question and evaluates the reflection session: what has he or she gained from it? Can he or she now proceed further with the results? In what way will he or she now behave differently?

