



Co-funded by
Erasmus+ Programme
of the European Union

Mentor Training



Module 2 – Perception, Active Listening, Questioning



Izba Rzemieślnicza w Opolu



Wielkopolska Izba Rzemieślnicza
w Poznaniu

Today we will work on

- Perception
- Representation system
- Active listening
- Questionnaire
- Setting goals
- DECC model phase 1-3



Perception



Perception - what do you see?



What do you see here?



To be part of a
whole? To be
piece in a game? Or?



A family dog? A
predator? Or?



Pigs and laundry?
Or a happy kid?

How many horses do you see?



Map of the world

Through the model of the map of the world you will learn:

To **respect** the way of being of others.

Saying '**I**' or '**in my world**' instead of '**you**' or '**that's just the way it is**'.

Being **responsible** for your own communication.

To be **curious about** other people instead of **being annoyed** by them.



Representation systems

As a mentor,
it is good to sense the mentee's representation system
so that you can match the mentee.

Representation systems

Representation systems are a way in which we store our memories. That is, we form an internal representation of our experience of the world. We can divide representations into 4 categories:

- **Visual**



- **Auditory**



- **Kinesthetic**



- **Auditive-digital**



We use these 4 categories when communicating.

Just as some speak Danish, some Spanish and others Swedish. The same is true with representation systems, as we tend to use the same language as the way we have stored the experience.

Representation systems

We experience, think and remember differently

Visual

Pictures, appearance of things, body language



Auditory

Sound, speech, music, tone

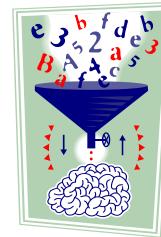


Kinesthetic

Feeling, sensation, touch, practice

Auditory digital

Inner dialogue, words, meaning, logic



My new car



The 4 representations:

The story "My new car" gives different descriptions of a given situation, i.e. how it would be described based on the current representation system.

Visual

"My new car"

Hey, neighbor, have you seen my new car? Isn't it beautiful? You like the colour? Just imagine what it will look like when I drive into Nyhavn. I can already see how everyone will look at me with their envious eyes. Well, what do you think? Doesn't it look nice?

Explanation:

Visuals see things in pictures, they talk fast because they have to describe a whole picture. They see many colours and shades. Their learning style is just to see things, then they can remember.

Uses words like: overlooks, seen, looks like, good eye to, seen from my side.



Auditory



"My new car"

Hey Neighbor, check out the engine on my new car. Doesn't that sound good? It purrs like a cat. It's actually almost silent. Quite different from the old one, which was so noisy it hurt the ears. Well, what do you think?

Explanation:

Auditory thinking in sounds. You may know those who can only concentrate if it is 100% quiet. They speak a little slower because they have to hear what they are saying. Their learning style is to hear things. If they need to remember things, they often say them out loud to themselves.

Uses words like: it sounds good, it's unheard of, we're heard by or it sounds good.

Kinesthetic

"My new car"

Hi Neighbor, just came over to check out my new car. Try sitting in it and feel how good it feels. And almost no vibration, even at 180 km/h. I can already sense how it will feel to drive into Nyhavn and everyone will be envious. So, how does it feel?

Explanation:

Kinesthetists think in terms of feelings and body sensations and should always sit or lie well. They have a sense of shapes textures and respond to physical recognition such as touch. Their learning style is to try things for themselves and feel it on their own body. They love stories where they can live deeper into it.

They use words like: Feel good, insensitive, running heavy, notice or review.



Auditory digital / inner dialogue

"My new car"

Hey Neighbor, come see a deal I made. Had been considering for some time having to replace the old beast, and this one meets all requirements both technically and price wise. So it made perfect sense to buy a new one. Well, what do you think of it?

Explanation:

A-Ds think sequentially and things have to make sense. Their learning style is that things should have facts and logic, topics should preferably be presented systematically through charts and diagrams.

They often ask probing questions until they are sure they understand, which can make them seem critical.

They use words like: Balance, inform, note, unacceptable.



Exclusions

When a person tells us something, information will have been omitted to one extent or another. This may be because the person does not think the omission is important or because the person is unaware of "what is missing".

Example: 'My new boss is very annoying'.

Lack of context:

In what context is the boss annoying?

Lack of location:

Where is he/she annoying?

Lack of specification:

In what way is he/she annoying?

What does he do that's annoying?

Lack of comparison: to what?

Who is he annoying?

Missing time:

When does he annoy?

Lack of citation:

Who says? How do you know?

Generalizations

Generalisations express a belief that something applies to everyone, most of us, or that something is true in all situations. Here are some examples of different kinds of generalisations:

Overgeneralizations:

Everyone, everything, always,
everyone, never
none etc.

Has it ever happened that ...
Do you know of any examples where ...
Could there be someone who ...

Indeterminate small words:

Man, we, they, people, many etc.

When you say 'man', who do you mean?
Is it really all people who ...?

Group designations:

Leaders, Danes, teachers, etc.

What examples do you have?
Do you mean all ...?

Necessity, opportunity:

Should, must, have to
Can't, won't take?

What would happen if you didn't?
What prevents you from doing it? What will it

Distortions

We are constantly forming meaning and context from our own map of the world.
We will be able to hear the beliefs of others expressed in various forms of "distortions":

Missing source:

Ex. "You have to crawl before you can walk" Who says that? What does it mean?

Mind reading:

Ex. "Well, you were probably angry" How do you know exactly that.....?
"He doesn't like me"

Cause/Effect:

Ex. "You bore me" How exactly do I do that?
"She embarrasses me" How do you make yourself feel this way?

"False Equivalence."

Ex. "The boss is yelling, I'll probably get fired" How can that mean?
"She left, she doesn't like me" In what way is this connected?

Representation systems

- Test yourself
 - which representation systems are strongest about you?



To become a good mentor, you need to learn tools that are also used in coaching

- Active listening - The power of silence
- Ask different types of questions
- DECC model
- SMART models
- Backtracking (Module 3)
- Report – matching (Module 3)

As well as having a good intuition

COACHING

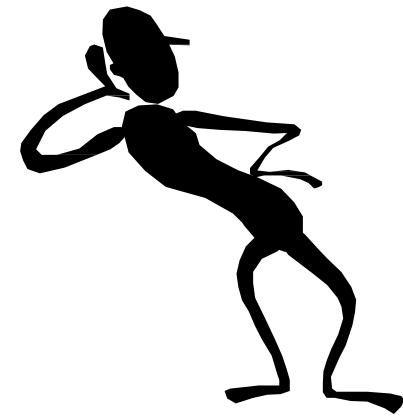


Listening



Active listening

1. Reformulate the content!
2. Reflect the underlying emotions
3. Ask probing questions
4. Body language



Ad 1. Restate the content, e.g.: do ***you think that*** ... or ***whether I perceived your point of view, you think*** ... or ***your view is that*** ...

Ad 2. Reflect the underlying feelings, e.g. ***it sounds like you are happy*** ... or ***I'd be angry too if it happened to me...***

Ad 3. Ask probing questions, e.g.: ***You mentioned*** ... ***Can you tell us more about it?*** ... or ***Help me understand ...? What does it mean to you?***

Ad 4. Body language, e.g.: ***eye contact, nod, listen-grunt, hmm, yes etc.***

Active listening

The technique behind active listening is to

- show the speaker that you understand what he/she is saying
- show that you respect the other person as a person
- show that you understand the other party's feelings about the issue

Active listening is

- listen to both the words (the open message) and the feelings (the hidden message)
- mirror what the other says
- focus on the other person
- be active, not passive
- allow the speaker to talk through the problem and reach their own conclusions without providing solutions
- to really understand the other person's map of the world
- interpret - not condemn
- build self-esteem in the speaker

Professional listening

Ordinary active listening

Eye contact, listening repetitions,
Backtracking - presence signalling

Listening level 1 - Narrowing listening

Listening for themes, content, problems, words and choices
Listen for factual and important information.

Listening level 2 - Deep/extensive listening

Registers non-verbal expressions e.g. gestures, eye movements, facial expressions, breathing, posture, voice, etc.
Listening for experiences, interpretations and emotions

Listening level 3 - Reflection listening

Listening for assumptions, equations, beliefs, limitations, habits, perspectives, openings, possibilities, hints - something that either tolerates a challenge or a reflection by the interlocutor

Listening - The Negative Side



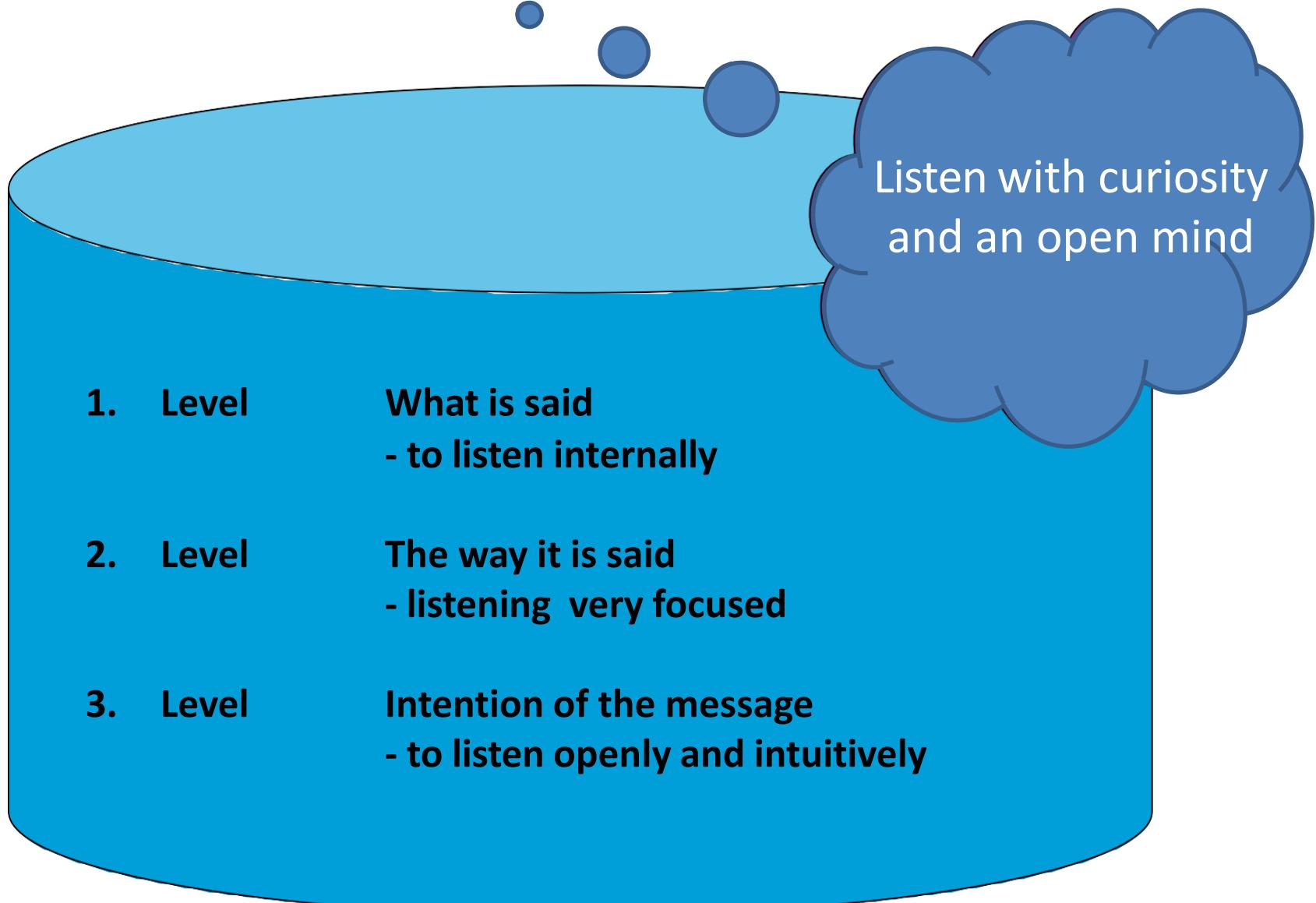
1. Inadequate listening
 - Difficulty concentrating
 - Sleep deprivation
 - Own thoughts interfere
2. Judgmental listening
 - Mentor assesses and evaluates mentee's statements
3. Interruptions in listening
 - Respect the mentee's thinking time!



Listening fails ...

- When we lose sight of the big picture, it's usually
 - by too much focus on facts and figures.
 - by detached facts. It causes confusion.
 - because we hear what we think we hear.
- When emotions control communication
 - It is difficult to listen to views and opinions when they conflict with one's own attitudes, values, prejudices, experiences, morals, and expectations.
- When there is a dislike for the person & conversation
 - Expectations are negative.

Listening on several levels





Question dimensions

Questions do not necessarily bring the answer that moves the process in the right direction, unless the mentor is conscious of his use of different questioning dimensions and techniques.

The right questions in a given context can open up the mentee and stimulate learning, reflection, creativity, clarity, engagement, motivation and understanding.

When questions are effective and good, the mentee perceives that the mentor is interested in listening and has respect for the person's worldview.

This is called questioning because the mentor is allowed to use other techniques that are not outright questions and that are perceived by the focus person as an invitation to say something or to say more...



Different types of questions

Linear questions - also called closed questions - have a clarifying function - typically only allows for one answer.

- W-questions (who, what, where, when, etc.)
 - Where (do you work)
 - Who (do you work with)
 - Which (special fields of work do you have)
 - What (is best for you to work with)
 - Is (the XXX or you standing in front)
 - Can (you get clarification with XXX regarding...)
 - Should (you return to work after...)
 - Other verbs as prefixes: Have you, will you.....
- Closed questions are useful when the focus person needs to
 - Achieve clarity
 - Get a confirmation
 - Make a choice
 - Limit the amount of information
 - Sharpen and keep the focus



Different types of questions

Circular questions - open questions - should open up a range of possible answers and reflections of the mentee.

- Explore the patterns of the problem.
 - What is it that connects the characters, what actions, perceptions, emotions are going on?
 - What did A do when B said?
 - Who agrees most/least?
 - What would X say about the problem?
 - What (do you think is right?)
 - How (would you solve...?)
 - What (ideas do you have for.....?)
 - I am very curious about (/interested in learning more about..... Please tell me (a little more about.....)
 - Describe (what you.....)
 - When (you say "maybe", how.....)
 - You said ("difficult", what.....)



Different types of questions

Reflective questions

- If you had a colleague with the same problem, what would you like him to do? (put yourself in someone else's position). Imagine that $\frac{1}{2}$ year has passed and the problem has been solved, what have you done? (future question).
 - If we assume that he's really scared, what would you do different?
 - What do you think would happen if the problem grew, what would you do?
- ... have a mobilising intention. They are used to promote change:
- What do you think A thinks when he gets into that situation?
 - How would you like to...?
 - What would you do to...?



Different types of questions

Exploratory questions are used to

- Get even more information
- Getting "down in the funnel"

OPEN questions –

- Pay particular attention to omissions and non-specific words
- Ask specifically – "I feel tired" ... – How tired?



Questioning techniques

Projective questions - a method that uses indirect questioning techniques to reveal the person's feelings about a subject: *How would you feel if it were you, who got this assignment?*

Third person - here you can ask the respondent to put themselves in someone else's place. *For example, you could ask "How would your current boss describe you?". Some respondents find it easier to answer when they are asked to focus on an external and 3rd party.*

*I have six honest men as servants. They have taught me everything I know. Their names are:
What, why, how, where, who and when.*

Rydyard Kipling (1865-1936)



Other questioning

Open and short questions

Explanatory questions

Engaging questions

Never leading questions

Never ask insinuating (implying) questions

Questions should be asked *one at a time - be varied and comprehensive.*

Exercise - Ask and reflect

1 Mentee and 2 Mentors

Phase 1: Mentee talks about a theme/challenge from work - 5 min.

Phase 2: Each mentor asks 3 questions to the mentee in turn

- The mentee remains silent during the question round - reflecting on the impact of the questions in relation to the theme.
- Mentee talks about the impact of the Q&A - 5 min

Now running with the next person in the same flow

When everyone has been through, reflect on how this form worked.

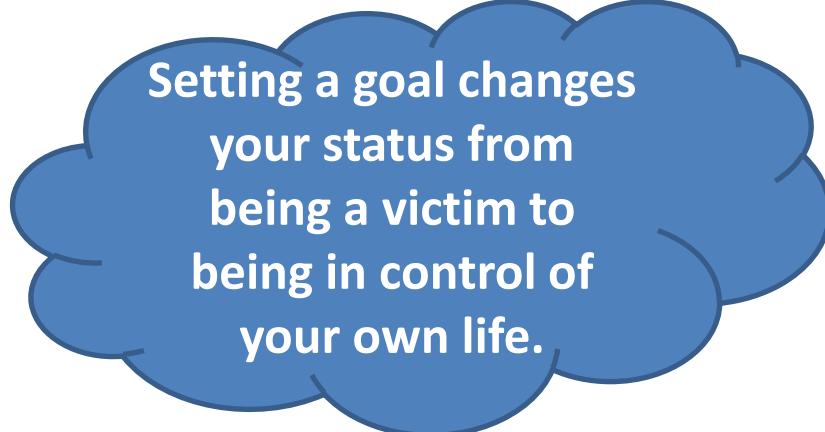
Time: 75 min.



Time for 15
minutes
coffee break



Target •



**Setting a goal changes
your status from
being a victim to
being in control of
your own life.**

A mentor inspires and supports his mentees in achieving their goals.
BUT first the objectives must be defined.

A goal should be clearly stated, motivating and achievable.

SMART (Specific, Measurable, Attractive, Realistic, Time-related)

Mentoring as a method to
work with **motivation and goal setting**
in relation to personal and professional
development



Target principles



Towards-oriented and very specific



Formulate attractive and realistic goals



Full influence on the goal and the final result



Time targets and progress



Align goals with the people the goals involve

Goal setting in practice

According to the **SMART** model, goals should be:

- Specific
- Measurable
- Attractive
- Realistic
- Time-related

SMART Models

Specifically

You need to be able to describe concisely what you want to achieve and what you need to do to achieve your goal.

Measureable

Objectives should be measurable, e.g. in sizes, deadlines or via positive/negative feedback. You must be able to see or feel, that you have achieved your goal.

Attractive

The goal must be attractive to you - it must be something you really want and that can make your heart beat.

You need to feel that it is "worth the effort" to work towards your goal. On a scale from 1-10 ...

SMART Models

Realistic

Your goal must be achievable. Realistic goals are motivating when they are both challenging and achievable. **You** must believe that you can achieve your goal. On a scale from 1-10 ...

Time-related

You need to know when your goal should be achieved and when you should follow up along the way (e.g. on your sub-goals).

SMART Models

Assignment

Now create SMART goals for what you want to get out of mentoring.

Be specific. Now set tasks and times.

Time: 20 min

DECC Model

1. Frame

2.
Preparation

3. Dialogue

- a) Contact
- b) Contract
- c) Current situation
- d) Desired situation

4. Enlargement

- a) Exploration
- b) Detail
- c) Challenge
- d) Relational settings

6. Conclusion

- A) Intensification
- B) Retention
- C) Future check
- D) Rounding

5. Concretization

- a) Who
- b) What
- c) Where
- d) When

7. Follow-up

8.
Coach-
reflection

DECC Model

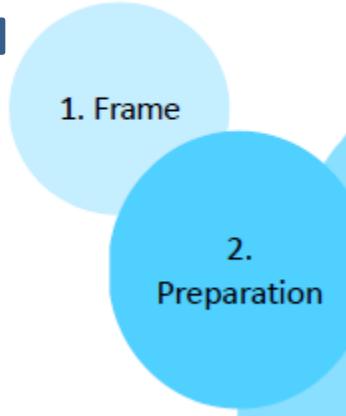
1. External framework

Room, Temperature, Light

Who is the focus person?

What should the focus be?

Where, when, for how long, how?



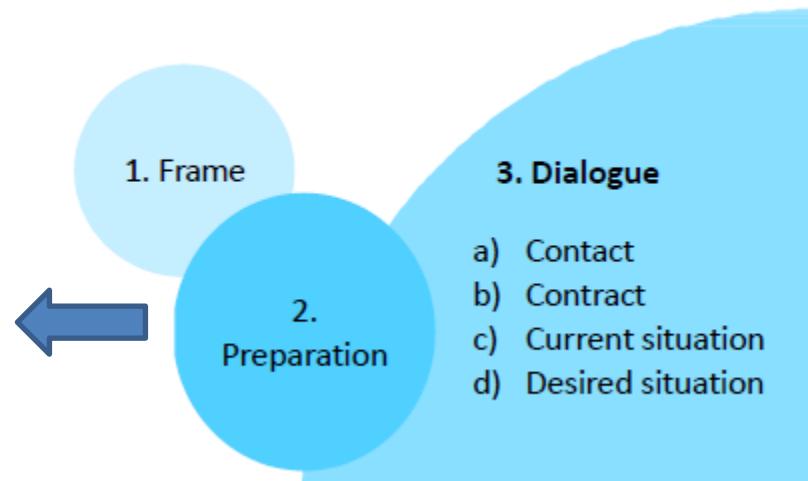
DECC Model

2. Preparation

Agree on time and place

Read previous correspondence

– if there has been mentoring in the past, read the summary of this too



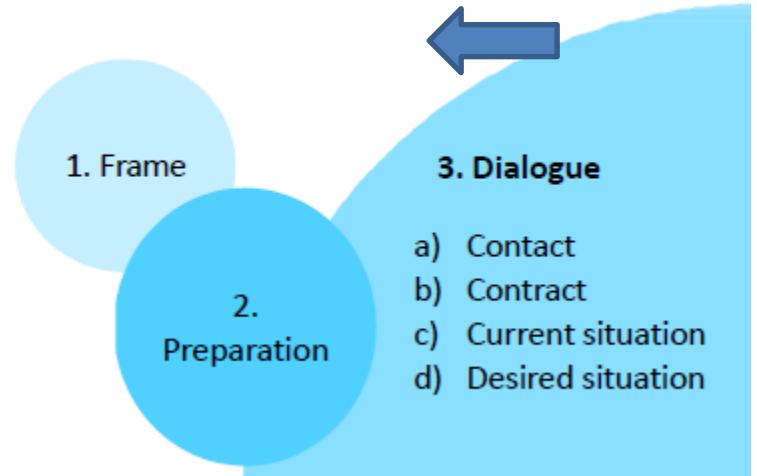
DECC Model

3. Dialogue

Contact - verbal and non-verbal matching and small talk

Pay-out in the **contract**

- What do you want to get out of mentoring?
- Where would you like to be after this session?
- What is very important for you to get out of mentoring?
- What do you want to take away from here?
- What do you want to get out of mentoring today?

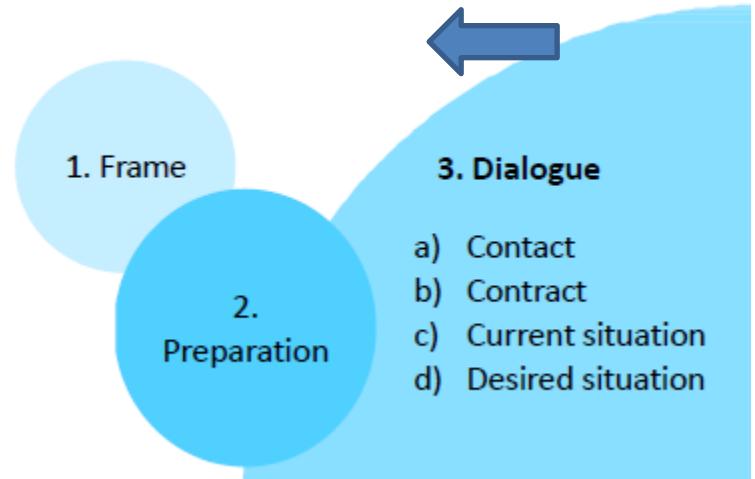


DECC Model

Dialogue

- **Current situation**

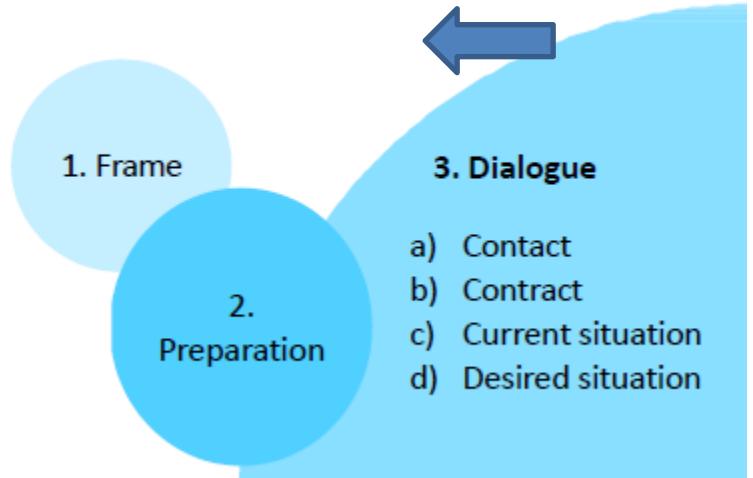
- Identifying focus points and themes?
- How would you briefly describe the theme?
- What else is part of the theme?
- What parts of has the theme?
- What is the theme related to?
- In which contexts does it occur most frequently?
- What are you most interested in?
- Which part of the theme do you want to address first?
- What is most important for you to do something about?



DECC Model

Dialogue

- **Desired situation**
 - What would you like instead?
 - What do you wish was different?
 - How do you think X would like it instead?
 - What will happen when the theme is resolved?
 - What will it look like in X (amount of time) when the issue is resolved?
 - What does it give you when the situation has changed?
 - What do you do differently when the situation has changed?
 - What do you believe in when things have changed?
 - Imagine you wake up tomorrow and the problem is solved:
 - Who would discover it first?
 - Who would feel it most - and least?



How do you think the first two modules have gone?





**Thank you for today and see
you next time!**

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."