

## REVIEWER'S REPORT

Manuscript No.: IJAR-52661

Date: 06/07/2025

**Title: Catalyzing Organizational Learning Through Critical Reflection: Insights from Content Analysis of Contemporary Practices.**

### Recommendation:

**Accept after minor revision.**

Rating	Excel.	Good	Fair	Poor
Originality	✓			
Techn. Quality			✓	
Clarity		✓		
Significance			✓	

Reviewer Name: Dr. Bishwajit Rout

Date: 06/07/2025

### Reviewer's Comment for Publication.

*(To be published with the manuscript in the journal)*

*The reviewer is requested to provide a brief comment (3-4 lines) highlighting the significance, strengths, or key insights of the manuscript. This comment will be Displayed in the journal publication alongside with the reviewers name.*

- Significance:** This paper is significant for highlighting critical reflection as a transformative force in organizational learning and change. By systematically analyzing a decade of research, it connects individual and collective reflective practices to adaptive leadership, innovation, and cultural transformation bridging theoretical models and practical strategies vital for resilience and sustainable development in dynamic work environments.
- Strength:** The paper's strength lies in its rigorous content analysis methodology and theoretical integration of Mezirow's Transformative Learning Theory, Schön's Reflective Practice, and Argyris & Schön's Organizational Learning Theory. Its thematic findings like reflective leadership and structural enablers are well-supported, offering a practical, evidence-based framework for embedding reflection in organizational systems and leadership development programs.
- Key Insight:** A key insight is that critical reflection is most effective when it becomes a continuous organizational habit, not a one-off activity. When leaders model reflection and the culture support psychological safety, reflection acts as both a disruptor of entrenched norms and a catalyst for double-loop learning unlocking sustainable, systemic change through adaptive thinking and inclusive dialogue.

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### *Reviewer's Comment / Report*

The paper titled “*Catalyzing Organizational Learning Through Critical Reflection: Insights from Content Analysis of Contemporary Practices.*” examines critical reflection’s role in organizational transformation through a qualitative content analysis of peer-reviewed articles (2015–2025). Grounded in Transformative Learning Theory and reflective practice, it identifies four themes: disrupting assumptions, leadership-driven reflection, structural enablers/barriers, and continuous reflective practice. Findings highlight reflection’s transformative potential when supported by leadership and psychological safety, though limited by rigid structures. Despite a constrained sample, the study offers valuable insights for fostering adaptive, innovative organizational cultures.

#### **Suggestions for Improvement:**

1. In introduction, Streamline repetitive parts on “volatility” and “complexity.”
2. In introduction, a more concise summary of key theories up front could improve reader orientation.
3. In Literature Review, organize sub-sections more clearly with thematic headings.
4. In Literature Review, minimize overlap across sections e.g., Mezirow's theory appears in both TLT and conclusion.
5. Clarify sample selection more mention how final 25 articles represent diverse sectors or regions.
6. Briefly describe NVivo use and coding reliability (e.g., inter-coder agreement if applicable).
7. Use a table to summarize themes with key references and illustrative examples.
8. Ensure consistent terminology across themes (e.g., “reflection as practice” vs. “ongoing reflection”).
9. Streamline subsections currently reads as an extension of findings rather than a standalone critical analysis.
10. Some points in “Theoretical Contributions” might benefit from concrete examples.
11. Tighten language, some repetition of earlier findings.

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This is a high-quality, timely, and theoretically grounded study that advances the understanding of critical reflection as a transformative force in organizational learning. The analysis is rigorous and well-supported, with valuable implications for leadership development and systemic change. With minor improvements in structure and clarity, it is well-suited for publication. Addressing the identified weaknesses will make it suitable for publication in IJAR.

I recommend this paper for publication after minor revision.