

# Reflective Dialogue to Promote Professional Well-being

JALT November 11th, 2021 @ 12:45-2:15

JALT Mentoring & Orientation Committee

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Compare a usual conversation as a 'teacher' to conducting reflective dialogue .

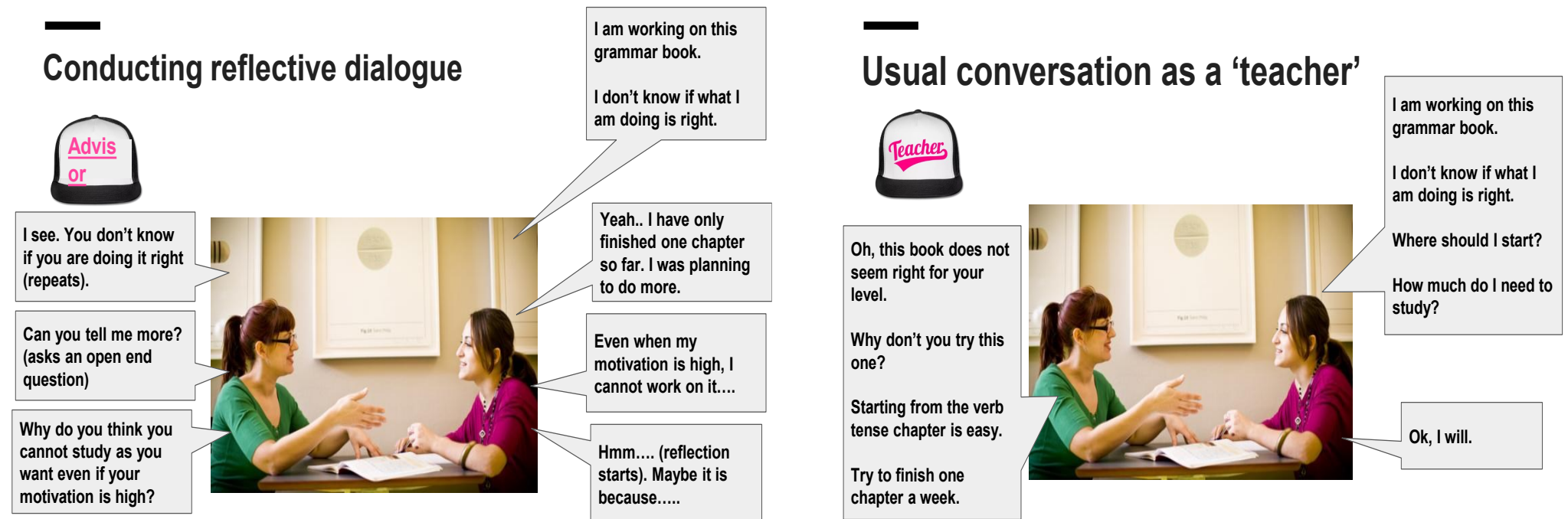


Figure 1: A usual conversation as a 'teacher'.

Figure 2: Conducting a reflective dialogue .

Notice in figure 1 the teacher is giving advice and the student is asking most of the questions. In figure 2, the teacher is asking the student to reflect.

“...reflection through dialogue can offer more opportunities for transformatory learning in which the process of self-reflection cannot easily reach.”

(Kato & Mynard, 2016, p. 6)

# Reflective Dialogue to Promote Professional Well-being

## 1. Repeating

Repeating key phrases that the learner has said using more or less the same words.

Repeat the emotions!

**Mentee/Client:** I am having a hard time at work.  
[in a sad voice]

**Mentor/Coach:** Tell me about this hard time you are having.  
[repeats in the same sad voice]

- Shows that mentor/coach is listening.
- Dialogue turns into “two-way”.

By repeating the utterances, there will become more awareness of what they said.

## 2. Summarizing

Bringing together the main points.

It's all about timing!

- Shows that you are listening.
- Establishes mutual understanding.

★When to use this strategy:

- When the mentee/client keeps talking.
- When you want to promote deeper reflection by asking a question.



Do not summarize based on your own expectation!

## 3. Empathizing

Understanding a person's internal state and imagining how he/she is thinking and feeling.

Don't miss the point!

**Mentee/ Client:** I'm waiting for the results from my job application. I need this new job to forward my career and this could be my last chance.

**Mentor/Coach:** I can tell how much you want to get this new job. If it is your last chance, you must be feeling uneasy. I understand how worried you are.

Establishes mutual understanding.

A trust relationship evolves and the mentee/client is more likely to open up and benefit from the sessions.

## 4. Asking reflective questions

- Well-timed and purposeful questions which stimulate reflective processes.
- Questions which are related to mentee/client's values.

Welcome the silence

What does improving your career mean to you?

What is holding you back?

You may not get immediate response from the mentee/client. Welcome the “silence”.

## Reflective Dialogue to Promote Professional Well-being

2 mins	Introduction	<p>Give a light introduction. You don't need to explain your professional position. Remember, you are equal in this dialogue</p> <p>Let the speaker decide the topic.</p> <p><i>What is on your mind?</i></p> <p><i>What is your ideal outcome from today's session?</i></p> <p><i>What is your goal?</i></p>
3 mins	Outcome	<p>Let the speaker enjoy the state of "being listened to". Clarify the topic by asking some questions</p> <p>Help the speaker widen his/her perspectives.</p> <p><i>What has been a positive or fulfilling moment at work recently?</i></p> <p><i>What are you most proud of with your work?</i></p> <p><i>What would you say your strengths are as an educator? Can you give some examples where you have demonstrated these strengths?</i></p>
3 mins	Situation	<p>Allow the speaker to share as much background to their situation as needed.</p> <ul style="list-style-type: none"><li>● <i>What is your current situation?</i></li><li>● <i>What is currently happening?</i></li><li>● <i>What is going on in your life?</i></li></ul>

Wrap up the session by focusing on a positive aspect of the speaker.

## Reflective Dialogue to Promote Professional Well-being



The educational work environment is full of change and challenges. We want to get the best out of our lives and develop ourselves professionally but may feel frustrated, stressed, or confused about our next steps.

Led by experts, researchers, and qualified coaching practitioners from the JALT Mentoring and Orientation Committee, the *Reflective Dialogue Community* (RDC) is intended for JALT members to join together and support each other through a “Reflective Dialogue” approach (Brockbank & McGill, 2006; Kato & Mynard, 2016, Whitworth et al., 2007).

Members will participate in one-on-one sessions to share professional issues and learn strategies for intensive listening. These strategies include use of powerful questions and techniques to critically engage with thoughts and emotions based on the GROW framework (Whitmore, 2016). These techniques will help members create action plans to better adapt to challenges in the future (Bossons, Riddell & Sartain, 2015).



Date & Time:

**November 19th, 7pm – 8pm via Zoom**

Sign-up Form:

<https://forms.gle/Zgbbh8bXUyeS5XA87>

Sign-up Here!



It is said that “true change comes from within,” but that does not mean it has to be alone. **Please join our first Reflective Dialogue Community Session!**

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Bossons, P., Riddell, P., & Sartain, D. (2015). *The neuroscience of leadership coaching: why the tools and techniques of leadership coaching work*. London: Bloomsbury Publishing.  
Brockbank, A., McGill, I., & Beech, N. (2002). *Reflective learning in practice*. Aldershot, UK: Gower.  
Kato, S., & Mynard, J. (2016). *Reflective dialogue: Advising in language learning*. New York, NY: Routledge.  
Whitmore, J. (2017). *Coaching for performance: the principles and practice of coaching and leadership*. Nicholas Brealey Publishing.  
Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. (2007). *Co-active coaching*. CA: Davies-Black Publishing.

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# Thank You for Coming Today!

If you are interested in participating in one-on-one reflective dialogue sessions, please sign up using the form below:

[https://forms.gle/  
Zgbbh8bXUyeS5XA87](https://forms.gle/Zgbbh8bXUyeS5XA87)