

1. How much you reflect on events:	<input type="checkbox"/>
I make decisions about events as they happen.	<input type="checkbox"/>
I change my behaviour or actions as events happen.	<input type="checkbox"/>
I think about events and reasons for actions afterwards.	<input type="checkbox"/>
I talk to others about events/behaviour afterwards.	<input type="checkbox"/>
I think proactively after events to plan future action.	<input type="checkbox"/>
I research/investigate issues to solve problems.	<input type="checkbox"/>
Total of section 1.	<input type="checkbox"/>
2. Your use of reflection methods/tools:	<input type="checkbox"/>
I write notes which I review (e.g., diary, journal).	<input type="checkbox"/>
I talk with others about events / issues.	<input type="checkbox"/>
I explore theories, models, etc., relating to my issues.	<input type="checkbox"/>
I seek/get feedback from others about events/issues.	<input type="checkbox"/>
I make image/sound record of events/issues.	<input type="checkbox"/>
I observe events and situations that involve me.	<input type="checkbox"/>
Total of section 2.	<input type="checkbox"/>
3. Considering other points of view:	<input type="checkbox"/>
I understand my 'self' views - subjective and objective.	<input type="checkbox"/>
I empathise with colleagues'/others' viewpoints.	<input type="checkbox"/>
I seek standpoints of external theories and concepts.	<input type="checkbox"/>
I look for relevant discussion (article, conference, etc).	<input type="checkbox"/>
I look at research / evidence.	<input type="checkbox"/>
I try to make objective sense of social media.	<input type="checkbox"/>
Total of section 3.	<input type="checkbox"/>
4. Your questioning of assumptions:	<input type="checkbox"/>
I question my own ideas and beliefs.	<input type="checkbox"/>
Other people's points of view.	<input type="checkbox"/>
About task-related problems.	<input type="checkbox"/>
How and why I think the way I do (metacognition).	<input type="checkbox"/>
Books, newspapers, TV, etc.	<input type="checkbox"/>
Internet information.	<input type="checkbox"/>
Total of section 4.	<input type="checkbox"/>
5. Your ability/freedom to reflect:	<input type="checkbox"/>
I have time or make time to reflect.	<input type="checkbox"/>
I have necessary reflection knowledge/methods/tools.	<input type="checkbox"/>
I overcome any self-imposed barriers, habits.	<input type="checkbox"/>
I understand how/why I think as I do (metacognition).	<input type="checkbox"/>
I am sufficiently empowered personally/at work.	<input type="checkbox"/>
I am free of negative influence by others.	<input type="checkbox"/>
Total of section 5.	<input type="checkbox"/>
Total of all five sections.	<input type="checkbox"/>

Reflective Practice is a deliberate way of thinking about experiences: to learn from mistakes; to identify skills and strengths; and develop options and actions for change and future success. Reflective Practice is more than recording training for continuing professional development (CPD). Instead, it links reflection and action together, to promote critical thinking for new knowledge and insights, enabling lifelong learning and development.

This self-assessment quiz will help you examine the ways you use reflection in your personal and professional life, and consider the extent to which you use reflective activities for learning and self-development.

Interpreting your scores
 There are a maximum 60 points available (5 sections, each of 6 questions = 30 questions, max 2pts each).

Reflective Practice total score summary
 0-20 - low interest/opportunity for RP
 21-40 - good potential for using RP
 41-60 - strong potential for using/improving RP

The individual elements and section scores indicate where you should direct your efforts to improve your Reflective Practice potential and capabilities. **See 'What your section scores mean' on page 2.**

The philosopher Donald Schon wrote about "...a dialogue of thinking and doing through which I become more skillful..." (1983). He asserted that Reflective Practice can lead to learning and professional excellence. Many other theorists describe levels of reflective thinking that enable us to attain deep learning. Linda Lawrence-Wilkes and Dr Lyn Ashmore, authors of *The Reflective Practitioner in Professional Education* (2014), advocate the value of Reflective Practice to achieve innovative thinking, and excellence in life and work.

What your section scores mean...

<p>1. How much you reflect on events:</p> <p>0-6 You tend to reflect in action, reacting to what is happening around you. This may involve quick reflective thinking as you are involved in an event or experience. You may take action immediately in response to the situation. This is a valuable way to reflect on and learn from events as they occur.</p> <p>7-12 You tend to reflect on action, afterwards, a more thoughtful and deliberate process (than in action). You are likely to review events think about the reasons for actions or behaviour, and/or seek other's views. You perhaps examine theory and research, to investigate practical issues, planning future action for problem solving and change. This is moving from basic reflection towards a critical outlook, to improve professional competence and independent thinking.</p> <p>Notes:</p>	<p>Your score</p>	<p>2. Your use of reflection methods/tools:</p> <p>0-6 You tend to use traditional reflection for professional development/CPD. You perhaps could challenge more your core values and beliefs and use additional ways to reflect. Books, research, media could offer opportunities to reflect on a wider body of knowledge, and access expertise on specific issues. Seeking more feedback could reveal new perspectives.</p> <p>7-12 You take advantage of a range of reflective activities to gain a deeper understanding to examine and inform your work. You tend to step outside your comfort zone to ask for feedback, be self-critical, examine assumptions, question theory and challenge the status quo. Development of these reflective learning skills make you a more successful all round learner.</p> <p>Notes:</p>	<p>Your score</p>
<p>3. Considering other points of view:</p> <p>0-6 You tend not to analyse yourself or others, preferring to move on and do things. 'Learning by doing' is a very effective way to learn (see Kolb's theory, 1984), however you will become a better learner using more ways of learning, especially seeking a 'helicopter view'. You could seek more ways to reflect on your own needs and skills, and more awareness of other people's perspectives.</p> <p>7-12 You tend to take a wider reflective stance in seeing yourself through other 'lenses'. You examine your own and other perspectives, and reflect on rational argument, theory and research, for an objective fuller view. Engaging in critical reflection you tend to express self-awareness, to empathise and listen - enablers of emotional and intellectual growth.</p> <p>Notes:</p>	<p>Your score</p>	<p>4. Questioning assumptions:</p> <p>0-6 You tend to accept yourself and other people/sources, rather than challenge. If you do not question your own values and beliefs, because this feels threatening (it links to self-identity), seeking feedback from others could assist more objective self-criticism. You could look more for hidden assumptions in other people's views, and views expressed in the media, books, research, etc.</p> <p>7-12 You are likely to be aware of your own and other's values, beliefs and attitudes. You tend to examine your own beliefs and challenge status quo elsewhere. Your tendencies towards deeper reflections will enable progressively deeper and wider learning.</p> <p>Notes:</p>	<p>Your score</p>
<p>5. Your ability/freedom to reflect:</p> <p>0-6 Barriers of time, resources or lack of autonomy tend to restrict reflective activities. You could explore and test any limits that are self-imposed or external. Simple time management changes can help, and questioning assumptions (section 4).</p> <p>7-12 You are likely to overcome barriers to reflecting, which will enable progressively improving learning and growth.</p> <p>Notes:</p>	<p>Your score</p>	<p>This self-assessment tool is a fine example of using Reflective Practice. Completing the questionnaire, analysing the results, and deciding to take some action, demonstrates that you are starting the process of putting Reflective Practice to powerful effect.</p> <p>© L Lawrence-Wilkes & A Chapman/Businessballs 2015. This is page 2 of the Reflective Practice self-assessment instrument developed by Linda Lawrence-Wilkes and Alan Chapman. It may be used freely in self-development, teaching/developing others, and research, but may not sold, or published without permission, and is not to be replicated online. The instrument and various supporting guidance and theoretical information are available at www.businessballs.com/reflective-practice.htm. Sole risk with user. Based on Lawrence-Wilkes' Art of Reflection Quiz, Lawrence Wilkes & Ashmore, The Reflective Practitioner in Professional Education, 2014.</p>	