



Critical Moments Reflection Methodology

A method for stepping back and
draw lessons from the experience



A Tool for Knowing What We Learned

- As we live we learn, but most of what we learn is embedded in our experience.
- Most of our learning is tacit and manifest as skills, feelings, reactions, intuitions and attitudes.
- Most of the knowledge we acquire through experience remains behind the level of our conscience.
- The Critical Moments Reflection Methodology is a tool for retrieving that knowledge, for being aware of and make a best use of what we know.



Own Our Knowledge

Being aware of our knowledge we can do a better use of it:

1. To use it for improving our future actions
2. To submit our assumptions and beliefs to systematic scrutiny and experimentation
3. To storage and make copies of it, and
4. To communicate to other people, despite of how far they.



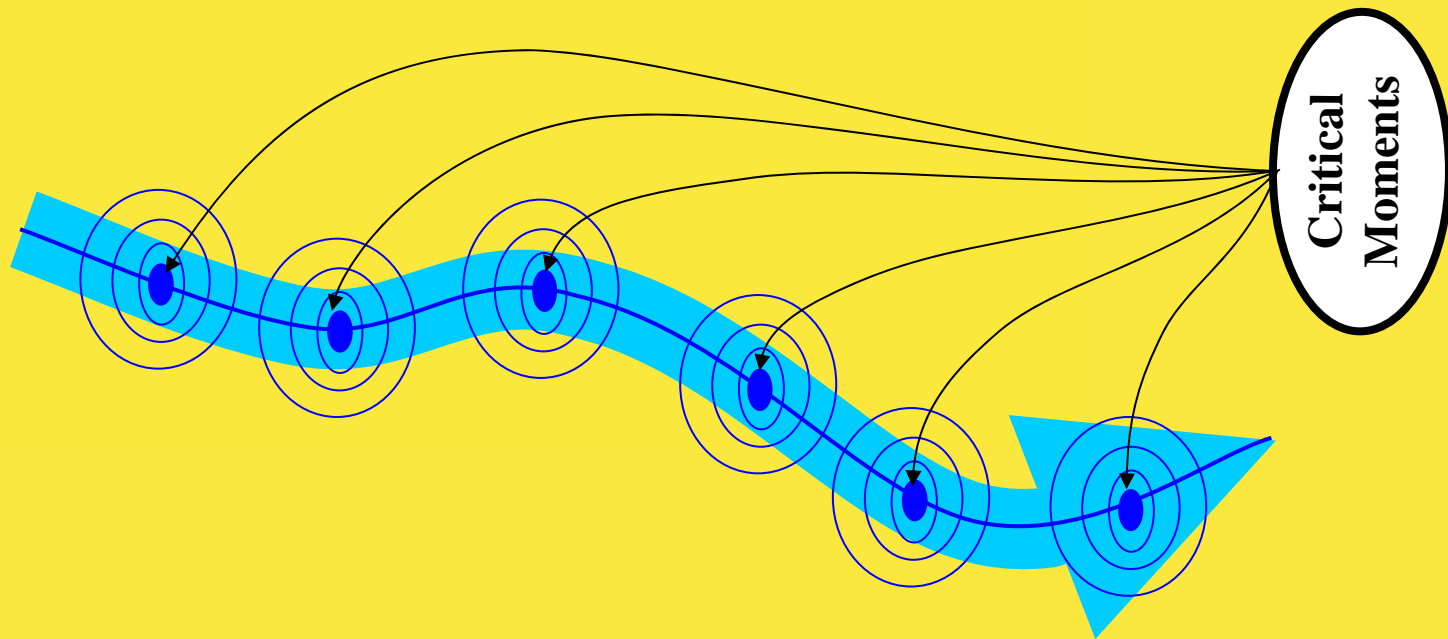
The Process of Reflection

The process of reflection consists of:

- Stepping back into ones experience by retrieving its most important moments.
- Reviewing its process with the eyes of its diverse actors.
- Analyzing carefully those more relevant moments
- Drawing lessons useful for the future



Points for Reconstructing Ones Experience



Around the Critical Moments Memory is more Reliable



Critical Moments are Relevant Events

The Critical Moments are “turning points”, they are moments of change, when situations or feelings became better or worse.

The perspective of the critical moments should be individual, the changing moments from one own perspective.

If an event is perceived as relevant by a single person it is worth to be written.

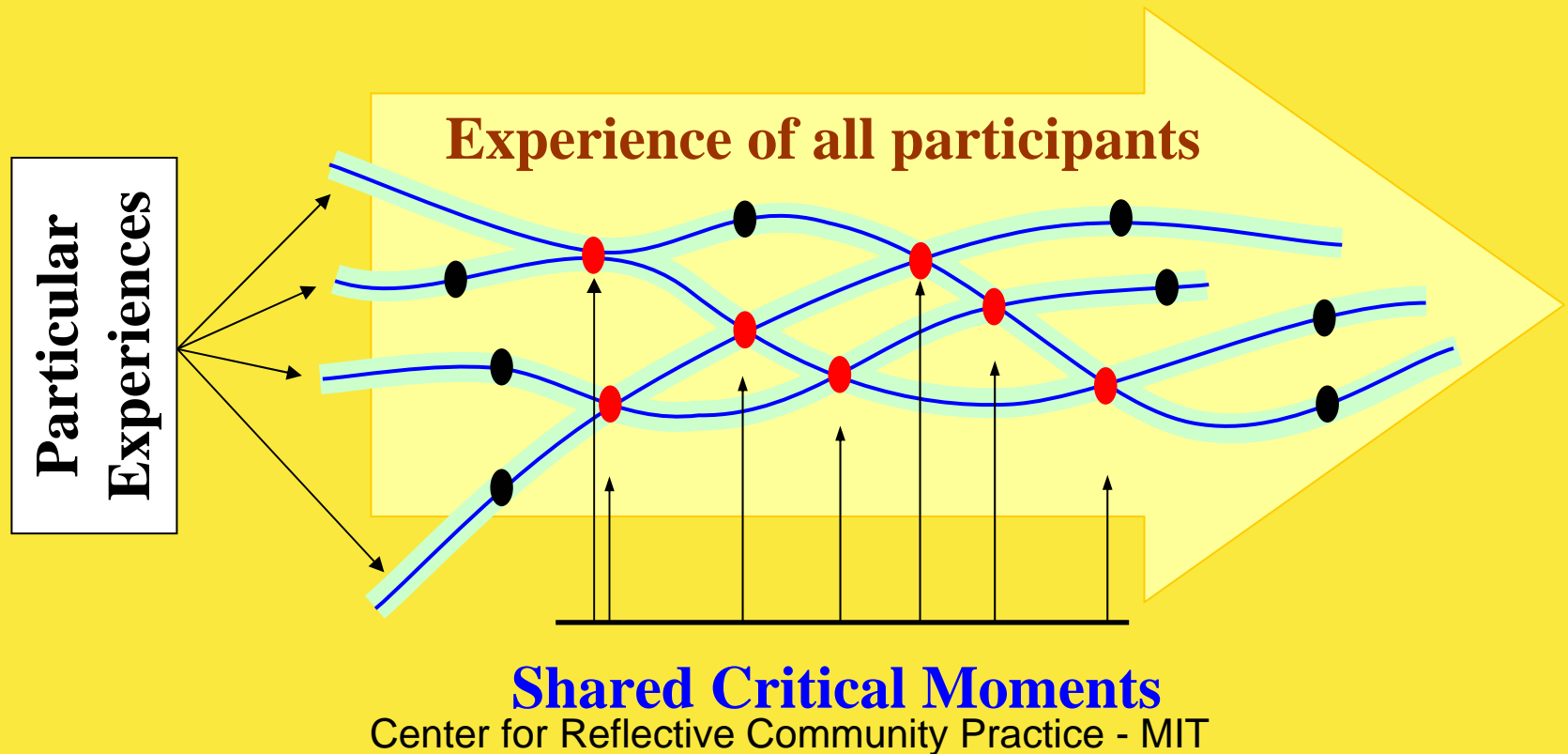


What Critical Moments Can Be?

- The happening of surprises (good or bad),
- The emergence of a difficult problem
- The solution of that difficult problem
- The visualization of new futures/possibilities,
 - The disturbance of a strong belief
 - The achievement of highly desired objectives
 - The change in a key component of the context
- The emergence of threats, etc.



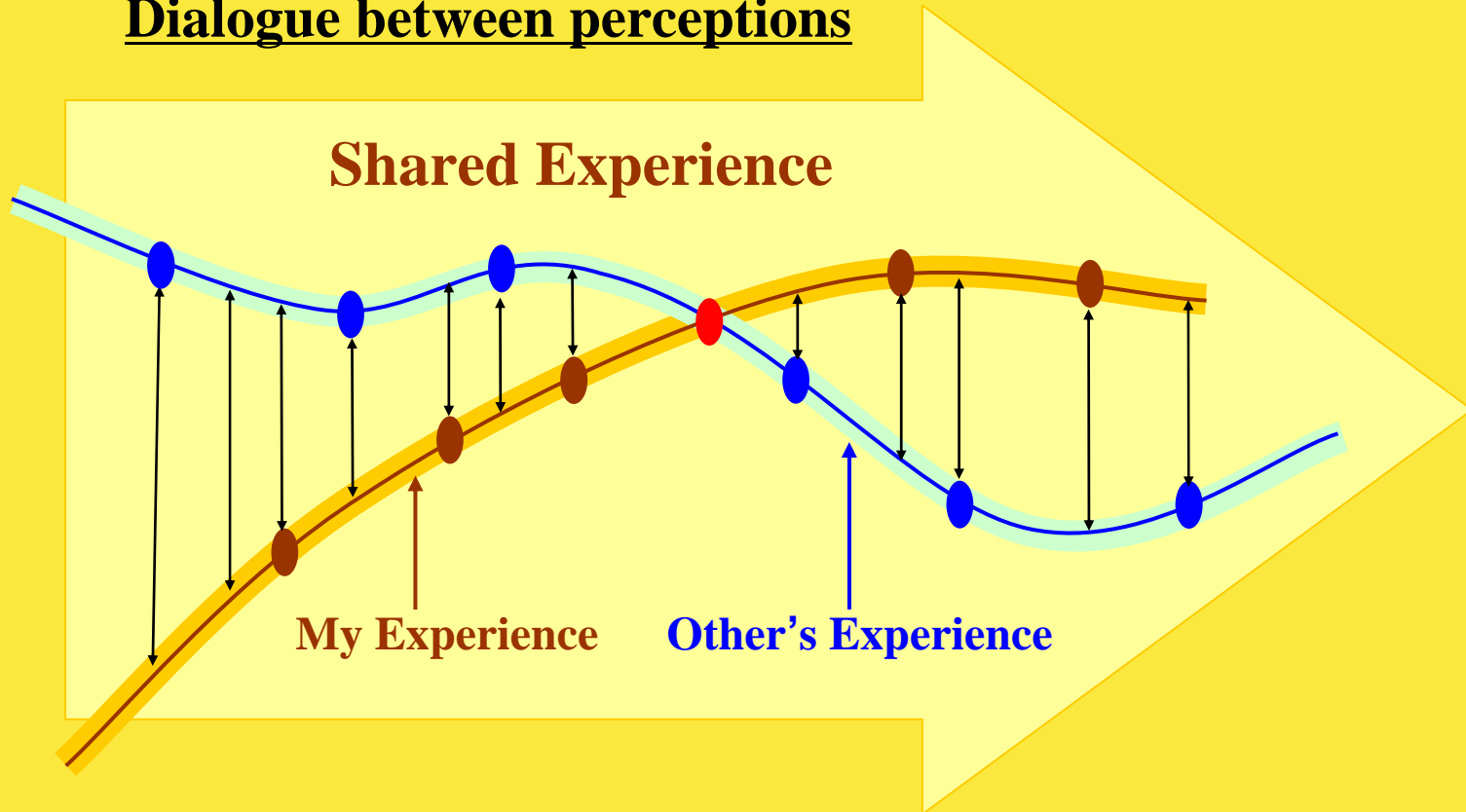
The knowledge about the experience is distributed among the Participants





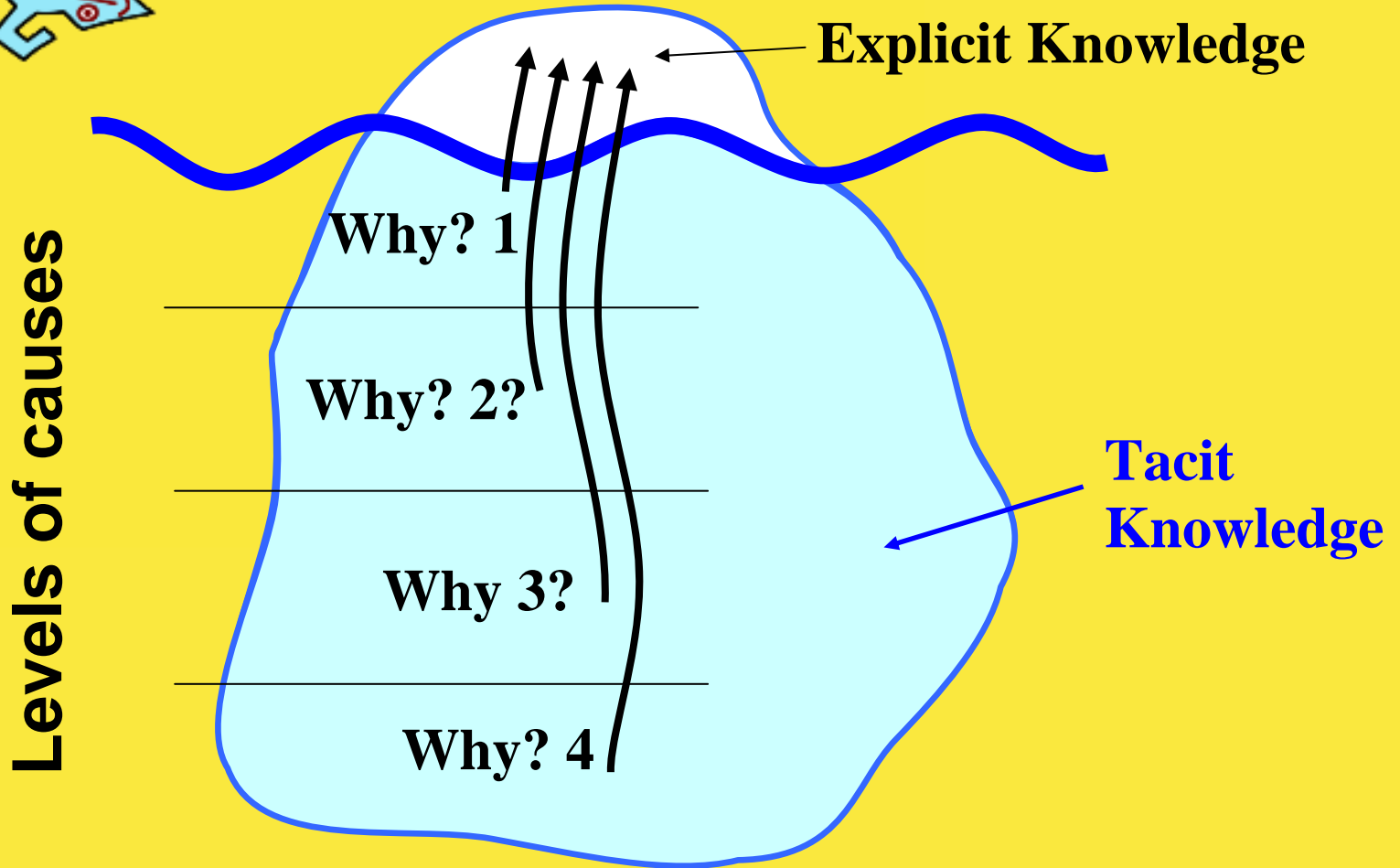
Diverse Perspectives Enrich Understanding

Dialogue between perceptions





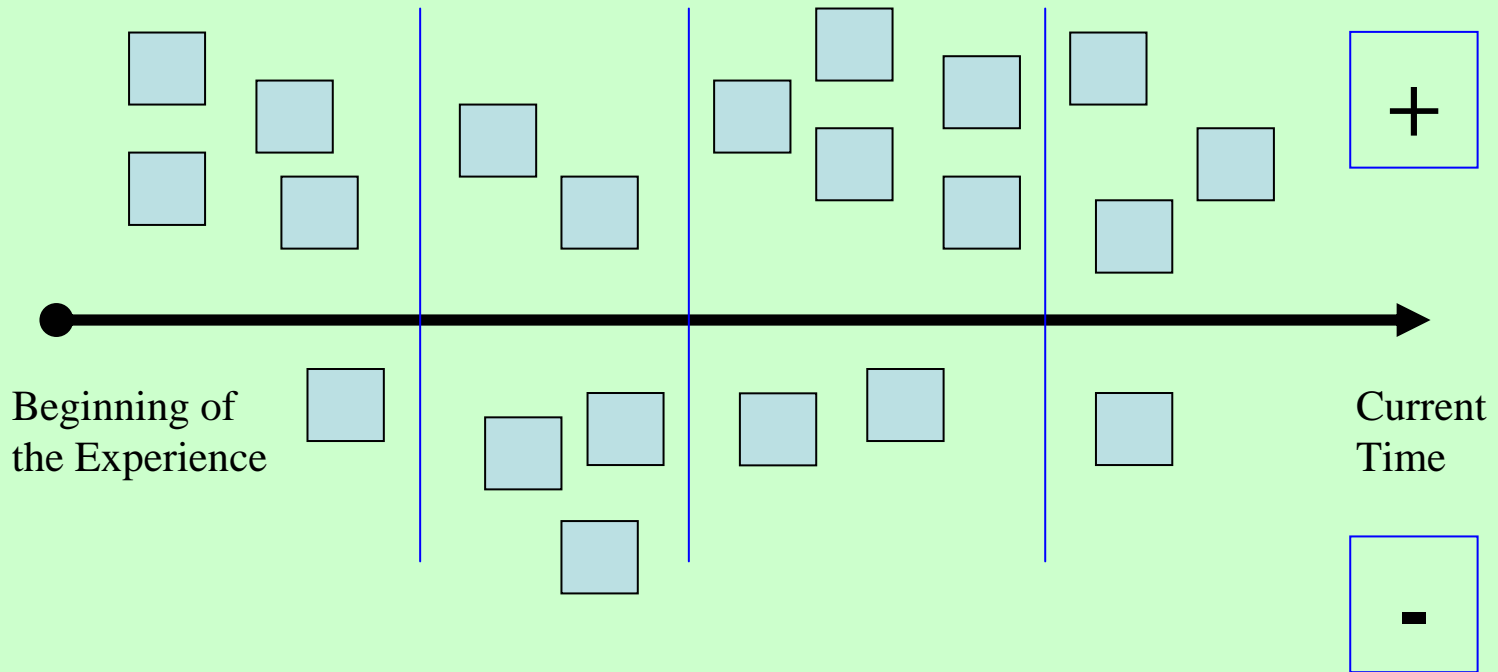
From Tacit to Explicit, a Way for Knowing our Knowledge





The Timeline

Critical Moments ordered chronologically



Critical Moments (+) upside and (-) downside



The Principles

1. Participants control the purposes and the features of the learning process, and the process adapts itself to the participants. (Facilitator is responsible of guarantying it).
2. Learning happens in the dialogue among different experiences and perspectives
3. A focus on learning defines the nature of the dialogue.
4. The flow of participants' energy defines the route and the rhythm of the process.
5. The complexity of the group is critical to the quality and richness of the dialogue



Cognitive Tools: The Simulator

The planning of the reflective process is made in a collaborative activity of simulation.

Participants and facilitator explore together what could happen if the methodology were applied in a complete way.

Based on these findings, they adapt the process to desired outcomes.



Cognitive Tools: The Compass

Questions work as the compass that will guide all them in the journey of stepping back through their experience, for finding useful knowledge and for organizing the analytical effort.

The travelers don't have a map of the pathway through the past. but for avoiding getting lost, they have a compass.

The questions work as their compasses.



Cognitive Tools: The Lantern

The Critical Moments will work as elements that throw light on the memory and illuminate the walk of the participants through their past.

They work as visible elements that enable the participants to unearth the chain of events related to these moments, visualizing causalities among the events.

The sum of Critical Moments, in a timeline, will work as collection of shots of the most important elements of their experience.



Cognitive Tools: The Brush

As the listeners listen to the storyteller they create their own image of the story.

It is like if each one had his own brush and his own canvas and was painting a scene under the inspiration of the storyteller.

The stories, have double meaning, they help the storytellers to remember the experience and help the listeners to create their images about that experience.



Cognitive Tools: The Lenses

Throughout the process the participants need to dig into the facts and analyze them.

These efforts for looking the details or the experience are the lenses of the reflective process.

The lenses will be used to examine better some elements to improve the understanding of the experience.

The analysis is done throughout the whole process but is more intense during the sessions of storytelling