

# MAKING REFLECTION REAL

## LOOK, LISTEN & LEARN



### LOOK

**Look** at (observe) your supervisee/coworker.

What do you know about this person's background, experience and temperament?

What unspoken messages are they sending - are they maintaining eye contact, using closed body language?

### LISTEN

Next, **listen** to your staff member/coworker tell you about their experience. What is their perspective?

How do they sound - frustrated, depressed, angry, excited? Is their voice trembling, softer or louder than usual?

Can you remember them feeling like this before?

### LEARN

Finally, **learn** from the situation. Develop your "best educated guess" as to what might be going on. Wonder about your staff member's/coworker's needs and feelings. Identify your goals for this interaction and decide what response from you would best support these goals. As you receive more information, modify your best guess and response.

Parkakain, R. (2001). *Look. Listen and Learn: Reflective Supervision and Relationship-based Work*. The ZERO TO THREE Center for program Excellence, Washington, D.C.

# COMMUNICATION IN REFLECTIVE PRACTICE



COMMUNICATIONS THAT EMPOWER	COMMUNICATIONS THAT TAKE EMPOWERMENT AWAY
Listening with empathy	Telling, advising, providing quick answers
Acceptance	Judgment, criticism
Allowing peer to explore own feelings	Cutting off exploration of feelings/affect
Valuing peer's contributions and ideas	Insisting that peer do what we want or advise
Sharing concerns with peers in a direct way	Avoiding any difficult or touchy subject
Understanding that change is slow and related to the individuals peer's stage of development and personal characteristics	Expecting change to come quickly. Aiming for quick learning, compliance, and ability to "do it like me". Getting upset or disappointed when this does not occur.
Use of open-ended questions and questions that encourage exploration of alternatives	Use of "gotcha" questions (Don't you think...? Have you tried...? Why don't you...?)
Offering information related to peer's stated need	Flooding peer with information.

Adapted from: Consultation and Training Team - Children's Hospital Oakland

# EXPANDING CONVERSATIONS



## USEFUL PHRASES & QUESTIONS

1. What are your concerns/goals for your (work, family, child)?
2. Correct me if I am wrong...
3. Did I hear you explain?
4. Could you expand on that?
5. Please tell me more about \_\_\_\_\_?
6. How do you imagine this might work?
7. How long have you been been dissatisfied?
8. I understand your concerns...
9. Here is where I am having trouble following you. Can you help me get back on track?
10. Do \_\_\_\_\_ goals/outcomes make sense in the context of (work, home) ?
11. What do you think about this? How do you feel about this?
12. Is there anything else we need to address before we move on?
13. You are doing a good job with...
14. Am I hearing your concerns correctly?
15. What is it about \_\_\_\_\_ you like, or dislike?

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