Doctoral Dissertation

A Relational Mentoring Program for Language Learning Advisors:
The Effects of Life Story Interviews,
Collaborative Reflection, and Reverse-Mentoring

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We hereby recommend that the dissertation by Ms. SATOKO KATO entitled "A Relational Mentoring Program for Language Learning Advisors: The Effects of Life Story Interviews, Collaborative Reflection, and Reverse-Mentoring" be accepted in fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY IN EDUCATION.

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Table of contents

List of Tables

List of Figures

List of Abbreviations

ALL   Advising in Language Learning

IRD   Intentional Reflective Dialogue

KIFL   Kanda Institute of Foreign Languages

KUIS   Kanda University of International Studies

PL   Picture of Life

RMI   Relational Mentoring Index

SAC   Self Access Center

SALC   Self-access Learning Center

Abstract

This Ph.D. dissertation sheds light on the continuous education for experienced Language Learning Advisors (advisors) who are dedicated to promoting learner autonomy through one-on-one reflective dialogue with language learners. This study introduces an approach from 'relational mentoring' where a high-quality mentoring relationship is based on strong and genuine connections and interactions between the mentor and mentee (Ragins, 2012). This study aims to investigate whether a relational mentoring program that is designed for experienced advisors promotes mutual learning between a mentor (more experienced advisor) and a mentee (less experienced advisor) and whether a two-layered structure can be established so that more experienced advisors and less experienced advisors can develop simultaneously through mutual learning.

Five experienced advisors attended the relational mentoring program from 12 to 18 months as a 'mentee' where the researcher took the role of 'mentor.' To intentionally establish a high-quality relationship within seven mentoring sessions, the following three activities were conducted in the program: 1) drawing a picture of life (PL) prior to the first session and sharing life stories in the first session, 2) participating in two collaborative feedback sessions (fourth and seventh sessions) where the mentor and mentee share their journals, and 3) conducting a reverse-mentoring session where the mentor and mentee switch their roles. Qualitative data (recordings of the sessions, reflective journals, and questionnaires) were collected, and the data were analyzed through a three-stage coding process (open coding, axial coding, and selective coding). To ensure equality in the relationships and to include the researcher as a participant, the mentor completed the same tasks that were assigned to the mentees (drawing a PL and writing a journal after each session).

The findings indicate that both the mentor and mentees can gain positive effects by sharing and listening to life stories, switching roles between mentor and mentee, and collaboratively reflecting by sharing one another's journals. The results of this study show that the three activities were effective in 1) establishing a high-quality relationship, 2) promoting mutual learning, and 3) suggesting a new two-layered structure where more experienced advisors and less experienced advisors can support one another to develop professionally and personally simultaneously by mutually learning from one another.

Chapter 1: Introduction

1.1 Opening remarks from the researcher

It has been 12 years since I started to work as a Language Learning Advisor (advisor) at Kanda University of International Studies (KUIS) and the Kanda Institute of Foreign Languages (KIFL) in Japan. Conducting over 3,800 advising sessions with language learners who range from college students to senior learners has been an enjoyable and challenging adventure. I was strongly inspired by the idea of promoting learner autonomy through one-on-one reflective dialogue. In the reflective dialogue, advisors often go beyond language learning and tap into learners' life stories that are full of dramas. I have seen many language learners transform into their new selves by encountering crucial moments that sometimes fundamentally change the nature of their learning. Learners became not only autonomous in language learning but also successful in other learning areas. I grew to be addicted to this profession after thinking that I would continue to provide advising sessions for the rest of my career as an advisor.

However, after several years, I started to reflect on learners' statements such as *"I wish I could have met an advisor much earlier in my life."* At this moment, I started to have a strong desire to contribute myself to become an advisor educator because we need more advisors. After years of working on establishing advisor education programs for new advisors at KUIS, I started to notice that most of the contemporary advisor training programs were aimed at new advisors, and relatively little attention was paid to experienced advisors. Experienced advisors often face multiple complex issues of their own, and most experienced advisors rarely acquire opportunities to reflect on themselves as a professional although their job is to help learners reflect on themselves. For this reason, my focus was placed on establishing effective continuous education for

experienced advisors. I started to design and implement mentoring programs, but I soon noticed that it is difficult for experienced advisors to find more experienced advisors to receive advanced education because the field of advising is still new and there are not very many advisor educators who are reachable worldwide. Thus, it was natural for me to devise the following question that served as the beginning of the long journey that I underwent for this Ph.D. dissertation.

How can experienced advisors keep growing as professionals when it is difficult to find a mentor who is a more experienced advisor than they are?

1.2 Background of the study

This study sheds light on advisors who are professional language educators in the field of Advising in Language Learning (ALL). In general, the word 'advising' means to 'give someone advice.' Therefore, an advisor's job can sometimes be misunderstood and seen as a way to simply provide learning tips to learners, such as teaching learners how to effectively increase vocabulary or telling learners how to get better scores on tests. However, an advisor's job is not to give advice but to help learners become more autonomous language learners. When we introduce advisors' job to our learners, the first thing that we mention is '*Advisors do not give advice'* (Mynard, 2011), and we enjoy the skeptical facial expression that our learners usually show us at first. We also enjoy observing how their perception towards 'advising' changes over time.

Advisors focus on promoting learners' reflection through dialogue to help them become more autonomous (Mozzon-McPherson, 2012; Riley, 1985). Dialogue that aims to induce reflection is defined as 'reflective dialogue,' and the quality of this dialogue is different from ordinal conversation (Brockbank & McGill, 2006; Kato, 2012; Kato & Mynard,

2016). Reflective dialogue may induce transformation in learning where "an advisor supports a learner in going beyond improving language proficiency. The learner's existing beliefs are challenged to raise awareness of learning, translate the learner's awareness into action, and finally, make a fundamental change in the nature of learning" (Kato & Mynard, 2016).

To conduct reflective dialogue in advising and functioning effectively as an advisor, advisors not only must have the knowledge in ALL and second language acquisition but also need to acquire knowledge and strategies from a wider background such as in the fields of counseling, life coaching, mentoring, and teaching; thus, advisors need to undergo specific training (Mozzon-McPherson, 2001; Mynard &Carson, 2012). However, there is a lack of empirical research and well-established education programs for advisors and studies that focus on continuous education for experienced advisors.

1.3   Explanation of key concepts

This section describes the key terminologies and definitions that relate to studying such as reflection, dialogue, advising, mentoring, and reflective dialogue. This section also explains the current structure of the advisor education program for experienced advisors and the issues that it involves.

1.3.1   Key terminology

The following are the key terminology and definitions that are employed in this dissertation. The details of each terminology are presented and defined further in the literature review in Chapter 2.

· Reflection

The process of internally examining and exploring an issue of concern that is triggered by an experience, that creates and clarifies meaning in terms of self and that results in a changed conceptual perspective (Boyd & Fa1es, 1983). The details are provided in section 2.2.

· Dialogue

In general, the word 'dialogue' refers to a two-way conversation between two or more people where each party has an equal opportunity to initiate the dialogue. However, in this study, 'dialogue' in advising and mentoring refers to a conversation that is initiated and facilitated by an advisor or a mentor (based on their professional knowledge and strategies in advising and mentoring) to promote learners' and mentees' reflection.

· Reflective dialogue

Reflective dialogue refers to dialogue that intentionally aims at promoting reflection and is thus different from an ordinal dialogue that occurs naturally between people. Reflective dialogue offers possibilities to restructure one's established assumptions and beliefs and can lead one to develop further. Although intrapersonal reflection is effective and may offer opportunities for deep learning, reflecting with other people through reflective dialogue offers more opportunities to promote transformation in learning (Brockbank & McGill, 2006).

· Advising

Advising is conducted between an advisor and a learner on a one-on-one basis. It involves active listening by an advisor to raise learners' awareness

towards autonomous learning. Advisors' roles are not to teach but to engage in listening by asking questions rather than by making suggestions (refer to section 2.1). Adviors do not have to be an expert on the target language that the learners are studying as the aim of advising is to raise learners' awareness.

- Mentoring

  Mentoring is a relationship between a more-experienced mentor and a less-experienced mentee, where a mentor provides a mentee with career support and psychosocial support (Eby, Rhodes, & Allen, 2007). Mentors are usually experts or have considerable experience in the field that the mentee is in and provide career and psychosocial support (refer to section 2.3). Mentors attempt to promote mentees' awareness by asking questions. However, mentors may share their experience and provide some suggestions if necessary. Knowledge and skills transfer are essential in traditional mentoring (Kram,1985; Ragins & Kram, 2007).

To further clarify the definitions of advising, mentoring, and reflective dialogue, which are the key concepts in this dissertation, a summary is provided in Table 1.

Table 1. Advising and mentoring (summary)

	Advising	Mentoring
Similarities	Both aim at personal growth through reflective dialogue.	
Differences	· Active listening and awareness raising are at the center. · The relationship is based on 'trust.' · Advisors try not to 'teach.' · Advisors engage in listening by asking questions rather than by making suggestions. · Advisors do not have to be an expert on the target language that the learners are studying as the aim of advising is to raise learners' awareness.	· Knowledge & skills transfer is included. · Provides career support & psychosocial support. · Mentors attempt to promote mentees' awareness by asking questions. However, mentors may share their experience and provide some suggestions if necessary. · Mentors are usually experts or have considerable experience in the field that the mentee is in.

1.3.2   Current structure of the advisor education program

This research was conducted with advisors who started their career as an advisor at KUIS in Japan. KUIS has a self-access learning center (SALC) with ten full-time advisors (as of 2018). Advisors are generally categorized in three groups, namely, new advisors, experienced advisors (who have two or more years of experience), and advisor educators (who have more than ten years of experience as advisors and who specialize in advisor education). To maintain the quality of the advising service, the following types of advisor education programs are provided.

-Initial education program (required to take within the first two years)

This program is designed for new advisors to learn the basics skills and knowledge of advising and learner autonomy. In it, new advisors read related books and articles and engage in workshops, role-plays, etc.

-Continuous education program (provided as an option to advisors who have two or more years of experience)

This program is designed for advisors who have completed the initial education program and consists of workshops to learn more advanced skills, experience sharing, a mentoring program, etc.

All new advisors have opportunities to receive the basic education that is relatively well-established at KUIS. However, after two years of working as an advisor, they are called 'experienced advisors,' and their continuous education becomes optional. Simultaneously, experienced advisors are encouraged to become a mentor to new advisors who have less than two years of experience. Currently, some programs are available to experienced advisors. However, compared with the initial education, which is well-structured and fully supported, the continuous education is not effectively designed and implemented.

Under the current structure of the advisor education program at KUIS, if an experienced advisor seeks more advanced education, there needs to be a more experienced advisor who is dedicated to advisor education. Moreover, if an advisor educator seeks more advanced education, there needs to be a more experienced advisor educator (Figure 1). This means that advisors always have to reach for more experienced advisors in the upper-layer to obtain continuous education. However, the number of more experienced advisors and more experienced advisor educators are difficult to find.
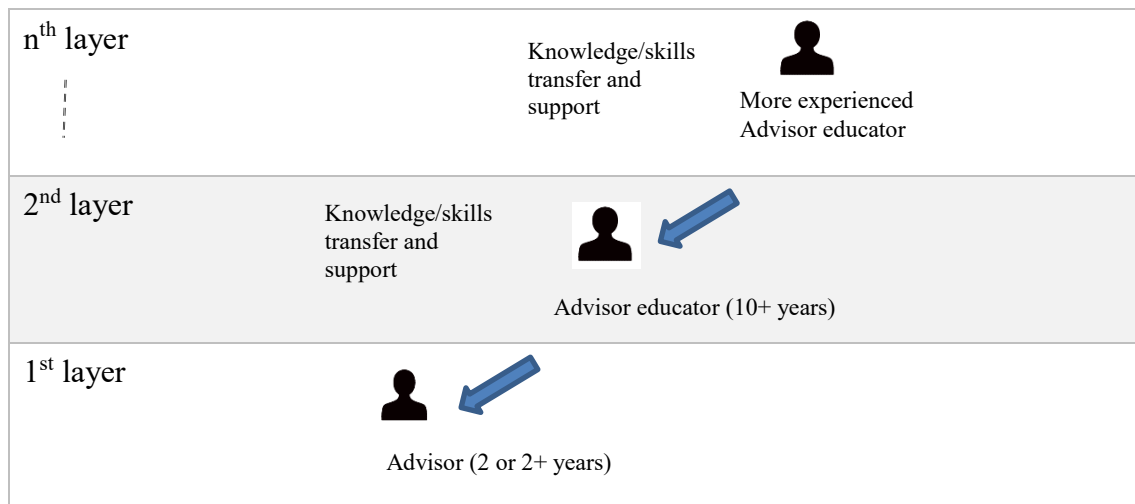
Figure 1. Structure of the current continuous advisor education program

To improve this situation, this study aims to establish a new two-layered structure where mutual learning occurs between an advisor in a lower-layer and an advisor in an upper-layer. Building a new structure avoids the trouble of finding more experienced advisors as the advisors in the upper-layers can also learn from the advisors in the lower-layers (Figure 2).
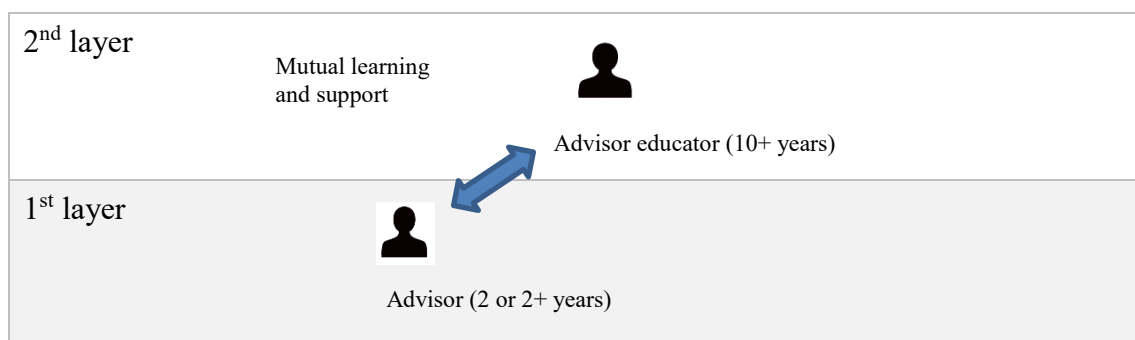
Figure 2. New two-layered structure for mutual learning

By becoming aware of the issues of the current continuous education for experienced advisors and their needs for further training and support, the core question for this Ph.D. dissertation arose.

1.4 The study

This Ph.D. dissertation sheds light on continuous advisor education for experienced advisors through a mentoring program. This study employed an approach from 'relational mentoring,' which distinguishes mentoring in high-quality relationships from average or marginal forms of mentoring (Ragins, 2007; Ragins & Verbos, 2007). A high-quality mentoring relationship encourages mutual learning, growth, and development, and it is based on strong and genuine connections and interactions between the mentor and mentee (Dutton & Heaphy, 2003).

Five participants who are experienced advisors attended the relational mentoring program in a period from 12 to 18 months as a 'mentee' where the researcher took the role of 'mentor.' The program consists of seven sessions in total for each mentee. Each session lasted 90 minutes on average and was conducted in the mentees' native language. The participants completed the following three activities: 1) drawing a picture of life (PL) prior to the first session and sharing their life stories in the first session; 2) participating in two collaborative feedback sessions (in the fourth and seventh sessions) where the mentor and mentee share their journals; and 3) conducting a reverse-mentoring session where the mentor and mentees switch their roles (in the sixth session). Qualitative data, (recording of the session, reflective journals, and open-ended questionnaires) were collected together with quantitative data (five-point Likert scale items on a questionnaire) from both the mentor and mentees. A three-stage coding process (open coding, axial coding, and selective coding) was applied.

The findings indicate that the life story interview that uses a PL was risk-taking, as disclosing oneself in the first session and showing their drawing was challenging for some participants. However, it was an effective way to establish trustful relationships between the mentor and mentee. In addition, the reverse-mentoring session and collaborative reflection raised awareness of mentors' roles and their performance as a mentor. The data showed that the mentoring program in this study effectively promoted mutual learning between the mentor and mentees based on a strong relationship. The findings also suggested a new two-layered structure for continuous advisor education where a more experienced advisor and less experienced advisor can support one another to simultaneously develop professionally and personally by promoting mutual learning.

1.5 Significance of the study

ALL is still an emerging field in language education, and advisor education for experienced advisors is still unexplored. Moreover, the current structure of the continuous education program has its limit as Figure 1 shows, where advisors always have to reach for more experienced advisors in the upper-layer to obtain further education, while experienced advisor educators are difficult to find worldwide.

This study attempts to establish a two-layered structure where advisors in a lower-layer and an upper-layer can develop simultaneously by undergoing mutual learning. As Figure 2 shows, if mutual learning is promoted between a less experienced advisor and a more experienced advisor, it would facilitate the growth of both parties. It means that the new structure could be simplified into two layers to provide continuous education at any level. The new structure will also solve the problem for advisor educators who usually suffer from not having mentors as it facilitates mutual learning where the growth of the upper-level advisor is also ensured.

Three activities were introduced during a 12- to 18-month mentoring program in this study to promote mutual learning between a mentor and a mentee based on a strong relationship. The three attempts to promote strong relationships are 1) conducting a life story interview in the first session by using a PL (refer to section 3.2.2), 2) introducing two collaborative reflection sessions in the middle and at the end of the program (refer to section 3.2.4 and 3.2.6), and conducting a reverse-mentoring session (refer to section 3.2.5) where a mentor and a mentee switch their roles.

Neither the current research literature in advisor education nor the practical implementations of contemporary advisor education programs introduce the above-mentioned approaches in advisors' continuous education.

1.6 Situating the researcher: Researcher as a participant

When conducting a study where building a relationship with the participants is needed, the issues of power balance and equality in the relationship have to be carefully considered. In this study, the researcher was either an advisor educator to the participants or worked with them as their colleague in the past. At the time of the data collection, the researcher was working at the KIFL, which is a school that is affiliated with KUIS, and was not in a position to assess or evaluate the participants' professional performance. To ensure the equality in relationships and to include the researcher as a participant, the researcher completed the same tasks that were assigned to the participants (i.e., drawing a PL, sharing a life story, writing journals, and participating in collaborative reflection).

Although the researcher's intention was to establish equality in the relationship and she attempted to be flexible during the program, there was still the potential of creating an

imbalance in power as the participants were aware that the researcher was working closely with KUIS where the participants work (or used to work), which could somehow impact the participants' perception of the researcher. However, as the researcher kept paying attention to this issue, the participants' feedback in the post-program questionnaire showed that all of the participants were able to 'be open and honest,' which could be derived from having equality in the relationships.

1.7 Organization of the dissertation

This dissertation consists of six chapters. Chapter 1 introduces how the questions of this dissertation were raised and explains the key concepts and terminology that relate to reflection, advising, mentoring, and reflective dialogue, as well as the issues that the current structure of advisor education for experienced advisors contains. This dissertation emphasizes that this study aims to establish a new two-layered structure of continuous education for experienced advisors where mutual learning occurs.

Chapter 2 provides a literature review of the fields that relate to 1) autonomy and advising, 2) reflection (reflective dialogue and collaborative reflection), 3) mentoring (traditional and modern mentoring, reverse-mentoring, and relational mentoring), and 4) life narratives (life story interview), which are the central areas of this dissertation.

Chapter 3 describes the research design, participants, and the methods of data collection and data analysis. It explains how the following four attempts were embedded in the relational mentoring program in this study: 1) drawing a PL prior to the first session and sharing life stories in the first session; 2) writing a reflective journal after each session; 3) participating in two collaborative feedback sessions (fourth and seventh sessions) where the mentor and the mentee share their journals; and 4) conducting a reverse-mentoring

session where the mentor and mentees switch their roles. Chapter 3 also describes how the qualitative data (recording of the session, reflective journals, and open-ended questionnaires) were collected together with quantitative data (five-point Likert scale items on a questionnaire) from both the mentor and mentees. Then, the process of data analysis is illustrated by explaining the coding procedures that are applied to this study (open coding, axial coding, and selective coding).

Chapter 4 provides a summary of the results by examining the data in a deeper analysis. The findings of each of the four attempts are presented to answer the research questions of this dissertation. It also provides further discussion on the positive influence that the relational mentoring program had on both the mentor and mentees.

Chapter 5 provides the conclusions of this study by emphasizing the importance of restructuring the current continuous education program for experienced advisors by introducing a relational mentoring program that enhances mutual learning. Chapter 5 also emphasizes the future possibilities that this research could have and the limitations of this study. The closing remarks from the researcher in this chapter also suggest that the relational mentoring program in this study was not only effective in providing one-way support to advisors but also in promoting their sense of well-being by being helped and by helping others.

Chapter 2: Literature Review

This study aims at promoting the mutual learning of experienced advisors through a relational mentoring program where high-quality relationship building between a mentor and a mentee is one of the key factors. To establish a high-quality relationship between the mentor and mentees in this study, a mentoring program that included three attempts (conducting a life story interview by using a PL, reverse-mentoring, and collaborative reflection) was designed and implemented. This chapter reviews the literature that is relevant to understanding the theoretical underpinning of this study.

The following fields were reviewed:

- Autonomy and language learning;
- Advising in language learning;
- Reflection through dialogue and collaborative reflection;
- Professional development for advisors;
- Mentoring and professional development; and
- Life story narratives.

2.1 Introduction to autonomy and advising

This section illustrates the origin of autonomy and how the concept of learner autonomy was created and promoted. It also provides an explanation of advising in language learning (ALL) and how ALL promotes learner autonomy.

2.1.1 The origin of autonomy

The term autonomy has its origin in the Greek words *autos* (self) and *nomon* (rule, governance, or law). It refers to freedom from external authority, and it meant self-rule or self-governance in the Greek city-states. This original meaning of 'autonomy' still remains in the idea of personal autonomy, which refers to being one's own person or being able to act according to one's beliefs or desires without interference. Ryan (1991) states that autonomy is a "process of 'self-rule,' that is, of regulating one's own behavior and experience and governing the initiation and direction of action" (p.209). Autonomy has been widely introduced as a general trajectory of human development (Angyal, 1941; Loevinger, 1976) in the fields of mental health, psychotherapy, and education.

Since the 1980s, autonomy in language learning has been attracting educators and researchers' attention. The concept of autonomy was first introduced in the self-access center (SAC) named CRAPEL which was established in 1971 through the Council of Europe's Modern Languages Project at the University of Nancy, France. The mission of CRAPEL was to promote learner autonomy by supporting learners in developing the skills that relate to self-management, self-monitoring, and self-assessment (Benson, 2011; Gardner & Miller, 1999).

Since then, many educational institutions started to establish SACs. Although the definitions of the functions and roles of SACs vary among institutions, Gardner and Miller (1999) emphasize that SACs consist of providing resources (learning materials, activities, and technology), people (teachers, counselors, and staff), and systems (facility management, learner/staff training, goal-setting, and assessments) to support learners' individualized learning. In addition, SACs encourage learners' development through needs analysis and reflection on learning (Gardner & Miller, 1999, p. 8-11). Sekiya,

Mynard and Cooker (2010) state that "the promotion of learner autonomy within a self-access center needs to be carefully supported through one or more of the following: learning philosophy, learner development, an advising service, opportunities for individualization, opportunities for interaction and negotiation in the target language, and materials design" (p. 237).

Henri Holec, who took the leadership of CRAPEL, elaborated his basic definition of autonomy as "the ability to take charge of one's own learning," which encompasses the responsibility for the following aspects in learning:

- determining the objectives;
- defining the contents and progressions;
- selecting the methods and techniques to be used;
- monitoring the procedure of the acquisition of properly speaking; and
- evaluating what has been acquired.

(Holec, 1981, p.3 in Benson, 2011)

Although the definition of learner autonomy by Holec (1981) is currently being widely used and cited, his definition is limited to the skills of autonomous learners and does not describe how learners can become autonomous. Dickinson (1993) describes autonomy as the condition where an individual is completely responsible for all the choices that are concerned with his learning and the process that is involved in carrying out these decisions. Dam (1995) defined autonomy as the willingness to take control of an individual's own learning based on his own needs and purposes.

Little (1991) mentions that "autonomy is a capacity—for detachment, critical reflection, decision-making, and independent action" and describes that autonomy is not about

studying alone but for oneself. Learner autonomy has also been considered to be a necessary condition of effective learning (Dam, 1995, Little, 1991; Riley, 1985, Wenden, 1991). In the concept of autonomy, learners take control over the content and methods of learning where the individual learner accepts his or her own responsibility for learning (Holec, 1981). The learner is considered to be a decision-maker for setting learning goals, choosing resources and methods, and self-evaluating their learning process and outcomes (Dickinson, 1993; Holec 1985; Little, 1991). However, some researchers argue that learner autonomy cannot be precisely defined. There are 'degrees of autonomy' (Nunan, 1997, p. 172), and characteristics of learners vary in terms of age, learning needs, developmental stages, and their perceptions of learning (Little, 1991, p.4).

The growing interest in learner autonomy has affected the approaches in language teaching that turn the traditional teacher-centered classroom into a learner-centered classroom where more focus is put on learner autonomy (Benson, 2011). This new trend in language education has produced a new professional field, namely, advising in language learning (ALL), which is described in the next section.

2.1.2 Advising in language learning (ALL)

ALL is one of the educational services that is provided by professional educators who are dedicated to promoting learner autonomy at SACs (Gremmo & Castillo, 2006; Riley, 1998), and it is a process of helping learners to become more effective, aware, and reflective (Kato & Mynard, 2016; Mynard & Carson, 2012). ALL is a growing field in language education that focuses on supporting language learners to become more autonomous in their learning (Benson, 2011; Mozzon-McPherson & Vismans, 2001; Mynard & Carson, 2012). ALL is strongly connected to learner autonomy and self-access language learning. In recent years, ALL has developed into a specialized area in language

education, and professional educators in ALL are called learning advisors, counselors, helpers, facilitators, mentors, or consultants, depending on the educational context (Riley, 1998).

In general, 1) advisors work in tandem with self-access centers (SACs) that consist of educational elements such as resources, people, and systems to promote autonomy among language learners (Benson, 2011; Benson & Voller, 1997; Gardner & Miller, 1999), 2) advisors' central goal is to help language learners become more aware and reflective learners by developing learners' ability to identify their language needs and manage their affective issues (Kato & Mynard, 2016; Mozzon-McPherson & Vismans, 2001; Mynard & Carson, 2012; Reinders, 2012; Yamashita, 2015), and 3) advisors need to develop professional knowledge and strategies in ALL by undergoing well-established professional development (PD) programs (Aoki, 2012; Kato, 2012; Kato & Mynard, 2016; Kodate & Foale, 2012; Lammons, 2011; Morrison & Nararro, 2012).

The main job of an advisor is to empower learners and to help them to become more capable of taking charge of their own language learning as defined by Holec (1981). Mozzon-McPherson (2003) suggests that the central role of an advisor is as follows:

> "advisers provide 'a frame,' a set of conditions within which learners can have or hold the responsibility of some or all the decisions concerning aspects of their learning, from stating their aims to determining their objectives to defining the contents, selecting methods and techniques and finally evaluating the process and the knowledge." (p. 180)

Supporting learners by raising their awareness of cognitive and metacognitive learning processes involves a set of unique skills (Kelly, 1996; Riley, 1998). To explore and cater to each learner's needs in one-on-one advising sessions, advisors may have to incorporate skills and knowledge from a wider background such as the fields of counseling, life coaching, mentoring, and teaching. Therefore, to function effectively as an advisor and to continue to develop as an advisor, one needs to undergo proper training. Gardner and Miller (1999) focus on the importance of advisor training and suggest that "counseling is not a static technique that can be learned and then applied. Staff development in counseling needs to be an ongoing process" (p. 189). Nevertheless, there is a lack of empirical research and well-established education programs for advisors. Mozzon-McPherson (2001) emphasizes the necessity of providing appropriate staff development programs to ensure a "reorientation of the teacher and their discourse which can in fact be 'compatible with' and supportive of the radical notion of learner autonomy" (p. 17).

2.1.3   Approaches to advising

The approaches applied in ALL incorporate strategies and knowledge from various fields (Carson & Mynard, 2012; Mynard, Kato, & Yamamoto, 2018). These fields include humanistic counseling, cognitive behavior therapy, life coaching, mentoring, teaching, and reflective practice. The approach to advising introduced in this study draws on humanistic counseling (Rogers, 1951), and many of the introduced techniques were derived from the field of life coaching (Whitworth, Kimsey-House, & Sandahl, 2007).

Humanistic counseling theories and practices have significantly influenced advising (Carson & Mynard, 2012). The definitions of humanistic counseling tend to refer to helping clients manage their inner feelings and conflicts and live a more satisfying life (e.g., British Association for Counselling, 1986). Person-centered counseling, which is an

example of humanistic counseling, is the most frequently referenced approach in the existing literature on advising. The three fundamental principles of person-centered counseling are respect, empathy, and genuineness (Egan, 1994; Mozzon-McPherson, 2012; Rogers, 1951). In this approach to counseling, the counselor plays an unobtrusive and generally nondirective role.

Life coaching draws upon fields, such as psychology, philosophy, management, and social sciences. Coaching approaches are generally divided into personal/life coaching and organizational/executive coaching. While business effectiveness is highly valued in organizational and executive coaching, personal/life coaching emphasizes individual well-being, happiness, and fulfillment.

Counseling and professional life coaching share several common aspects. However, usually, therapy primarily focuses on a person's 'past' and addresses specific, significant, emotional problems, such as trauma or mental illness. In contrast, coaching supports general life situations and primarily focuses on a person's 'present' to act towards the future. Thus, coaching emphasizes action, accountability, and the selection of strategies for achieving specific goals (Hayden & Whitworth, 1995; Starr, 2011).

The field of ALL is influenced by discourse and practices in other professional fields, such as those mentioned above. One unique characteristic of ALL is the interaction between an advisor and a learner. Similar to coaching and humanistic counseling, the relationship between an advisor and a learner involves respect, empathy, and genuineness. Advisors help learners achieve their language learning goals by guiding them via deep reflection to induce transformation in their learning rather than by directly telling the learners what to do (refer to section 2.1.5). The dialogue in advising is intentionally

structured to follow the learning trajectory (refer to section 2.1.6) to promote learner autonomy and help learners become more satisfied with their language learning. Advisors use a combination of advising strategies (refer to section 2.1.4) to help learners reflect upon themselves, broaden their perspectives, take action, and feel the sense of achievement. The dialogue used in advising, which is called intentional reflective dialogue (IRD), is intentionally structured by the following advising strategies and approaches (Kato, 2012; Kato & Mynard, 2016).

2.1.4 Advising strategies

When advisors engage in reflective dialogue, which is intentionally structured to guide language learners to engage in deeper reflection, a unique set of conversational strategies are employed. The advising strategies are derived from many sources, such as humanistic counseling and life coaching, and some strategies have been developed in the field of ALL. Researchers have explored advising strategies, i.e., Candlin (2012), Esch (1996), Kato and Mynard (2016), Kato and Sugawara (2009), Kelly (1996), McCarthy (2010), Mozzon-McPherson (2012), Mynard (2011), and Thornton and Mynard (2012).

Kato and Yamashita (2016) suggest focusing on the following 12 basic advising strategies in initial advisor education. The description of each advising strategy is adapted from Kato & Mynard (2016, p.20-28).

i.   Repeating: Repeating involves the repetition of a key phrase that a learner has said using relatively similar words. It is important for the advisor to choose a key phrase rather than random words or whole sentences. Repeating also pays attention to the learner's tone of voice, intonation, emotion, and facial expression.

ii.   Restating: Restating is similar to repeating, but the advisor reformulates a key phrase in his/her own words. As the advisor engages in restating, the learner notices other ways to express himself/herself, leading the learner to obtain a better understanding of the situation. By restating, the advisor can also confirm what the learner is attempting to say.

iii.   Summarizing: Summarizing involves combining the main points and might occur after several turns after the advisor begins to better understand the situation.

iv.   Empathizing: Empathizing is an understanding of a person's internal state and imagining how he/she thinks and feels. Some people are naturally more empathic than others, but empathizing can be improved with practice. Good learning advisors attempt to place themselves in the position of the learner and view the world from the learner's perspective. By empathizing, a trust relationship evolves, and the learner is more likely to engage and benefit from the sessions.

v.   Complimenting: Complimenting involves acknowledging and stating something nice about something important to the learner. Complimenting can be an effective ice breaker, used to interest or motivate the learner, or used to help the learner move forward.

Kato and Yamashita (2016) state that the above five strategies should be used intensively during the first 10 minutes of an advising session to show the learners that the advisor is carefully listening to them, promote mutual understanding, and provide a safe space for learners to make disclosures.

vi.   Using metaview/linking: Metaview/linking is used when a learner is encouraged to take a step back and consider the larger picture. Sometimes a learner can become entangled with the details or lose motivation; thus, it is helpful to occasionally

encourage learners to consider a broader perspective or link elements of their learning to enhance its meaning.

vii. Using metaphors: Metaphors help learners visualize and express their thoughts and feelings in different ways. Examples of useful metaphors include "If your learning was like climbing a mountain, where are you now? What can you see from there?" Using metaphors provide learners with a better understanding of their situation.

viii. Using powerful questions: Powerful questions help learners obtain clarity and explore different courses of action. For example, when a learner decides on a goal, his/her advisor might use powerful questions to help the learner to act. For example, some simple questions, such as "What does learning English mean to you?" or "What is holding your back?", could be powerful to some learners as these questions could be related to the learners' values. Powerful questions are usually followed by silence to provoke deeper reflection in the learners.

ix. Intuiting: Advisors use intuiting to determine a learner's thoughts or feelings based on evidence and previous experiences. Examples of intuiting include "You are saying that you don't know what to do, but I feel like you already have an answer" or "You said you are satisfied with your studies, but it seems to me you are not satisfied at all." Cues regarding someone's feelings are evident in their choice of words, body language, tone of voice, and actions.

x. Challenging: Challenging is used to help learners surpass their self-imposed limitations or as a reality check by making an unreasonable request. By making an extreme request, the learner starts to view things more realistically.

xi. Experience sharing: Advisors may provide some of their ideas and experiences to encourage and help learners get started. Sometimes, an advisor becomes a role model. Sharing the advisor's experiences could also establish rapport.

xii.   Accountability: Accountability is used to encourage learners to act and be accountable to someone other than themselves. At the end of each session, the advisor could ask questions, such as "What have you decided to do by next week?", "When will you have that done by?" or "How will I know?" Thus, advisors attempt to guide the learners to decide "when" to report regarding progress.

Many other strategies that are not included in the list above could be used. Notably, these 12 advising strategies are only basic strategies that are learned by new advisors to conduct advising sessions. These basic advising strategies are used in Transformational Advising (see 2.1.5) and when helping learners proceed with their learning trajectories.

2.1.5   Transformational advising

Kato and Mynard (2016) recommend transformational advising in which "an advisor supports a learner in going beyond improving language proficiency. The learner's existing beliefs are challenged in order to raise awareness of learning, translate the learner's awareness into action, and finally, make a fundamental change in the nature of learning" (p.9.). Transformational advising draws heavily on Mezirow's (1991) Transformation Theory. According to Mezirow, transformation in learning occurs when a learner engages in expanding his/her worldview. Thus, transformation refers to a paradigm shift among individuals that is flexible, reflective, and holistic. Mezirow states that reflection and discourse are critical for promoting transformations in learning.

The process of transformational advising is supported by the IRD (refer to section 2.1.5) conducted between a learner and an advisor. According to Kato and Mynard (2016), Transformational Advising consists of the following four approaches: Prompting Action,

Broadening Perspectives, Translating Awareness into Action, and Assisting Transformation.

'Prompting Action' mainly refers to providing advice to a learner as a problem-solving strategy in learning. This advice might be related to resources or learning strategies. Examples of Prompting Action include "Try this workbook and study for two hours each day" or "Don't use a dictionary when you read this book." The learner acts by following the advisor's suggestions, and little or no insight is needed. The advisor needs to have some knowledge about the learning resources and strategies that are appropriate for various learning needs. This approach is likely to result in more efficiency in learning, but it is unlikely to result in transformation.

Using the second approach, i.e., 'Broadening Perspectives', the advisor challenges the learner's existing beliefs and assumptions and does not offer advice while encouraging deeper critical reflection. The advisor may ask powerful questions, such as "What value do you see in what you are doing now?" and "Why is it important to you?", to stimulate the analytical process. In this segment, advisors should not force the learners to solve a problem as they might not be ready to address the consequences of a large shift in thinking at this point. To adopt this approach and cause an 'aha' moment during the session, the advisor must be aware of how to best ask powerful reflective questions.

'Translating Awareness into Action' can be used while advising learners who have started to become more aware of their entire learning process and challenge themselves by using different resources and applying different strategies. However, these learners may not have made the link between their awareness level and actual action. At this point, the

advisor supports the learner in becoming more specific about his/her plan based on their new awareness, resulting in action and achievement.

The purpose of advising is to promote transformation in learning allowing the learner to experience a fundamental change in the nature of learning. When a learner experiences transformation, his/her mindset towards learning changes, and language learning is no longer a single event but a meaningful and connected series of activities. The learner eventually takes full ownership of his/her learning and masters 'when' and 'how' to act with which resources and strategies and when to consider different perspectives. A learner who has reached this stage is likely to become better at managing things in addition to language learning. The advisor helps the learner feel a greater sense of achievement by asking reflective questions regarding the entire learning process, such as "Now that you have achieved your goals, how do you feel?" and "What was the most challenging moment for you during the entire process?" By responding to such questions, the learner confirms his/her learning path and become more confident.

According to Kato and Mynard (2016), transformational advising does not follow a strictly linear process as shifts and changes in thinking occasionally lead the learner off course. Any of the four approaches can be used at any point along the learning trajectory introduced in the next section.

2.1.6 Learning trajectory in advising

Researchers have explored approaches to determine a learner's level of metacognitive understanding (Sinclair, 1999) and phases of autonomy (Nunan, 1997; Everhard, 2013). To promote transformational advising, Kato and Mynard (2016) suggest a learning trajectory (Figure 3) that has four segments.
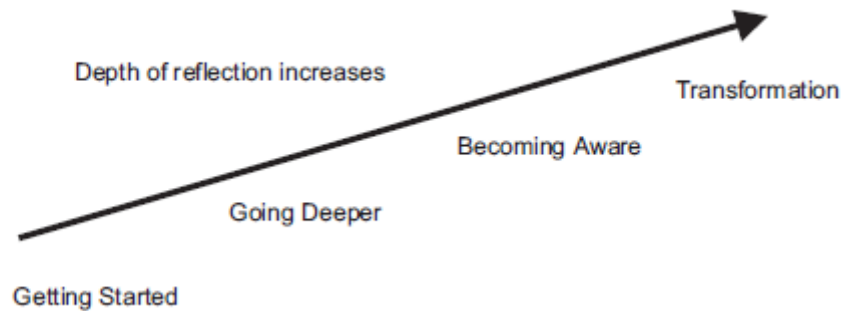
Figure 3. The learning trajectory in Kato & Mynard (2016)

· Getting Started: The focus of this segment is to establish trust and rapport with the learner, learn more about the learner, and help the leaner set goals and actions.

· Going Deeper: The focus of this segment is to promote deeper thinking by using 'powerful' and 'what if' questions, reviewing goals and plans, and challenging the learner's existing values.

· Becoming Aware: A learner in this segment is likely to experience a turning point in their learning. The focus of this segment is to help learners experience 'aha' moments, build strengths, switch viewpoints and translate the learner's awareness into action.

· Transformation: A learner who has reached the 'Transformation' segment of the trajectory is able to describe, analyze and create an action plan, implement the plan, and reflect on the action performed. However, learners who believe that their growth as a learner largely depends on their advisor might start to worry towards the end of the continuous advising. These learners might fear losing the opportunity to consult with their advisor. Thus, at this stage, the advisor's mission is to introduce the concept of self-advising, help learners reflect upon their best selves and help the learners envision their future.

Kato and Mynard (2016) describe that the four segments in the learning trajectory can also be applied to advisor education as advisors should also be able to gradually expand their repertoire of strategies and tools by systematically progressing through the four segments. Moreover, the four approaches used in transformational advising (Prompting Action, Broadening Perspectives, Translating Awareness into Action, and Assisting Transformation) could appear in any of the four segments of the learning trajectory. The advisor supports the learner by considering the best combination of the four approaches in Transformational Advising to facilitate self-directed learning. Expert advisors are those who can instantaneously choose the most effective advising approaches for their learners based on the learners' experiences and level of awareness of the learning process.

2.1.7   Theoretical influences

The above literature review indicates that the concept of learner autonomy in language learning has become an important component since the early 1970s. Over the years, learner autonomy has been evidenced by an increasing number of research papers in journals (Studies in Self-access Learning (SiSAL), Relay journal), articles and books (Benson, 2011; Benson and Voller, 1997; Dam, 1995; Esch, 1994; Holec, 1981; Lamb & Reinders, 2008; Little, 1991; Mozzon-McPherson & Vismans, 2001) and at conferences worldwide (Independent Language Learning Association (ILA), Japan Association of Self-access Learning) to promote the concept of autonomy in language learning, and the professionals who promote learner autonomy such as advisors have emerged. Although the need for well-established professional development programs for advisors is increasing, the field of advisor education is still under development (Kato, 2012; Kato & Mynard, 2016; Kodate & Foale, 2012; Morrison & Nararro, 2012).

2.2 Introduction to reflection

This section provides a review of the literature that relates to the reflection and reflective dialogue that are the essential concepts in this study. First, the basic concept that relates to reflection is mentioned followed by how reflection is facilitated through dialogue in ALL and professional development.

2.2.1 What is reflection?

The term reflection has its origin in the Greek words 'reflectere,' which means 'to bend back' and to become more aware of the past. Reflection is different from contemplation. Reflection generally means 'conscious thinking about what we are doing and why we are doing it' (Farrell, 2015, p.8).

Dewey (1933) is one of the first researchers who defined reflection in learning and states that reflective thinking is thinking deeply, often from different perspectives, and involves "active, persistent, and careful consideration" of beliefs or knowledge (p. 118). He also suggests that teachers who want to facilitate their reflection must be open-minded, responsible and wholehearted. Farrell (2015) explains Dewey's definition of reflection and mentions that one of the most important things that teachers need first when engaging in reflection is to 'slow down' the interval between thought and action (P.14). Accordingly, reflection avoids "jumping to conclusions before one has had a chance to examine [the] issue or problem" (p.14).

Schön (1983) is recognized as one of the leading researchers on reflection for enhancing professions by identifying the following two types of reflection: reflection-in-action; and reflection-on-action. Reflection-in-action occurs on the spot when someone is in the act of practicing. In a teaching context, it implies that teachers need to conduct their internal

dialogue to access their thoughts and feelings while they are teaching. In contrast, reflection-on-action occurs after the events. For example, teachers may reflect on their teaching performance, strategies, classroom management skills, and their feelings after the class. By undergoing this process, teachers can consider adjusting their practice for future improvement (Farrell, 2015).

Dewey (1933) and Schön (1983) emphasized that through reflection, one can

- redefine one's understanding,
- develop self-awareness,
- evaluate action,
- enhance the quality of action, and
- increase accountability.

Inspired by Dewey (1933) and Schön (1983), many researchers have emphasized the influence of reflection on effective learning and professional development (Boyd & Fales, 1983; Farrell, 1999, 2015). Although reflection can be conducted by oneself as internal dialogue, Brockbank and McGill (2006) argue that "while intrapersonal reflection is effective and may offer opportunities for deep learning, which may or may not be shared with another, it is ultimately not enough to promote transformatory learning" (p. 53). The process of self-reflection has the benefit of offering opportunities for deep learning, and there is no doubt that self-reflection is at the center of any professional development. However, as Brockbank and McGill describe, self-reflection is insufficient to promote transformation in learning because learning is limited to the insight of individuals, and observing oneself critically is difficult. Dialogue with other people offers possibilities to restructure one's established assumptions and beliefs that can lead one to develop further as a professional.

2.2.2 Reflective dialogue and advising in language learning

A number of researchers have studied reflection in autonomy and have described it as a key psychological component (Benson, 2011: Little, 1997). To promote autonomy, Boud, Keogh, and Walker (1985) state that reflective thinking is an essential key for learners to achieve effective and meaningful learning. As mentioned previously, Boyd and Fales (1983) describe reflection as the "process of creating and clarifying the meaning of experience (present or past) in terms of self (self in relation to self and self in relation to the world)" (p. 101).

However, why is reflection through dialogue important? Learners can always self-reflect by themselves without having an advisor. It is true that the process of self-reflection has the benefit of offering opportunities for deep learning, but it limits one's insight as observing oneself critically is often not very easy when you self-reflect. Dialogue with other people, in contrast, offers possibilities to restructure one's established assumptions and beliefs, which can lead one to develop further (Brockbank & McGill, 2006).

In advising, advisors support learners' reflection through dialogue that is intentionally structured (Carson & Mynard, 2012). The dialogue aims to engage learners in the reflective process and support learners' transformation to make a fundamental change in their learning (Kato & Mynard, 2016). Previous research has attempted to explore the features of this dialogue to facilitate an effective reflective dialogue (Kelly, 1996; McCarthy, 2010; Mynard, 2010; Mynard & Thornton, 2012; Pemberton, Toogood, Ho, & Lam, 2001; Thornton & Mynard, 2012).

Regarding advising, the dialogue between a learner and an advisor needs to be structured intentionally to promote deeper reflection. Moreover, the reflective dialogue in advising does not merely focus on reflection but the further transformation in learning called Transformational Advising, as mentioned in Kato and Mynard (2016, p.9), which is defined as follows.

> "an advisor supports a learner in going beyond improving language proficiency. The learner's existing beliefs are challenged to raise awareness of learning, translate the learner's awareness into action, and finally, make a fundamental change in the nature of learning."

Brockbank, McGill, and Beech (2002) note that when a dialogue is intentionally structured, it becomes different from an ordinary dialogue that occurs naturally between people, and for effective reflective learning, intentional dialogue is necessary. As previously mentioned, Kato (2012) and Kato and Mynard (2016) named the dialogue intentionally structured to promote learner autonomy in advising IRD. In IRD, the dialogue is intentionally structured and focuses on relationship building, applying advising strategies and approaches, and the learning trajectory by paying attention to the learners' metacognitive awareness. Therefore, IRD is considered a core element in advising that supports learners by inducing transformation in their learning. Thus, IRD is not only effective for language learners but also advisors engaging in transformative learning.

2.2.3 Reflective dialogue for professional development

Reflective dialogue has also been widely introduced in professional development. As mentioned earlier, Schön (1983) is recognized as one of the leading researchers on

reflection for enhancing professions. He identifies two types of reflection, namely, reflection-in-action where reflection occurs while doing something and reflection-on-action where reflection occurs after the events. In the field of teacher education, Farrell (2004) states that reflection allows teachers to examine their values and beliefs about teaching and learning. Little (1995) mentions that "genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers" (p.179). Many researchers have emphasized that reflection can effectively promote professional development, and reflection becomes more effective when it is conducted with other people through dialogue (Boyd & Fales, 1983; Farrell, 2015).

Regarding advisor education, since the role of advisors is to activate learners' reflective processes in language learning through a one-on-one dialogue, it is essential for advisors to focus on promoting one-on-one reflective dialogue as part of the advisors' professional development process (Kato, 2012; Kato & Mynard, 2016). In this research, reflective dialogue is defined as dialogue that intentionally aims at promoting reflection. Reflective dialogue offers possibilities to restructure one's established assumptions and beliefs, which can lead one to develop further (Brockbank & McGill, 2006). This description implies that reflective dialogue occurs not only in an advising dialogue but also in a mentoring dialogue where professional development is promoted.

2.2.4 Collaborative reflection

Reflection can be either an individual process or a collaborative process. Bruner (1990) states that we justify and construct ourselves and our identities when we discuss our own

experiences, which means that we not only learn from other people but also learn from ourselves by interacting with other people.

Collaborative reflection is becoming more focused in the field of teacher education as teachers will be able to identify ways to grow further (Freeman, 1989; Seamon, Sweeny, Meadwos, & Sweeny, 1997). Van Gyn (1996) states that collaborative reflection enhances professional growth and increases the probability of success in one's professional life rather than reflecting alone. Collaboration with colleagues not only helps teachers to become successfully reflective but also enhances teacher autonomy and confidence in their professional development (Chase, Brownstein, & Distad, 2001; Day, 1993). Through collaborative reflection, teachers are likely to examine their teaching practices, learn more about themselves, gain knowledge that might not have been available to them if they did not have the opportunity to reflect with their colleagues, and thus be able to transform their existing values (Glazer, Abbott, & Harris, 2000, 2004; Mede, 2010).

In general, collaborative reflection occurs in a variety of formats. It can be conducted through dialogue (discussions and interviews) and written reflection (journals, observation notes, autobiographies, etc.), in a one-on-one interview, small group or online (emails, video chat, online forum, etc.). Previous studies emphasize that although the process of collaborative reflection is time-consuming and requires a great deal of commitment to conduct it successfully, positive effects are delivered by collaborative reflection. Teachers are usually put in the position to address complicated issues on their own, and collaborative reflection serves as an opportunity for teachers to discover their own teaching or the teaching of other people and improve their practice by reflecting together (Akyel, 2000; Glazer, Abbot, & Hsrris, 2000, 2004; Mede, 2010).

To practice effective collaborative reflection, establishing a trusting environment is essential, and as mentioned earlier, Dewey's (1983) notions of open-mindedness, responsibility, and wholeheartedness are necessary. Consistent with Dewey, the researchers of collaborative reflection state that a nonthreatening, nonconfrontational, nonjudgmental environment is necessary to conduct collaborative reflection successfully.

The above-mentioned underpinning theories and practices in collaborative reflection are similar to ALL, where relationship building is the key to deepen learners' reflective process. As mentioned later in this dissertation, advising strategies for building rapport and trust were used effectively to ensure the safe environment in the collaborative reflection that was conducted in this study.

2.3   Introduction to mentoring

This section provides the theoretical underpinnings of mentoring and how it has evolved in recent decades. First, traditional mentoring, which emerged in the 1980s, is described and compared with modern mentoring, which stemmed from traditional mentoring. A comparison of the purpose of mentoring, methods, and outcome will elicit the differences between traditional and modern mentoring. Then, specific types of modern mentoring are discussed in more detail, namely, reverse-mentoring and relational mentoring. Reverse-mentoring, which involves a less-experienced younger worker who mentors a senior worker with more experience, is one of the key elements of this Ph.D. dissertation. In addition, previous studies are introduced on relational mentoring, where a high-quality relationship between a mentor and a mentee serves as the key factors for mutual learning.

2.3.1 Traditional mentoring versus modern mentoring

Kram (1985) defines mentoring as a relationship between more-experienced mentors and less-experienced mentees, where mentors provide mentees with career support and psychosocial support (Eby, Rhodes, & Allen, 2007). Kram (1985) mentions that mentoring has the two main functions of career support and psychosocial support. Career support involves knowledge and skills transfer to mentees to 'learn the ropes' to fit themselves with their organizations (Ragins & Kram, 2007). Therefore, the process is often directive and hierarchical, with an expectation of seeing improvement in mentees' performance (Ragins & Kram, 2007). In contrast, psychosocial support focuses on counseling, modeling, and enhancing a sense of competence to develop personal growth, identity, and self-efficacy (Brockbank & McGill, 2006).

Although the above traditional mentoring approach is based on transmitting knowledge and skills from experts to novices, the modern approach in mentoring perceives mentoring as a personal and professional relationship that focuses on transformation by broadening mentees' world-view. This type of mentoring where the dialogue between a mentor and a mentee is co-constructed leads to 'mutual learning' (Delaney, 2012). To ensure such a relationship in mentoring, an imbalance in power, such as significant differences in age or experience between the mentor and the mentee, needs to be prevented (Brown, 2001; Delaney, 2012; Kissau & King, 2014). Furthermore, equality in relationships establishes trust and rapport, which leads to mutual learning that also helps experienced professionals grow (Brown, 2001; Delaney, 2012).

Mentoring has also been introduced in teacher education to enhance professional growth not only for novice teachers but also experienced teachers (Hobson, Ashby, Malderez, & Tomlinson, 2009). Previous research has shown that mentoring relationships reduce the

attrition among new teachers, improve confidence in teaching, and help to develop self-reflection skills (Delaney, 2012; Hobson et al., 2009; Kissau & King, 2014). Malderez and Bodoczky (1999) argue that either in preservice or in-service mentoring, mentors need to go beyond simply being models of teaching but also need to be 'acculturators' who assist mentees in embracing their profession in their working context, 'supporters' who facilitate mentees in undergoing the emotional transition in the process of establishing their professional identity, and sponsors who introduce and connect the mentees to the community.

Because more importance is placed on a mentor's role in establishing a mentoring relationship, Delaney (2012) mentions that some specific personal traits (experience and trustworthiness), relevant professional knowledge (second language acquisition and teaching methods), and interpersonal skills (communication) are required for mentors. Several studies have indicated the positive effects of mentoring on the mentors themselves (Gordon & Maxey, 2000; Kissau & King, 2014; Aspfors & Fransson, 2015) as mentoring forces mentors to become more reflective of their own beliefs in teaching, learning, and their teaching career. Many researchers have reported that mentoring enhances mentors' self-esteem (Wollman-Bnilla, 1997) and increases mentors' confidence (Aspfors & Fransson, 2015).

However, previous studies have claimed that there is a lack of research related to mentor education and mentor professional development (Bullough, 2012; Hobson, Ashby, Malderez, & Tomlinson, 2009). In fact, although there are many well-established mentoring programs worldwide, many educational institutions do not appear to have systematized mentor education (Aspfors & Fransson, 2015). Furthermore, in the

mentoring programs of ALL, which has a much shorter history than mentoring in teacher education, very few studies focus on mentoring in advisor training.

2.3.2   Reverse-mentoring

Among the varieties of modern mentoring, reverse-mentoring was introduced in the field of Information Technology and business in the United States. It involves a less-experienced younger worker who shares the latest skills and knowledge in technology with a senior worker with more experience. The mentor in return learns to establish relationships, improve leadership competencies, and understand the organizational culture (Murphy, 2012). The structure of reverse-mentoring is the inverse of the traditional mentoring relationship, where a mentor is usually a more experienced specialist who extends career support and psychosocial support to a less-experienced mentee (Kram, 1984; Eby, Rhodes, & Allen, 2007). The traditional mentoring approach is based on transmitting knowledge and skills from experts to novices, and, thus, the process is often directive and hierarchical, with an expectation of observing improvement in mentees' performance (Ragins & Kram, 2007).

Some studies claim that school-based mentoring can lead to negative outcomes such as mentees acquiring 'learned helplessness' by an overreliance on their mentors (Maier & Seligman, 1976) or 'judgementoring' where a mentor engages in judging or evaluating a mentee and stunts beginner teachers' learning and development (Hobson & Malderz, 2013). Murphy (2012) states that the reverse-mentoring relationship may also become adverse if there is a lack of commitment and understanding and that training in reverse-mentoring is therefore necessary. Furthermore, Fletcher (2012) argues that a distinction needs to be made between mentoring in education and mentoring in other contexts because teaching is not merely providing knowledge in one-way learning, i.e., teachers

teach students, but this involves mutual learning where teachers learn from students. Therefore, reverse-mentoring in education needs to have more diversity, where the 'younger to older' scheme is not precisely oriented (Dickinson, Jankot & Gracon, 2009). However, most studies on mentoring focus on mentoring for preservice and novice teachers, and there is a lack of studies on reverse-mentoring for experienced educators' professional development.

2.3.3 Relational mentoring for mutual learning

As previously mentioned, mentoring has been defined as a relationship between a more experienced mentor and a less experienced mentee to develop the mentee's career (Kram, 1985). The most empirical research in the past focuses on work and career outcomes received by mentees and the benefits of mentors have not been fully examined. Ragins and Verbos (2007) have noted that the dynamic, cognitive, and affective process underlying effective mentoring relationships has not been sufficiently studied. In fact, the literature regarding mentoring has explored mentor behavior and mentee outcomes but does not address relational outcomes.

However, the trend of modern mentoring has shifted the focus of mentoring towards a more relational perspective from a one-directional, hierarchical structure (Ragins & Verbos, 2007). Compared with the traditional perspectives on mentoring, relational perspectives "widen the lens to include interdependent and mutual process that results in a full range of relational outcomes" for both mentors and mentees (Fletcher & Ragins, 2007, p.374).

The movement in positive psychology (Seligman & Csikzentmihalyi, 2000), where a high-quality relationship is a primary source of positive influence, also inspired

researchers to examine the mentoring process. Under such circumstances, career support and psychosocial support are provided to mentees. The mentoring relationships were extended to support mentees beyond the workplace (Ragins & Verbos, 2007). A notion of relational mentoring was established that distinguishes mentoring in high-quality relationships with average or marginal forms of mentoring (Ragins, 2005; Ragins & Verbos, 2007). A high-quality mentoring relationship encourages mutual learning, growth, and development and is based on strong and genuine connections and interactions between the mentor and mentee (Dutton & Heaphy, 2003). The relationship is based on trust, commitment, and mutual respect, which goes beyond the basic career and psychosocial support that is defined by Kram (1985) in the early stage.

Relational mentoring is characterized by mutual learning where both participants influence one another (Ragins, 2012). Rather than the hierarchical position that the traditional mentoring relationship follows, the relational mentoring relationship pursues the mutuality and reciprocity that are inherent in growth-producing relationships (Fletcher & Ragins, 2007). Being authentic, adaptive, empathetic, interdependent, and vulnerable in the relationship are the prerequisites for establishing such a relationship (Flectcher & Ragins, 2007).

Ragins (2012) mentions Fletcher's (1998) notion of 'fluid expertise', which is the key for a high-quality relationship where mutuality is ensured, as follows.

> fluid expertise allows individuals to move from an expert to nonexpert role, to acknowledge help, and to give credit to others without losing self-esteem or needing to engage in 'face-saving gambits.' (Ragins, 2012, p. 524)

In relational mentoring, fluid expertise is expected to occur, which encourages mentors to go beyond the hierarchical roles that are expected in mentoring relationships. This process of learning from one another promotes mutual learning.

Ragins (2012) developed a relational mentoring index (RMI) that includes the following six dimensions in establishing relational mentoring relationships.

i. Personal learning and growth

- My partner is helping me to learn and grow as a person.

- My partner helps me to learn about my personal strengths and weaknesses.

- My partner helps me to learn more about myself.

ii. Inspiration

- My partner has inspired or has been a source of inspiration to me.

- My partner gives me a fresh perspective that helps me to think "outside the box."

- I am often inspired by my partner.

iii. Affirmation of ideal, best, and authentic selves

- My partner is helping me to become the person who I aspire to be.

- My partner sees me not only for who I am now but also for who I aspire to be.

- My partner always sees the best in me.

- My partner seems to bring out the best in me.

- My partner accepts me for who I am.

- I can be myself with my partner.

iv. Reliance on communal norms

- In our relationship, we help one another without expecting repayment.

- We never keep score of who gives and who gets in our relationship.

- We give to one another without expecting repayment.

    v.   Shared influence and mutual respect

- My partner and I respect and influence one another.

- We respect one another, and we value what each person has to say.

- There is mutual respect and influence in our relationship.

    vi.   Relational trust and commitment

- Our relationship is founded on mutual trust and commitment.

- My partner and I trust one another, and we are committed to the relationship.

- Trust and commitment are central to our relationship.

The study in this dissertation referred to the RMI to ensure that the quality of the mentoring relationships in this study are 'high-quality' as defined by Ragins (2012). However, the function of relational mentoring is not limited to the above-mentioned six dimensions because Ragins (2012) also mentions that "although high levels of these functions represent greater levels of relational quality, high-quality relationships may involve more than just these functions" (p. 526).

2.3.4 Mentoring models

Kram (1985) suggested that mentoring relationships are not static and evolve over a period of phases that include interactions with different functions and patterns and described the following four phases of mentoring relationships: initiation, cultivation, separation, and redefinition. During the first phase, initiation is the time period during

which the relationship between the mentor and mentee is formed. Kram describes 'initiation' as the period during the first six to 12 months during which mentors and mentees learn more about each other. During the following phase, i.e., 'cultivation,' which may last from two to five years, the relationship matures, and psychosocial and instrumental support is provided at the highest level. During the third phase, i.e., 'separation,' a transition occurs in the relationship in which the mentees become more independent from the mentors both geographically (Ragins, 1997) and emotionally (Chao, 1997). This phase may last between six and 24 months. During the final phase, i.e., 'redefinition,' the mentors and mentees develop a different relationship that is more similar to friendship and become peers. During each phase, the mentors play roles that include both career support and psychosocial support. Kram (1983) describes that career support includes sponsorship, exposure, visibility, coaching, protection, and challenging assignments. Psychosocial support includes role modeling, acceptance, confirmation, counseling, and friendship.

Kram's original work is still widely accepted and frequently cited. However, researchers have studied Kram's mentoring phases and suggested that mentees have different needs and various expectations of their mentors during the various stages (McGowan, Stone, & Kegan, 2007).

Zachary (2000) proposed another phase-type model including the following four stages: preparing, negotiating, enabling, and closing. This model involves high levels of self-disclosure and value sharing between the mentor and mentee. Zachary (2000) also stated that quality is more valued than the quantity of time spent between the mentor and mentee. The first stage, i.e., 'preparation,' refers to the initial meeting of the mentor and mentee. During the 'negotiating' stage, the mentor and mentee agree regarding the

specifics of roles and how they will work together. During the 'enabling' stage, reflective learning occurs. During the final stage, i.e., 'closing,' both parties become aware of the closure of the relationship and evaluate learning.

Brockbank and McGill (2006) note that 'traditional developmental models offer a view of the relationships over time but tend to leave the details of individual sessions alone' (p. 117) and propose a cyclical mentoring model based on Page and Wosket's (1994) work. The cyclical mentoring model consists of the following five stages: contact, focus, space, bridge, and review. During the first stage, i.e., 'contract,' the ground rules, boundaries, accountability, expectations and the nature of the relationship between the mentor and mentee are agreed upon. During the second stage, i.e., 'focus,' the issues, objectives, presentation, approach and priorities are confirmed by the mentor and mentee. The third stage, i.e., 'space,' includes collaboration, investigation, challenge, containment, and affirmation. This stage allows the mentor and mentee to increase their awareness of the unconscious issues beneath the surface of the relationship. During the fourth stage, i.e., 'bridge,' the mentor and mentee consolidate their work, exchange information if relevant, revisit goals, engage in an action plan and review the potential consequences of the action plan. During the final stage, i.e., 'review,' both parties give feedback, reground, evaluate, assess and if necessary, recontract with each other. In contrast to Kram's model, Brockbank and McGill's (2006) model can be applied not only to a long-term mentoring relationship but also one mentoring session.

2.3.5 Mentoring programs

Although the concept of mentoring was developed in the 1980s, formal mentoring programs have only been introduced by corporations during the last three decades as mentoring was conceived as an effective way to benefit organizations by promoting on-

the-job learning and growth among employees (Ehrich & Hansford, 1999). Although various mentoring programs have been implemented, Delaney (2012) states that the field of language teacher mentoring has not been well documented thus far.

To develop an effective mentoring program, practitioners need to include the following elements in the mentoring program (DuBois, Holloway, Valentine, & Copper, 2002; Weinberger, 2005).

- Needs analysis: a needs analysis can be implemented by forming a focus group, performing personal interviews, or conducting surveys

- Setting program goals: the focus and goals of the program should be decided upon

- Selecting participants: the target populated of the program should be determined

- Mentoring types: various mentoring types could be selected, including traditional or modern, group or one-on-one, and in-person or e-mentoring (mentoring via e-mail and the Internet)

- Location: the program could be held at a site or in virtual space (e-mentoring)

- Focus of the sessions: the focus could be set by the program or mentees

- Frequency of mentoring: mentoring could be held twice a week, weekly, twice a month, or monthly

- Duration of mentoring: the duration of mentoring could be one hour, two hours, three hours, etc.

- Mentor selection and training: mentors must be trained and selected carefully

- Program evaluation: program evaluations are needed to ensure on-going quality improvement

Weinberger (2005) also mentions that ongoing support for the mentor and mentees is vital for any mentoring program's success. Specifically, professional staff development and mentor education are significantly important for mentors who are supported by professional staff when facing concerns and issues.

Based on a review of the literature on mentoring programs, certain elements are assumed to be preferred in developing a mentoring program. Usually, when implementing a mentoring program, the program determines how often the mentor and mentee will meet and how long the mentoring relationship will continue. Previous research suggests that a mentor and mentee should meet regularly for at least a year (Grossman & Rhodes, 2002).

Clearly, the definitions of mentoring programs become more meaningful if they meet the needs of the program organizers and mentees. Therefore, each mentoring program has a specific purpose and applies different approaches. Thus, there is no ready-to-go program that meets all requirements. The mentoring programs in the field of education vary based on the level of education, needs of the institutions/educators/learners, and the focus of the program. Therefore, although some researchers and practitioners suggest that a mentoring program should last for at least a year, some mentoring programs in educational settings apply shorter terms based on the length of the semesters. Some researchers have investigated mentoring programs in teacher education (Brown, 2001; Delany, 2012; Kissau & King; 2015), but the number of empirical studies investigating mentoring programs in the field of education is limited.

2.3.6   Theoretical influences

The above research on mentoring indicates that much of the focus has been placed on the benefit of the mentee's side of the relationship, and relatively little attention has been paid

to the mentor's side. Ragins and Verbos (2007) mention that historically, most studies have focused on instrumental outcomes that relate to career advancement and performance gain, but they have not examined relational outcomes, which are essential to effective relationships, learning, and growth.

Approaches to mentoring have evolved over decades, and with the emergence of modern mentoring, more emphasis is currently placed on a mutually beneficial mentoring relationship.

Relational mentoring can influence not only the quality of work but also the quality of life both in and outside the workplace. Ragins (2012) emphasize that the reach of relational mentoring may extend beyond the workplace and may influence an individual's ability to cope with challenges that cross multiple life domains.

From the above literature review, it becomes clear that 1) the concept of mentoring has been evolving in recent decades, but relational mentoring remains unexploited, 2) there are a lack of studies on the mentor's side of the relationship and mentor education, and 3) currently, there have been no studies on relational mentoring in advisor education.

2.4   Introduction to the life story/life narratives

The previous sections in the literature review shed light on learner autonomy, ALL, reflection through dialogue, and mentoring. In addition, they reveal that whether advising or mentoring, establishing strong and genuine connections and interactions between the two participants is the key to further learning. This section introduces the literature that relates to the life story/narratives, which involves sharing one's own life experience and values to help establish a strong relationship between a storyteller and a listener.

2.4.1 What are life stories/narratives?

Telling a life story as a narrative has a long history. Atkinson (1998) mentions that a life story narrative (or life story interview) is considered to have its origin in the field of psychology as shown in Sigmund Freud's (1911/1958) work that applies psychoanalytic theory to understand individual lives. Murray (1938) was the first to study individual lives using life narratives to investigate personal development. Since then, researchers have studied life stories have received attention from various academic fields such as anthropology, sociology, history, and education.

Telling a life story is a process by which one answers the question "Who am I?" A life story is "the story a person chooses to tell about the life he or she has lived, told as completely and honestly as possible, what the person remembers of it and that he or she wants others to know of it, usually as a result of a guided interview by another" (Gubrium & Holstein, 2002, p. 125).

Atkinson (2002) mentions that we all have stories to tell and that "storytelling is in our blood" (p.122). We engage in storytelling so often that we are usually largely unaware of its importance.

> What generally happens when we tell a story from our own life is that we increase our working knowledge of ourselves because we discover deeper meaning in our lives through the process of reelecting and putting the events, experiences, and feelings that we have lived into oral expression (Atkinson 1998, p.1).

Bruner (1990) characterizes human beings as natural-born story-tellers and mentions that 'personal meaning' is constructed while telling one's life story. Bruner (1990) states that life stories represent how we organize, interpret, and create meanings in our lives. Therefore, telling one's life story requires the ability to view one's life from a more holistic perspective. Gubrium and Holstein (2002) state that the power of life story interviews lies "not only in telling a life story but also in retelling, composing, recomposing, recasting and reframing ones' own story, especially in one's deeper or larger story (p.124)."

Research investigating life stories as narratives applies qualitative research methods to gather information regarding one's entire life from the storyteller's subjective point of view (Bruner 1986, Atkinson, 1998). In general, the interview is recorded and transcribed. As a method of exploring people's whole lives and individual lives in depth, the life story interview has become a stand-alone field (Atkinson, 1998).

2.4.2 Benefits of telling a life story: Creating a shared meaning

A life story narrative highlights the most important influences and experiences that occur during a lifetime.

Therefore, life story interviews could be a valuable experience for both the storyteller and the listener. Atkinson (1998) indicates the following potential benefits of sharing a life story through an interview: 1) clearer perspectives on personal experiences and feelings; 2) greater self-knowledge and a stronger self-image; 3) cherished experiences and shared insights; 4) the gaining of joy and inner peace; 5) a purge or release of certain burdens and validated personal experience, which creates community; 6) the creation of a community; 7) help in changing something in our lives; 8) a better understanding in a way that we had

not understood before; and 8) a better sense of how we can give our life the 'good' ending that we want (p.25-26).

In a life story interview, the interviewee is a storyteller who tells a story that he/she chooses to tell. The interviewer is a guide, or director, in this process. The two together are collaborators who compose and construct a story that the teller can be pleased with (Atkinson, 2002. p.128). When life stories are told, it tends to create a new shared meaning between the storyteller and the listener. Moreover, the process of sharing a life story is highly personal and subjective, which has much to do with the quality of the interaction between a storyteller and a listener.

Birren and Birren (1996) state that simply witnessing, hearing, understanding, and accepting another's life story without judgment can be transforming. Researchers investigating life stories have suggested that the interviewee is the storyteller of his/her life and that the interviewer is a guide during this process, and thus, the storyteller and listener are collaborators that compose and construct the story together. Therefore, when a life story is told, it is no longer only the storyteller's story and becomes a co-constructed story of the storyteller and listener (Bruner, 1999, Atkinson, 1998, Yamada, 2000).

While listening to a life story, the interviewer has to listen well. Atkinson (1998) describes that in a life story interview, listening extends beyond the normal realm of hearing what someone said and the listener enters and travels the storyteller's life. When the listener listens well, the storyteller feels that he/she is important and makes a deeper connection as "listening well produces a safe place built on the twin pillars of trust and acceptance" (Atkinson, 1998, p.35).

However, the above-mentioned benefits of telling life stories are not guaranteed in every session. Some people are intimidated, embarrassed, and feel uncomfortable about telling their life stories to other people. Atkinson (1998) investigates the procedure of life story interviews and demonstrates how to plan, conduct, and interpret the data. Atkinson especially emphasizes that interviewers have to be good listeners and respect the storyteller because 'listening to another's life story means being a witness to what is being said' (p.33).

2.4.3 Using a visual aid

Using visual aids is relatively common in ALL, life narratives, and clinical psychology. Techniques such as using photographs, drawing a timeline or images, and making a collage are used in ALL and life story interviews to support storytellers in identifying the key events and the feelings that these events carry. These approaches can be used to help storytellers reflect upon their lives before being interviewed. The Draw-a-Man test (Goodenough, 1926), the House Tree Person test (Buck, 1948), and the Baum test (Koch, 1949) are notable drawing approaches that are used in clinical psychology. In each of the above fields, drawing is used as an effective approach to promote the dialogue between a storyteller and a listener to explore the storyteller's unconscious mental states. Yamada (2002; 2012), who specializes in investigating models of developmental life psychology, focused on life story drawings to examine how people from different cultural backgrounds visually represent their lives by drawing their 'image map of life.' Yamada (2012) suggests eight categories in visual life stories such as the climbing story (showing the ups and downs in life as climbing up a mountain), the expansion story (focusing on growth and development), the road story (describing life courses that lead to the fulfillment of goals), the events story (sorting by life events), the choices story (elaborating on the choices and turning points in life), the flow story (describing life like a

flow of a river or a stream that is beyond one's control), the cycle story (describing life as a never-ending cycle), and the being story (focusing on the here and now).

In either field, visual aids or drawings are used to help the storytellers use a nonverbal approach to describe their abstract ideas. In ALL, visual aids are effectively used among language learners who have difficulty expressing their thoughts and feelings because of their limited language proficiency (Kato & Mynard, 2016).

2.4.4   Connecting life story interviews to advising and mentoring

The literature on life story/narratives was reviewed in this section as it has a relation with advising, mentoring, and the objectives of this study. The effectiveness of advising and mentoring largely relies on having a trust relationship such as in the advising relationship between an advisor and a language learner. Regarding advising, to establish rapport and trust in the first session, advisors often tap into learners' life stories, as language learning is directly and indirectly connected to learners' life events. This process of exploring who the learner is creates the foundation of a trust relationship and reveals the values of the learner (Kato & Mynard, 2016). Karlsson (2012) investigated autobiographical narratives in advising and claims that storytelling in advising provokes self-reflexivity and helps learners to become more autonomous language learners.

The relational mentoring (Ragins, 2012) which this study focuses on requires high-quality relationship based on trust, commitment, and mutual respect to promote mutual learning between a mentor and a mentee. As being authentic, adaptive, empathetic, interdependent, and vulnerable in the relationship are prerequisites for establishing such a relationship (Flectcher & Ragins, 2007), in this study, the approaches and methods used in the field of

life story interview/narratives are considered capable of enriching the mentoring relationship.

2.5 Filling the gaps in the literature review

This chapter underscores the key literature that relates to learner autonomy, reflection, reflective dialogue, advising, mentoring, and a life story interview. The related literature emphasizes that reflection plays a significant role in facilitating autonomy in learning and teaching. In addition, reflecting with other people through dialogue offers more opportunities for deeper learning. Reflective dialogue is also introduced in professional development, and it enhances professionals' ability to redefine their understanding, develop self-awareness, evaluate action, enhance the quality of action, and increase accountability. There are also various types of mentoring. One of the key elements in the literature in the field of mentoring is relational mentoring where a high-quality relationship between a mentor and a mentee promotes mutual learning. Most previous research investigating mentoring focused on the work and career outcomes of the mentees and did not pay much attention to cognitive and affective influences that occur between the mentors and mentees. The concept of relational mentoring extends beyond transitional mentor-mentee relationships and focuses on building positive relationships fostering mutual learning between the mentor and mentee.

To intentionally build a strong relationship between a mentor and mentee through reflective dialogue, conducting a life story interview during a mentoring session is considered an effective approach. Previous research using life story interviews illustrated that sharing a life story enhances mutual understanding and creates a shared meaning between the storyteller and listener (Bruner 1990; Atkinson, 1998). Moreover, active listening skills are required in mentoring and life story interviews, and employing the

conversational strategies used in advising, which are dedicated to helping learners reflect upon and guide them to transformation in learning, could enrich the process.

However, based on the literature review, it is clear that 1) there is a lack of studies investigating the promotion of mutual learning in a mentoring relationship in which the mentor's side of the relationship is investigated, 2) although previous studies emphasize the importance of establishing a high-quality relationship in mentoring, few practical implications are provided regarding how to conduct a dialogue to intentionally establish a high-quality relationship, and 3) there are currently no studies focusing on introducing relational mentoring in advisor education, which introduces life story interviews, collaborative reflection, and reverse-mentoring in one mentoring program.

The literature review in this chapter provided enough evidence for conducting the study in this Ph.D. dissertation. The study introduces a relational mentoring approach for experienced learning advisors and investigates how mutual learning occurs between a mentor and a mentee. To build a strong relationship that induces mutual learning within a limited number of sessions, this study employs a life story interview, reverse-mentoring, and collaborative reflection within the framework of relational mentoring. The details of the research design are presented in Chapter 3.

Chapter 3: Research Design and Methods

This chapter presents an overview of the research design and the methodology that is applied to this Ph.D. dissertation. The primary purpose of this dissertation is to investigate how mutual learning is promoted in a relational mentoring program that is designed for experienced learning advisors where building a high-quality relationship between a mentor and a mentee is one of the key factors. To establish strong and genuine relationships between a mentor and a mentee, a life story interview that uses a picture of life (PL), reverse-mentoring, and collaborative reflection are implemented in the relational mentoring program. First, this chapter introduces the research questions to be addressed and provides an overview of the relational mentoring program that is conducted in this study. Then, the details on the research participants and the components that are embedded in the program (a life story interview that uses a PL, reverse-mentoring, and collaborative reflection) are explained followed by the details of the data collection and data analysis procedure.

3.1   Research questions

This study employed the approach from relational mentoring where a strong and genuine connection between a mentor and mentee encourages mutual learning (Dutton & Heaphy, 2003). To establish a high-quality relationship, this study implemented three attempts in the program; 1) drawing a PL prior to the first session and sharing life stories in the first session, 2) participating in two collaborative reflection sessions where the mentor and the mentee share their journals (in the fourth and seventh sessions), and 3) conducting a reverse-mentoring session where the mentor and the mentees switch their roles.

Based on the literature review and considering the issues that the current continuous education for experienced advisors is facing, this study was developed to answer the following research question.

How does a relational mentoring program designed for experienced advisors promote mutual learning between a mentor and mentee?

To investigate the main question, the following subquestions were established:

i. *Could mutual learning occur through a 'life story interview,' 'collaborative reflection' and 'reverse-mentoring' embedded in a relational mentoring program?*

ii. *If mutual learning occurs through these approaches, how does this mutual learning influence both the mentor and mentee in establishing a two-layered mentoring program?*

To investigate the above research question and subquestions, the following research design was developed for this dissertation.

3.2 Research design

This section illustrates the structure of the relational mentoring program that includes a life story interview that uses a PL, collaborative reflection sessions, and a reverse-mentoring session.

3.2.1 Structure of the relational mentoring program

The relational mentoring program that was conducted in this study was designed for experienced learning advisors. As the aim of this mentoring program is to promote the mutual learning of advisors through relational mentoring, the priority was placed on creating a strong bond between the mentor and the mentees. Three activities were implemented in the relational mentoring program, namely, 1) drawing a PL prior to the first session and sharing life stories in the first session, 2) participating in two collaborative feedback sessions (in the fourth and seventh sessions) where the mentor and the mentee share their journals, and 3) conducting a reverse-mentoring session where the mentor and the mentee switch their roles (in the seventh session).

As stated above, the program consists of seven sessions in total for each participant. Five participants attended the program as a mentee (refer to section 3.3 for the details of the participants). The researcher took the role of a mentor. Each session lasted for 1.5 hours on average, and all the sessions were conducted in the participants' native language (English or Japanese). The relational mentoring program lasted 12 to 18 months for each mentee. Due to the number of sessions that the mentor had to conduct (35 sessions in total for the five participants) and the difficulty in arranging the schedule while the researcher and the five participants were working full-time, the data collection could not have been accomplished in a shorter period.

The procedures of the relational mentoring program in this study are summarized as follows.

- There were seven sessions in total for each mentee during the period of 12 to 18 months.
- The sessions were conducted in-person or online by using Skype.
- The mentee's native language was used in the sessions.

- The agenda of the mentoring sessions was decided by the mentees (except for the reverse-mentoring session).

- The mentor and mentees kept a written reflective journal after each session by using a given format (Appendix A).

- Prior to the first session, the mentees were asked to draw a PL and share their life stories in the first session.

- The first collaborative reflection was conducted in the fourth session where both the mentor and mentee shared their journals.

- The reverse-mentoring session was conducted in the sixth session where the mentor and mentee switched their roles.

- The second collaborative reflection was conducted in the last session where both the mentor and mentee reflected on the entire process together.

- The mentor underwent the same tasks (drawing a PL, writing a reflective journal after each session, and participating in collaborative reflection) to develop equality in the relationship.

Table 2 shows the flow and content of the overall program. This table was used to explain the structure of the relational mentoring program to the participants at the beginning of the program.

Table 2. Structure of the relational mentoring program

Session						
1st	2nd	3rd	4th	5th	6th	7th
Life story interview by using a PL	Mentoring sessions (mentee brings her own issues as an agenda)		*1st collaborative reflection* by sharing journals **Reflecting on the first three sessions**	Mentoring session (mentee brings her own issues as an agenda)	Reverse-mentoring session	*2nd collaborative reflection* by sharing journals **Reflecting on the entire program**
Task after the session						
Both the mentor and mentee keep journals after the sessions by using the provided form.						Post-program questionnaire

The order of the three activities (life story interviews by using a PL, collaborative reflection, and reverse-mentoring) were considered based on the mentoring models identified in the literature review. The adoption of a life story interview by using a PL during the first session was based on Kram's (1985) initiation, Zachary's (2000) preparation and negotiation, and Brockbank and McGill's (2006) contract and focus phases, all of which appear during the early phases of their mentoring model to establish relationships between the mentor and mentee. Collaborative reflection is considered the cultivation phase in Kram's (1985) model, the enabling stage in Zachary's (2000) model, and the space and bridge phases in Brockbank and McGill's (2006) model, and reflective learning occurs during this phase. The second collaborative reflection was designed to function as the bridging and reviewing phases in Brockbank and McGill's (2006) model during which both parties review the process, provide feedback, and evaluate the process. In addition, the three activities were consistent with the following four segments of the

learning trajectory in ALL: getting started, going deeper, becoming aware, and transformation (refer to section 2.1.6).

The reverse-mentoring session was implemented in the program as it was expected to promote mutual learning by switching the roles of the mentor and mentee. Since the aim of this study was to establish a two-layered structure in continuous advisor education that promotes mutual learning, introducing reverse-mentoring was a reasonable choice. In addition, introducing a reverse-mentoring session in the program can function as the 'space' phase (Brockbank & McGill, 2006) as it includes collaboration, investigation, and challenge. Therefore, a reverse-mentoring session was implemented during the sixth session in the mentoring program conducted in this study.

3.2.2 Life story interview: The first session

One of the essential factors in conducting relational mentoring is to establish a strong and genuine relationship. The researchers in the field of life narratives emphasize that sharing one's life story with other people provides storytellers with wider perspectives, develops a stronger self-image for storytellers, and creates a new shared meaning between a storyteller and a listener (Atkinson, 1998; Bruner, 1990; Connelly & Clandinin, 1990; Yamada, 2000). The process of sharing a life story is highly personal and subjective and has much to do with the quality of the interaction between a storyteller and a listener.

It is assumed that professional advisors have advantages in establishing high-quality relationships because their job is to help learners share their stories, help them to see the situation from different aspects, and support their advancement without giving direct instructions. In this study, a life story interview that uses a PL was conducted in the first session to intentionally establish a strong bond between the mentor and mentees. The

uniqueness of this study involves not only conducting a life story interview in the first session but also asking the participants to draw a PL that represents their past, present, and future prior to the first session and using the picture when sharing their life story in the first session. To ensure the equality in relationships and to include the researcher as a participant, the mentor completed the same tasks that were assigned to the mentees and drew her PL prior to the first session and shared the picture with the mentees.

3.2.3   Journal entries

After each session, both the mentor and mentees kept journals and conducted reflection-on-action after the sessions by using the provided format (Appendix A). The journal included five fixed questions as follows.

> i.   Describe what was going on with "you" during the session.
>
> ii.   How did your mentor interact with you?
>
> iii.   Is there anything you wanted your mentor to do/say in the session?
>
> iv.   What have you learned from the entire process?
>
> v.   Summarize the session in one sentence.

The above questions were set to deepen the mentees' reflection because a set form of writing structure allows the participants to focus when reflecting on their experience and feelings. In addition, it enables the researcher to collect the data in a form where inter and intrapersonal comparisons are easy to perform.

Each participant wrote 500 to 700 words on average for each entry. They were also informed that they were required to share their journals in the first collaborative reflection (in the fourth session) and in the second collaborative reflection (in the seventh session).

However, notwithstanding these two sessions, both the mentor and mentees kept their journals without showing them to one another.

3.2.4 First collaborative reflection

In this study, two collaborative reflection sessions were conducted, namely, the first collaborative reflection and the second collaborative reflection. The first collaborative reflection was conducted in the fourth session where the mentor and mentee jointly reflected on themselves. Prior to the first collaborative reflection, the mentor and mentee shared their journals that they had written so far (three journal entries for each). The uniqueness of this study is that the mentor had also written journals and shared her thoughts and feelings with the mentees. Although the journal writing was time-consuming and challenging for the mentor as she had to write 30 journal entries in total, it was considered to be one of the important elements to ensure the equality in the relationships. Moreover, as the purpose of conducting the first collaborative reflection was to ensure deeper reflection, journal sharing was expected to play a vital role. By jointly reflecting, it is expected that both the mentor and mentee can gain further awareness that might not have been available to them if they had not reflected together. In addition, the first collaborative reflection was used to reflect on the process of mentoring itself and to set a future direction for the rest of the program.

3.2.5 Reverse-mentoring

A reverse-mentoring session where the mentor and the mentee switch their roles was conducted in the sixth session of the mentoring program in this study. The researcher who played the role of mentor become a mentee (senior-mentee), and the mentee took the role of mentor (junior-mentor) in the reverse-mentoring session.

The details of the reverse-mentoring session were briefed in the fourth session when the first collaborative reflection was conducted. Prior to the reverse-mentoring session, the junior-mentors were encouraged to listen to the recordings of the previous five sessions or read through their previous journals to prepare for the session.

3.2.6 Second collaborative reflection

The second collaborative reflection was conducted as the last session of this relational mentoring program where both the mentor and mentee reflected on the entire program together. Prior to the session, the mentor and mentee shared their journals as was done in the first collaborative reflection. However, in the second collaborative reflection, the mentees were asked to complete a post-program questionnaire (Appendix D) before the session. The mentor orally followed up the questions in the questionnaire with a discussion in the collaborative reflection session to provide an opportunity for the mentees to make further comments. It is expected that by helping the mentees to undergo an overall reflection, it also provides the mentor with an opportunity to reflect on herself deeper.

3.3 Selection of the participants

All of the five advisors (two American and three Japanese) in this study were working as full-time advisors in a SAC at Japanese universities when the data collection started. All of them had completed the initial advisor training at the beginning of their careers at KUIS. All of them were female advisors with an age range between 30 and 40 years. Most of them were under a four- or six-year contract, which implies that they might need to find a new job after completing their contract at KUIS. All of them have more than two years of experience in advising. Among the five advisors, one advisor was assigned to

work at another university as an advisor under the contract of KUIS after practicing advising at KUIS for two years.

A preprogram questionnaire was administered, and the background information of the five participants are summarized in Table 3. Except for Advisor 5 who has experience working in marketing, the other four advisors have more than six years of teaching experience prior to becoming an advisor. All participants have a Master's degree in TESOL (teaching English to speakers of other languages) or in Applied Linguistics. All the advisors are employed full-time and are involved in advising practices. The total number of advising sessions shows variations due to the different responsibilities that each advisor has. Some advisors are also responsible for classroom teaching that relates to promoting learner autonomy, which resulted in a lower number of one-on-one advising sessions.

Table 3. Summary of the participants

	Years in practice	Number of advising sessions	Teaching experience prior to becoming an advisor	Nationality	Language used in mentoring sessions	Gender
Advisor 1	5 years	620	Yes (7 years)	American	English	Female
Advisor 2	2 years	300	Yes (10 years)	American	English	Female
Advisor 3	3 years	650	Yes (6 years)	Japanese	Japanese	Female
Advisor 4	6 years	300	Yes (8 years)	Japanese	Japanese	Female
Advisor 5	5 years	650	Yes (1 year)	Japanese	Japanese	Female

A detailed description for each participant is provided below.

3.3.1 Advisor 1

Advisor 1 is an American female advisor who works at KUIS and had seven years of teaching experience in the United States and Korea before she became an advisor. She was in her fifth year as an advisor when the data collection started. She has completed the initial advisor education program at KUIS and was working as an experienced advisor with more responsibilities. Because she was also working as an advisor educator and was willing to learn more about the field, she showed strong commitment to participate in the mentoring program in this study. In the past four years, she has conducted over 620 advising sessions in total at KUIS. She usually provides advising sessions in her native language, which is English. The data from the preprogram questionnaire indicated that she has high satisfaction with her current job.

3.3.2 Advisor 2

Advisor 2 is an American female advisor who works at KUIS and had ten years of teaching experience in the United States and Japan before she became an advisor. Advisor 2 had completed the initial advisor education at KUIS and had almost finished her second year when the data collection started. She has conducted approximately 400 advising sessions. The data from the preprogram questionnaire showed that although she enjoys her current job, she sometimes feels that she needs to enhance her professional skills. Therefore, she was looking forward to attending the mentoring program in this study. Advisor 2 has a talent for painting and drawing because she worked in the art industry in the past. The PL that she drew in this study was high-quality, which surprised the researcher because it was the first time in the past two years to learn of Advisor 2's special talent in art.

3.3.3 Advisor 3

Advisor 3 is a Japanese female advisor who works at KUIS and had six years of teaching experience in the United States and Japan before she became an advisor. She was in her third year as an advisor when the data collection started. She has completed her initial advisor education at KUIS and conducted approximately 650 advising sessions at this time. The data from the preprogram questionnaire showed that she has high satisfaction with her current job and is also willing to develop herself professionally through the mentoring program in this study. She is bilingual in Japanese and English and has a Master's degree from the United States. During the program, she became pregnant and took maternity leave right before finishing the mentoring program. Therefore, the topics that relate to balancing professional and personal lives were often discussed in the sessions.

3.3.4 Advisor 4

Advisor 4 is a Japanese female advisor who works at KUIS and had eight years of teaching experience in Japan before she became an advisor. She was in her sixth year as an advisor when the data collection started. She was applying for a new job because she was about to finish her contract at KUIS. She completed her initial advisor education at KUIS and conducted approximately 300 advising sessions. She was also working as a mentor to other advisors and was facing some issues as a mentor. She was looking for an opportunity to receive feedback from senior advisors to enhance her professional skills in advising. During the period of mentoring in this study, she was transferred to a university in the Kansai region of Japan, which has a SAC under the contract of KUIS. As she was in a professional transition period when the mentoring sessions were conducted, the topics that relate to developing a career path were often discussed in the dialogue.

3.3.5 Advisor 5

Advisor 5 is a Japanese female advisor who completed her initial advisor education at KUIS. After four years of working at KUIS, she transferred to a university in the Kansai region of Japan, which has a SAC under the contract of KUIS. She has strong background knowledge in coaching and acquired a certificate in coaching while working as an advisor. Prior to becoming an advisor, she used to be a Japanese teacher, academic advisor, and a sales representative. She has conducted approximately 650 advising sessions, and the data from her preprogram questionnaire showed that she has high satisfaction in working as an advisor. As she was in the period of adapting herself to a new environment, the topics that relate to career development and her beliefs as an educator were often discussed in the sessions.

When data were collected from Advisor 1 to Advisor 5 in this study, they were named as Mentee 1 to Mentee 5.

3.4 Role of the researcher

In this study, the researcher participated as a mentor (and as a senior-mentee in the reverse-mentoring sessions). This section provides the background of the researcher and how she intended to join the study.

3.4.1 Researcher's background

The researcher who joined the study as a 'mentor' had ten years of experience in total as an advisor at Kanda University of International Studies (KUIS) and the Kanda Institute of Foreign Languages (KIFL) in Japan when the data collection started. She has conducted over 3,800 advising sessions with learners in both English and Japanese. She is bilingual in Japanese and English, was born in Japan and grew up in Germany (four years),

Switzerland (two years), and France (two years). She received education at an international school in her elementary school years. She has a Master's degree in TESOL from Teachers College, Columbia University in the United States. In addition, English is the main language of communication in her workplace at KUIS. Therefore, it was possible for the researcher to conduct the mentoring sessions in this study either in English or Japanese.

3.4.2 Researcher as a participant

When conducting a study where building a relationship with the participants is needed, the issues of power balance and equality in a relationship have to be carefully considered. Brown (2001) mentions that if there is a significant difference in experience or power between a mentor and a mentee, it can prevent mutual learning. At the time of the data collection, the researcher was working at the KIFL, which is a school that is affiliated with KUIS, and she was either an advisor-educator to the mentees who participated in the study or had worked with them as their colleague in the past. She did not have a role in assessing or evaluating the participants. However, to ensure the equality in the relationships and to include the researcher as a participant, the researcher completed the same tasks that were assigned to the participants and shared them with the participants. For example, her PL, her life story and all the journals she wrote were shared.

Although the researcher's intention was to establish equality in the relationships and she attempted to be flexible during the program, there was still a potential of creating an imbalance of power as the participants were aware that the researcher was working closely with KUIS where the participants work (or used to work), which could somehow impact the participants' perception towards the researcher. In fact, the researcher was transferred to KUIS in April 2018, after all the data were collected. However, because the

researcher kept paying attention to this issue, the participants' feedback in the post-program questionnaire showed that all of the participants were able to 'be open and honest,' which could be derived from having equality in the relationships.

3.5 Data collection procedures

In this section, the process of ethical approval, issues of translation, and data collection tools are addressed to justify the process and methods that were employed in this study.

3.5.1 Ethical approval

First, the statement of consent together with the overview of the research was approved by the director of the SAC of the university where this research took place. Then, the research procedure was approved by the ethics committee at Hiroshima University by promising the following.

- All the participants were briefed orally and in writing on the purpose of the research, the procedure, and what their roles will include.
- All the participants were given a choice regarding whether to participate in this research or not. Their participation was on a voluntary basis, and they had the freedom to choose whether to opt in or opt out.
- All the data were kept on the researcher's computer and hard drive, which were locked by a password. Security software was installed on the computer and was updated on a regular basis.
- The transcript of the audio recordings and journals were viewed only by the researcher and the participants.
- Considering the nature of this research where personal life stories were shared in the sessions, all participants' names were labeled in the process of data collection

and analysis. Only the researcher knew their names and could identify which data

belong to which participant.

The researcher met with the participants one-on-one to explain the research purpose, the

procedure, and their roles. It was also explained to the participants that although it was

preferred to conduct the sessions in person, it was expected that there was a possibility to

conduct the sessions online by using video chat application software as the participants

and researcher were working at different institutions, and holding an in-person session

seemed to not always be possible. The participants had opportunities to ask the questions

that they had about the research, and the researcher answered them. The researcher

ensured that neither their name nor any other identifying information would be used in

presentations or in any written products that resulted from the study. After the above

briefing procedure, all the participants signed a consent form.

Moreover, the agenda and topics that were discussed in the sessions conducted in this

study included personal matters; therefore, the data that contained such personal

information were excluded from the data analysis process to treat the participants' privacy

with the utmost care.

3.5.2   The language and translation issues

All the sessions in the relational mentoring program in this study were conducted in the

mentees' native language (English or Japanese). Most of the journal entries were also

written in their native languages. However, Advisors 3 and 4 sometimes used English

when writing journals because they sometimes felt more comfortable reflecting in

English. The data that were collected in Japanese were translated into English by the

researcher. When the researcher was unsure of the meanings behind utterances or

sentences, the researcher confirmed the meaning with the participants when translating the data.

3.5.3 Data collection and analysis tools

As mentioned earlier, the sessions were conducted either in person or through an online video chat application. The sessions were audio recorded with an Integrated Circuit recorder. All participants kept a written journal after each session by using the standardized form provided. The data were collected from the five participants and the researcher. The types of data that were available through the written journals, questionnaires (pre, mid, and post-program), and audio recordings are summarized in Table 4. The data collection resulted in more than 60 hours of recorded sessions and over 20,000 words of text. To maximize the effectiveness of the data analysis process, the spoken data were selectively transcribed to clarify the phenomena that were observed in the written text (ErWj, EeW,j, and EeWq). As the spoken data were extracted, the time was recorded in minutes and seconds next to the speaker.

Table 4. Types of data collected

	Audio recording (7 sessions in total)	Reflective journal (6 entries)	Questionnaires (pre-, mid-and post-program)
Mentor (Er)	ErS (E/J)	ErWj(E/J)	
Mentee (Ee)	EeS(E/J)	EeWj(E/J)	EeWq(E/J)

Er=Mentor   Ee=Mentee

S=Spoken (audio data)

Wj=Written journal (written data)

Wq=Written questionnaire (written data)

E=in English   J=in Japanese

There are some well-known data analysis software to conduct qualitative research such as Hyperreserch, MAXQDA, Atlas.ti, and Nvivo. In this study, Nvivo was chosen because it was recommended by researcher colleagues. Nvivo is a software program that is produced by QRS International and is used for qualitative and mixed-methods research. It analyzes and organizes unstructured text, audio, video, or image data through coding functions. Nvivo also has a playback ability for audio and video files, which helps researchers to transcribe interviews. Before purchasing the software, the researcher installed the trial version, checked the functions, and confirmed that the software is suitable to process the audio and written data that were collected in this study. Because of the research budget that Hiroshima University provided, the researcher was able to purchase Nvivo, and it was used to analyze the data described above.

3.6   Research methods

This section provides an overview of the research methodology that was employed in this dissertation. The purpose of this study is to investigate how mutual learning occurs between a mentor and a mentee in a relational mentoring program that was designed for experienced advisors. The mentoring program in this study introduces three attempts, namely, a life story interview by using a PL, collaborative reflection, and reverse-mentoring. This study aims to generate a theory based on the qualitative data that were collected in the form of audio recordings, written journals, and questionnaires (open-ended questions and five-point Likert scale questions). Thus, the researcher employed a grounded theory approach in this study to identify how the three attempts in the relational mentoring program have promoted mutual learning between the mentor and mentee by undertaking a data analysis to generate categories to explain the phenomena.

3.6.1 Grounded theory

One of the most challenging processes in conducting qualitative research is the analysis of the data. Grounded theory is a form of qualitative research design that was initially developed by Strauss and Glaser in the 1960s. The main idea of grounded theory is to generate categories or a theory to explain a phenomenon. Creswell (2012) viewed that grounded theory can be effectively used when a researcher needs an expanded theory or explanation of a natural phenomenon. The grounded theory approach is currently utilized most frequently with a qualitative approach (Bryant & Charmaz, 2007), and many researchers in the field of education and language learning have conducted research by employing grounded theory.

The grounded theory approach requires data to be constantly compared and contrasted in the process of data collection and data analysis until categories are generated or a theory is constructed. Glaser and Strauss (1967) describe the 'constant comparative method,' which is a set of procedures that consists of the following four stages: 1) comparing incidents that are applicable to each category; 2) integrating categories and their properties; 3) delimiting the theory; and (4) writing the theory (Glaser & Strauss, 1967, p. 105). The process of data collection and data analysis in this study was based on grounded theory methodology.

A typical systematic design in grounded theory consists of three stages of coding, namely, open coding, axial coding, and selective coding (Strauss, & Corbin, 1998; Creswell, 2012). The three-stage approach is used to investigate the data with a systematic procedure to ensure the development of an explanatory theory. Strauss and Corbin (1998) state that the three stages of coding do not always occur in sequence. One coding session can be moved to different stages of coding to re-arrange the data.

3.6.2　Mixed method design with a qualitative priority

Although this study has a primary focus on introducing a qualitative approach based on grounded theory, some quantitative data were collected with the questionnaires and journals through five-point Likert scale questions; thus, mixed methods were used. The five benefits of mixed methods are identified by Greene, Caracelli, and Graham (1989) and are summarized in Creswell & Plano-Clark (2011, p. 62) as follows.

- Triangulation seeks a convergence, corroboration, and correspondence of the results from different methods.

- Complementarity seeks elaboration, enhancement, illustration, and clarification of the results from one method with the results from another method.

- Development seeks to use the results from one method to help develop or inform another method, where development is broadly construed to include sampling, implementation, and measurement decisions.

- Initiation seeks the discovery of paradox and contradiction and new perspectives of frameworks, thereby casting the questions or results from one method with the questions or results from another method.

- Expansion seeks to extend the breadth and range of inquiry by using different methods for different inquiry components.

In this study, quantitative data were collected together with qualitative data through the pre-program, mid-program, and post-program questionnaire (Appendix B, C, and D) as shown in Table 5. The quantitative data were used as a secondary approach to explore the qualitative data in depth, and data were collected in the following process.

Table 5. Timing of the data collection

Session							
1st	2nd	3rd	4th		5th	6th	7th
Preprogram questionnaire Open-ended and five-point Likert scale questions			First collaborative reflection by sharing journals Mid-program questionnaire with 12 Likert scale questions and 2 open-ended questions				Second collaborative reflection by sharing journals Post-program questionnaire including 19 Likert scale questions followed by open-ended questions for each question
Journal entry after each session							
Journal forms include five open-ended questions and ten five-point Likert scale questions							

3.6.3 Three stages of coding

As mentioned earlier, grounded theory uses three stages of coding to analyze and break down the collected data. The three stages (open coding, axial coding, and selective coding) in the grounded theory approach conceptualize the data, categorize them into groups, and re-arrange them. The three stages are described as follows.

- Open coding

The first stage of coding is a process of identifying important words or phrases and labeling them by using a suitable term (Creswell, 2012). In this study, the written data that were collected from the journals and questionnaires together with the audio data that were collected from the recorded sessions were analyzed. The researcher attached labels to what she could identify by reading and listening to the data. After identifying the initial labels, the next process was to examine the codes to bring more clarity

to the data. Claser and Strauss (1967) emphasized that while attaching labels, it is important that the researcher ask questions of the data such as "What are the keywords that show mutual learning?" "How do these words relate to one another?" and "Is there any specific meaning behind the keywords?" After finalizing the initial codes, the next step is to categorize the codes into groups by observing the patterns, connections, and meanings behind the codes. By undergoing this process, the initially labeled codes will be examined, merged, and then categorized into groups (Creswell, 2012; Strauss, & Corbin, 1998).

· Axial coding

Open coding identifies keywords and classifies the data into categories, whereas axial coding is used to identify the connections between categories and subcategories. At this stage, specific features of the data are identified that bring about the phenomenon and the context where the concept is embedded (Strauss & Corbin, 1998). This process provides more clarity to a category or subcategory. To successfully conduct axial coding, researchers need to consider what caused the phenomenon to occur, the context in which the phenomenon occurred, what are the intervening conditions, and the actions and consequences that arose as a result. Through this process, patterns in data will become more apparent, which guides the researcher in creating hypotheses or assumptions about the phenomena. These hypotheses or assumptions then need to be verified if they are true for the rest of the data that are being collected.

· Selective coding

The final stage of coding is 'selective coding' where the codes will be integrated and categorized. In addition, the hypotheses and assumptions that were developed in the first two stages will be verified and examined regarding whether they are true for the rest of the data that are being collected. This process is not a simple linear process. The process is often complicated as researchers need to constantly refer back to the data and seek new codes or categories to understand the interrelationships among the categories that a hypothesis is based on.

3.7   Summary

This dissertation aims to investigate how mutual learning is promoted in the relational mentoring program that is designed for experienced advisors, as the ultimate goal of this study is to create a new two-layer structure for the continuous education of experienced advisors. This chapter addressed an overview of the research design of the relational mentoring program by illustrating the three attempts of 1) drawing a PL prior to the first session and sharing life stories in the first session, 2) participating in two collaborative reflection sessions where the mentor and the mentee share their journals (in the fourth and seventh sessions), and 3) conducting a reverse-mentoring session where the mentor and the mentees switch their roles. This chapter also provided six participants' background information, including the researcher as a participant. According to the described data collection procedure and qualitative research methods, the data were collected in 18 months on average for each participant through written journals, questionnaires, and recorded sessions. The data were analyzed based on the three stages of coding (Strauss, & Corbin, 1998; Creswell, 2012) as presented in Chapter 4.

Chapter 4: Results and Discussion

This chapter illustrates the results of the study and develops arguments based on the results. Each of the three activities embedded in the mentoring program (life story interview using a Picture of Life (PL), collaborative reflection, and reverse-mentoring) is presented and discussed.

The results illustrated in this chapter were derived using a grounded theory approach in which the data analysis is not a simple linear process as the researchers need to constantly refer to the previous codes to repeatedly validate the hypothesis. In this study, the data were collected in two forms (spoken and written) and two languages (English and Japanese), and the qualitative data were collected along with the quantitative data. The data analysis process was further complicated by including more than 60 hours of recorded sessions and over 20,000 words of text.

The examples of mentees' comments presented in this chapter are labeled. For example, Ee1-Wj1-E indicates from whom the data were collected (Ee1=Mentee 1 or Er=Mentor), the source from which the data were collected (Wj=written journal, Wq=written questionnaire, or S=spoken data), the entry number (Wj1=written journal from the first session or S1=spoken data from the first session), and the language used in the original data (E=English or J=Japanese). The data originally collected in Japanese were translated into English by the researcher. When the spoken data were extracted, the time was recorded in minutes and seconds next to the speaker. The underlines in the examples were included by the researcher to highlight particular components.

The agenda of each mentoring session in this study was set by the mentees (except for the reverse-mentoring session and collaborative reflection). The agenda followed during the sessions mostly focused on issues the mentees had with student advising, serving as a mentor to other colleagues, clarifying professional identities, balancing personal and professional lives, and anxiety toward the future. As the sessions proceeded, based on the mentees' agenda, the sessions were not fully controlled or staged by the researcher. The program was rather an organic process during which various topics and emotions related to the mentees' professional lives and personal lives were shared between the mentor and mentee. Analyzing such dynamic data with many different variables was extremely challenging for the researcher. In fact, the collected data were rich and inspired further research topics, such as the effects of direct and indirect suggestions, the degree of promoting autonomy, affective issues related to sharing journals, etc. However, since the aim of this study is to investigate how mutual learning is promoted in the relational mentoring program, the researcher focused on analyzing the data related to mutual learning even though she desired to also examine the data in the other areas.

4.1   Life story interviews using a PL

This section presents the results and discussion derived from the first session during which the mentees drew a PL prior to the first session. The mentees were asked to draw a PL that symbolizes their past, present, and future lives. The mentees were briefed regarding the PL activity prior to the first session and provided some examples of PLs from Yamada (2000). The mentees were also informed that the researcher who will be their mentor will also complete the same task and share her PL and life story during the first session to ensure equality in the relationship. The life story interview using a PL in this study was summarized and published in Kato (2017).

4.1.1 PLs produced by the participants

Figure 4 shows the PLs produced by the participants. As some parts of the picture include personal information, the images are presented in a low resolution to protect the participants' privacy and maintain confidentiality.
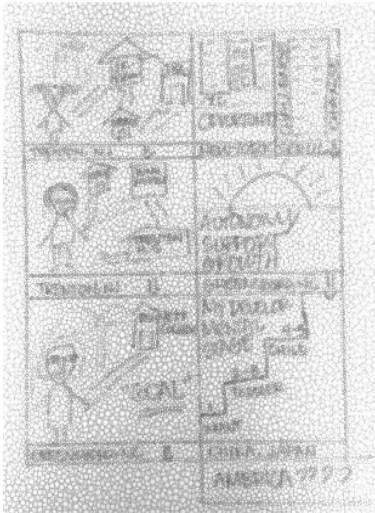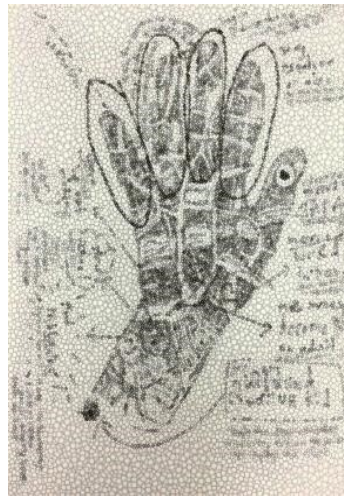
Picture 1   Picture 2   Picture 3
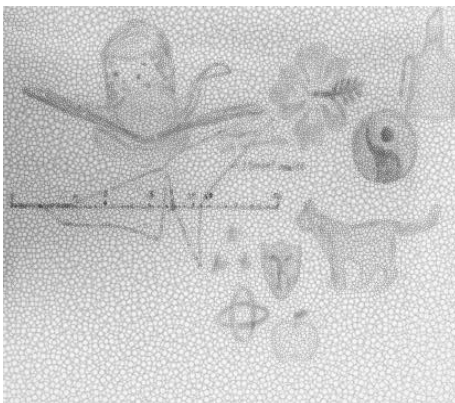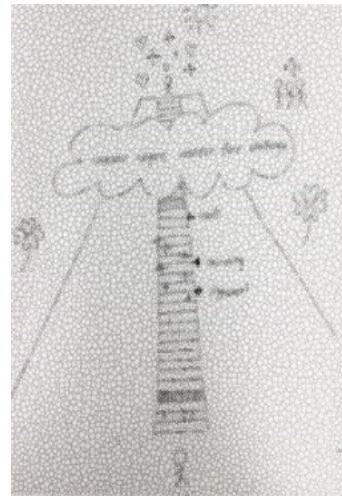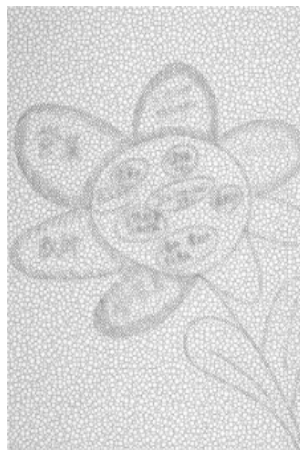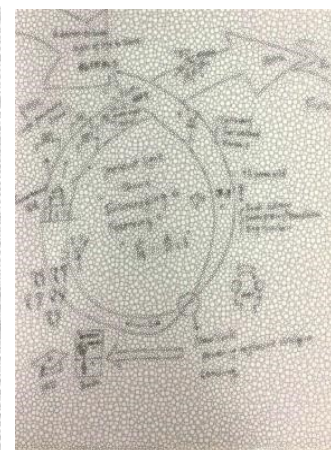
Picture 4   Picture 5   Picture 6

Figure 4. Pictures of life

*Images shown in Figure 4 are presented in a low resolution to protect the participant's privacy and maintain confidentiality.

Picture 1, which is a cartoon-style drawing in which each box indicates a place and life events, was produced by Mentee 1. The story starts when she was an elementary school student and progresses towards the stage when she was a high school and college student. Each picture represents places she had visited and relevant keywords describing her life at that time.

Picture 2, which uses a metaphoric approach such that a hand represents life and each finger notes important values, was produced by Mentee 2. Her life starts at the wrist and climbs to each finger as she grew. There is a large 'river' in the middle of her hand that divides her hand into two. The river represents a leap in her life. One finger titled 'unknown' shows her future.

Picture 3, which shows a mountain with a long flight of stairs filled with life events, was produced by Mentee 3. There are stars and cracks on the way, representing some life events. The stairs are aligned in chronological order with labels, such as 'high school,' 'university,' and 'work.' The top of the mountain represents the future, which is shining brightly. There is a large cloud immediately before the peak of the mountain that says 'unknown, vague, wonder, fear, challenge', showing her anxiety regarding the future.

Picture 4, which includes a graph and symbols representing life events, was produced by Mentee 4. There are two lines in the graph as follows: one line indicates confidence and life satisfaction, and the other line indicates mental health. Around the graph, there are some symbolic pictures representing important events and life values.

Picture 5, which is a flower with each petal showing past careers, was produced by Mentee 5. As the center of the flower, she describes the skills and knowledge she acquired

through her past jobs. Two blank petals represent her future. She drew each petal in different colors but said that the colors do not have particular meanings.

Picture 6, which shows a never-ending life cycle in a large round arrow, was produced by the mentor (researcher). The cycle starts before her birth and continues to her childhood, which was spent in European countries, university, graduate school, and her planned future. Some key events are noted next to the pictures. At the center of the picture, she wrote what she values in life.

The PLs were drawn by the mentees prior to the first session and shared during the first session. During the first session, the mentees were asked to describe their drawings by sharing their life stories. The mentees were given a choice whether they wanted to show their PLs first or have the mentor share her PL first. The mentees were given this choice as it was expected that showing their drawing during the first session prior to the establishment of the relationship between the mentor and mentee could be challenging. Four mentees shared their PLs first and talked about their life stories. One mentee asked the mentor to share her PL and life story first. As noted in the data analysis in the following section, some hesitation was observed as the mentees shared their PLs with the mentor (refer to the results in the following sections).

The PL produced by the mentees were creative and unique. As the mentor observed the PLs, she was attracted by each PL and attempted to guess its meaning. However, even though some PLs included detailed information with written descriptions next to the pictures, the PLs were not life stories; the PLs represented symbols and images before the stories were told. Therefore, even after viewing the PLs, the mentor did not know the mentees' stories.

During the process of telling the life stories, some mentees added more drawings to their PLs as they became aware of more information. It seems that explaining and retelling their stories to the mentor by using a PL led to the recollection of additional memories, thoughts, and feelings.

After obtaining permission from the mentees, the mentor photocopied and kept their PLs as the mentor planned to use the PLs during the following sessions. In fact, the PLs were occasionally used or referenced during the following sessions. As a result, the PLs served as a thread which continued to be referenced throughout the session. Mentee 1 described the PL as a 'point to return to' as she reflected on the effects of procuring and reflecting on the PL during the first collaborative reflection. The results of the data analysis indicated that the PLs helped the mentees connect to the first session without much effort as they viewed their PLs again. Thus, the PLs were used as a tool to remind the mentees of their high points during the first session without any scaffolding process.

4.1.2   Initial coding of the PL activity

The data were collected from journals (the first four entries) written by the mentor and mentees, recorded sessions (fourth session during which collaborative reflection on the PL activity was discussed), and mid-program and post-program questionnaires related to the PL activity. A three-stage coding process (open coding, axial coding, and selective coding) was applied.

The written data and spoken data collected were input into Nvivo, and the researcher attached labels as she read or listened to the data. The following are the first codes

attached to the data collected from the first four journal entries written by the mentor and mentees. Initially, 32 codes were identified as shown in the table below.

Table 6. Initial codes in alphabetical order

Acceptance	Connecting insights	Mentor's story	Regrets
Advising strategies	Connecting past and present	Mutual learning	Relationship building
Applying PL activity	Enjoyment	New aspect of storyteller	Satisfaction
Approval	Fear	Past	Tears
Awareness triggered by drawing a PL	Future	Point to return to	Thinking on the spot
Clarifying	Gratitude	Present	Trust
Co-creation	Hesitation	Proposed changes	Unexpected
Confidence	Learning about oneself	Reconfirming	Value sharing

Although the researcher was expecting to face complexity in the data analysis process, the initial coding process was relatively simple and not too complicated, which may be related to some distinctive characteristics in the data as the first session involved showing and sharing PLs and other's life stories. Therefore, this sharing could have naturally led the dialogue towards value sharing, disclosing a variety of emotions (joy, fear, hesitation, etc.), and acknowledging each other, which simplified the coding process.

After identifying the initial labels, the codes were examined to clarify the data. Glaser and Strauss (1967) emphasized that it is important for researchers to ask questions related to the data, such as 'is there any specific meaning behind the words?' or 'how do these words relate to each other?' By observing the initial codes, the researcher relabeled some codes by mainly combining similar codes. For example, the code 'clarifying' and

'reconfirming' were merged as 'clarifying' as the comments labeled under the two codes referred to having clearer thoughts after participating in the life story interview during which the participants were encouraged to reflect on their entire life thus far.

The following are examples of data in which the elements coded as 'clarifying' and 'reconfirming' were underlined by the researcher. The mentor's journals mostly described how the mentees responded, and some of the mentees' utterances were extracted from the mentor's journals.

Ee5-Wj1-E

By doing this activity, I could reflect on my life in the long-term. It helped me reconfirm that what I had gone through in the past had all the steps I had to take for me to grow.

Ee4's utterance as cited in Er-Wj4-J

She [the mentee] said "I felt that my thoughts had become clearer. Sharing my life story like this had a strong meaning to me."

The other codes were also carefully examined, and the initial codes from the first process became 23 codes as follows as some of the codes were merged as they carried similar meanings.

Table 7. Initial codes in alphabetical order (merged)

Advising strategies	Hesitation
Applying PL activity	Mentor's story
Approval, acceptance	New aspect of storyteller
Awareness triggered by drawing a PL	Point to return to
Clarity	Proposed changes
Co-creation, mutual learning	Regrets
Confidence	Tears
Connecting insights	Thinking on the spot
Connecting past and present	Trust
Enjoyment, satisfaction	Unexpected
Fear	Value sharing
Future	

4.1.3   Categories identified in the data

After finalizing the initial codes, the codes were categorized into groups. What are the patterns, connections, and meanings of these codes? By examining the initial codes, the researcher became aware of the following four main categories; 1) awareness raising, 2) emotions, 3) relationship building, and 4) practical aspects.

Category 1, Awareness raising: The codes related to awareness raising triggered by drawing and sharing their life stories by using the PLs were included in this category. As the researcher was also a participant, she sensed that awareness raising occurred spontaneously as the life stories were shared using a PL.

Category 2, Emotions: The codes related to emotions, such as anxiety and hesitation, were grouped into this category. Some negative emotions were observed because of the uncertainty the participants had regarding drawing a PL and sharing their life story during

the first session. During the session, some participants became emotional and expressed anger, sadness, fear, or excitement. Due to ethical consideration, data including personal information shared while the mentees were emotional were not used as examples in this dissertation as the mentees could be identified if the information was revealed. It was discovered that life story sharing using PLs played a significant role in building trustful relationships as the mentees expressed their emotions to the mentor. In fact, all participants mentioned that the first session influenced the mentoring relationships.

Category 3, Relationship building: When the mentees referred to 'approval,' 'acceptance,' 'value sharing,' and 'co-creation,' these terms were usually followed by feelings of trust, safeness, and openness that developed between the mentor and mentee. The codes related to establishing a high-quality relationship were gathered in this category.

Category 4, Practical aspects: Some participants carefully observed the mentor to determine how she used 'advising strategies' in the dialogue. Thus, the mentees attended the sessions as mentees, but simultaneously, their metacognition attended to mentor's performance and her interactions with them. During and after the first session, some participants started to think about how they could utilize the life story interview using a PL with their students to show that they attended to the practical issues.

The definitions and examples of each category are summarized below to provide more details.

Table 8. Definitions and examples of coding categories

Category	Definition	Examples
Awareness	Cognition of awareness expressed or observed.	*I felt that it was so much richer than giving just a verbal account.* *Just by drawing pictures, it helped me talk about my life. If I didn't draw a PL, I felt a little bit of everywhere. I discovered 'me' through this process.*
Emotion	Affective or emotional state expressed or observed.	*I was surprised by how emotional I became as I talked about my life* *I felt a little vulnerable, but her [the mentor's] enthusiasm and appreciation sort of melted any anxiety I had about sharing it.*
Relationship building	Elements observed while establishing a high-quality relationship between the mentor and mentee.	*The relationship got deeper after this sharing. I became more comfortable with talking about myself and what my life is about.* *Revealing true thoughts and emotions is scary. Thus, it would not happen without enough time, a secure space, and a solid rapport.* *I learned that I could really trust my mentor, who acknowledges my vulnerability. It really is critical to have someone you connect with deeply and trust to talk about the real issues.*
Practical aspects	Referring to skills, approaches, and procedures related to the PL activity	*She [the mentor] uses questioning and paraphrasing, and she also clarified some of the points that I made. She was physically attuned to what I was saying through eye contact, nodding, and saying 'uh huh' and asked questions.*

		I want to use the life story picture with my students. As an alternative approach, using photos could be nice. Students usually like to share photos.

As described above, the initially labeled codes were examined, merged, and then categorized into four categories according to the first stages of three-stage coding as follows: open coding, axial coding, and selective coding (Strauss, & Corbin, 1998; Creswell, 2012). After identifying the keywords and classifying the data into categories, the data process proceeded to axial coding in which the connections between the categories and subcategories were identified.

To successfully conduct axial coding, the researcher had to think about the causes of the phenomenon, how the codes relate to addressing the research question of this study, and what actions and consequences were caused as a result.

By defining the four categories and examining the comments belonging to each category, subcategories were formed as shown in the table below.

Table 9. Main categories and subcategories related to the PL activity

	Main category	Definition		Subcategory	Frequency
1	Awareness	Cognition of awareness expressed or observed related to the PL activity.	1.1	PL drawing awareness	14
			1.2	Clarity	13
			1.3	Future	10
			1.4	New aspect of storyteller	9
			1.5	Thinking on the spot	8
			1.6	Connecting past and present	8
			1.7	Unexpected	8
			1.8	Connecting insights	6
2	Emotion	Affective or emotional state expressed or observed.	2.1	Hesitation	16
			2.2	Tears	11
			2.3	Enjoyment, satisfaction	9
			2.4	Confidence	6
			2.5	Regrets	4
			2.5	Fear	1
3	Relationship building	Elements observed while establishing a high-quality relationship between the mentor and mentee.	3.1	Approval, acceptance	14
			3.2	Mentor's story	11
			3.3	Point to return to	4
			3.4	Co-creation, mutual learning	7
			3.5	Value sharing	6
			3.6	Trust	5
4	Practical aspects	Referring to skills, approaches, and procedure related to the PL activity.	4.1	Applying PL activity	13
			4.2	Advising strategies	11
			4.3	Proposed changes	6

Through the process of identifying the main categories and subcategories, the patterns in the data became more apparent. By using Nvivo, the frequency of the codes was counted. Then, the data analysis extended deeper by examining the relationship among the codes to create an assumption from the data. In this case, the assumption was built based on relationship building and mutual learning. By observing the data, the following phenomena were observed.

- Sharing life stories with a PL raised a different type of awareness as the visual aid facilitated the mentees to view themselves from different perspectives (as shown by the high frequency of the code 'PL drawing awareness').

- The process of sharing life stories is usually accompanied by storytellers' emotions (as shown by the high frequency of the codes 'hesitation,' 'tear,' 'enjoyment,' etc.).

- When emotions are accepted and acknowledged by the mentor, a strong trust relationship is achieved (as shown as the high frequency of the code 'approval and acceptance').

4.1.4 Effects of the life story interview by using a PL

During the following stage of coding, i.e., 'selective coding.' the assumption developed during the first two stages is verified and its applicability to the remaining data collected is examined. The literature on relational mentoring emphasizes that developing a high-quality relationship is necessary for promoting mutual learning. Since the data collected regarding the life story interview by using a PL showed the factors facilitating relationship building, the following was assumed during the first two stages of coding; conducting a life story interview using a PL during the first session facilitates the establishment of a strong relationship between the mentor and mentee, which promotes mutual learning.

To examine the assumptions, the data process was paused until the relational mentoring program in this study was completed and all data were collected as mutual learning was expected to be the outcome of the entire relational mentoring program in this study. The data were also examined by including the data collected from the mid-program

questionnaire and post-program questionnaire. In addition, audio data from the recorded sessions were included.

The following data extracted from the mid-program and post-program questionnaires illustrated that the life story interview using a PL helped establish a relationship between the mentor and mentee.

Ee1-Wq3-E

This session [the life story interview using a PL] helped us establish trust, and it set the tone for the rest of the sessions. Throughout the mentoring, we continued to refer to that session as other issues or revelations occurred. I think that it is a vital part of the program because it really helped me see myself and my career more clearly.

Ee2-Wq2-E

This was a fun, interesting, and stimulating ice-breaking approach that seemed to engender trust, openness, and goodwill from the very start. I wasn't expecting such an exercise, and it was quite novel as I had an image of a talk session that was strictly verbal – but perhaps not as rich. I felt grateful for having had this experience.

Ee4-Wq3-J

Without this activity [the life story interview using a PL], it would have taken more time for me (and perhaps for my mentor) to talk about in-depth topics. I would not have disclosed my real issues to her if we hadn't had this activity.

The audio data collected during the first collaborative reflection in which the mentor and mentee reflected on the PL activity also provided some evidence that this activity had an influence on building a relationship.

> Ee3-S4-J (13:28- 14:13)
>
> When we grow old, I think we don't usually get an opportunity to talk about ourselves intensively. I could <u>fully talk about myself and reflect fully on myself</u> in the session.
>
> I felt that by talking about my life story, I <u>had you [the mentor] on my side.</u> <u>After this session</u> [the life story interview using a PL], I <u>didn't have to put any effort into having you understand me as I felt you already know me well.</u>

> Ee4-S4-J (12:23:8-12:42.3)
>
> It [the life story interview using a PL] <u>created a comfortable environment for me to talk about myself.</u> I felt that my mentor and I <u>got close emotionally.</u> Yeah, <u>emotionally close</u> by doing this activity.
>
> It also had a positive effect on the following sessions. <u>Without the life story interview, it was not possible to have such deep second and third sessions. It removed my mental barrier</u>.

> Ee1-S4-E (25:37-26:06)
>
> I felt unconditional positive regard. I truly felt ……regardless of what I told you in that session [the life story interview using a PL], I would <u>not be judged.</u> I would <u>not feel anything negative</u>. I would <u>feel acceptance</u>. Acceptance, because I am me and <u>this is my story, and my story is told by me, and it is respected by you [the mentor].</u> And that is really powerful.

In summary, all mentees expressed that the life story interview using a PL had an influence on the establishment of a trustful relationship between the mentor and mentee. The data showed that the PL activity encouraged the mentees to open themselves to the mentor. After the above process of examining the qualitative data, the data were examined from a different perspective. The quantitative data collected from the mid- and post-program questionnaires were used to support the findings from the qualitative data analysis, which is described in the following section.

4.1.5   Results of the mid- and post-program questionnaire

As previously mentioned, this study primarily focused on adopting a qualitative approach based on grounded theory. However, the study applied a mixed method approach in which some quantitative data collected through questionnaires and journals were also analyzed.

The mid-program questionnaire (refer to Appendix C), which mainly included questions related to the life story interview using a PL, consisted of 12 items using a five-point Likert scale (1=strongly disagree to 5=strongly agree), followed by two open-ended questions (the details are provided in 5.1). In addition, the post-program questionnaire (refer to Appendix D), which consisted of 20 items using a five-point Likert scale, requested feedback regarding the overall program. Each question was followed by a section allowing the participants to write their reason for providing a particular answer.

Four questions in the questionnaires, which are shown in Table 10, were related to the life story interview using a PL. Sharing one's PL with the mentor and having the mentor share her PL with the mentees received an average score of 4.8. The item in which the mentees expressed whether they referenced the PL in subsequent sessions received an average

score of 4.6. Furthermore, all five mentees responded with a score of 5.0, strongly indicating that conducting a life story interview using a PL during the first session had a positive influence on the following sessions.

Table 10. Questions related to the life story interview using a PL on the mid-program questionnaire

	Ee1	Ee	Ee 3	Ee4	Ee5	Average
1. When I was asked to draw a 'picture of life' and bring it to the first session, I felt uncomfortable and hesitant at first.	5.0	4.0	2.0	2.0	1.0	2.8
2. Drawing the 'picture of life' helped me become more aware of many things that I wasn't aware of before.	5.0	3.0	4.0	4.0	4.0	4.0
3. I enjoyed drawing the 'picture of life'.	4.0	5.0	4.0	5.0	4.0	4.4
4. I felt uncomfortable with and hesitant about sharing a 'picture of life' with my mentor.	4.0	4.0	1.0	4.0	1.0	2.8
5. While I was telling my life story through the picture, I became aware of things that I wasn't aware of before.	5.0	2.0	3.0	5.0	4.0	3.8
6. Using the 'picture of life' as a visual tool supported me while telling my life story.	5.0	4.0	5.0	5.0	5.0	4.8
7. Having the 'picture of life' activity during the first session limited the topics to talk about.	1.0	2.0	3.0	1.0	1.0	1.6

8. I wish I could start the mentoring program without having the 'picture of my life' activity.	1.0	3.0	1.0	1.0	1.0	1.4
9. Telling my life story by having the 'picture of life' helped me connect with my mentor.	5.0	4.0	5.0	5.0	5.0	4.8
10. Having my mentor share her 'picture of life' with me helped me connect with my mentor.	5.0	4.0	5.0	5.0	5.0	4.8
11. We occasionally revisited and talked about the 'picture of life' during the following sessions.	5.0	4.0	4.0	5.0	5.0	4.6
12. Telling my life story by using the 'picture of life' as a visual aid had a good influence on the following sessions.	5.0	5.0	5.0	5.0	5.0	5.0
Open-end Q1: What are the possible advantages and disadvantages of drawing and sharing a 'picture of life' with the mentor during the first session?						
Open-end Q2: Please share your thoughts and ideas about starting the mentoring program with drawing and sharing a 'picture of life' with your mentor.						

The above quantitative data supported the results obtained from the qualitative data. The results indicated that conducting a life story interview using a PL during the first session facilitated the establishment of a strong relationship between the mentor and mentee.

4.1.6 Summary and discussion

The qualitative data analysis, which was further supported by the quantitative data analysis, revealed that drawing a PL prior to the first session and sharing one's life story are effective ways to establish a trustful relationship between a mentor and mentee. In addition, the following conclusions can be drawn.

First, the PL activity seemed to provide the mentees with an opportunity to leave their options open. Although describing in a written format requires logical thinking, drawing symbols and images to show values and the meanings of their lives provided more freedom for others in translating the meanings of the symbols. Thus, the 'picture itself is not a life story yet.' A PL became a life story when the story of the picture is told. Life story interviewing is a process by which a storyteller and a listener co-construct a story (Bruner, 1990; Connelly & Clandinin, 1990, Yamada, 2000). Therefore, the PLs produced in this study provided the storytellers with the freedom to decide the extent to which they wanted to co-construct the story with the listener by observing the levels of comfort and trust they have with the listener. Therefore, it is assumed that drawing a PL was effective in preparing a rough storyline while leaving some open space for the mentees.

Second, the PL served as a 'point-to-return to.' Usually, reflecting on previous sessions in a dialogue can be time-consuming. However, the PLs helped the mentees return to the moment in a few seconds. In fact, as the PLs were shown to the mentees in the following sessions, it was obvious that the mentees' minds instantly returned to the first session without much effort. In particular, the PLs played a significant role during the final sessions as a 'point to return to.' The PL activity was not only effective in promoting reflection on past sessions but also in considering a new future. Most mentees had a better

sense of how to continue their life journey and complete their pictures. In all cases, a powerful moment was created whenever the PLs were used during the sessions.

Third, the PL activity during the first session promoted a mutually trusting relationship. Previous studies imply that the role of trust is critical for a successful mentoring relationship and that listening to a life story is a process of collaboration by which a storyteller and a listener co-construct a dialogue (Atkinson, 1998; Brockbank & McGill, 2006; Brown, 2001; Connelly & Clandinin, 1990; Delaney, 2012; Kram, 1985). In this study, the quality of the relationship also influenced the outcome of the mentoring process. Without establishing a mutually trusting relationship, it would have been extremely difficult for both parties to successfully collaborate. The strong trusting relationships observed in this study were considered to be built upon the following three factors. First, the mentor disclosed herself by completing the same tasks that the mentees had to complete (sharing her PL and journals). The mentor's willingness to take the same risks likely created a sense of trust in the relationship. Second, the process of 'approval and acceptance,' which scored the highest in the subcategory 'relationship building' (Table 9), seemed to have had a positive influence on the establishment of trust. Moreover, frequently, the 'approval and acceptance' process was subsequently revealed to be the mentees' turning point while building the trust relationships. Third, the mentor was an experienced advisor who specializes in conducting dialogue by building trustful relationships, and the mentees were professionals in promoting self-reflection. Therefore, the collaboration between the mentor and mentees could occur in a natural flow.

As shown above, positive effects were observed in the data collected from the journals and questionnaire, indicating that the PL activity helped the participants develop a clearer self-image and deeper insight while connecting their identities and values related to their

past experiences to their professional and personal lives. Sharing a PL usually triggered emotions; however, the challenging self-disclosures resulted in the establishment of stronger relationships between the mentor and mentees. Moreover, referencing the PLs in subsequent sessions was effective in facilitating the recall of memories and immediately promoted reflection upon the first session.

4.2   First collaborative reflection by sharing journals

Two collaborative reflection sessions were conducted in this study. This section elaborates upon the findings derived from one of the collaborative reflection sessions, which was conducted as the fourth session of the relational mentoring program in this study. The main focus of the first collaborative reflection session was to reflect on the prior three sessions together with the mentees. All mentees were asked to share their written journals prior to the session, and the mentor also shared her written journal with the mentees before the collaborative reflection session. The mentees were also asked to complete a mid-program questionnaire, which mostly consisted of questions related to the PL activity during the first session (Appendix C). The results of the first collaborative reflection session are presented in the following sections.

4.2.1   Coding results

The journals written after the collaborative reflection session as the fourth journal entry were collected from both the mentor and mentees. One journal entry from the five mentees and five journal entries from the mentor were analyzed, and the following initial codes were identified. By comparing the initial codes, there was no significant difference between the codes applied to the mentor and mentees' journals.

Table 11. Initial codes related to the first collaborative reflection session in alphabetical order (mentor's journals)

Advising strategies	New aspects
Benefit of joint reflection	Pre-session review
Co-construction, co-creation	Professional and personal ID
Confession	Reconfirming
Flow of session	Sharing
Future direction	Strangeness
Inspired	Stronger relationship
Journal exchange	Suggestion
Long-term reflection	Things to improve
Mutuality, equality	Value of mentoring

Table 12. Initial codes related to the first collaborative reflection session in alphabetical order (mentee's journals)

Advising strategies	Long-term reflection
Challenging	Mutuality, equality
Co-construction	New aspects
Benefit of joint reflection	Professional and personal ID
Encouragement	Sharing
Flow of session	Strangeness
Future direction	Stronger relationship
Journal exchange	Value of mentoring

Sixteen codes were applied during the initial coding. Then, the codes were merged into 16 codes (Table 13 and Table 14) by combining the codes that carried similar meanings, i.e., 'suggestion' and 'things to improve,' both of which indicated ideas related to improving the process of the mentoring program (format of the diary, schedule arrangement, and the online environment). Although the codes applied to the mentor and mentees were relatively similar, there were some significant differences between the mentor and mentees when the frequencies of the codes were counted.

Table 13. Merged codes related to the first collaborative reflection session (mentor's written journals)

Codes	Frequency
New perspectives	14
Journal exchange	13
Benefits of joint reflection	11
Stronger relationship	7
Future direction	5
Co-construction, sharing	5
Suggestion	4
Long-term reflection	3
Value of mentoring	3
Positive emotion	3
Advising strategies	3
Professional and personal ID	1
Strangeness	1

Table 14. Merged codes related to the first collaborative reflection session (mentees' written journals)

Codes	Frequency
Advising strategies	9
Unusualness	7
Long-term reflection	6
New perspectives	6
Co-construction	6
Value of mentoring	5
Encouragement	5
Sharing	4
Journal exchange	4
Effect of joint reflection 1	4
Stronger relationship	3
Future direction	3
Mutuality, equality	2
Flow of session	2
Professional and personal ID	2
Challenging	1

4.2.2   Effects of the first collaborative reflection session on the mentor

According to the coding above process, clearly, many discoveries were observed in the mentor's data, which were coded as 'new perspectives.' These data imply that the first collaborative reflection session provided the mentor with new ideas as illustrated by the following comments.

> Er-Wj-E (session with Ee2)
>
> [the mentee] said she really appreciates me giving her advice in a directive way. I was feeling a bit unsure about not holding myself back in the session. However, she [the mentee] said "that's what I consider mentoring to be! You can only do this based on a trustworthy relationship".

> Er-Wj4-J (session with Ee3)
>
> I was intentionally sharing my experience as an advisor in the sessions. However, I was unsure if it was well accepted by the mentees. By holding the collaborative reflection session, I learned that experience sharing was valued by the mentees.

> Er-Wj4-J (session with Ee4)
>
> The mentee told me that because I shared my stories and my values in the sessions, I allowed the mentee to share her stories and values as well.

Moreover, the mentor noted the effectiveness of reflecting upon the sessions by exchanging journals.

> Er-Wj4-J (session with Ee5)

By jointly reflecting on past sessions, I noticed that there are some gaps in how we were perceiving what was going on in the sessions. Exchanging the journals was meaningful as well. The reflection process observed in the journals was deep. I learned about the mentee's thoughts and feelings that were not expressed in the sessions.

In addition, the first collaborative reflection session provided the mentor an opportunity to receive feedback from the mentee regarding her performance as a mentor. This feedback represented a powerful experience for the mentor as the feedback was directly given from the mentees.

Er-Wj4 J (session with Ee4)
The mentee said that it was good for her to see me using the advising strategies in the sessions. She also told me how natural it was when I guided the mentee to the positive side. Receiving feedback like this was such a refreshing experience for me.

Overall, the data collected from the mentor were mostly positive as the first collaborative reflection session helped the mentor better understand her mentees during and after the sessions. The mentor could also share the feelings and struggles she had as a mentor, which promoted mutual understanding.

4.2.3 Effects of the first collaborative reflection session on the mentees
The data showed that the journal sharing and collaborative reflection session represented a meaningful process for the mentor, and there were many discoveries during the session. However, the mentees tended to focus more on 'advising

103

strategies', which exhibited the highest frequency, during the first collaborative

reflection session. The mentees were more aware of the conversational technique used

by the mentor and the flow of the sessions related to collaborative reflection. The

following are examples extracted from the mentees' journals.

Ee5-Wj4-J (advising strategy: giving compliments)

We shared each other's opinion on <u>how to give compliments.</u> We noticed that we

had a different perception. We talked about how compliments become more

effective after the speaker talked through her negative emotions.

Ee3-Wj4-J (advising strategy: using metaphors)

I was surprised by the variety of <u>metaphors</u> that my mentor uses during the

sessions.

Ee4-Wj-4-E (advising strategy: the flow of the session)

She [the mentor] <u>listened to me, adjusted her pace to my pace, and tried to help</u>

<u>me focus</u>. <u>Then, she directed me</u> in ways that allows me to know what is going to

happen in the session.

Ee1-Wj4-E (advising strategy: active listening)

<u>She [the mentor] listened</u> to me a lot in the beginning, and she <u>picked up on</u>

<u>the theme</u> of community. <u>She pointed out</u> that it is my theme and that it runs

throughout what we have talked about.

The mentees also expressed 'unusualness' in their journals, indicating that they felt the collaborative reflection session differed from the usual mentoring sessions in which the mentor intensively listens to the mentee's agenda. Some mentees mentioned that although the joint reflective process was meaningful, they wanted the mentor to listen to their stories similar to the usual mentoring sessions. Therefore, the mentees were happy to return to the usual mentoring session, which occurred during their fifth session.

Ee3-Wj4-J

Looking back, it was an unusual session. It felt a bit strange. Usually, my mentor listens to me intensively about my issues. However, I had to become more aware of the mentor's role in this session.

Ee4-Wj3-E

This session was more guided by the mentor than the other sessions. Thus, I wanted to be listened to more. I felt satisfied when she offered the next [usual] session.

Ee2-Wj5-E

Last session [collaborative reflection] was like a discussion rather than a mentoring session. So, today, we did a usual session. I was glad about it as the previous time [collaborative reflection] was kind of intense.

The data showed that although the joint reflection session provided the mentees some new perspectives and opportunities to learn more about the mentor, it was likely to be perceived as an unusual activity compared with the mentoring sessions that they had held

thus far. Two mentees asked the mentor to schedule the next session as soon as possible as they wanted the mentor to focus on listening to their agenda.

4.2.4   Promoting a mutual understanding

The coding results indicated that the first collaborative reflection session was perceived differently between the mentor and mentees. For the mentor, this session was effective, and she could learn how the mentoring sessions and she as a mentor were accepted by the mentees. The mentor could also share the concerns she had as a mentor. She was unsure whether the mentoring style applied to the mentees was positively accepted by the mentees. She also struggled with intentionally sharing her experience, opinion, and knowledge with the mentees because advisors typically do not engage in such sharing. As an advisor, whose job is to promote learner autonomy by not giving directive advice as much as possible, it was challenging for her to be a mentor at some points. However, after sharing her concerns, having the mentees note her concerns, and receiving feedback from the mentees, her issues were solved. The first collaborative reflection session also helped the mentor establish a future direction for the remaining mentoring sessions. By discussing the process thus far with the mentees and listening to the mentees' preferences, they both acquired a better mutual understanding. The following example from the mentor's journal illustrates this process.

> Er-Wj4-E (session with Ee2)
>
> We reflected on our sessions together, and I questioned whether I play the role of a 'responsible' mentor as I thought I was expressing my opinions in a very direct way. The mentee said she really appreciates me sometimes saying straightforward comments, such as "that's not the way you should go." I was still feeling a bit unsure about not holding myself back in the session.

However, she [the mentee said 'that's what I consider mentoring to be!' She told me that we can do this only based on a trustworthy relationship. <u>We wrapped up the session by confirming that we will keep our sessions as is.</u>

Er-Wj4-E (session with Ee5)

We talked about future directions. The mentee said she prefers more active listening as she wants to face herself. She appreciates this opportunity as she does not have time to reflect upon herself in her busy life. <u>We clarified her needs and decided to make the rest of the sessions more active listening-based sessions.</u> I will focus on listening to her and try not to share my opinions in the next session.

Based on the collaborative reflection session, the mentor could discuss the future direction of the remaining mentoring sessions with the mentees, and the following were discussed.

- Mentee 1: Active listening and sharing from the mentor will continue.
- Mentee 2: Active listening will continue, but a more directive approach is preferred.
- Mentee 3: Active listening and sharing will continue.
- Mentee 4: Active listening and sharing will continue, and more sharing by the mentor is preferred.
- Mentee 5: Active listening will continue with less sharing by the mentor.

Sharing the journals and engaging in reflective dialogue based on the journals provoked deeper discussion and disclosure. Thus, the first collaborative process was related to noticing the gap and filling the gap between the mentor and mentees. Therefore, this process was productive for the mentor as mutual understanding was further promoted.

4.2.5 Effects of journal sharing

The coding results showed that the first collaborative reflection session had a different influence on the mentee and mentor. However, observing the gap and filling the gap seemed to promote a mutual understanding between the mentor and mentee. Journal sharing was a factor that promoted mutual understanding.

> Ee1-Wj4-E
>
> It was awesome reading her journals and really seeing her point of view of our sessions. We cannot help but grow from this process.

In addition, by reading the mentor's journals, the mentees were able to view themselves from someone else's point of view, which appeared to promote personal growth. In addition, the mentor's intensive observation of the mentees appeared to provide the mentees with positive emotions.

> Ee3-Wj4-J
>
> The most powerful learning was reading each other's journals. I could reconfirm what I became more aware of through the process, and I could see myself objectively from my mentor's journals. Having someone who acknowledges you is such a pleasure.

> Ee2-Wj4-E
>
> Writing reflective journals was sometimes difficult in terms of remembering things. But we both agreed that we currently don't have much opportunity to write reflections, and it was a refreshing experience.

The effects of journal sharing are further explored in the following section by examining the results of the post-program questionnaire.

4.2.6 Post-program questionnaire

In the post-program questionnaire (Appendix D), the following two items related to collaborative reflection and journal sharing were included.

Table 15. Questions related to collaborative reflection and journal sharing in the post-program questionnaire

	Ee1	Ee 2	Ee 3	Ee 4	Ee 5	Average
v. Having both mentor/mentees write a journal entry after the session was necessary to keep the program effective.	5.0	4.0	5.0	5.0	4.0	4.6
vi. Through joint reflection involving the sharing of the mentor/mentees journals, I became more conscious of the whole process.	5.0	4.0	3.0	3.0	3.0	3.6

The results indicated that the mentees perceived that having the mentor and mentee writing a journal entry after each session was effective (4.6 on average). The comments attached to item 'v' indicated the following:

Reading the mentor's journal helped the mentee's reflective process.

- Writing helped clarify the learning process, which could not be observed during the session.
- The mentees became more conscious of the mentor's thoughts and feelings.
- Journal sharing provided an opportunity for the mentees to view themselves objectively from the mentor's perspective.

The average score of item 'vi', which was 3.6, was relatively low. Two mentees provided a score above 4.0, but three mentees provided the score of 3.0. This item was followed by an open-ended question allowing the mentees to explain their response. The mentees who provided a score of 3.0 provided the following comments:

- The mentees were unsure whether the journal sharing helped them become more aware of the whole process.
- However, journal sharing helped the mentees become more conscious of the mentor's feelings.
- The journal sharing enabled the mentees to more easily disclose their true feelings.
-

The above comments suggest that although journal sharing was not fully effective in providing an understanding of the entire process of the program (as they were already aware of the process before sharing the journals), journal sharing helped the mentees understand their mentor, which helped them disclose themselves to the mentor more easily. As the comments can be translated to 'journal sharing helped promote mutual understanding,' if item 'vi' was rephrased as 'Joint reflection achieved by sharing journals promoted mutual understanding,' the results could have been different.

The mentees further noted in the post-program questionnaire that journal writing was a time-consuming task. There were five questions in each journal entry based on the research purposes. In future research, it would be necessary to consider lowering the burden of journal writing by reducing the number of questions.

Although three mentees raised some points about collaborative reflection, the remaining two mentees valued the process of journal sharing and how it promoted their understanding of the learning process. The effect of journal sharing was also discussed during the final session, during which the second collaborative reflection was conducted. The data and findings regarding the second collaborative reflection session are presented in 4.4 in this dissertation.

4.2.7   Summary and discussion

The above results show that the mentor and mentees could share their thoughts and feelings and notice the gaps and similarities between them by reading each other's journals, which promoted a mutual understanding. These data imply that both the mentor and mentees revealing thoughts and feelings in the journals that were not mentioned during the sessions. Reading each other's journals also helped both parties remember the past sessions and clarify the learning process. Moreover, jointly reflecting on the sessions together after sharing their journals enhanced the recall of more memories during the session. Therefore, the process of journal sharing could be considered an observational phenomenon by which reflections that were not observed during the sessions could be reflected upon more deeply by reading each other's journals, facilitating more reflection and learning by collaborative reflection on past sessions.

For the mentor, writing the journals was important as she had five mentees, and remembering the details without the journals would have been difficult. When she read the past journals, she could return to a particular moment with a fresh memory, which helped her conduct the mentoring sessions smoothly. Sharing the journals and reflecting on the sessions together was even more meaningful and rewarding for the mentor as she could clarify how the mentoring process was perceived by the mentees. She could also

share her concerns as a mentor and could establish a future direction for the remaining sessions with the mentees.

For the mentees, although the first joint reflection was perceived as an 'unusual session' and some mentees preferred to continue with the usual mentoring sessions, the joint reflection regarding the session via journal sharing provided the mentees an opportunity to learn more about the mentor, which made their relationship even closer.

In addition, such mutual understanding was promoted based on the strong relationship already established between the mentor and mentees during the first three sessions. As indicated by the results of the life story interview using a PL during the first session, sharing each other's values in their professional and personal lives could have been the reason underlying the successful collaborative reflection.

Ee2-Wj4-E

It seems that the relationship is getting stronger as a result of disclosing information about our personal and professional lives and exploring identities. Perhaps our relationship makes it easier for her to offer suggestions or advice.

Er-Wj4-E (session with Ee2)

From the tone of her voice, I could feel that there is almost no wall between us as we have built a trustful relationship.

Er-Wj4-J (session with Ee3)

It could be because we shared our journals. I felt my trust toward the mentor has increased.

As indicated by the above data, the mutual understanding was promoted by the collaborative reflection and journal sharing, and establishing a trustful relationship prior to the collaborative reflection session and journal sharing was meaningful.

4.3 Reverse-mentoring

As previously mentioned in the literature review in this dissertation, reverse-mentoring is a unique form of mentoring that originated from the information technology industries in the United States where a less experienced person serves as a mentor for a more experienced person to share the latest skills and knowledge in technology (Murphy, 2012). This section highlights the results related to the reverse-mentoring session performed during the sixth session in the mentoring program during which the mentor and mentees switched roles. Thus, the mentor became a mentee (senior-mentee), and the mentees played the role of mentor (junior-mentor) during the reverse-mentoring session.

One purpose of conducting reverse-mentoring in the relational mentoring program in this study was to promote mentees' awareness of the mentor's role as a part of their professional development. As it was assumed that some mentees could feel pressured to become a mentor to their mentor, only one reverse-mentoring session was conducted in this program. Moreover, the mentees were asked to attend the reverse-mentoring session after attending five sessions as a mentee and establishing a strong relationship with the mentor. The reverse-mentoring sessions conducted in this study were summarized and published in Kato (2018).

4.3.1 Coding results

The qualitative data (reflective journals of junior-mentors/senior-mentee and open-ended questions on the post-program questionnaire) were collected along with quantitative data (five-point Likert scale items on the questionnaire). A three-stage coding process (open coding, axial coding, and selective coding) was applied to analyze the qualitative data (Creswell, 2012). First, the author created 34 tentative labels representing the information emerging from the data. Second, the relationships among the open codes were identified (axial coding), and the labels were reduced to 30. Then, the core categories were chosen to relate the other codes to a simple storyline and were divided into the following four main categories: Category 1: raised awareness, Category 2: practical knowledge and skills, Category 3: emotions, and Category 4: mutual learning.

Table 16. Main-categories and subcategories in coding related to reverse-mentoring

Category 1: Awareness Raising	Junior-Mentor	Senior-Mentee	Total
Mentor's role	6	10	16
Effects of role-switching	8	7	15
Value sharing	5	9	14
Self-evaluation	5	4	9
Effect of reverse-mentoring	6	2	8
Pre-session	1	7	8
New aspects	1	7	8
Long-term reflection	0	4	4
Future vision	1	3	4
Difference between advising and mentoring	1	3	3
Self disclosure	2	1	3
	36	57	92

Category 2: Practical aspects	Junior-Mentor	Senior-Mentee	Total
Metaphor	6	4	10
Active listening	6	3	9
Questioning	4	3	7
Flow of the session	5	1	6
Repeating, restating	4	1	5
Planning	2	2	4
Practical advice	1	2	3
Reflecting on the session	1	2	3
Summarizing	1	2	3
Empathizing	1	1	2
Picture of life	0	2	2
	31	23	54

Category 3: Emotions	Junior-Mentor	Senior-Mentee	Total
Enjoyment	3	*6	9
Unsure	7	1	8
Tears	2	1	3
Trust	0	2	2
encouragement	0	1	1
Gratitude	0	1	1
Relieved	0	1	1
	12	13	25

Category 4: Mutual Learning	Junior-Mentor	Senior-Mentee	Total
Senior-Mentee's comments regarding learning	0	37	37
Junior- Mentor's comments regarding learning	37	0	37
	37	37	74

4.3.2 Effects of switching roles

Among the 30 identified codes, 11 codes were related to 'raised awareness' (mentor's roles, effects of role-switching, preparation for the session, new aspects, etc.) and appeared 57 times in the junior mentors' reflective journal. The coded qualitative data yielded several comments from the five junior-mentors related to a raised awareness of the 'mentor's roles' and the 'effects of role-switching.' The junior-mentors were encouraged to listen to the recorded sessions they attended as mentees, and as a result, many junior-mentors became increasingly aware of how the senior-mentee had played her role as a mentor during the previous sessions. This process not only helped the junior-mentors understand the mentor's roles and responsibilities but also enabled them to plan for the reverse-mentoring session in advance as shown by the following comments.

> Ee4-Wq3-E
>
> During the sessions, I am too focused on the dialogue and cannot afford to analyze it; however, <u>when I listen to the recordings, I can pay attention to what was happening in the dialogues</u> (e.g., skills that my mentor uses, intentions of the question, what I was really thinking at the moment, etc.).

> Ee2-Wq3-E
>
> <u>Reviewing the dialogues and how they shaped the course of the relationship was useful</u> in terms of assisting me deliver constructive and meaningful feedback during the role-switching session.

However, this mind-shifting process also caused uncertainty when playing the mentor's roles. According to the post-program questionnaire, it would have been better if the junior-mentors had been given more instructions to help them prepare for the reserve-

mentoring session, such as becoming more familiar with the flow of the session, analyzing the mentor's roles with the mentor, and addressing their worries regarding the role-switching session.

Ee4-Wq3-E

Although the theme of the session was role-switching, <u>it was hard for me to completely turn myself into a mentor</u>.

Ee2-Wq3-J

I wish I could have had one session with my mentor prior to the reverse-mentoring session and share <u>my worries about becoming a mentor</u> to my mentor.

The data also indicate that awareness-raising occurred after the session. The junior-mentors not only reflected on themselves but also became more aware of the responsibilities and difficulties of their mentor (senior-mentee).

Ee1-Wj6-E

Today's session was a reminder that mentors also have questions or issues they are struggling with, and it (reverse-mentoring) helps to be able to have support and discuss these issues.

4.3.3 Practical knowledge and skills

Ten codes were related to 'practical knowledge and skills' and appeared 23 times in the junior-mentors' reflective journals. Most codes in this category were associated with conversation strategies, such as using metaphors, active listening, and questioning skills, which are often used by advisors conducting sessions with learners. Most junior-mentors

reflected on conversation strategies and the session's flow prior to the reverse-mentoring session by listening to the recorded sessions and attempted to introduce aspects they found effective during their role-switching session. The data showed that conducting a reverse-mentoring session also encouraged the mentors to become more aware of their performance as mentors. When the junior-mentors attended the previous sessions as mentees, there was not much focus on practical knowledge and skills. However, once their focus shifted toward the mentoring role, the mentees focused more strongly on these practical aspects. An example of each aspect is provided below.

Ee3-Wj6-J

I couldn't help [the senior-mentee] to break down her large vision into practical goals. I wonder what could have happened if I used a metaphor question.

Ee5-Wj6-J

I asked questions by repeating, restating, and summarizing in order to keep focusing on her [senior-mentor's] main message. I tried to ask questions based on the keywords I noticed in her story.

Ee1-Wj6-E

I was listening closely to her because I wanted to hear her thoughts and help her listen to her voice by summarizing and returning to what she had previously said to flesh out her feelings and help her work through them.

In addition, feedback regarding practical skills and knowledge transfer from the senior-mentee after the session was appreciated by the junior-mentors.

Ee5-Wj6-J

She [senior-mentee] told me that I asked the metaphor questions at the right time and that was why they were effective. I don't usually get <u>feedback on my sessions,</u> and it was a very <u>fresh and meaningful opportunity</u> that increased my confidence.

Ee3-Wj6-J

After the session, my mentor [senior-mentee] asked me how differently I want to do the session if I could do it over. She told me that thinking about alternative scenarios is effective in addressing different cases. I <u>noticed that I was always</u> <u>using similar skills</u> in the sessions.

Ee4-Wj6-J

Because I <u>learned advising techniques</u> from my mentor [senior-mentee], I was able to apply them in my sessions.

4.3.4 Effects on emotions

Seven codes were related to 'emotions' (enjoyment, worry, trust, gratitude, etc.) and appeared 13 times in the junior-mentors' journal. There was an important difference between the junior-mentors and senior-mentee in this category. Regarding the junior-mentors, the highest frequency appeared to be 'worry,' whereas 'enjoyment' had the highest frequency in the senior-mentee's journal. Regarding the latter, who usually provides sessions to mentees and does not have many opportunities to be a mentee, the reverse-mentoring session was a refreshing and enjoyable experience.

Er-Wj6-J (session with Ee3)

I can't remember the last time I attended a session as a mentee. I felt so

empowered by being listened to by a professional. I believe that all advisor

educators need to have this opportunity of switching roles.

In contrast, most junior-mentors expressed concerns before the reverse-mentoring session

regarding whether they would be able to conduct a productive reverse-mentoring session

with their mentor/

Ee1-Wj6-E

I was nervous about doing the session because I was hoping that I could help my

mentee in the way that she helped me.

Ee5-Wj6-J

As I knew my mentor [senior-mentee] was looking forward to having the

reverse-mentoring session, I was under a lot of pressure before the session.

However, the junior-mentors did express enjoyment after the session.

Ee1-Wj6-E

By the end of the session, she [senior-mentee] had her next steps, and I was

happy that we were able to get there in one session, especially since the topic was

so tough.

Ee2-Wj6-E

It [reverse-mentoring] was most challenging and enjoyable. The creative approach is really meaningful to keep the relationship fresh and stimulate interesting dialogues

Ee5-Wj6-J

I was glad when I heard that [the reverse-mentoring session] helped her [senior-mentee] reflect upon herself and supported her in digesting the past and moving forward to the future.

4.3.5   Promoting mutual learning

Statements related to 'mutual learning', including one's perception of self-development through interactions, learning facilitated by the other, and learning by helping the other,0 were observed in the journals and questionnaire responses and appeared 37 times in total in both the junior-mentees' and senior-mentee's journals. The results also showed that both parties recognized that 'learning facilitated by the other' occurred. Regarding the junior-mentors, the opportunity to hold the reverse-mentoring session and play the role of mentor

1) enhanced their awareness of becoming a mentor,

2) placed more focus on mentor performance, and

3) generated feelings of uncertainty before the session and enjoyment after the session.

Regarding the senior-mentee, reverse-mentoring was a very enjoyable experience as the

1) mentor usually does not have many opportunities to become a mentee, which was a refreshing experience as

2) the mentee could reconfirm the power of sharing one's thoughts in a dialogue, and

3) participating in a session as a mentee could solve some issues that she had as a

mentor.

Furthermore, mutual learning occurred during the process of co-creation such that

learning did not involve merely one person learning from another. Learning was often a

dynamic process of unexpected dialogue in which both parties collaborated.

> Ee3-Wq3-E
>
> I especially noticed [co-creation] when we switched roles. I felt that both of us
> had some common goals or process for the dialogue in our minds and worked
> together to get there.

> Ee2-Wq3-E
>
> A structured mentoring program has the potential to mutually enrich each other's
> professional lives by co-investigating and challenging practice in ongoing,
> reflective, collaborative, inclusive, learning-oriented and growth-promoting
> ways.

> Ee5-Wq3-J
>
> I reached a level of deeper awareness that I could not reach by myself. I noticed
> that [the senior-mentee] was also going through her own process of discovery,
> which at the end, turned out to be a process of co-creation.

The data imply that the junior-mentors were not interviewers simply asking questions; in

contrast, they were collaborators who attempted to grow along with the senior-mentee.

Rather than following a simple structure by which a mentor provides support to a mentee, the reverse-mentoring session in this study followed a process of co-creation. During the reverse-mentoring session, occasionally, the roles switched to the original mentor and mentee relationship, and then, the roles switched again to the reverse-mentoring relationship. This continuous reversal could be one of the positive influences of embedding a reverse-mentoring session in a series of mentoring sessions after the mentor and mentee establish a good relationship before the reverse-mentoring sessions.

4.3.6   Effects on senior-mentee

The data indicated that the reverse-mentoring sessions provided the junior-mentors a learning opportunity as they could pay more attention to the mentor's role. Furthermore, the reverse-mentoring sessions provided the senior-mentee an opportunity to solve her issues as a mentor, reconfirm the power of dialogue, and enjoy the state of being a mentee, which she had not experienced in recent years.

> Er-Wj1-J (session with Ee1)
>
> I had an amazing experience and learned how 'mentor's experience sharing' could provoke ideas in mentees in today's session. It was a huge learning process for me. I was always hesitant about sharing my opinion in the mentoring sessions as a mentor, but I could experience how valuable it is as a mentee.

> Er Wj6-J (session with Ee2)
>
> Mentors need opportunities to become a mentee. It was a brilliant experience for me to participate in the session as a mentee. I could reconfirm that reflection through dialogue helps give meaning to our past experiences.

Er-Wj6-J (session with Ee3)

How great it is to enjoy the state of being listened to. I have been practicing and researching the power of reflective dialogue over the past years, but through reverse-mentoring and participating in the session as a mentee, I could reconfirm its power. What a pleasant experience!

Er Wj6-J (session with Ee4)

I realized that I have not had the opportunity to be listened to by a professional listener recently. Switching roles and becoming a mentee gave me a strong reason to establish a mentoring program where both mentor and mentee have opportunities to be listened to. Professional listeners need professional listeners.

Er-Wj6-J (session with Ee5)

I felt that it is the listener who influences the speaker in deciding what story to tell. It sometimes takes courage to disclose ourselves, and the degree to which we decide to disclose ourselves depends on the listener. I strongly felt that professional listeners need professional listeners.

Each reverse-mentoring session provided the senior-mentee precious experience. During each session, the senior-mentee introduced different issues to discuss. Examples of such issues include reflecting on her (the senior-mentee's) past ten years, reconfirming her professional identity, or planning for the future. By attending the reverse-mentoring sessions, the senior-mentee could reorganize her thoughts and gain new perspectives.

One eye-opening reverse-mentoring session helped the senior-mentee reconstruct her beliefs regarding mentor education. During this session, junior-mentor 5 played the role

of mentor. As a junior-mentor, she actively listened to the senior-mentee's story by repeating, restating, and summarizing. She asked questions to deepen the senior-mentee's reflection by using powerful questions and metaphor questions. This approach helped the senior-mentee disclose more of herself. Then, suddenly, the junior-mentee burst into tears as she placed herself in the senior-mentee's shoes and experienced the senior-mentee's past experiences. During some sessions, the speaker rather than the listener burst into tears. However, in this case, it was the listener who expressed the emotion first. At this moment, the viewpoint switched to the senior-mentor. Basically, advisors are trained to control their emotions during advising sessions with learners as the learners' emotions are a priority. When playing the role of a mentor or advisor, the senior-mentee tends to control her emotion as much as possible to remain professional. However, when the senior-mentee experienced a moment in the session during which the junior-mentor cried for her, the senior-mentee could digest her feelings perhaps for the first time. The senior-mentee felt that her emotions were expressed by the listener and that this process was extremely powerful as illustrated by the following comment in her journal:

> Er-Wj6-J (session with Ee5)
>
> While listening to my story, the mentor [junior-mentor 5] started to cry. It happened all of a sudden, which created a powerful moment for me. I felt relieved seeing her expressing emotion for me.

This experience made the senior-mentee think 'it is okay for mentors/advisors to express their emotions for the mentees/learners' as it sometimes releases the speakers' burden. This process was collaboratively reflected upon together during the following session, allowing the junior-mentor and senior-mentee to promote mutual learning.

As shown by the above comments, the reverse-mentoring sessions provided the mentor the satisfactory experience of being a mentee. The data imply that by including a reverse-mentoring session in a mentoring program, both mentors and mentees acquire the experience of being listened to, which could be an important factor for establishing a two-layered continuous education program.

4.3.7 Summary and discussion

Consistent with previous research investigating mentoring (Ford & Parsons, 2000; Gordon & Maxey, 2000; Wollman-Bonilla, 2000), the results of this study highlighted the positive effect of being a mentor as the mentor's self-esteem and reflective process were facilitated. However, the results of this study were unique because both parties could gain the positive effects of being a mentor through the reverse-mentoring relationships (Kato, 2018). Both the junior-mentors and the senior-mentee revisited their professional skills in advising by conducting dialogue, further developing their skills, and deepening their reflective process while helping others to achieve the same goals. The senior-mentee, who usually plays the mentor's role, had the excellent opportunity to be 'listened to' by a professional listener. The results of the reverse-mentoring sessions in this study emphasized that mentors also need a mentor and that reverse-mentoring is an effective way to promote mutual learning.

It can be assumed that the reverse-mentoring sessions conducted in this study were successful in promoting mutual learning probably because the junior-mentors and the senior-mentees had already established a strong, trusting relationship over the program's first five sessions during which the senior-mentee was a mentor and the junior-mentors were mentees. The mentor and mentees shared their life stories and values during the first session, exchanged each other's journals and shared reflections, leading to emotional

126

acceptance and acknowledgment (Kato, 2017). Therefore, although the role-switching session was a difficult challenge for some mentees, the trust relationship and atmosphere of goodwill and openness allowed the participants to face this challenge. This study suggests that rather than holding a reverse-mentoring session at the beginning, this session would be more effective if it was embedded at the end of a series of mentoring sessions through which the junior-mentors are able to learn the mentor's roles by experiencing the sessions as mentees.

Moreover, all junior-mentors and the senior-mentee expressed the benefits of the reverse-mentoring session in terms of an effective professional development program.

Ee5-Wj6-J

By conducting the reverse-mentoring session, I learned that in order to help others face their issues, one needs to know how to face oneself. Our job is to experience the speaker's world together through dialogue.

Ee1-Wj6-E

I felt that this mentoring program had benefitted me and my advisees. I find that I am able to be more present and at the moment with my students than before, especially when they are having an emotional moment.

Er-Wj6-E (session with Ee2)

Mentors need opportunities to become mentees. It was a brilliant experience for me to participate in the reverse-mentoring session as a mentee. I could reconfirm that reflection through dialogue helps us attach meaning to our past experiences.

In summary, the mentor and mentees had learning outcomes. However, their learning was promoted by their interactions. Therefore, the learning process was not one-way and was co-constructed by the mentor and mentees. The data imply that the two-layered mentoring structure was enhanced by the reverse-mentoring session during which the mentor and mentee both had a learning opportunity to grow professionally and personally.

4.4   Second collaborative reflection: reflecting on the entire program

The second collaborative reflection session was conducted during the final session of this relational mentoring program, and during this session, both the mentor and mentees reflected on the entire program together. Prior to this session, the mentor and mentee shared their journal similarly to the first collaborative reflection. The mentees were also asked to complete the post-program questionnaire (Appendix D) before the session. During the second collaborative reflection session, the mentor and mentees reviewed the post-program questionnaire answered by the mentees to obtain further insight and clarify the meaning of the responses the mentees provided. The following section presents the results derived from the second collaborative reflection session, including the journal sharing and post-program questionnaire.

4.4.1   Post-program questionnaire: Part 1

A post-program questionnaire (Appendix D) was administered prior to the final session during which the second collaborative reflection was conducted. The questionnaire included 20 items scored on a five-point Likert scale (1=strongly disagree to 5=strongly agree). The first 11 items (Part 1) were related to the mentees' self-reflection, and the remaining ten items (Part 2) were related to each component of the relational mentoring program. Each of the 20 items was followed by an open-ended question, allowing the mentees to describe their reasons for choosing a certain value on the five-point Likert

scale. One open-ended question was also included at the bottom of the questionnaire, allowing the mentees to explain how to improve mentoring.

The items included in Part 1 of the questionnaire and the results are presented below.

Table 17. Post-program questionnaire: Part 1

	PART 1: Reflecting on yourself	Ee1	Ee2	Ee3	Ee4	Ee5	Average
i	Overall, I am satisfied with the mentoring program I received.	5.0	4.0	5.0	5.0	5.0	4.8
ii	I experienced learning and growth through this mentoring program.	5.0	4.0	5.0	5.0	5.0	4.8
iii	My mentor and I were open and honest with each other.	5.0	4.0	5.0	5.0	5.0	4.8
iv	I became more aware of my professional identity and my personal identity and/or how they relate to each other.	5.0	4.0	5.0	4.0	5.0	4.6
v	The mentoring sessions had a positive influence on my ability to advise students.	4.0	3.0	5.0	5.0	5.0	4.4
vi	I learned professional skills and knowledge from my mentor through dialogue.	4.0	4.0	5.0	5.0	3.0	4.2
vii	Through the process, I was continuously encouraged by my mentor to grow as a professional and a person.	5.0	4.0	5.0	5.0	4.0	4.6

viii	Throughout the process, I feel like we 'co-created' the dialogue (and my mentor was not only a listener).	5.0	4.0	4.0	5.0	5.0	4.6
ix	I felt that there was mutual growth between my mentor and me.	5.0	4.0	5.0	4.0	5.0	4.6
x	Talking over 'skype' was not a problem for me.	4.0	2.0	4.0	4.0	3.0	3.4
xi	Now that the program has ended, I wish I could continue this mentoring program.	5.0	4.0	5.0	5.0	5.0	4.8

Based on the quantitative data collected from the first part of the post-program questionnaire, the items scored over 4.5 points on average revealed overall satisfaction with the program (4.8), feeling of personal growth (4.8), trustful relationship with the mentor (4.8), mutual learning (4.8), and reconfirming professional identity (4.8). Moreover, the mentees highly wished that they could continue with this program (4.8).

However, the lowest points scoring on average 3.6 were related to using the application software Skype for online sessions. Although it was encouraged to hold sessions in-person, 16 of 35 sessions were conducted through an online video application software. Sometimes, problems related to Internet connection and logging on the software occurred. In addition, recording the sessions in good quality was difficult. However, considering that the mentor and mentees worked at different institutions and that organizing the schedules was challenging, the mentoring program in this study could not have been implemented without using the online video application software. Notably, the online

sessions were conducted using video chat allowing the mentor and mentees to see each other's facial expressions on the screen.

However, except for the problems related to the online sessions, the overall response acquired on Part 1 of the questionnaire was positive and revealed that the participants considered that they could develop professionally and personally through this program and that they have become more positive and confident. The mentees also mentioned that they were encouraged by the mentor. The following are examples of the mentees' comments.

Ee3-Wq3-E

I am very thankful that I had this professional development opportunity. It was not only about learning advising skills but also connecting with myself more (which I hadn't done in a long time).

Ee4-Wq3-E

I feel much more encouraged and confident than before enrolling in this program. My mentor's acknowledgment made me acknowledge myself.

Ee3-Wq3-E

I discovered what kind of a learning advisor I want to be. I have a clearer identity now as an advisor.

Furthermore, the relational mentoring program conducted in this study influenced the quality of advising used with the mentees' language learners. Item "v" received a score of 4.4, showing a relatively high score, suggesting that the program had a positive influence

on the advising sessions with the mentees' students. The comments related to item 'v' are summarized below.

- I became more patient and able to understand more about students having affective issues that have an effect on their ability to learn.
- I feel more relaxed and confident during the sessions as a result of participating in this program.
- I started having more repeating students since I attended this program.
- Students trust me more with helping them plan for their language learning goals.
- I noticed changes in my advising sessions since I attended this mentoring program. I became more straightforward and confident and more focused on learners.
- I struggled with guiding students who visited me for TOEIC advising for deeper reflection, but this mentoring program helped me learn that I can conduct reflective dialogue even during test-oriented advising sessions.

The qualitative data along with the quantitative data suggested that there was also some positive influence on the language learners. Although the data do not provide any evidence regarding the element of the program that directly or indirectly influenced the language learners, the results imply that the relational mentoring program supported the mentees with enhancing their advising practice and improving the quality of their advising sessions with language learners.

4.4.2 Post-program questionnaire: Part 2

The second part of the post-program questionnaire was related to the PL activity performed during the first session, the first collaborative reflection session, and reverse-mentoring implemented in this program.

Table 18. Post-program questionnaire: Part 2

	PART 2: Focusing on the program	Ee1	Ee2	Ee3	Ee4	Ee5	Average
i	Overall, the mentoring program was well structured.	5.0	3.0	5.0	4.0	4.0	4.2
ii	I met my mentor 7 times within one year, and it was an appropriate pace.	4.0	4.0	3.0	5.0	3.0	3.8
iii	Implementing activities, such as 'picture of my life', joint-reflection, journal sharing, listening to recorded sessions, and role-switching sessions, in the program was a good idea.	5.0	4.0	5.0	4.0	5.0	4.6
iv	The 'picture of my life' activity during the prementoring session had a certain influence on the following sessions.	5.0	3.0	5.0	5.0	5.0	4.6
v	Having both mentor/mentees write a journal entry after each session was necessary for the program to be effective.	5.0	4.0	5.0	5.0	4.0	4.6
vi	Through joint reflection by sharing the mentor/mentees journals (session #4), I became more conscious of the whole process.	5.0	4.0	3.0	3.0	3.0	3.6
vii	My mentor provided me with the recorded sessions before the role-switching session, which helped me play the mentor's role.	5.0	4.0	5.0	5.0	3.0	4.4
viii	The role-switching session was a meaningful experience.	5.0	4.0	5.0	4.0	5.0	4.6

ix	I recommend for the mentoring program (that I've participated in) to be included in an 'official' advisor training program.	5.0	5.0	5.0	5.0	5.0	5.0

According to the results, items scoring on average 4.5 points include effects of the PL activity during the first session (4.6), keeping a journal after each session (4.6), the effect of reverse-mentoring (4.8), and the combination of the three activities (4.6).

There was a follow-up question for item 'iii', which asked the participants to indicate the activity that was the most meaningful. Two mentees chose the PL activity during the first session, and two mentees chose reverse-mentoring. The remaining mentee chose both the PL and reverse-mentoring activities.

Ee4-Wq3-E

For me, 'picture of my life' was the most meaningful because it allowed me to disclose myself. Before that, I was unable to show myself to my mentor because I thought that she was somewhere far higher than me.

Ee1-Wq3-E

Without a doubt, it was the drawing your life story activity. It was the one thing I was most reluctant to do, but it was the best way for us to establish trust. I got pretty emotional telling her my story, and I felt that she was with me, understanding me. I appreciate her so much.

Ee5-Wq3-J

The role-switching session was most valuable. Having feedback right after the session was a great opportunity for me to gain confidence in playing the mentor's role.

Ee3-Wq3-E

I felt that all of them were meaningful. If I had to choose one, I would say role-switching because I understood how the session with my mentor was different from the sessions with my students.

In contrast, the following two items exhibited lower scores on average:

· Appropriateness of the number of sessions (3.8): One mentee expressed that the number of sessions could be reduced as journal writing after each session was time-consuming. Another mentee mentioned that she prefers more reverse-mentoring sessions in the program.

· Journal sharing was effective in reflecting on the entire process (3.6).

Refer to section '4.2.6 Post-program questionnaire' for the researcher's analysis of this item.

4.4.3 Promoting mutual learning

The purpose of the mentoring program developed in this study was to promote mutual learning between the mentor and mentee. To ensure mutual learning, the dialogue between the mentor and mentee needs to be co-constructed (Delaney, 2012). Furthermore, an imbalance in power needs to be prevented (Brown, 2001; Delaney, 2012; Kissau & King, 2014). Thus, equality in relationships establishes trust and rapport, leading to mutual learning (Brown, 2001; Delaney, 2012).

The data were examined to determine whether the program promoted mutual learning. The following table shows items extracted from the post-program questionnaire that are related to mutual learning.

Table 19. Questions related to mutual learning on the post-program questionnaire

	Ee1	Ee2	Ee3	Ee4	Ee5	Average
ii. I experienced learning and growth through this mentoring program.	5.0	4.0	5.0	5.0	5.0	4.8
iii. My mentor and I were open and honest with each other.	5.0	4.0	5.0	5.0	5.0	4.8
vii. Through the process, I was continuously encouraged by my mentor to grow as a professional and a person.	5.0	4.0	5.0	5.0	4.0	4.6
viii. Throughout the process, I feel that we 'co-created' the dialogue (where my mentor was not only a listener).	5.0	4.0	4.0	5.0	5.0	4.6
ix. I felt that there was mutual growth between my mentor and me.	5.0	4.0	5.0	4.0	5.0	4.6

The quantitative data show that all scores were above 4.6 of 5.0, implying that 1) the mentees felt that they have grown in this relational mentoring program, 2) the relationships between the mentor and mentees were open, honest, and encouraging, 3) the mentees felt that the dialogue was not one-way but co-constructed, and 4) there was mutual growth between the mentor and mentees.

The above quantitative data indicated that the mentees perceived that mutual learning occurred.

Ee1-Wq3-E

We each learned something from the sessions we shared. It also helped listening to the recordings of the sessions again because I could be transported back to the session and how I was feeling. Yes, the journal and the recordings really show our growth.

Ee2-Wq3-E

I'm not sure exactly how this [mutual learning] happened or whether it could be observed, but I think the committed and engaged relationship, by the very nature of the relationship, fosters growth.

Ee5-Wq3-J

There were some moments when we were sharing and co-creating the values when we talked about the difference between sympathy and empathy.

Ee4-Wq3-J

We tend to learn by observing/interacting with each other as we could notice new things by doing so.

However, Mentee 3 mentioned that although she feels that she could build a strong relationship with the mentor and that dialogue was co-created, she was unsure whether she could help the mentor grow.

Ee3-Wq3-J

> Although my mentor said how valuable it was for her to have mentoring sessions with me, it was <u>not observable to me</u> – I <u>believe it though.</u>

This finding could imply that mentors must show and verbalize what they have gained from the sessions. In Mentee 3's case, although the mentor thought that she expressed what she had gained from the sessions, it should have been verbalized more clearly to the mentee.

Overall, the data suggested that the mentees felt that they have grown in this relational mentoring program based on the open and honest relationship. The mentees also felt that the interaction with the mentor was two-way and co-constructed. The results showed that the mentoring program in this study carried the elements necessary to facilitate mutual learning.

4.4.4   Further discovery through the second collaborative reflection session

During the second collaborative reflection session, the responses given on the postquestionnaire by the mentees were discussed orally to seek further information and reflection.

The three activities (life story interview by using a PL, collaborative reflections, and reverse-mentoring) implemented in this study aimed to promote mutual learning to eventually enable a new two-layered structure in continuous education for experienced advisors. The following comments by the mentees collected through the questionnaires and journals provide some relevant evidence regarding how these three activities influenced the mentees. The data were also extracted from recorded sessions to provide more detailed information.

1) Sharing a life story by using a PL

The following data represent how the mentees perceived and valued the PL activity during the first session.

Ee1-S7-E (23:23-25:21)

Because I shared my life story with you, you [the mentor] discovered things that I hadn't discovered about myself yet, and that was powerful. I drew the picture; I wouldn't change anything about the picture I drew. But, it would depend on how you were with me in the first session. How much comfort I would feel with sharing the picture with you. That [the first session] was a turning point in our relationship. It could have gone either way. If you…if you, if I didn't feel comfortable enough to share it, to feel heard to express my emotions, I might have just closed up, and, it would have been difficult to continue. But, because I felt respected, I felt your empathy, and I felt that you were there with me, it helped me feel free to just express myself. I felt comfortable and completely vulnerable with you [the mentor].

Ee5-S7-J (38:12-40:34)

Expressing my thoughts using images gave me different perspectives than writing my life story in words. When I thought about what images will represent my life, I could face my past, present, and future from a different approach. It was much better than writing a 400 words summary of my life. If we didn't have that session [life story interview using a PL] in the beginning, I believe the relationship could not have been strong enough. It created a foundation for the relationship.

These results are consistent with the data collected from the journals and questionnaires, which indicated that the PL activity during the first session promoted a mutually trusting relationship that positively influenced the following sessions. However, although the data showed similar results, the mentor reported that it was a powerful experienced to be actually listening to by the mentees and having the mentees tell her how they valued the PL activity and how it influenced them. The mentor could sense how deeply the PL activity meant to the mentees by observing their facial expressions, tone of voice, body movement, and energy they expressed while talking about the issue. None of the above phenomena could have been observed using written data, and directly being told by the mentees provided the mentor with a fulfilling moment.

2) Journal sharing and collaboratively reflecting on the session together

The following data imply that the mentees valued the journal sharing process and collaboratively reflecting upon the past sessions together.

> Ee1-S7-E (33:13-33:36)
>
> I think it [journal sharing] is very important actually because before that point [before the collaborative reflection], we've been keeping journals separately about our experiences. It was interesting to read your [the mentor's] journals about your [the mentor's] experience, and the things that made you [the mentor] hesitate, and in terms of sharing experience, the things you thought you [the mentor] were doing.

> Ee1-S7-E (34:00-34:49)

But, I would say, even more powerful is the <u>opportunity to reflect together</u> on the sessions that we had. Yeah, we had the journals; we read them, and we had the sense of how the other person felt, but in the interaction we had that day, we did sometimes mention stuff from the journal, but <u>there was so much that we recalled from the previous conversations that we that didn't necessarily come from the</u> journals but just from our joint recollection; it was interesting as we were <u>co-constructing</u>.

Ee1-S7-E (37:07-37:41)

It is good to feel listened to, to feel someone understands how you feel, and I think that when we reflected on those sessions again, I could also get that sense that you paid attention to what I said, and not just what I said but like my facial expressions and also my tone of voice; you knew how I felt, which means you were completely attuned to me, and, I have respect for you as I know it takes a lot of energy to do it.

In summary, the above extracts were obtained from spoken data and revealed the following:

- Sharing journals promoted a mutual understanding between the mentor and mentee.

- The dialogue related to collaborative reflection led to the further recall of memories that were not written in the journal and deepened the reflective process.

- The mentee became more aware of how the mentor interacted with the mentee during the session by jointly reflecting on the sessions.

3) Switching roles during a reverse-mentoring session

The following data represent how the mentees perceived and valued the reverse-mentoring session during which they switched their roles.

Ee3-S7-J (36:04-36:24)

When we did the reverse-mentoring session, I could <u>feel for the first time that</u> this is <u>how mentors promote co-creation in dialogue</u>. I understood how mentors would feel when conducting a session, and I noticed how it feels like promoting learning from each other.

Ee5-S7-J (30:17-30:48)

It was good to have <u>feedback from you [the mentor]</u>. By doing the reverse-mentoring and by having your feedback, I <u>became more aware of my skills as a mentor</u>. I could learn more about myself. <u>We usually don't get much opportunity to evaluate ourselves by having direct feedback from learners and mentees</u>.

Ee5-S7-J (33:04-33:48)

<u>Regardless of how experienced or inexperienced</u> you are as an advisor, I think reverse-mentoring would provide <u>a valuable learning opportunity to learn about oneself as an advisor</u>. Well, I felt a bit <u>challenged</u> [being a mentor to a mentor]. So, I intentionally focused on my role as a mentor. It [the reverse-mentoring session]was a <u>useful activity to develop professionally</u>.

In summary, the above extracts from the spoken data clarified that conducting a reverse-mentoring session was challenging for the mentees (junior-mentors), but they gained new perspectives by switching roles and became more aware of the mentor's roles. Moreover,

the reverse-mentoring sessions worked well because the junior-mentors and the senior-mentee had already established a strong, trusting relationship.

4.4.5 Mentor's perception

The above data analysis elaborated on the mentees' perception, which was identified through the post-program questionnaire and spoken data. This section focuses on the mentor's perception observed during the second collaborative reflection session.

First, notably, the overall process for the researcher as a mentor was a dynamic process of personal and professional growth. As she conducted 30 sessions as a mentor and five sessions as a mentee, written 35 journal entries in total, listened to the recorded sessions, and read the 35 journal entries written by the mentees, the learning and experience she gained from this process were tremendous. This program provided the most valuable mentor education she had ever had.

Second, although the experience was valuable, there were many difficulties in implementing the mentoring program in this study. As the mentor and mentees had full-time jobs and worked at different places, scheduling the sessions was an issue. Moreover, as the mentoring program lasted for 12-18 months on average, many life events occurred during that period, and occasionally, the sessions had to be rescheduled. To solve this issue, a video chat application software (Skype) was used. However, due to Internet connection problems, the start of the sessions was sometimes delayed, and the quality of the recording was not clear. The mentor also occasionally struggled with facing issues that are highly confidential, and the mentees exhibited various emotions as they shared

their issues. Mentoring five mentees in addition to her full-time job could have exceeded her work capacity.

However, despite these difficulties, the researcher/mentor considered the program rewarding. The burden she carried as a mentor simultaneously to five mentees was alleviated as she realized that she had built a special bond with each mentee, which enhanced her engagement during each session. Furthermore, participating in the collaborative reflection and reverse-mentoring sessions were rewarding to the mentor as she could experience being a mentee and could talk about her issues. Having experiences as both a mentor and a mentee and collaboratively reflecting on the sessions provided the mentor with an opportunity for mutual learning. The data collected from the second collaborative reflection session indicated a strong possibility of establishing a two-layered continuous education structure.

4.4.6   Summary and discussion

The data collected from the second collaborative reflection indicated that the mentees' satisfaction with this program was high as they experienced personal growth during the program. The participants also felt that a trustful relationship was established between the mentor and mentees, which promoted mutual growth. Most mentees expressed that they would rather continue the program. It also became clear that the three activities implemented in this program (life story interview by using a PL, collaborative reflections, and reverse-mentoring) were well-received by the mentees. Specifically, the life story interview by using a PL was considered a valuable activity for establishing a strong relationship from the beginning of the program. Additionally, the reverse-mentoring session was effective in terms of career support as the mentees became more aware of the mentor's roles. The same effect was observed in the mentor's data. The PL activity was a

creative way for the mentor to connect with the mentees, and telling her story to the mentees by using a PL created a sense of equality in the relationship. The reverse-mentoring session was much more appreciated by the mentor as she does not often have opportunities to be a mentee. In this study, she could attend five sessions as a mentee, which was a remarkable experience for her. The data implied that the mentor also gained and learned from the mentoring program in this study, thus suggesting the strong possibility of establishing a two-layered continuous education structure in which an experienced advisor and less experienced advisors are able to support each other.

4.5   Relational Mentoring Index (RMI)

The second collaborative reflection session also provided an opportunity to collect data to examine whether the mentoring program introduced in this study meeting the requirement of relational mentoring and whether the mentor and mentees could proceed with the mentoring program by establishing a high-quality relationship.

Ragins (2005) states that relational mentoring is characterized by mutual learning in which both participants influence each other. Relational mentoring pursues mutuality and reciprocity, which are inherent in growth-producing relationships, and being authentic, adaptive, empathetic, interdependent, and vulnerable in the relationship are the prerequisites for establishing such a relationship (Fletcher & Ragins, 2007).

As introduced in the literature review in this dissertation, Ragins (2012) developed a relational mentoring index (RMI), which includes the following six dimensions of establishing relational mentoring relationships:

 i. Personal learning and growth

 ii. Inspiration

iii. Affirmation of ideal, best, and authentic selves

iv. Reliance on communal norms

v. Shared influence and mutual respect

vi. Relational trust and commitment

The data collected from the post-program questionnaire administered in this study were recoded based on the above six dimensions to ensure that the mentoring program conducted in this study applied the relational mentoring approach.

The following table shows the results of the data analysis based on the RMI.

Table 20. Coding Related to the Relational Mentoring Index

Codes	Frequency
Personal learning and growth	38
Relational trust and commitment	29
Shared influence and respect	21
Inspiration	15
Self-affirmation	15
Communal norms	9

The following sections describe each of the six codes by showing examples collected from the post-program questionnaires.

4.5.1 Personal learning and growth

The item with the highest frequency identified in the RMI coding was 'personal learning and growth.' Ragins (2012) proposed that this category examines whether a mentor helped a mentee learn and grow as a person, learn about his/her personal strengths and weaknesses and learn more about himself/herself.

Ee1-Wq3-E

It [the mentoring program] was enriching because I could finally see how my life experiences have led me to the position that I am at now. It also helped me reaffirm my capability and enforced my belief that I can be the best helper I can be and that what I do matters!

Ee2-Wq3-E

I learned that guidance and constructive feedback to the mentee are of key importance. I think learning how to grow the most by identifying the current strengths and weaknesses and learning how to use these to make myself successful in the field was important. Also, the ability to adjust communication to the personality style of the mentee was learned.

Ee-Wq3-E

It was not only about learning advising skills but also connecting with myself more. I discovered what kind of a learning advisor I want to be. I have a clearer identity now as an advisor.

Ee3-Wq3-E

I discovered what kind of a learning advisor I want to be. I have a clearer identity now as an advisor

Ee4-Wq3-E

The series of sessions made me realize that we advisors can approach students holistically as people; my entire understanding of advising was also reconstructed.

4.5.2 Relational trust and commitment

The item with the second highest frequency identified in the RMI coding was 'trust and commitment', which implies that the relationship between the mentor and mentee is founded on mutual trust and commitment; in this relationship, there is mutual trust, both are committed to the relationship, and trust and commitment are central to the relationship.

The following are examples coded as 'relational trust and commitment.'

Ee1-Wq3-E

I was deeply moved by the interaction I had with my mentor. I trusted her [the mentor] from the beginning. I actually got to know more about myself and about her through the mentor program.

Ee3 Wq3-E

I think it was important that both mentor and mentee were dedicated and committed to the time of the sessions and writing reflection.

Ee4 Wq3-E

I suppose that confidentiality was a crucial factor. Because I knew that she keep my stories just between us, I was able to be honest with her. Her being open helped me trust her [the mentor] as well.

Ee5- Wq3-E

We could disclose ourselves to each other. My mentor created a safe environment, which made me open up myself to her [the mentor].

4.5.3 Shared influence and respect

The item with the third highest frequency in the RMI coding was 'shared influence and respect,' which implies that the mentor and mentee respected and influenced each other and valued what each person had to say and that there were mutual respect and influence in the relationship.

The following are examples coded as 'shared influence and respect.'

Ee1-Wq3-E

I think that we can see growth through our journals. We each learned something from the sessions we shared.

Ee3 -Wq3-E

I think the first session where we shared stories of our lives really helped build our relationship; however, what was crucial was the fact that I respected my mentor professionally as an LA [learning advisor] from the beginning. After I learned more about my mentor, I respected (and was attracted to) her even more as a person and that also resulted in a better relationship.

Ee4 -Wq3-E

I have become more confident in myself. The moment when my mentor shared her challenging experiences and when she acknowledged my past six years at work was an especially powerful moment.

4.5.4 Inspiration

The item with the fourth highest frequency in the RMI coding was 'inspiration,' which implies that the mentor was a source of inspiration to the mentee by providing the mentees with a fresh perspective that helped them broaden their perspectives, which often inspired them.

The following are examples coded as 'inspiration.'

Ee2-Wq3-E

It was interesting, and creative approaches are really meaningful in <u>keeping the relationship fresh and stimulate interesting dialogues.</u> Because I'm partial to visual representations of information and like to do activities that are a bit <u>"outside the box,"</u> I enjoyed the 'picture of your life' and role-switching the most I think. They were most <u>challenging and enjoyable</u>

Ee4 -Wq3-E

I learned that a professional advisor does not need much assistance to reflect. My mentor found her answers with minimum assistance just by talking, which <u>impressed</u> me.

4.5.5 Self-affirmation

The item with the second lowest frequency in the RMI coding was 'self-affirmation,' which implies that the mentor helped the mentees become the person they aspire to be, accepted who they are, acknowledged their best selves, and helped them be themselves during the sessions.

The following are examples coded as 'self-affirmation.'

> Ee2-Wq3-E
>
> I think that my mentor's encouragement with my creativity and how I could possibly use it in my advising was the <u>most poignant point of encouragement</u>.

> Ee3-Wq3-E
>
> Her [the mentor's] attitude showed that she was always thinking of me. Especially when she <u>acknowledged</u> how much I have been struggling to be acknowledged by others, it gave me the most powerful experience.

> Ee5-Wq3-J
>
> My mentor <u>verbalized and acknowledged</u> my professional skills, and I <u>became more confident</u> as an advisor.

4.5.6 Communal norms

The item with the lowest frequency identified in the RMI coding was 'communal norms,' which implies that the mentor and mentee helped each other without expectations of who gives and who gets in the relationship.

Ee1-Wq3-J

I always know that I can contact my mentor and talk to her about my professional and personal interests and that she won't turn me away. We helped each other, and I believe we will continue to do so.

Ee3-Wq3-J

I felt that both of us had some common goals/processes for the dialogue in our minds based on our experience and knowledge of advising (e.g., setting goals and visualizing a plan) and worked together to get there.

4.5.7 Summary and discussion

As shown by the above results, the data collected during the second collaborative reflection session indicated that the mentoring relationship built between the mentor and mentees in this study included the six dimensions of the RMI. The results suggested that the mentor and mentees could proceed with the mentoring program in this study by establishing high-quality relationships. Therefore, the data indicated that the mentoring program conducted in this study was a 'relational mentoring' program in which mutuality was pursued in growth-producing relationships and that mentees were able to be empathetic, interdependent, and vulnerable in the relationships.

However, notably, although the data collected in this study indicated the features that relational mentoring relationships could demonstrate, the positiveness of the data could be derived from the fact that the mentees knew that the journals and questionnaires would be read and analyzed by the mentor (the researcher). The mentees could have proceeded cautiously to show their respect to the mentor.

Although certain caution is needed while reading the data, the quality of the sessions with each mentee shows that the mentor and mentees were able to establish a strong relationship. As a participant, the researcher believes that the high level of satisfaction expressed by both parties is based on the strong and genuine relationships they have established together.

4.6 Effects of the three activities

This chapter presented the results of the study and developed arguments based on the results. Each of the three activities embedded in the mentoring program (life story interview using a PL, collaborative reflection, and reverse-mentoring) was discussed, and the following points were raised as summarized in Table 21. The table explains the effects of each activity on the mentor and mentees. Regarding the life story interview using a PL, the mentor and mentees' aspects are combined as this activity had almost similar effects on both parties.

Table 21. Effects of the three activities

	Mentee	Mentor
Life story interview by using a PL	• Drawing a PL served as effective preparation for telling a life story. • The visual approach broadened their perspectives and enriched their stories to be told. • The PLs were not a life story but simply symbols and images before the stories were told. • The PLs provided the storytellers with the freedom to decide on the extent of self-disclosure by observing the levels of comfort and trust they have with the listener. • The life story interview using a PL was a process by which the storyteller and listener co-constructed a story • Having both parties draw a PL and share a life story established equality in the relationship.	

	• Sharing the PLs and life stories established trust and rapport, which encouraged self-discloser. • The PLs served as a 'point to return to' during the following sessions and was an effective tool for long-term reflection.	
First collaborative reflection	• Promoted mutual understanding by sharing journals • Promoted learning more about the mentor's thoughts and feelings • Establishing stronger relationships • Considered unusual by some mentees, who preferred the usual sessions.	• Promoted mutual understanding by sharing journals • Served as an opportunity to receive feedback from mentees. • Provided an opportunity for the mentor to share her concerns and solve issues with the mentees. • Clarified the future direction of the mentoring sessions based on the mentee's needs. • Promoted confidence as a mentor.
Reverse-mentoring	• Some mentees considered reverse-mentoring a difficult challenge. • However, the mentees gained new perspectives by switching roles and became more aware of the mentor's roles. • Listening to the recorded sessions and analyzing how the mentor used conversational strategies served as an effective learning opportunity. • Having established a strong, trusting relationship in the previous sessions was considered a reason for effective learning. • Reverse-mentoring served as an opportunity for mentor education.	• The reverse-mentoring provided the mentor with an opportunity to be a mentee, which was valuable. • By switching roles and being listened to, the mentor gained new perspectives as both a mentor and mentee. • By being a mentee, the mentor could share her concerns as a mentor and was able to solve them. • The mentor became more confident in the power of reflective dialogue and how it feels to be listened to. • The mentor became more confident that reverse-mentoring is needed for establishing two-layered continuous education.

Second collaborative reflection	• The mentees showed high satisfaction with the program as personal growth occurred during the program. • A trustful relationship was a key factor promoting mutual growth. • The PL activity was considered an effective way to establish a trustful relationship from the beginning. • Sharing journals promoted deeper reflection and learning. • The reverse-mentoring session was an effective opportunity for learning professional skills.	• The mentor received direct responses from the mentees in addition to the data collected from the post-program questionnaires. • By collaboratively reflecting upon the past sessions, the mentor could learn more about the mentees. • The mentor identified some revisions needed for the program. • While reflecting on the process, the mentor reviewed the sessions with each mentee and the entire 35 sessions she conducted. • The program was rewarding for the mentor. • The program showed the strong possibility of establishing a two-layered continuous education structure.

Based on the results of this study, it became clear that each of the three activities implemented in this program was effective in promoting mutual learning. Moreover, the success of each activity was based on the relationships established by the mentor and the mentees. The results of this study showed that the key factor promoting mutual learning in the mentoring program was the high-quality relationship between the mentor and mentees.

To further examine whether a high-quality relationship was established, the RMI was applied, and the qualitative data were recoded. The results indicated that the mentoring relationship built between the mentor and mentees in this study carried the six dimensions

of the RMI (personal learning and growth, inspiration, affirmation, communal norms, shared influence, and mutual respect, and trust and commitment).

Based on the above data, the mentoring program implemented in this study was based on a high-quality relationship between the mentor and mentees and thus, could be considered a relational mentoring program enabling mutual learning to occur.

Chapter 5: Conclusions

This chapter provides a summary and discusses the significance of the study by answering the research questions raised in this study. This chapter also discusses how the results and findings in this study can be employed in the field of ALL and contribute to enhancing educational practice in this field. In addition, this chapter states the limitations and future implications of this study.

5.1 Summary of the research

This study started with a practical problem that the researcher had as an advisor educator. Under the current structure of the advisor education program at KUIS, if an experienced advisor seeks more advanced education, a more experienced advisor who is dedicated to advisor education is needed. Thus, advisors always have to reach out to more experienced advisors in the upper-layer to obtain continuous education. However, more experienced advisors and more experienced advisor educators are difficult to find under the current situation. Therefore, this study aimed to establish a two-layered structure in a continuous advisor education program in which mutual learning could occur between an advisor in a lower-layer and an advisor in an upper-layer. Building the new structure avoids the problem of finding more experienced advisors, such as advisors in the upper-layers who could also learn from the advisors in the lower-layers (Figure 5).
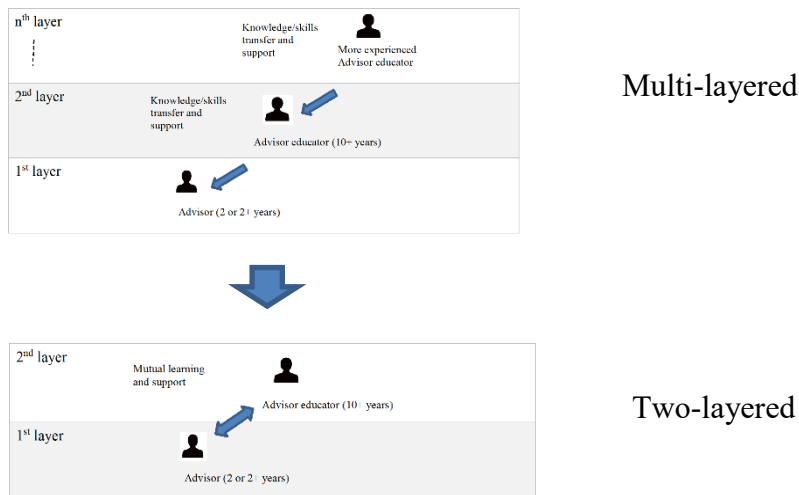
Figure 5. Multi-layered and two-layered mentoring structures

To build the two-layered structure, facilitating mutual learning between the advisor in the upper-layer and that in the lower-layer was considered a crucial factor. Based on the nature of advising practices in which advisors promote language learners' autonomy through one-on-one reflective dialogue, introducing a mentoring program was considered the best choice for the continuous education of experienced advisors. Therefore, a relational mentoring program was developed for this study in which a high-quality relationship could be intentionally established between a mentor and a mentee. Three activities (life story interview, collaborative reflection, and reverse-mentoring) were embedded in this program to facilitate a strong relationship and mutual learning between the mentor and mentees.

The following research questions were raised and examined in this study:

How does a relational mentoring program designed for experienced advisors promote mutual learning between a mentor and mentee?

To investigate the main question, the following subquestions were established:

i. *Could mutual learning occur through a 'life story interview,' 'collaborative reflection' and 'reverse-mentoring' embedded in a relational mentoring program?*

ii. *If mutual learning occurs through these methods, how does this mutual learning influence both the mentor and mentee in establishing a two-layered mentoring program?*

The research was designed and implemented to collect data addressing the above research questions, and the conclusions derived from the data analysis process are presented in the following section.

5.2 Responding to the research questions

This section addresses the research questions by focusing on whether mutual learning occurred between the mentor and mentees, and if so, how did it influence the mentor and mentees. First, notably, the mentoring program conducted in this study was examined to determine whether the program can be appropriately called a relational mentoring program. The RMI (Ragins, 2012) was applied as a measurement tool, and the data were examined to determine whether the mentoring program introduced in this study met the requirements of the RMI and whether the mentor and mentees could proceed with the mentoring program by establishing a high-quality relationship. The results based on the data collected from the post-program questionnaire revealed that all six dimensions of the RMI were fulfilled, suggesting that the mentor and mentees established high-quality relationships that served as the foundation for mutual learning.

To address the research questions, as summarized in Table 21 (see 4.6), the results of this study suggested that the three activities (life story interview, collaborative reflection, and reverse-mentoring) were effective in promoting mutual learning between the mentor and mentees. In addition, both the combination and order of the three activities promoted and influenced mutual learning.

The relational mentoring program in this study started with a life story interview by using a PL. The mentees were asked to draw a PL and share their life stories during the first session, which was a challenging activity. The results indicated that this activity represented one of the best approaches in the program. The PL activity during the first session effectively established strong trust between the mentor and mentees as they shared and co-created their life stories. The fact that the mentor also drew a PL and shared it with the mentees promoted a sense of equality in the relationships. In addition, the life story interviews using a PL had a positive influence on the following sessions. As the interviews were not only life story interviews because PLs were used while sharing the stories, the PL served as a 'point-to-return to.' When the PLs were shown to the mentees again during the following sessions, it was obvious that the mentees' minds instantly returned to the first session without much effort.

Moreover, interestingly, each PL grew throughout the program. Some mentees added more pictures to their PLs, changed the way they view their PLs and gave different meanings to the images and symbols, and most mentees naturally talked about their future by using their PLs. In summary, the data indicated that having a life story interview by using a PL and having both the mentor and mentee share their PLs and life stories during the first session created a strong foundation for the relational mentoring program in this study. This activity was an excellent starting point.

After the first session, the mentees attended two usual mentoring sessions during which they introduced their agendas during the sessions. The mentor actively listened to the mentees and utilized conversational strategies that are typically used in conducting reflective dialogue in ALL. The mentees enjoyed the state of being listened to by a professional listener. After completing the initial education, many mentees did not have much opportunity to play the role of a mentee, and thus, the mentees enjoyed being mentees in this program.

The first collaborative reflection session was conducted during the fourth session, and both the mentor and mentees shared their journals. This process had different influences on the mentor and mentees. For the mentees, although collaborative reflection promoted a mutual understanding in which they could learn more about the mentor, it was considered an unusual session as the session did not allow them to talk about their own agenda and required them to collaboratively reflect on the past sessions. However, it was a rewarding process for the mentor since she could get feedback from the mentees about the mentoring process thus far and her performance as a mentor. The collaborative reflection session increased the mentor's confidence as she could understand the mentees more and establish a future direction for the remaining sessions together with the mentees.

After the first collaborative session, the mentees were invited to have a usual mentoring session. Some mentees waited for the usual session as they had stories to share with the mentor. The mentor felt more comfortable being a mentor after the collaborative reflection.

The reverse-mentoring session was conducted during the sixth session. Before this session, the mentees were provided with recordings of the past five sessions they had with the mentor. The reverse-mentoring session served as a turning point for some mentees as they noticed how their mentor interacted with them as a mentor. The mentees were able to reconfirm the mentor's roles by listening to the recordings. However, some mentees felt pressured to act as a mentor to their mentor. However, the reverse-mentoring session provided the mentor with an opportunity to be a mentee, which was a valuable experience for an advisor educator who does not usually have the opportunity to play the role of a mentee. She enjoyed the state of being listened to. She was also fulfilled by experiencing the power of reflective dialogue and how she could solve her problems simply by being listened to. In summary, the reverse-mentoring session in this study developed practical skills and knowledge among the mentees and promoted satisfaction in the mentor as she was intensively listened to by professional listeners.

After the reverse-mentoring session, the second collaborative reflection session was conducted during the final session of the program. This process allowed both parties to confirm what occurred during the relational mentoring program in this study, and both parties agreed that the program promoted mutual learning. Specifically, the life story interview using a PL during the first session was critical for establishing a high-quality relationship. The sense of trust between the mentor and mentees had a positive influence on the following sessions. All mentees mentioned that the degree of self-disclosure was enhanced after the first session, which served as a foundation for conducting the reverse-mentoring session. If the reverse-mentoring session was conducted before establishing a strong relationship with the mentees, the results of this study would have been different. Since the mentees trusted their mentor and vice versa, the mentees could conduct the reverse mentoring sessions in a safe environment. The results showed that reverse-

mentoring was a challenging task, but the mentees could develop professional skills through the reverse-mentoring session.

The phenomena observed in the past sessions, journals, and questionnaires were raised and discussed during the two collaborative reflection sessions. By conducting the collaborative reflection, it became clear that the three activities in the mentoring program influenced one another and promoted mutual learning between the mentor and mentees. The collaborative reflection session not only promoted the recall of memories but also developed discussions between the two parties. The mentor and mentees talked about the values they see in mentoring, advising, and any type of reflective dialogue faced in daily life, which further promoted learning.

In conclusion, the three activities (life story interview, collaborative reflection, and reverse-mentoring) embedded in the relational mentoring program in this study facilitated mutual learning by establishing a strong relationship between the mentor and mentees. Moreover, the combination and order of the three activities worked effectively as shown in Figure 6.
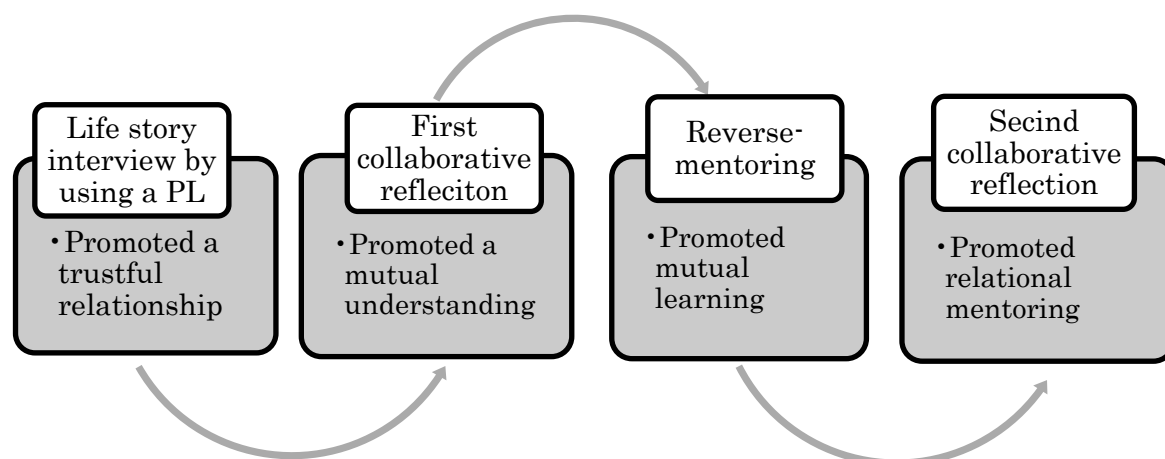
Figure 6. Effects and order of activities

The order of the three activities implemented in the program was based on the mentoring model suggested by Kram (1985), Zachary (2000), and Brockbank and McGill (2006). The order was also based on the learning trajectory in ALL (Kato & Mynard, 2016). The results of this study also supported models of mentoring and advising as the flow of the mentoring program was as follows: promoting a trustful relationship, promoting mutual understanding, promoting mutual learning, and promoting relational mentoring.

All mentees stated that starting the program with the life story interview by using a PL set the tone of the entire program and served as a foundation for building a trustful relationship. The same applies to the mentor. Thus, having the life story interview using a PL during the first session represented a process by which the parties began to trust each other.

Then, the first collaborative reflection session was conducted by sharing journals. This activity had a different influence on the mentor and mentees, but both parties had an

increased mutual understanding as they learned more about each other. Specifically, this activity was beneficial to the mentor as she could receive feedback regarding her mentoring and establish the future direction of the remaining mentoring sessions with the mentees.

The reverse-mentoring session provided a mutual learning opportunity by switching the roles. The mentees became more aware of the mentor's roles and placed more focus on practical aspects. In contrast, the mentor could enhance her learning as a mentor by having an opportunity to be a mentee. Thus, the mentor and mentees both had learning outcomes. However, their learning was not promoted alone, and by having interactions between the two parties, the learning process was co-constructed. Thus, the two-layered mentoring structure became more substantial by having the reverse-mentoring session during which the mentor and mentee both had a learning opportunity to grow professionally and personally. Notably, before conducting the reverse-mentoring session, the mentor and mentees had already established a trustful relationship and mutual understanding. It is assumed that the success of the reverse-mentoring session was built on the outcome of the life story interview and collaborative reflection.

The second collaborative reflection session was also based on the outcome of the previous activities. The mentor and mentees were already used to sharing journals and reflecting collaboratively, and both parties agreed that these activities influenced each other and promoted mutual learning. The second collaborative session enhanced mutual learning as both the mentor and mentees could reflect on the entire process together by using their PLs, reconfirmed what they went through, accepted each other's feelings, and celebrated the achievements. Thus, the second collaborative reflection session enhanced the essence of the high-quality relationship and thus, the relational mentoring program.

In summary, each activity had learning outcomes, and each activity was followed by another activity that further promoted learning based on a stronger relationship. Thus, the order of the three activities was synchronized with the flow of mutual learning and relationship building in the program.

5.3   Significance of the study

Consistent with previous studies (Dutton & Heaphy, 2003; Ragins, 2005; Ragins & Verbos, 2007), the results of this study indicated that a high-quality mentoring relationship supported by strong and genuine connections and interactions between the mentor and mentee encourages mutual learning, growth, and development. However, the significance of this study was that the three activities (life story interview by using a PL, collaborative reflection, and reverse-mentoring) embedded in the relational-mentoring program demonstrated that they could intentionally facilitate the establishment of a strong relationship and promote mutual learning between the mentor and mentees. Moreover, not only the combination but also the order of the three activities influenced the promotion of mutual learning in the program. This study indicated that mutual learning was facilitated based on a trust relationship between the mentor and mentee, and conducting the three activities in the order suggested in this study could facilitate building the relationship.

Both the mentor and mentees expressed that they experienced learning and growth by attending the mentoring program in this study. Moreover, the learning and growth experienced were achieved by being inspired by each other. This growth was not something they could achieve alone. Thus, the process was co-created and co-constructed, allowing learning to be facilitated by both parties.

The relational mentoring program conducted in this study highlights the possibility of constructing a two-layered continuous advisor education program in which mutual learning occurs between an advisor in a lower-layer and an advisor in the upper-layer. As previously mentioned, building a new structure avoids the problem of finding more experienced advisors as the advisors in the upper-layers can also learn from the advisors in the lower-layers. Thus, this study is significant by proposing a model of a two-layered mentoring program in which activities are designed to establish a high-quality relationship to promote mutual learning.

5.4   Implications for future research: Promoting well-being through the relational mentoring program

Previous studies have highlighted the lack of research investigating mentor education and mutual learning (Hobson et al., 2009). This study emphasizes the importance of implementing a mentoring program, even for experienced advisors. This study also demonstrated the effectiveness of embedding a life story interview using a PL, collaborative reflection, and reverse-mentoring session in the program, which can serve mutual learning opportunities for both the mentor(s) and mentees. The qualitative data collected in this study suggested that the combination of the three activities in the designated order could serve as a model for promoting mutual learning in a professional mentoring program through which career-support, psychosocial-support, and mentor education occur based on a fully engaged reflective dialogue between the mentor and mentee.

By conducting this research, the researcher learned that the outcome or final product of this mentoring program was the high-quality relationships established between the mentor and mentees, which generated another research topic to be explored in future research.

167

As a researcher, the mentor noticed that all mentees had increased positive emotions throughout the program as shown in their comments as follows:

Ee2-Wq3-E

In a nutshell, I think happier, supported and more focused advisors might, as a general rule, produce better quality work and, therefore, help students more efficiently overall. The job satisfaction of advisors is paramount to the process of developing this program; thus, a quality mentoring program for experienced advisors is critical.

Ee5-Wq3-J:

I felt fulfilled as I could talk with a senior advisor not only about advising but also about my life.

Ee3-Wq3-E

I almost feel guilty for other Las that I had such a great opportunity. I think all my team members need this. It was different from the professional development that we do and training that we have for new LAs.

Ee1-Wq3-E:

It was enriching because I could finally see how my life experiences have led me to the position that I am at now. It also helped me reaffirm my capability and enforced my belief.

Ee4-Wq3-E: I feel much more <u>encouraged and confident</u> than before enrolling in this program. <u>My mentor's acknowledgment made me acknowledge myself</u>.

There were many other comments expressing positive emotions when the program was completed. In the field of positive psychology, such positive emotions are considered 'well-being.' Researchers have noted that well-being is not only the absence of distress and dysfunction (Wood & Joseph, 2010). Well-being is considered more than only happiness; well-being means developing as a person, being fulfilled, and contributing to the community (Shah & Marks, 2004). In recent years, the field of language learning psychology has increasingly focused on a more holistic and dynamic understanding of learner psychology. Similarly, well-being has become a focus of language teaching approaches (Dörnyei, 2010; Gkonou, Tatzl, & Mercer, 2016; Ryan & Mercer, 2015). Recently, more attention has been paid to teachers' psychology and well-being (Hiver & Dörnyei, 2017; MacIntyre, Gregersen, & Mercer, 2016; Mercer, Oberdorfer, & Saleem, 2016). Mercer et al. (2016) state that successful language learning largely depends on teachers and that caring for their professional well-being is a priority; therefore, teacher education programs have to pay more attention to supporting teachers by addressing their stress, emotions, motivation and professional well-being rather than primarily focusing on instructional strategies and pedagogical skills.

Research has revealed that teachers' well-being is significantly related to teachers' motivation and has positive effects on both themselves and their students (Homes, 2005; Mercer et al., 2016; Pennington, 1992). Well-being is a multidimensional construct that includes self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989; Seligman, 2011). The concept of well-being and ALL are similar. The aim of ALL is to promote learner autonomy by

supporting learners in becoming more aware and self-satisfied in learning through one-on-one reflective dialogue (Mozzon-McPherson & Vismans, 2001; Mynard & Carson, 2012). During the process of reflective dialogue, advisors encourage learners to share their values in learning and their lives because such value sharing creates a foundation for a relationship based on trust and promotes learner autonomy (Kato & Mynard, 2016; Karlsson, 2012).

Seligman (2011), who is one of the founders of positive psychology, proposed the PERMA model, which suggests that the following five elements strongly influence one's sense of well-being: positive emotions (P), engagement (E), relationships (R), meaning (M), and accomplishment (A). The PERMA model has been applied in many studies to measure teachers' well-being, and previous research has suggested that people function better in their personal and professional lives when they have a sense of meaning, objectives and goals, connect to something larger than oneself, and feel that one is valued (Steger, 2012, Kern, Waters, Adler1, & White 2014, 2015).

This relational mentoring program in this study should be examined to determine whether it promoted a sense of well-being among the mentor and mentees and the elements that promoted their well-being, which could enhance the possibilities of the program. Incorporating the concept of well-being in advisor education and advising practice could enhance not only advisors' well-being but also learners' well-being through 'reflective dialogue.'

5.5 Limitations of the study

While this study has strengths and is unique in implementing a relational mentoring program through which a high-quality relationship between a mentor and a mentee was

intentionally built by employing three activities (life-story interview using a PL, collaborative reflation, and reverse-mentoring), it also has limitations.

First, the scale of the study was small, and the participants were limited to female advisors who are either Japanese or American. Thus, the findings of this research may not be widely applicable to a larger scale in other cultures. However, if male advisors from other countries were included, the results could have been influenced by gender and cultural issues.

Second, the participants in this study already knew the researcher before the first session since the researcher had provided training at the university where the participants worked. Therefore, evidence that these findings can be applied to a mentor and a mentee who meet for the first time or have only had limited interaction before the first session during which a life story interview using a PL is conducted is lacking. The ideas derived from the mentees during the second collaborative reflection session indicated that if there was a pre-session prior to the first session and if the mentor shared her PL and life story, the mentee might feel more safe to share one's PL and life story even if the relationship between the mentor and the mentee has not been established.

Third, all mentees in this study were informed at the beginning of the program that they would share their journals with the mentor. As the mentor was the researcher and the participants knew that their journals and questionnaires would be read and analyzed by the mentor, the mentees' quality and content of their written reflections could have been affected. The mentees could have applied caution to show their respect to the mentor. The ideal approach might be to have a third party collect and analyze the data. However, considering the nature of this study, it was impossible for a third party to participate in the

data analysis procedure as the topics discussed during the sessions included private information that the mentees shared because they trusted that their privacy and confidentiality would be protected. Although inviting a third party to analyze the data was not possible in this study, the two collaborative reflection sessions could have introduced objectives insight. When the mentor and mentee reflected on their past sessions together by sharing their journals, they viewed themselves from a third-person perspective.

Finally, although a sense of well-being was felt by the mentor and mentees in this study, the data collected in this study could not be used to verify whether the relational mentoring program in this study promoted the mentor and mentees' well-being. Further research is needed to examine whether well-being is promoted and, if so, determine the influential factors that promoted well-being.

5.6 Closing remarks from the researcher

This research was derived based on the needs of current existing advisors (including the researcher) for continuous professional education. In designing the study, the researcher considered the possible outcomes of the mentoring program in this study. Would advising performance be improved or would the advisor gain more knowledge? Her answer was no to both questions. Most experienced advisors known by the researcher are not in desperate need of better performance or gaining knowledge regarding advising. However, these advisors need space and time to reflect on themselves with someone who knows how to facilitate reflection through dialogue. Therefore, applying the concept of relational mentoring in which the relationship between a mentor and a mentee is the most important factor in promoting mutual learning was the best fit for this project.

As shown by the results, the relational mentoring program implemented in this study was effective in promoting mutual learning between the mentor and mentee. The life story interview using a PL served as a significant opening activity through which the mentor and mentees could form a strong bond. In addition, the strong bond between the two parties positively influenced the following sessions and activities, such as collaborative reflection and reverse-mentoring.

By conducting this research, the researcher learned that the outcome or final product of this mentoring program was high-quality relationships established between the mentor and mentees. Ragins (2007) states that a high-quality relationship in mentoring can extend beyond providing career support and psychosocial support, and thus, mentoring relationships can be extended to support mentees beyond the workplace (Ragins & Verbos, 2007). This observation was true in this study. Some sessions in this study were not recorded. During these sessions, the mentees faced serious life events and only wanted to speak with the mentor not as a mentor/researcher but as a person, highlighting that genuine relationships were built between the mentor and mentees.

The journey of the seven sessions with each of the five mentees was a life-changing experience for the mentor as a researcher, educator, and a person. Although it is too early to apply this study in other settings, the researcher sincerely hopes that this study contributes to the development of continuous education for experienced advisors through with mutual learning occurs based on high-quality relationships and hopefully increasing the sense of well-being.

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Appendices

Appendix A: Reflective journal form

Session #

Reflective Journal	
Date (M/D/Y)	
Topic	
1. Describe what was going on with "you" during the session.	
2. How did your mentor interact with you?	\<Beginning\> \<Middle\> \<End\>
3. Is there anything you wanted your mentor to do/say during the session?	
4. What did you learn from the whole process?	
5. Summarize the session in one sentence	

Appendix B: Background questionnaire

Name: Native language: Nationality:

1. Including this academic year, how many years have you worked as a Learning Advisor?

        _____ YEAR(S)

2. Approximately how many one-on-one advising sessions have you held thus far in your entire career as a Learning Advisor?

    Module-related session: _____

    Booked advising session: _____

    Drop-in session: _____

    Other: _____

    TOTAL: _____ SESSIONS

3. Did you have teaching experience prior to becoming a Learning Advisor?

        □YES (Go to Q4)

        □NO (Go to Q5)

4. How many years have you worked as a teacher?

        _____ YEAR(S)

5. How often do you provide advising services in your native language? (Mark one response only)

     Always   often   sometimes   rarely   never

6. How often do you provide advising serviced in your students' native languages? (Mark one response only)

     Always   often   sometimes   rarely   never

7. Have you participated in any of the following types of professional development activities and what was the impact of these activities on your development as an advisor?

   For each question below, please mark one choice in "participation". If you answer 'Yes', please mark one choice in "impact" to indicate how much impact it had on your development as an advisor.

	Participation		Impact			
	Yes	No	No impact	A slight impact	A moderate impact	A large impact
i. Orientation to the position and context						
ii. Concept-Based Training (e.g., Reading articles on self-directed learning)						
iii. Strategy-Based Training (e.g., workshops on advising skills)						
iv. Role play (with your colleagues)						
v. Formal portfolio (Recording, analyzing and receiving feedback on your sessions)						
vi. Mentoring (with other advisors)						
vii. Other (Please specify) _____						

8. If there are any other types of professional development activities you wish to have, please specify.

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9. From the following people, how often do you receive appraisal and/or feedback about your work as an advisor at your university?

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice or more times per year	Monthly	Weekly	More than once per week
i. Director/Supervisor								
ii. Colleagues /peers								
iii. External individual or body								
iv. Others (please specify)								

10. Please indicate the extent to which you agree with each of the following statements on advising. MARK ONE ON EACH ROW.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
v. I really enjoy my present advising job.					
vi. I have a positive influence on students' attitudes and habits through advising.					
vii. If I could start over, I would choose advising again as my career.					
viii. I am satisfied with the number of students I am managing.					
ix. I am satisfied with my professional skills.					
x. I sometimes feel that I still don't understand the advisor's role.					
xi. I exert effort to become a better advisor.					

xii. My success or failure in advising is due primarily to factors beyond my control rather than my own effort or ability.					
xiii. Having a mentoring program as an official training program would help me.					

11. If you have any particular issues you would like to focus on with your mentor in this program, please specify.

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Date questionnaire completed: _____

THANK YOU FOR YOUR COOPERATION

Appendix C: Mid-program questionnaire

Name: _____

The following questions are about the Life Story telling activity ("picture of my life")
performed during the first session. Please ☑ the boxes blow.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
i. When I was asked to draw a 'picture of life' and bring it to the first session, I felt uncomfortable and hesitant at first.					
ii. Drawing the Picture of life helped me become more aware of many things that I wasn't aware of before.					
* What have you become more aware of? (Please write in the details in the right-hand box)					
iii. I enjoyed drawing the 'picture of life'.					
iv. I felt uncomfortable and hesitant about sharing the 'picture of life' with my mentor.					
v. While I was telling my life story through the picture, I became aware of things that I wasn't aware of before.					
*What have you become more aware of? (Please write in the details in the right-hand box)					
vi. Using the 'picture of life' as a visual tool supported me while telling my life story.					
vii. Having the 'picture of life' activity during the first session limited the topics to talk about.					

viii. I wish that I could start the mentoring program without having the 'picture of life' activity.					
ix. Telling my life story by having the 'picture of life' helped me connect with my mentor.					
x. Having my mentor share her 'picture of life' with me helped me connect with my mentor.					
xi. We occasionally returned to and discussed the 'picture of life' during the following sessions.					
xii. Telling my life story by having the 'picture of life' as a visual aid had a good influence on the following sessions.					
*What type of influence do you think there was? (Please write in the details in the right-hand box)					

What are the possible advantages and disadvantages of drawing the 'picture of life' and sharing it with the mentor during the first session?

Please share your thoughts and ideas about starting the mentoring program by drawing the 'picture of life' and sharing it with your mentor.

Date questionnaire completed: _____

THANK YOU FOR YOUR COOPERATION!

Appendix D: Post-program questionnaire

Name:

Please indicate the extent to which you agree with each of the following statements below.
☑MARK ONE ON EACH ROW.
*Each question is followed by an open-ended question. Please use the space to describe your thoughts and ideas.

Part 1 Reflecting on yourself

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
i. Overall, I am satisfied with the mentoring program I received.					
*Now you have completed the entire program, please describe your feelings.					
ii. I experienced learning and growth through this mentoring program.					
* What is the greatest benefit you received from this experience? *What was the greatest challenge?					
iii. My mentor and I were open and honest with each other.					
*What do you think was the crucial factor in establishing a trustful "mentoring relationship" in this program?					
iv. I became more aware of my professional identity and my personal identity and/or how they relate to each other.					
*Please describe your thoughts on "professional identity and personal identity".					
v. The mentoring sessions had a positive influence on my advising of students.					

		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
*If yes, what changes have you found in the quality of your 'advising'?						
vi.	I learned professional skills and knowledge from my mentor through dialogue.					
*If yes, what types of things did you learn from your mentor?						
vii.	Through the process, I was continuously encouraged by my mentor to grow as a professional and a person.					
*If yes, what type of encouragement by the mentor influenced you the most?						
viii.	Throughout the process, I feel that we 'co-created' the dialogue (where my mentor was not only a listener).					
*If yes, in what moment/process did you feel you were co-creating the dialogue with your mentor?						
ix.	I felt that there was mutual growth between myself and my mentor.					
*How could you observe such 'mutual growth'?						
x.	Talking over 'skype' was not a problem for me.					
*What are the advantages of using skype? *What are disadvantages of using skype?						
xi.	Now that the program has ended, I wish I could					

198

	continue this mentoring program.					

*Please describe your thoughts on "completing the mentoring program".

Part 2: Focusing on the program

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
i. Overall, the mentoring program was well structured.					
*What are the strengths of the program? *What are the weaknesses of the program?					
ii. I met my mentor 7 times within one year and it was an appropriate pace.					
*If not, what would be more appropriate for you?					
iii. Performing activities, such as the 'picture of my life', joint-reflection, journal sharing, listening to recorded sessions, and role-switching session, in the program was a good idea.					
*What activity did you find most meaningful? Why do you think so?					
iv. The "picture of my life" activity during the prementoring session had a certain influence on the following sessions.					
*If yes, please describer how it influenced the following sessions.					

v. Having both mentor/mentee write a journal entry after each session was necessary for the program to be effective.					

*Please describe your thoughts on the "journal writing".

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
vi. Through the joint reflection by sharing the mentor/mentee journals (session #4), I became more conscious of the whole process.					

* Please describe your thoughts on "joint reflection by sharing journals"

vii. My mentor provided me with recorded sessions before the role-switching session and it helped me play the mentor's role.					

*What was most useful about "listening to previous sessions" in terms of becoming a mentor?

viii. The role-switching session was a meaningful experience.					

*Is there anything you learned from the 'role-switching session'? If yes, please describe?

ix. I recommend including the mentoring program (that I participated in) in an 'official' advisor training program.					

*Please describe your thoughts on "having a mentoring program" as an official training.

x. The mentoring program had (or will have) some effects on my advising students.					
*If the mentoring program had (or will have) some effect on your advising students, what types of effects are they?					

Part 3:

If you were asked to define the 'mutual growth' you might have experienced in the mentoring program, what would it be?

Date questionnaire completed: _____

THANK YOU FOR YOUR COOPERATION!