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COURSE BROCHURE

Reflective Learning and Feedback Seeking Training Course

21 – 25 November 2027
Doha

Reflective Learning and Feedback Seeking Training Course

Ref: 2581_98200 **Date:** 21 – 25 November 2027 **Location:** Doha **Fees:** 5500 GBP

Reflective Learning and Feedback Seeking is a 1-week training course for professionals and high-potential staff who want to turn everyday experience into faster growth, and it ends with each participant drafting a personal learning agility plan. Roles change quickly, and organisations increasingly promote people who can learn in unfamiliar territory rather than those who repeat what they already know. Jupiter Prime Training delivers this course on reflective learning and feedback seeking.

Why Reflective Learning and Feedback Seeking Matters Now

Three forces shape this subject today. Job content shifts faster than formal curricula can follow, so much of what professionals need is learned on the job or not at all. Flatter structures place more people in roles where nobody hands them the answer. An organisation whose people reflect well and request candid input adapts to change with fewer costly mistakes; one whose people avoid both repeats errors and loses promising staff. The course draws on the experiential learning cycle and on after-action review practice.

Who Gains Most from Reflective Learning and Feedback Seeking

- Specialists moving into broader roles who must build judgement outside their technical comfort zone
- Staff identified as high potential who are expected to learn quickly in each new posting
- Project contributors who rotate between teams and must absorb unfamiliar ways of working
- Professionals returning from a career break or sector move who need to rebuild confidence
- Early-career supervisors who learn leadership mainly through daily experience and correction

Cohorts of high-potential staff from the same talent pool gain most when several attend together.

Reflective Learning and Feedback Seeking Capabilities

Participants practise turning events into lessons, asking for candid input without defensiveness and carrying those lessons into the next unfamiliar assignment.

- Apply a structured reflection routine to recent work episodes — deciding what to repeat or drop
- Design specific feedback requests for colleagues and clients — improving the quality of input received
- Weigh conflicting feedback from different sources — choosing which development action to prioritise
- Build a learning journal habit that captures patterns over weeks — supporting conversations with the line manager
- Assess personal blind spots and defensive reactions — protecting relationships with candid colleagues
- Communicate learning goals when entering an unfamiliar role — setting expectations with the new manager

Key Reflective Learning and Feedback Seeking Terms

- Learning agility — the willingness and ability to learn from experience and apply those lessons in new and unfamiliar situations.
- Experiential learning cycle — a repeating sequence of concrete experience, reflection, drawing conclusions and trying a new approach.
- After-action review — a short structured debrief asking what was intended, what happened, why, and what to change next time.
- Feedback seeking — actively asking others for observations about one's performance instead of waiting for them to be offered.
- Blind spot — a behaviour or effect on others that colleagues notice but the person concerned does not.
- Feedforward — suggestions about future behaviour rather than judgements about past performance, often easier to give and receive.

Reflective Learning and Feedback Seeking Day by Day

Day 1: Why Experience Alone Does Not Teach

- Learning Agility Dimensions — Which Personal Habits Most Need Strengthening
- Experiential Learning Cycle — Where Personal Learning Usually Stalls
- Comfort Zone Mapping — Which Tasks No Longer Teach Anything New
- Fixed and Growth Beliefs About Ability — Reactions to Setbacks
- Personal Learning Baseline Inventory — Starting Point for Later Comparison

Day 2: Reflection Habits That Stick

- After-Action Review Questions — Turning a Single Episode Into Lessons
- Learning Journal Formats — Spotting Patterns Across Weeks of Work
- Critical Incident Analysis — Separating Causes From Convenient Explanations
- Reflection Triggers and Time Blocks — Making the Habit Survive Busy Periods
- Counterfactual Thinking — Testing Alternative Choices Without Blame

Day 3: Asking For and Using Feedback

- Feedback Request Scripts — Getting Specific Rather Than Polite Answers
- Choosing Feedback Sources — Balancing Managers, Clients and Colleagues
- Feedforward Conversations — Gathering Ideas for the Next Attempt
- Managing Defensive Reactions — Keeping Candid Colleagues Willing to Speak
- Sorting Conflicting Input — Selecting the Development Action to Pursue

Day 4: Adapting to Unfamiliar Roles

- First Ninety Days Learning Map — What to Learn First in a New Role
- Expert Interviews and Shadowing — Absorbing Tacit Know-How Quickly
- Small Experiments at Work — Trying New Behaviours With Limited Risk
- Learning Goal Conversations — Agreeing Support With a New Manager
- Recovery From Visible Mistakes — Preserving Credibility While Still Learning

Day 5: Practising the Personal Learning Agility Plan

- Applying After-Action Review to a Course Case — Rehearsing the Routine
- Live Feedback Request Practice — Testing Scripts With Fellow Participants
- Comparing Baseline and Current Inventory — Choosing Priority Habits
- Unfamiliar Role Scenario Rehearsal — Combining Reflection and Input Seeking
- Drafting the Personal Learning Agility Plan — Agreeing Next Steps and Check-Ins

Applying Reflective Learning and Feedback Seeking After the Course

- Run a weekly after-action review on one real work episode for four weeks and record the patterns in a learning journal.
- Send tailored feedback requests to three colleagues or clients and discuss the combined input with the line manager.

Reflective Learning and Feedback Seeking Questions FAQ

What is reflective learning and feedback seeking, and why does it matter now?

It is the habit of drawing lessons from experience and actively asking others for input. It matters now because roles change faster than formal training, so learning on the job decides who adapts.

Which roles gain most from reflective learning and feedback seeking?

Professionals moving into broader or unfamiliar roles gain most. High-potential staff, rotating project contributors and early-career supervisors all rely on learning from experience.

How does a reflective learning and feedback seeking course differ from a talent identification course?

It builds the individual's own learning habits rather than teaching specialists how to identify or rate potential in others.

What do you bring back from reflective learning and feedback seeking training?

You bring back a personal learning agility plan. It lists priority habits, a reflection routine and named feedback sources.

Reflective Learning and Feedback Seeking: The Way Forward

The personal learning agility plan first informs which habit a participant strengthens in the next month. The participant uses it alongside the line manager, who can support the agreed check-ins and feedback sources. After its first use, the perspective worth revisiting is whether reflection is producing changed behaviour or only notes.