



## From Reflective Practitioner to Reflective Institution

David Kiel and Rolf Lynton

In this concluding article of our three-part series, we put forward a new approach to reflective practice that is built upon a framework of consulting with social change institutions, and we then illustrate how the key interventions reported in the second article of the series might have unfolded had that framework been in place. We argue that the problems of the reflective practitioner will not be solved until we create (for consultants and clients alike) the conditions needed to support the reflective institution. We predict that new communication technologies will create unprecedented opportunities for this promising development.

### **The special conditions of consulting with social change organizations, and the implications for practitioners.**

This is the third installment of a three-part series of articles exploring the questions implied in the title of this Journal: "Practising Social Change." In our first article<sup>1</sup> we wrote that social-change focused institutions have characteristics that are different from other types of organizations. The list of special characteristics of institutions that promote social change include the following:

- They are focused on changing the relationship of society as a whole to a given problem (eg civil rights, rural poverty, health care access etc) not just delivering services, though this may be an important component of what they do.
- They are innovative institutions and they are likely to be developing methods of advocacy, education and service delivery, as well as their business models, as they go. They may have models and theories but the 'facts on the ground' are always challenging their plans and assumptions. (In this they are like entrepreneurial and innovative organizations in the private sector but their social goals constrain and direct them in different ways from for-profit organizations.)
- They have to pay intense attention to the broader environment and, particularly, to the social and information environments because they aim to change prevailing attitudes and alter society-wide norms.



- To that end they often demand that individuals within and without the organization behave in new and unaccustomed ways (eg by living amongst the poor; adopting different environmental practices, and attitudes toward gender etc).

We further argued that, since these organizations are often pioneering, even the most effective applied behavioral science (ABS) practitioners working with these types of organizations find it harder to predict the outcomes of their interventions than their counterparts working in more traditional organizations and settings. We also wrote that ABS practitioners will be more effective to the extent that they:

- Are able to build trusting, long-term relationships with the leaders and members of the new social-change oriented institution;
- Continue with the new institution over the long-term (years in fact) so they become familiar with, and credible within, the organizational culture, and thus are in a position to understand and suggest adaptive changes to improve organizational functioning and enhance goal achievement; and
- Conceive of their interventions (together with their clients) as 'field experiments' designed to achieve various outcomes rather than 'planned change' - a concept that connotes a higher degree of predictability than actually exists in these situations.



The core of lasting social change is that many persons change, and wide community support for it develops, too. However, the larger 'outside environment' also keeps changing – with migrations, fluctuating aspirations, new laws and trades, international angers and realignments, and more. So, by fostering a 'learning organization' attitude, ABS practitioners must help the innovative institution to build the resilience and adaptability it needs to be effective and to persevere, whilst also extending its innovative and pioneering work.

In the two previous articles<sup>2</sup> we illustrated this proposition using the case PRADAN, one of India's most respected NGO's. PRADAN is working to solve problems of rural poverty and a whole pattern of associated problems and issues in the world's second largest nation.<sup>3</sup>

For over 30 years now PRADAN has worked with the poorest 10% of India's rural villages in a unique partnering way. By placing highly trained professionals in villages, and developing a social and economic infrastructure through the work of women's Self Help-Groups (SHGs), PRADAN has helped families and whole villages toward economic self-sufficiency, greater resilience, and self-empowerment. By 2006, PRADAN was reaching over 100,000 families. It then decided to expand its reach ten times by 2017 ie to serve one million families and more across North India.<sup>4</sup>

In the second article we reported on the experience of NTL emeritus member, Rolf Lynton, and Depankar Roy and other colleagues (all members of the Indian Society for Applied Behavioural Science), as they helped PRADAN 'go to scale'. We assessed three interventions:

- Practical visioning of 'going to scale' by which the consultant team helped the leadership imagine what the new PRADAN and its external relationships would need to look like, and to go out into the field and start building the new inter-organizational network that would support change
- Strengthening PRADAN as a learning organization by helping staff develop and study specific cases based on their own experiences of expanding PRADAN
- Building stronger internal support networks and practices among key mid-level field staff for responding to the additional demands of rapid expansion

By exploring what worked and what did not work in these three interventions, we attempted to understand what reflective practitioners (both consultants and clients) have to do to keep learning from experience. We also explained why this learning process may be quite difficult given the pressures of the moment and the overall conditions affecting social-change oriented institutions. We concluded the second installment by saying:

"Yet through reflection on these 'field experiments', we can produce good ideas for improved practice, and insights into the nature of organizational innovation; and (we can) learn more about the essential nature of the processes of large-scale institutional and social change."<sup>5</sup>

## FROM REFLECTIVE PRACTITIONER TO REFLECTIVE INSTITUTION

### The challenges of reflective practice

One central question we posed in the preceding articles in this series is: *why, given the experimental nature of practice in social change institutions, is there so (relatively) little recording of events, reflection and learning at the individual level or the institutional level?* As such reflection, done well, has the ability to enhance organizational performance in these institutions, this seems like an obvious failing.

This question however is largely rhetorical. Anyone who has been in the field knows why there is so little reflection:

- In the social change organization, particularly when it is new, things are hectic, all are stressed, and there is little time for reacting let alone recording and reflecting.
- Reflection is emotionally challenging as well as intellectually demanding - we might find out things we would prefer (in the moment) not to know (eg on a personal level, how ineffective we appeared to be in a given intervention). We may be resistant to recording data that is not consistent with strongly held beliefs about what makes the organization effective, or that seems to challenge the ideological propositions that underlie the social change movement itself.
- For reflection to be valuable it must be serious, sustained, and methodical, yet practitioners are not trained for this.
- If reflection raises critical questions for the practitioner, the group or the organization, there may be no mechanisms in place for these questions to be discussed and acted upon.
- Organizational reflection implies dialogue, dialogue implies equality, and so institutional leaders, used to deference, may feel threatened.

### A vision of the reflective institution

In the rest of this paper, we suggest a course of action to respond to these conditions. We join other writers<sup>6</sup> in arguing that the process of reflection must become social, rather than individual in nature, and also more organizational in focus.

We hypothesize that there are three steps that are helpful, if not required, to build the reflective institution:

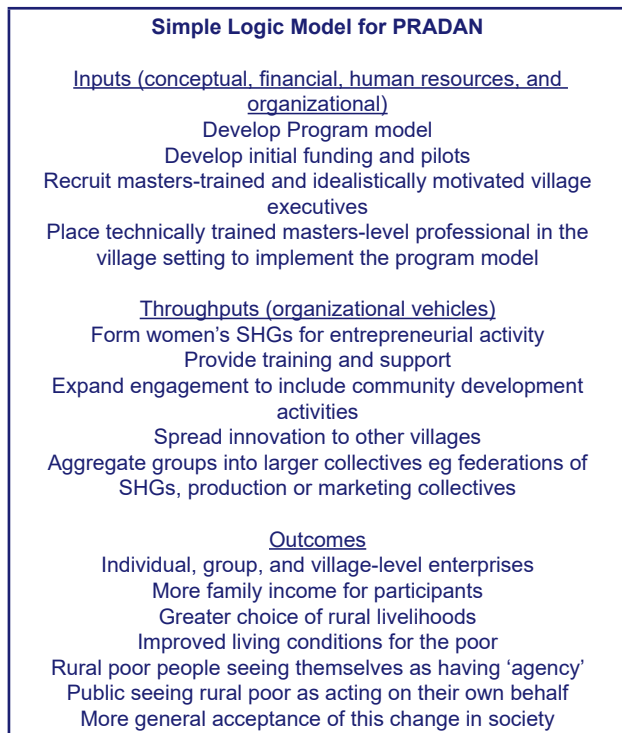
1. A full and public (within the organization) articulation of the assumptions behind the organizational model and strategy.
2. The establishment of systems (probably via social technologies) of documenting experiences relative to these assumptions
3. The creation of organizational methods, policies, and incentives that assure that this type of reflective observation is regularly collected, reviewed, and acted upon



In the sections that follow we describe emerging opportunities in the field that may provide opportunities for realizing this new level of reflective practice. We revisit the three interventions discussed in our second article and show how they might have been enhanced using this new approach. We conclude with a call for a program of activities that would explore and realise the opportunities for institutional-level systems of reflective practice.

**Trends toward greater clarity and transparency in social change organizations**

We see opportunity in the relatively recent idea in public health and international development that each new intervention must be supported by ‘a logic model’, driven by a program theory.<sup>7</sup> The logic model is a statement delineating the causal chain between the activities undertaken in a particular project and the desired outcomes: in particular, how these activities will lead to the normative change that is the overarching aim of the social change effort. Having a rigorous logic model is an obvious aid to both formative and summative evaluation. Some foundations now require logic models to be included in grant proposals.<sup>8</sup> An example of a simplified logic model that describes the first twenty years of PRADAN is shown below:



We suggest a version of this methodology be used to systematize organizational-level reflection in social change institutions:

- The institution should be expected to identify the technical, organizational, and ideological assumptions that are operating, in the assertion that the social change program will bring about the desired outcomes. Such a document could be placed on a website and made accessible to all members of the organization and, through blogs, the subject of discussion by all.

The website, itself, could be managed by a Wikipedia-like group of monitors within the organization (or an advisory board).

- Each member of the organization should identify the aspects of the logic model that applies to his or her role in the organization, and comment on it on a continuous basis from their experience. There might be blogs and listservs devoted to particular roles in the organization (eg middle managers, state directors).
- Measures and indicators for each of the major propositions in the logic model could be devised, and ultimately tested. The logic model, itself, and the strategic plan from which it is drawn, could be discussed and annually revised along with the plan, itself, with implications for goals, actions and measures.
- Reflective activities should be part of the job description of each organizational member and the ABS consultants, themselves; and there should be processes in place for organizing, coordinating, and acting upon these activities. ABS consultants could make a major contribution by helping the organization refine and develop these processes over time.

Does this seem utopian and impractical? For years, large organizations have implemented TQM and CQI processes that address technical aspects of reflection on a system-wide basis (eg the best way to create efficiencies in the productive process). Also, organizations now undertake one-time, large- system change processes (eg Future Search, the Conference Model, Appreciative Inquiry) for the purpose of innovation, but these could be adapted for the purposes of continuous and built-in reflection (ie continuous innovation).

In the now universally ‘turbulent’ environment (Fred Emery’s term), episodic meetings of practitioners no longer suffice for navigating change. We need to underpin change with the continuous awareness and readiness of all practitioners for change, and also with institutional readiness and mechanisms for revising planned actions and whole strategies for moving forward.

Organizations like *Wikipedia* have shown that there are ways for systems to publish, continually adapt, and make information available to large numbers of users and contributors. (Blog technology might be a good vehicle for discussion of a given parameter until a steering group decides that the logic model needs to be revised.) While such an approach would not abolish the defensive routines of organizations that theorists such as Chris Argyris have described, it would give deeper meaning to notions of espoused theory, theory-in-action, and second-order change that he and Schon articulated,<sup>9</sup> and make organisations more open to discourse, dialogue, and adjustment.

For example, now with the advantage of hindsight, we can articulate some of the assumptions or working hypotheses that might have underlain PRADAN’s logic model when it was founded in 1983.



1. That women living in poverty in villages can become entrepreneurs and develop income-generating livelihoods even if this involves working outside the home (which is unusual in the traditional culture).
2. That trained women will take a stronger interest in educating children and developing the village overall. They will become leaders in community affairs.
3. That talented young professionals can be recruited to help them identify sustainable livelihoods in their situation and develop them.
4. That paying these professionals a 'living wage' will be enough to attract them, and attract them in sufficient numbers, to develop and run a continuing institution for that purpose.
5. That in-country official, private and also international agencies will provide funding for this work and for institutionalizing it.
6. That women will gain support – both emotional and practical – from joining together in SHGs, and that the local PRADAN professional can help them sustain these groups.
7. That the professionals themselves will work best in local teams that are each responsible for creating livelihoods in villages in a whole region.
8. That SHGs in an area will link up with each other and federate for sharing immediate experiences, representing joint interests in local and State agencies, and supporting wider development in their villages eg village governance.
9. That a permanent institution for this work can be developed and become multi-state and internationally recognized.

Each of these nine hypotheses could further be articulated as follows:

*Women living in poverty in villages can become entrepreneurs and develop income generating livelihoods even if this involves working outside the home (which is unusual in the traditional culture).*

- a. Many rural women are home-bound and yearn for a wider world and to improve the prospects of their families.
- b. Despite home and child rearing responsibilities many women have 'free time' while the men are engaged in farming work.
- c. Rural women have inherent skills and abilities to manage and operate their own self-help groups.
- d. There are entrepreneurial opportunities within the local economy that women can exploit or create.
- e. The income from women-run enterprises will be welcome enough in the family to address any misgivings that arise because new gender roles are being created.
- f. Local SHGs can create a self-sustaining, long-term model of financial operations.
- g. Local SHGs can, within a period of time, become self-governing and self-sustaining in terms of group skills and leadership, and also as actors in wider community affairs.

By making these logic chains and assumptions more transparent, more articulate, and more public (on a website, and by use of blogs and wikis), we can demystify the intent and operations of the institution, and enable all to participate in the dialogue/discourse about what is working and what is not working, and what leads to success or

failure, and, in fact, how success or failure are defined.<sup>10</sup> . When organizational change is needed such as this ten-fold expansion of PRADAN, such an articulate set of assumptions could enable the organization to think through the change - ie which assumptions, structures, processes, and operating norms need to be altered at each level of the organization - in order for it to succeed.

**Back to the future: How ABS interventions may be enhanced to include institution level recording and reflection.**

We will now consider how the three interventions described in our second article might have been conducted if institutional reflection mechanisms had already been embedded.

### *1 Envisioning the New Institution and its Emerging Organizational Network*

In the second article of the series we described the very productive process that Rolf and Depankar used (with the leadership of PRADAN) to help them envision the changed and expanded PRADAN, and to test with PRADAN's outside network of support and partner organizations the feasibility of going forward with the plan. The process involved Rolf and Depankar working with PRADAN's executive committee to map the network of 32 key external relationships. These included official agencies for required permissions, official and private funders, banks, potential market outlets for additional and new products, other development agencies with relevant experience and public media, and even local village money lenders.

Members of the PRADAN leadership then fanned out to conduct a dialogue with representatives or organizations signified on the map. With Rolf and Depankar's help, they met to discuss the results of their findings and, based on the enthusiastic discussions with key partners, they committed to PRADAN's expansion, but also determined how these relationships would have to evolve if they were to work well.

"To the PD's surprise and pleasure, the external stakeholders, without exception, had warmly appreciated being asked to discuss PRADAN's major expansion and generally supported it. Indeed, yes, they would welcome a more sharing relationship, one in which the outside stakeholders could raise questions and propose next steps and priorities. Within PRADAN, meanwhile, in just these two intervening months, 'PRADAN 2017' had already become a standard referent across the institution, so immediate was the internal excitement and acceptance of the project of 'going to scale.'" (Article 2, p.24)

Having made this excellent start, PRADAN was in the position to begin to articulate the logic model and assumptions governing expansion at this level of inter-organizational relationships.



Yet (perhaps for all the reasons outlined above), as it actually happened, the recording of contacts and experiences was not even mentioned during subsequent sessions of the executive committee. If any members did record theirs, they did not mention it in the report-back at the next meeting. In our new approach to reflective practice, the logic of institutional reflective practice at this stage would have called for a whole series of assumptions to be surfaced and compared with the experiences-on-record. Records of the experiences-in-practice could then have guided reflection and learning for next time(s).

This experience is one more incident documenting the fact that the recording component or the testing of the institutional logic needs special emphasis, because making regular and good-enough recording into a core habit seems especially difficult for social change practitioners. We value – even pride ourselves in - facing situations that are ‘concrete, to handle practically’, yet grudge the time and effort required to develop habits of recording the complex make-up of such situations as they take place. So we argue that this discipline will probably not be exercised consistently and regularly unless it is made an expectation or even a requirement of each person’s job going forward, and facilitated by technology so that the recording task is relatively easy to perform even in the midst of a hectic schedule.

Suppose, therefore, such a system had been in place in PRADAN. Suppose each executive member had accepted the task of making some record of each of their contacts, and they had had an electronic space where these contacts could be recorded and shared in a secure, password-protected way. This blog-type format could have been based on the overall map of the organization’s relationships (eg one section of the blog related to ministries, one related to banks and financial institutions etc). Team members could have gone to the site and blogged about their interactions with key partners with the perspective of reflecting on whether those interactions supported or contradicted the operating assumptions. Below is an example of what such an entry might have looked like.

May 12, 2011: Met with the assistant to the minister of finance for the state of X. While sympathetic to our needs, he said it would be hard to grant an exception to the lending statutes, given the current political climate. This will seriously delay or even stymie our expansion into this area, so I wonder whether we can still be so sure of the state-level support we were promised at the start of our project two years ago? – Vijay YYYYY

Recalling the assumptions about what event Z ‘would be like’ and comparing it with it was like in fact, creates a focus for the process of recording. Since it is usually not clear in advance which interactions will provoke most learning, however, more recording rather than less with virtually mechanical regularity is both practical and an essential safeguard. Immediate recording is best - of the people, time, place, technologies and purpose - in sufficient detail

to augment memory surfaced later. It is imperative that ‘record keepers’ also include ‘the Self-in-action’ – it is that inside-outside interaction that distinguishes learning-from-experience for improving practice, from learning-about which increases knowledge.

With such records in place the top team could, after a period of time, have reconvened to assess the effectiveness of their strategy, and then, as recording continued, become alert to changes in patterns that might have provided early notice of shifts in the attitudes and behaviors of key organizational partners as the scale-up continued. This could have lead to new interventions and adjustments that would have accelerated change.

## *2 Strengthening the Learning Organization at Mid-Level.*

The need for understanding the logic model for institutional development, and the conditions that must be in place to make that logic model work in practice, is not limited to the top of the organization, however. In a ‘tenfold expansion’, every level of the organization will be stretched and changed, and each organizational actor needs to understand his or her role in helping to understand and cope with the changes that are taking place. As we reported in our second article:

“The ambitious goal of increasing operations and impact ten-fold and more posed some institutional dilemmas. For example, PRADAN, had a policy of recruiting and keeping professional staff in the areas they came from and so knew the local language and customs and also had family ties.... But expanding PRADAN meant going in new areas, so also greater mobility of staff, and also more rapid transfers of responsibility of ownership to the villages. These and other changes in the culture and practices of PRADAN were not easy to implement. After dialogue with PRADAN’s leaders and others, Rolf and Depankar suggested a case writing and teaching program with key area staffs for rehearsing possible options for acting and supporting colleagues in foreseeable new situations. ...As it unfolded, the case program involved two cohorts of 20 senior staff who also regularly trained new recruits and staff at various stages. Each program had three phases of five days.” (Part 2, p. 24-25)

We reported that the case-writing program was initially very successful producing 47 cases on critical issues affecting mid level PRADAN staff, and:

“...that cases developed there came quickly into regular use in the apprentices and staff training programs. PRADAN’s training methods and designs quickly showed influence from the participatory approaches modeled in the case program sessions.” (Part 2, p. 25)

But:



"This early promise, however, did not herald progress with making PRADAN as a whole into more of a learning institution. No new cases were added or more case instructors developed. Nor did detailed recording of crucial development steps and impasses as PRADAN expands become the normal basis for decision making and policy making as the consultants had hoped." (Part 2, p. 25)

This intervention may have fallen short of its ambitious goals for many of the same reasons cited above: lack of training, lack of incentives, lack of ease in implementing etc. With our new framework in mind, though, we could suggest an alternative way of proceeding, as follows:

1. Rather than expecting more cases (time consuming and difficult to produce), use existing cases to stimulate ongoing dialogue. Link cases to a question of importance to the logic of expansion eg: Is it possible to reduce the time it takes for a village to operate in the PRADAN model so the trainers can move on more quickly to train more villages?
2. Post the relevant cases in blog format, with Team Leaders being expected to contribute with their experiences (What happened? When? How? What meaning do they make of it?)
3. Set a time for the leadership to review all the experiences documented and to recommend improvements eg with regards to training, policy, incentives etc.
4. Re-set the blog with new experiences and questions and let the process unfold again.

In this way the organization could use the case-writing program not as the main vehicle for reflection but as the stimulus for reflection, and as a means of using that reflection to improve reflection via the new social technology of blogging.

### *3 Mid-Level Training for Institutional Expansion and Development*

The final intervention discussed in our second article showed how an attempt to address stresses and strains attendant to rapid expansion with a standard model of training support morphed into an intervention that led to the formation of an ongoing support network of mid-level practitioners.

"PRADAN's thirty-plus team leaders (TLs) are pivotal to keeping the widely scattered work maximally coherent and accountable – ..... Each is responsible for helping his or her team of up to ten "executives" at any stage of their highly varied work in their designated area of villages scattered over several blocks in a district (average population of 2+ million). ... Even in calm times then the TL's role is exacting and requires creative responses – and is often also frustrating and discouraging. With the major expansion it became even more challenging....

(The planned training was based on a survey of needs and focused on) immediately practical concerns, such as time management, accounting, managing meetings, dealing with conflicts, and interacting with the central office. So these became the stated program content. The actual program became quite different. As they assembled that very first morning, the TLs real need – and joy – was with talking together with their peers, many of whom also long-time colleagues. No matter what the stated topic and or the allotted times for it, heart-felt and obviously topical needs surfaced to shape the sessions. Participants' pent-up demand for dialogue and collegiality to arrive at best next steps for priority day-to-day and longer-term issues drove the agendas.

So Rolf and Deepankar shifted from facilitating "content-based" sessions to facilitating the TLs efforts to build more robust and continuing contact among themselves, i.e., local networks in the first place and then also national. So the TLs, instead of discussing ways to run team meetings better and the other issues they had initially proposed, spent the time on how to become much more and more continuously engaged with each other in mutual support and communication and how to overcome the practical obstacles of time and space to make that happen." (Part 2, p. 26-27)

When something of major significance (either positive or negative) happens unexpectedly like this in an organization, we typically have no standard way to make sense of the experience, and use it to create the learning and adaptation that is so obviously needed. If the institutional-level reflective practice system we are envisioning had been built in PRADAN, there would have been a way for those in each major role (the Project Director, Team Leader, and Executive) to share their on-going experience in a virtual community. There could then have been an on-going dialogue and adjustment of the role expectations, supports, and practices as new conditions were encountered at each level. Had such face-to-face sessions as described above occurred, the assembled team could have processed their virtual reflections together, accelerating awareness thereby that new ways of organization and support were needed to promote effective performance in, say, the team leader role, to achieve the overall objective of scaling up the program. Once enough experience had been garnered, the organizational actors (the Team Leaders in this case) could have described the current reality of the changed conditions and even codified recommended practices in response, as well as shared the tools and methods developed.<sup>11</sup>

**Conclusion: required investments to create institutional-level reflective practice**

In the course of our three articles we have 'reflected on reflection' and found reflection wanting. We have argued that, in its current individual form, reflection, as much as it may build the self-awareness of the individual practitioner, needs to become a more social activity. As an organizational rather than an individual practice, reflective practice will be better able to support and accelerate the large-scale social change that is required for more just and livable societies.

Yes, individual practitioners do produce valuable records and reflections, and individual teams of researchers effectively document change projects in the form of summative studies<sup>12</sup> but, until now, we have not had a concept (or capacity) for real-time, collective, systematized recording that is genuinely capable of assisting the new institution as a whole learn from experience.

To recap, our scheme calls for

1. A robust logic model for the social change institution.
2. A "drill down" list of assumptions for each key point in the logic model.
3. Putting this list on an intranet wiki with a group of organizational monitors.
4. Creating blogs tailored to capture the experience of each of the key roles.
5. Organizing blogs by key operating assumptions.
6. Building in processes to review recordings periodically to determine what kind of course corrections are needed, and then to update Wikis, blog questions and cases.
7. Making recording simple and creating expectations and incentives for each group to participate (eg agreeing a 30-minute quiet time between 9:00-9:30 on Monday morning for blog recording by all team members).
8. Over time, working out ways to make recording, summary and analysis efficient and timely.

We think that there is a case to be made for foundations and governments that are investing in new institutions to support this kind of experimentation. The refinement of such a system should be seen as a long-term investment that will safeguard and improve the return on the original program investments. We think such a long-term project that marries social technology and ABS expertise could produce transformational benefits in the realm of social change, and usher in a new field of ABS practice: building the reflective institution.

Terms like 'turbulence', 'disruption', 'complexity', and even 'chaos' have, for some time now, become the dominant descriptors of organizational environments in general. If these descriptors are valid for the world of organizations in general, how much more valid are they for the world of pioneering, counter-cultural, social change institutions? In this world the concept of 'emergent change' is beginning to replace 'planned change' as the dominant paradigm, and Developmental Evaluation may be a successor to ideas of

Summative and Formative Evaluation. In this context, the evolution of reflection from an individual to an institutional practice may be a natural next step.

**BIOGRAPHIES****Rolf Lynton**

Rolf Lynton is now based in North Carolina. In his long career he has been Professor of Public Health and of Preventive Medicine at the University of South Carolina where, from 1974 to 1977, he was the founding Dean and Department Chairman. For five years he was team leader of the HRD project with the Ministry of Health, Government of Indonesia. He has been Johns Hopkins University USAID senior advisor working with the Ministry of Health and Family Welfare in India; Director of Aloka, an international training center for community development workers; and chairman of the International Association of Applied Social Scientists. Earlier he worked with the field research unit of the British Institute of Management, the European Youth Campaign based in France, and the Harvard Business School. He has authored many books and papers, has worked as a consultant with many international agencies, and is a member of the NTL Institute and one of the founders of the Indian Association for Applied Behaviour Science (ISABS). He continues to work with two NGOs in India engaged with creating non-farming livelihoods in India's poorest villages, most through local women's self-help groups.

**David Kiel**

David Kiel is the Leadership Coordinator for the Center for Faculty Excellence at the University of North Carolina at Chapel, where he works to create opportunities for faculty leadership development across the campus. A member of NTL since 1998, David became steward of the NTL Research Community of Practice this year. The main goal of the Community of Practice is to encourage practitioners to do more to reflect on their work and generate useful applied behavioral science knowledge about individual, group, organizational and social development for use by scholars and practitioners alike

David studied organizational behavior at Yale University and received his doctorate from the UNC School of Public Health in 1974. He has taught organizational theory, design, and management courses at the graduate level at three public universities and has published articles and book chapters on a variety of organizational topics. An organizational consultant in private practice from 1985-2010, he developed long-term consulting relationships with organizations involved in community and economic development, legal systems change, environmental policy, and educational reform.

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## NOTES

1. Reflective Practice in Social Change: The case of PRADAN, one of India's most promising large anti-poverty NGOs, Rolf Lynton and David Kiel, Part 1, *Practising Social Change*, Issue 4, November 2011 p. 11-6
2. Three Interventions for "Going to Scale" to Address Poverty in Rural India: Reflections on Social Change Practice, Part 2, Rolf Lynton and David Kiel, *Practising Social Change*, Issue 5, May 2012, p. 23-29.
3. See PRADAN' website: <http://www.pradan.net/>
4. For a statement of the vision of Pradan 2017 go to: [http://www.pradan.net/index.php?option=com\\_content&task=view&id=89&Itemid=3](http://www.pradan.net/index.php?option=com_content&task=view&id=89&Itemid=3) (PRADAN 2017)
5. Op. Cit., Part 2, p. 28
6. In the recent article *Embracing Emergence: How Collective Impact Addresses Complexity-Collective impact efforts are upending conventional wisdom about the manner in which we achieve social progress*, by John Kania and Mark Kramer, Stanford Social Innovation Review, 2013, the authors describe several social change efforts and conclude on p.6 "In each of these cases, collective vigilance, learning, and action most often un-covers existing solutions and resources that have not been previously employed." In a webinar discussion (May 2, 2014) based on this article, they outline a process of developmental evaluation that is very close to the concept of institutional reflection that we are argue for in this paper. In Michael Reynolds' (2011): *Reflective practice: origins and interpretations*, Action Learning: Research and Practice, 8:1, 5-13, <http://dx.doi.org/10.1080/14767333.2011.549321>, he describes the need for three levels of reflection: technical, aligned and critical, and also that reflection needs to be a social rather than individual process. Bill Torbert and Peter Reason (2001), in *The action turn: Toward a transformational social science. Concepts and Transformation* 6:1, 1-37, describe first, second, and third-person research and practice. The second person research form is a form of social reflection. Also see Vince, R. 1998, *Behind and beyond Kolb's learning cycle*, Journal of Management Education 22, no. 3: 304-19. Also Vince, R. 2002, *Organizing reflection*, Management Learning 33, no. 1: 63-78. In M. K. Smith's entry in the web-based Encyclopedia of Informal Education (Donald Schön: *Learning, reflection and change*) [www.infed.org/thinkers/et-schon.htm](http://www.infed.org/thinkers/et-schon.htm). Retrieved: May 5, 2013), we have the intellectual history of the evolution of concepts of reflective practice but also a reiteration of Schön's case for individual reflection that we argue should now become a collective enterprise.
7. See the compendium of logic model resources from the CDC: <http://www.cdc.gov/eval/resources/index.htm#logicmodels>
8. See for example the Logic Model Program of the Kellogg Foundation <http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>
9. In fact the organizational coalitions described by Kania and Kramer in some of the cases in their article – see footnote 6 above - are very close in concept already to what we are describing but lack the web-mediated reflective practices we suggest in this article. Yet, we are not so naïve as to think that using such methods will abolish informal organization resistances to openness and honesty, or the defensive routines that Argyris, Schon and many others have spoken about. Nor do we discount the special pressures on new institutions to discount information that suggests they are not on the course to goal achievement, or facts which appear to contradict ideological predispositions. Nevertheless, we think it is worth attempting to make reflection normative, transparent, and social within an organization to increase the probability of creating the conditions for 'double-loop-learning' and thereby increase long-term effectiveness. For a good discussion of Argyris' thinking and work on this go to <http://www.infed.org/thinkers/argyris.htm>
10. New OD theorists for some time now have argued forcefully that the nature of the organizational conversation or discourse is the key variable in determining organizational stasis, change, or transformation. Often this 'discourse' contains tacit, covert, or implicit elements that reinforce existing norms, processes, and power relationships. The suggestion in this paper makes organizational discourse more public and transparent. To tune into this theoretical framework as it is now unfolding, see the *OD Practitioner*, Winter Year 2013 Volume 45 No. 1. The whole issue is devoted to the role of dialogue and discourse in changing organizations.
11. One of the authors, David Kiel, once consulted with a statewide association of 4000 attorneys, subdivided into 17 specialist groups, each of which regularly and productively used a listserv to swap ideas about how to approach a given judge, what to expect from a new addition of the law, and to exchange briefs. In fact this on-going list serve began to rival traditional benefits (such as standard continuing education) as a major service across the statewide network. This is anecdotal evidence that virtual networks can be created that provide an on-going, important reflective role.
12. Rolf Lynton has written several books and monograph of this type. These are discussed in his book, *Social science in actual practice: themes on my blue guitar*, Thousand Oaks, CA: Sage Publications, 1998. In addition to retrospective case studies by ABS practitioners there are many such works by historians, sociologists and other social scientists.