



Co-funded by the
Erasmus+ Programme
of the European Union

Mentor Training



Module 3 – Feedback, Coaching Models, Diversity



Izba Rzemieślnicza w Opolu



Wielkopolska Izba Rzemieślnicza
w Poznaniu

KAIZEN

改善

"Improvement" or "change for the better"

Kaizen is a term used to describe the simple way of achieving sustainable results through small, stable steps. Whether your goal is to lose ten kilos, find a partner or improve your bottom line, kaizen works. It does so in part because **the hallmark of kaizen is that the first steps you take to achieve your new goals are so small that they can't fail.**

If you keep taking step after step, the process is constantly progressive, but without being exhausting or prohibitive - and in this way you have suddenly reached the goal or goals that seemed so infinitely distant before.



KAIZEN

Kaizen has been around since World War II, when Japan's Toyota overturned notions of how a manufacturing company should be run.

The results have amazed the world ever since, and many have tried to do the same.

In Denmark, kaizen is used by Novo Nordisk, Post Danmark, DSB, Dansk Metal, DJØF and many others.

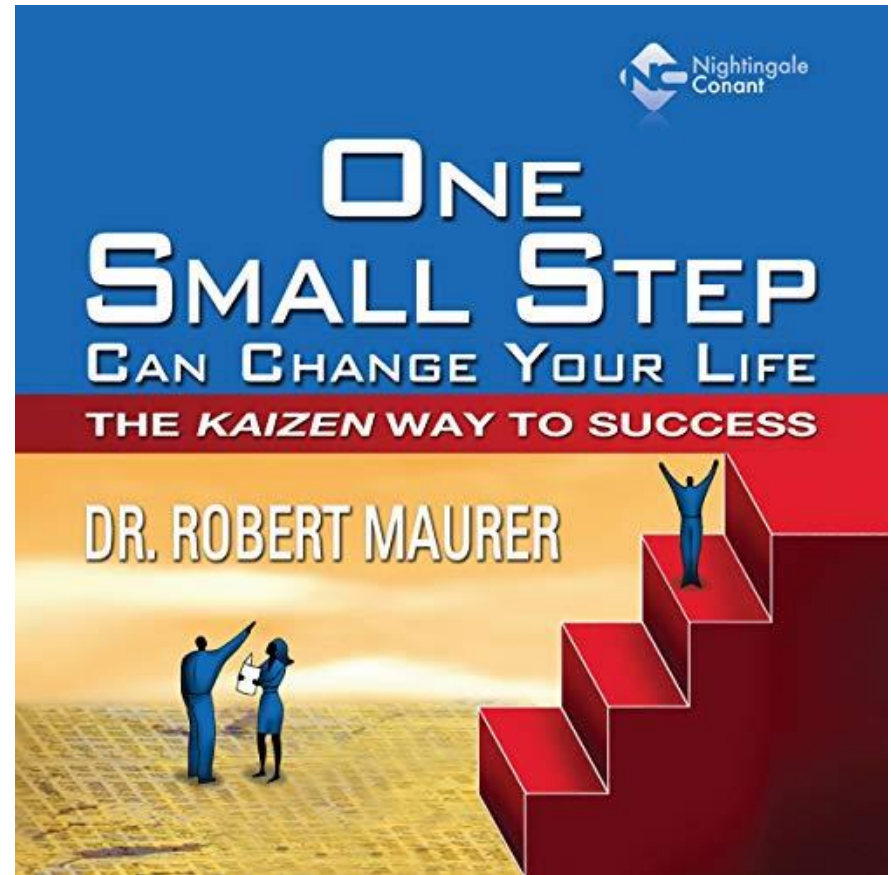


KAIZEN

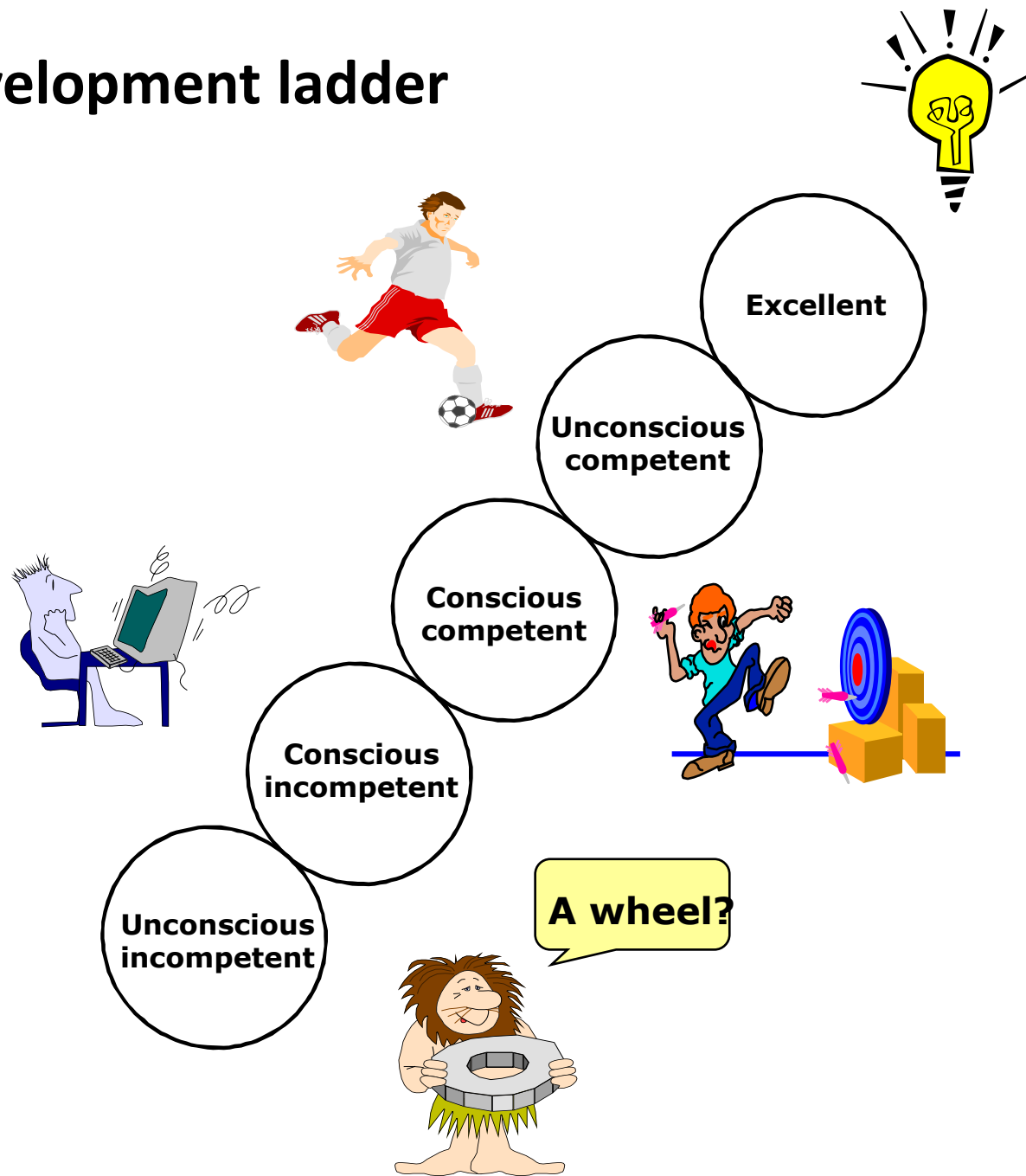
The philosophy is simple:
Big changes are made by small steps.

It's about:

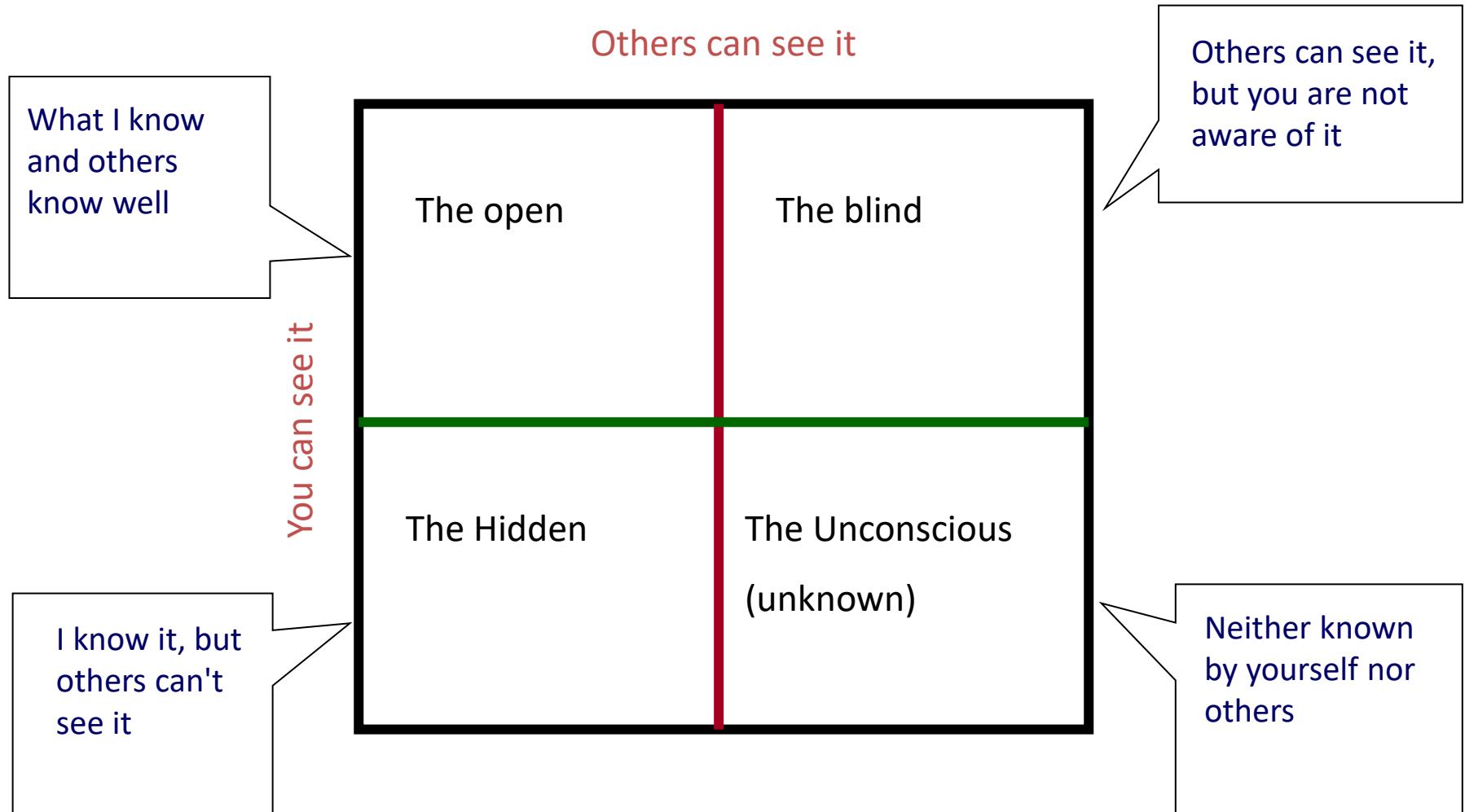
- Ask small questions
- Think small
- Taking small steps
- Solving small problems



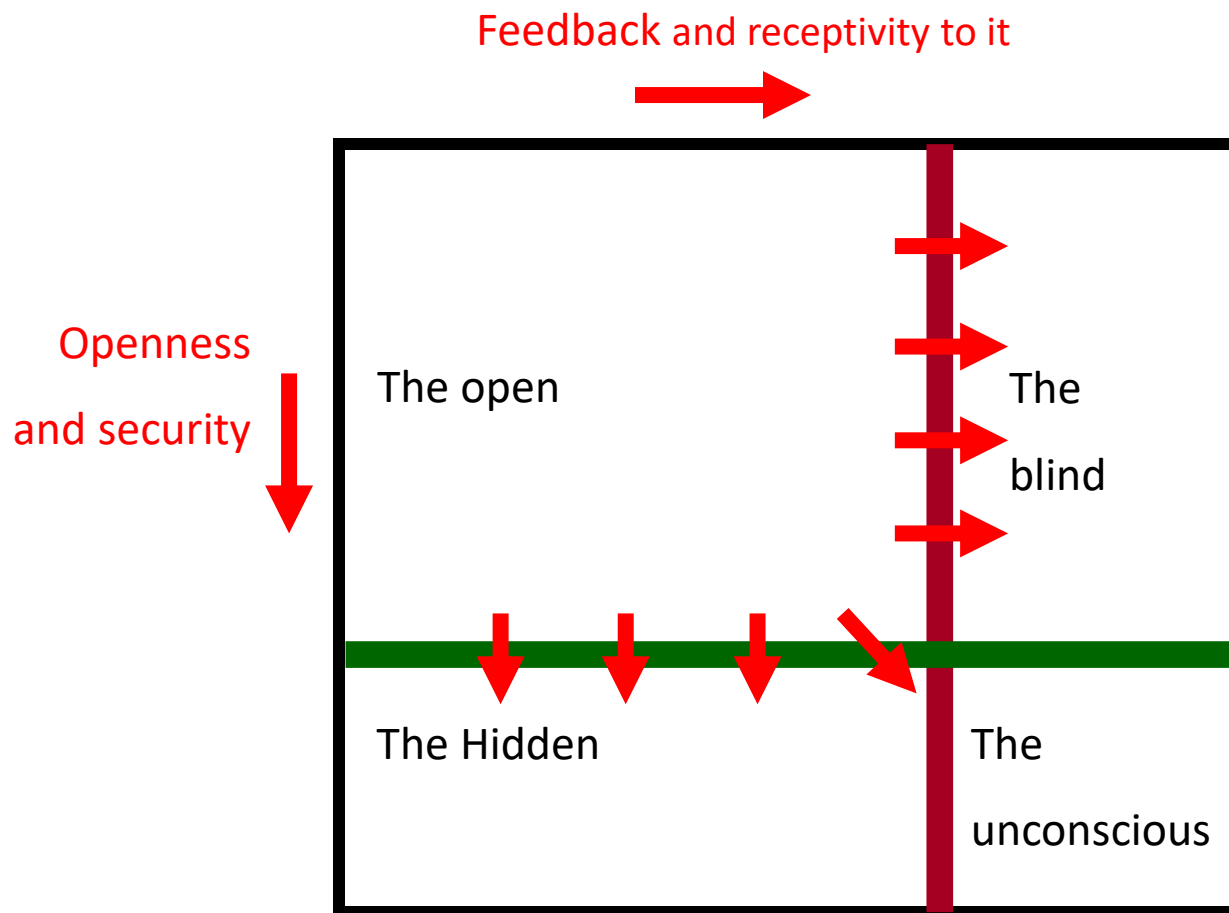
The development ladder

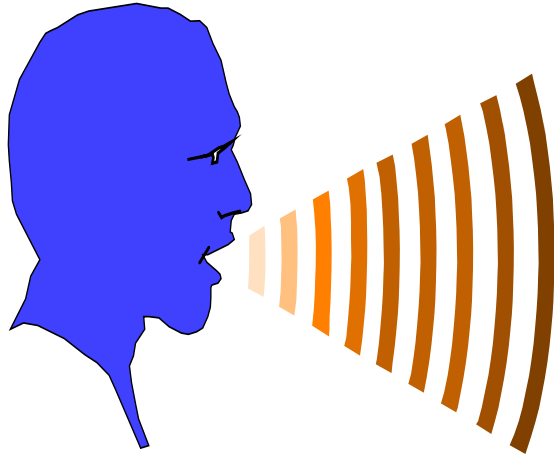


Johari's window – Just to remember



Johari's window – Just to remember



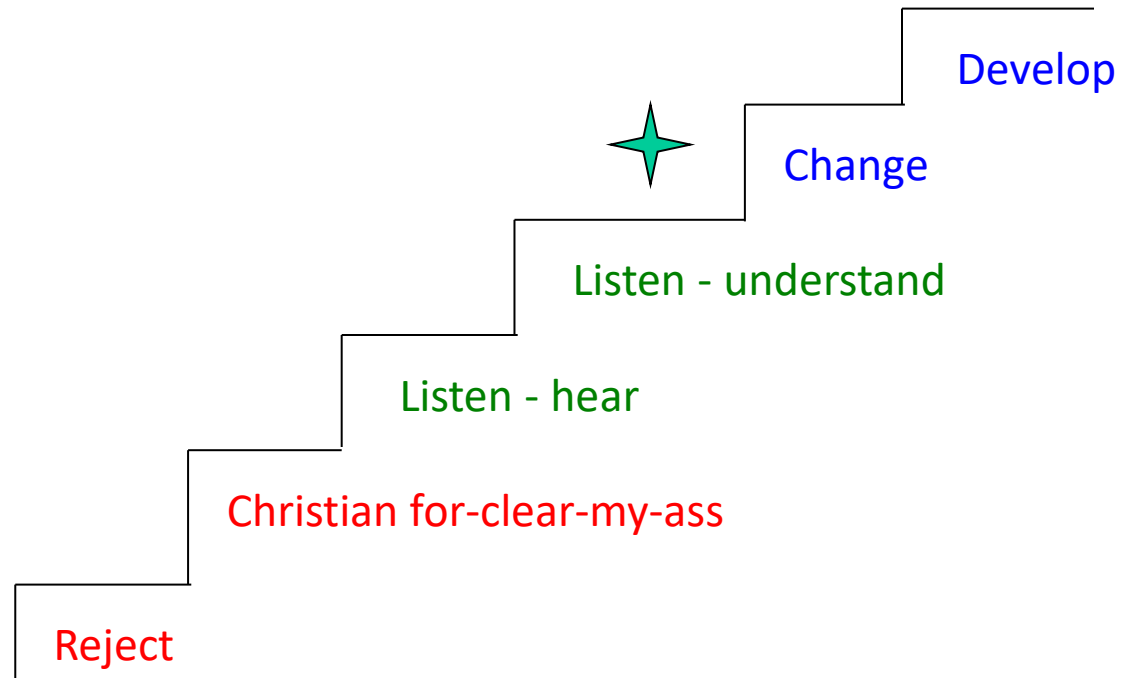


Feedback stairs

Receiving feedback

The position of the receiver on the feedback staircase is important:

- ☺ frequency of feedback
- ☺ the beneficiary's benefit.



How you give feedback?

Use the navigation aids

Map

Clear

Love

Specifically

Constructive

Anything more?

feedback

Advice on feedback



1. Give the feedback directly
2. Feedback should be descriptive rather than evaluative
3. Feedback should be specific rather than general
4. Feedback must be given at this right time
5. Feedback must be directed at a behaviour that the recipient has the opportunity to do something about
6. Give feedback because you honestly want to help and empower the person you are giving the feedback to
7. Give feedback because the person you are giving it to wants to. Because feedback should satisfy the needs of the receiver - not the sender
8. Feedback must not be imposed

Purpose of feedback



That the recipient experiences the feedback as positive and helpful.

Creating opportunities for the recipient to learn.

That the recipient has the opportunity to develop.



Feedback must be formulated positively so that it can form the basis for learning

Feedback should

- be given on areas that can be corrected
- be about behaviour - not intentions
- be descriptive - not interpretive or judgmental
- be specific and not general

Receiving

feedback

- Take the feedback.
Listen rather than react/defend. Believe that the one who gives you feedback, wish you the best.
- Make sure you understand the feedback.
If in doubt, ask for examples or state what you think, feedback means.
- Ask for the feedback you want.
Do you miss feedback on parts of your behaviour? Ask for it !
- Decide with yourself what you want to do with the feedback you have received.
You decide what the feedback is used for.
- Say thank you



**You don't have to agree with the feedback, but say thank you anyway.
The other person has made an effort and wants the best for you.**

Giving

feedback

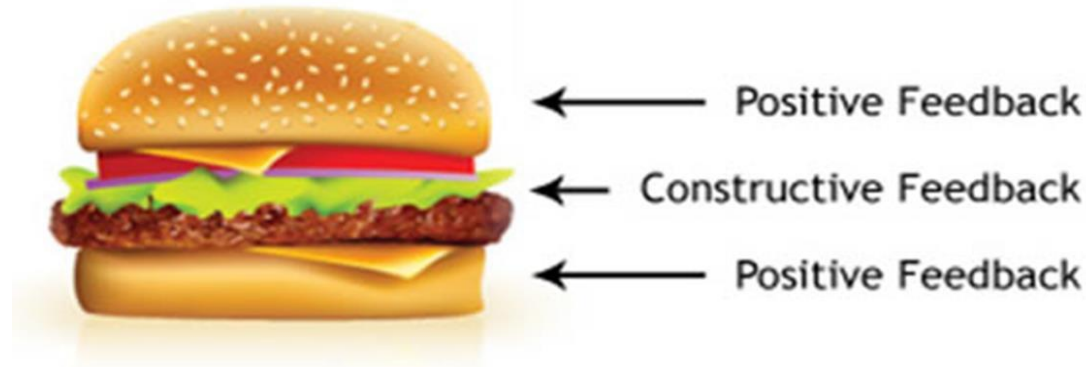
- We don't judge - we say what we saw, heard and felt.
- Talk about the case - not the person.
Say "I saw you do such and such."
- Describe what happened without judging.
Say "I saw that ..."
- Avoid using "good/bad"
"It's bad that you stand up and look down on us" "I feel belittled when you look down at me"
- Be specific and detailed.
Say "I liked when you did such and such"
- Avoid generalizing.
Don't say always or never
- Talk about what can be changed.
Say "I think it would be nice if you smiled a little more"
- Be subjective - take ownership of your feedback.
Say "I think ..." and I experienced ..."



How would you like to get feedback on our work and your journey ?

feedback

Sandwich model



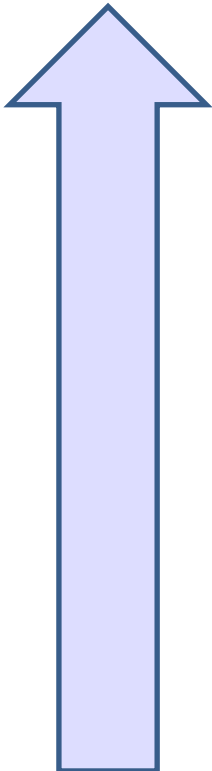
The two buns are praise, while the steak is wishes for improvement/change.

The buffalo: make concrete suggestions on what the recipient can do better. It should be something the recipient can work on

Finish with praise again. For example, an overall praise. Sum up: "An exciting project with many good opportunities" or "this and that and that was really good, I look forward to following the development". Something that gives the recipient energy and momentum.

feedback

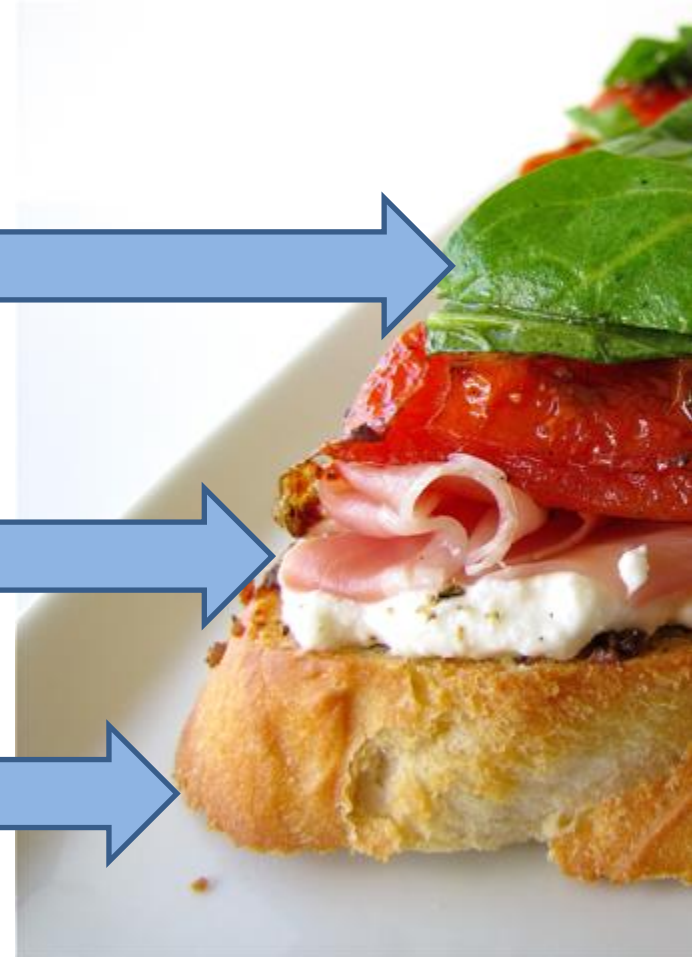
Bruschetta model



3) The spice and 'topping': **development points** - areas and actions that are maximised and strengthened

2) The tomatoes and olive oil:
Specifically good: The general feedback is extended with two specific examples

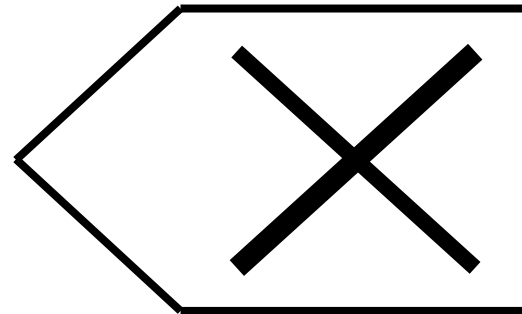
1) A piece of bread:
The general introduction to the feedback. For example, *"It was a good coaching session."*



"But ..."

'But' = 'Delete and Delete key'

When you have used **"but"** nothing that you said before is understood!



Report / Matching – Mirror in a Holistic View

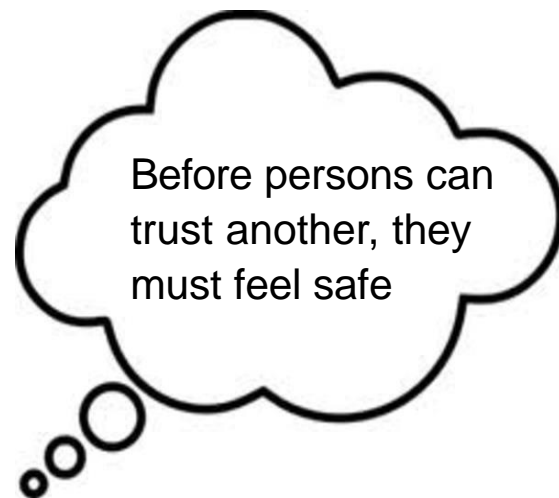
Your success as a communicator and mediator depends on your positive caring, trusting relationship with others.

Report is more than any skill, idea or trick or tool.

Report is a good partnership - wanting the other.

Matching means that you mirror you in the other, e.g. in relation to:

- Body posture
- Gestures
- Breathing
- Vocal strength
- Tempo
- Dialect
- Sensory Systems
- Values



Report

Because contact is the first condition for getting a message through

Report in 2 steps

1. Step: I read and use what I read
2. Step: I tailor all my communication to what I read.
I match in order to make contact where it is not.



Holistic View

Body language

Tone (pitch)

Mimic

Atmosphere

Word

Clothes

Breathing

Values



Backtracking

Backtracking is a skill where you repeat key words using the focus person's own words.

The most important words and phrases in backtracking are those that show the other person's values.

Use the mentee's focus word to show that you are listening

Backtracking is matching on the verbal level

Backtracking is an important skill when

- Summarize- ask about the focus word heard
- Draw up a report
- Give the focus person tangible proof that you are listening.

Backtracking

Example



A: "I play a big **role** at work"

Focus word: role

B: "Tell me more about the role you have"

Backtracking exercise

3 persons in groups - time: 1 round á 20 min

1st phase (5 min.)

- A tells about a wish for the future / Theme: Work, Family ...
- B asks questions, notes key words (backtracking) and match
- C - Observer notes key words, timekeeper

2nd phase (5 min.)

- Timeout - B and C talk about listed key words that can be coached on

3rd stage

- Coach on - conclusion (5 min.)
- Joint reflection (5 min)

Everyone changes roles - and you go another round



The background of the slide is a dense crowd of blue, sad face emojis. In the center-right foreground, a single yellow happy face emoji stands out prominently. The text 'Appreciative Inquiry' is written in a bold, black, sans-serif font across the middle of the image, partially overlapping the yellow emoji.

Appreciative Inquiry

Appreciative Inquiry – AI

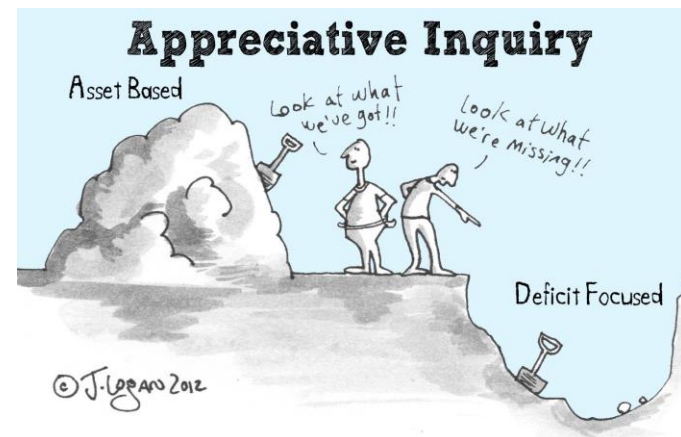
Recognises & values the resources of the individual, the group and the organisation

Positive thinking as a magician

The Pygmalion effect (Rosenthal)

Recognition as a basic idea

Appreciative development thinking



Recognition is about focusing on
what works, what makes you
happy, what ...
(and there is always **SOMETHING**
that works)



AI - Fundamental assumptions



- In every society and every organisation and in every person there is something that works
- What we focus on becomes our reality
- Reality is created in the moment and there are multiple realities (*multiverse* vs. universe - one reality)
- The way questions are asked in an organisation or in a group affects the group in one way or another
- People are more comfortable travelling into the future (the unknown) if they bring the past with them
- If you bring something from the past, it should be the best (or what works)
- It is important to value diversity
- The language we use creates our reality
- Behind every problem lies a dream of something better - explore and develop the dream instead of the problem
- A problem is never constant - there are always exceptions. Let what works be the starting point for a new positive study
- Change and development in organisations and individuals is best created by engaging organisational members in actively and systematically learning from their successes and building on these to set and describe future success scenarios

When you are appreciative

- Spaciousness - towards the condition of the other
- Empathetic
- Focus person feels seen
- Respect
- Matching is recognition
- Rose
- Keeps track of own prejudices
- Listening and hearing
- Attention
- Summing up - signalling presence
- Curious - in the focus person's orbit
- Positive attitudes
- Presence - the coach is mentally present



**Both individuals and organisations
tend to**

act in the present

from a vision of

the future



We turn towards the positive



The heliotropic principle

**When we look for mistakes,
we find mistakes**

**When we seek solutions,
we find solutions!**



Basic thinking behind AI

Problem solving

Identification of problem



Analysis of causes



Analysis of possible solutions



Action planning

***An organisation is a problem
to be solved***

Appreciative Inquiry (AI)

Exploration phase: the best of the present
and the past



Vision phase: imagining the organisation
at its best



Dialogue phase: what do we want?



Action phase: what do we want to do?

***An organization is a mystery,
to be explored***

AI structural model - 4 D models

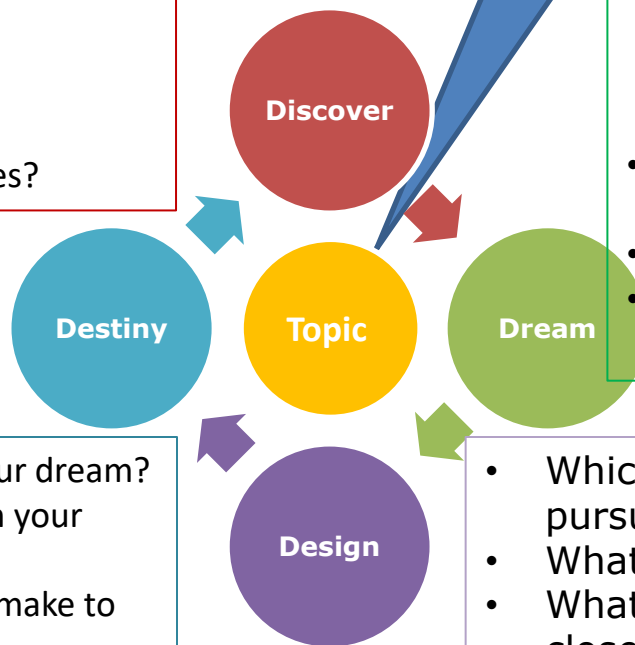
(Super for organizational coaching)



***"If you can dream it,
you can do it!"***

Inspiring questions

- Describe a highlight of which you are proud
- Try to identify what it was in the highlight that aroused your joy and pride
- What are you really good at?
- What really worked for you?
- What makes things work for you?
- What are you so good at?
- What is the source of your successes?



Clarify topic

- What is your highest wish?
- If we're x years ahead in time and you've achieved your wildest goal - what does that look like in this future?
- What results have you achieved here?
- What was the key to that success?
- If the Wish Fairy came and gave you three wishes, what would they be?

- How are you already living out your dream?
- What will you do more of to reach your dream?
- What promises of action will you make to yourself?
- How should you plan for the future?
- What will be the first step? What next?
- Who can support and help you?
- What else do we need to talk about?

- Which parts of the dream will you pursue first?
- What will give you the most value?
- What three actions can bring you closer to your dream?
- Who will help you on the journey to your dream?
- What do you need to pay special attention to?
- What smaller parts of the dream will you experiment with now?

Asking appreciative questions = with focus on what works / succeeded

Inspired by Gro Johnsrud Langslet, 2006

Questions focused on Problem



- What are the problems?
- What is the cause of the problems?
- Why does it fail?
- What's gotten worse?
- What is to blame for the deterioration?

Questions focused on Solution



- What do you want?
- How do you know the problem is solved?
- What are you already doing of what you want?
- When are the problems less or completely gone.
- What do you do differently in these situations?
- Why succeed when you succeed?
- What makes it better?
- How have you managed to make the improvements?

Five valuable question types

by Gro Johnsrud Langslet



Five particularly valuable question types to concretise aspirations and to create solution-focused strategies:

Miracle questions (hypothetical questions / imagine that tomorrow when you wake up, everything is perfect, what does it look like?.....)

Exception question (focus on the exception) - despite you being pressed - are there times it works?

Scale question (tell by indicating on a scale of 1-10 (ten being the best) how happy are you with your job)

Empowerment question (to create hope and optimism by focusing on the fact that not everything is hopeless) "What is it that, despite the time pressure, makes you work and have fun?"

Progress questions (solution-focused questions; e.g. "how can we see change in the future ...?" "what has improved since you started doing this...")

Task: Follow the recipe and feel the difference

HOMework

Individual

Think of something that is a relatively small problem for you, but that you want solved.

Ask yourself the following seven questions before moving on to the next

Start here

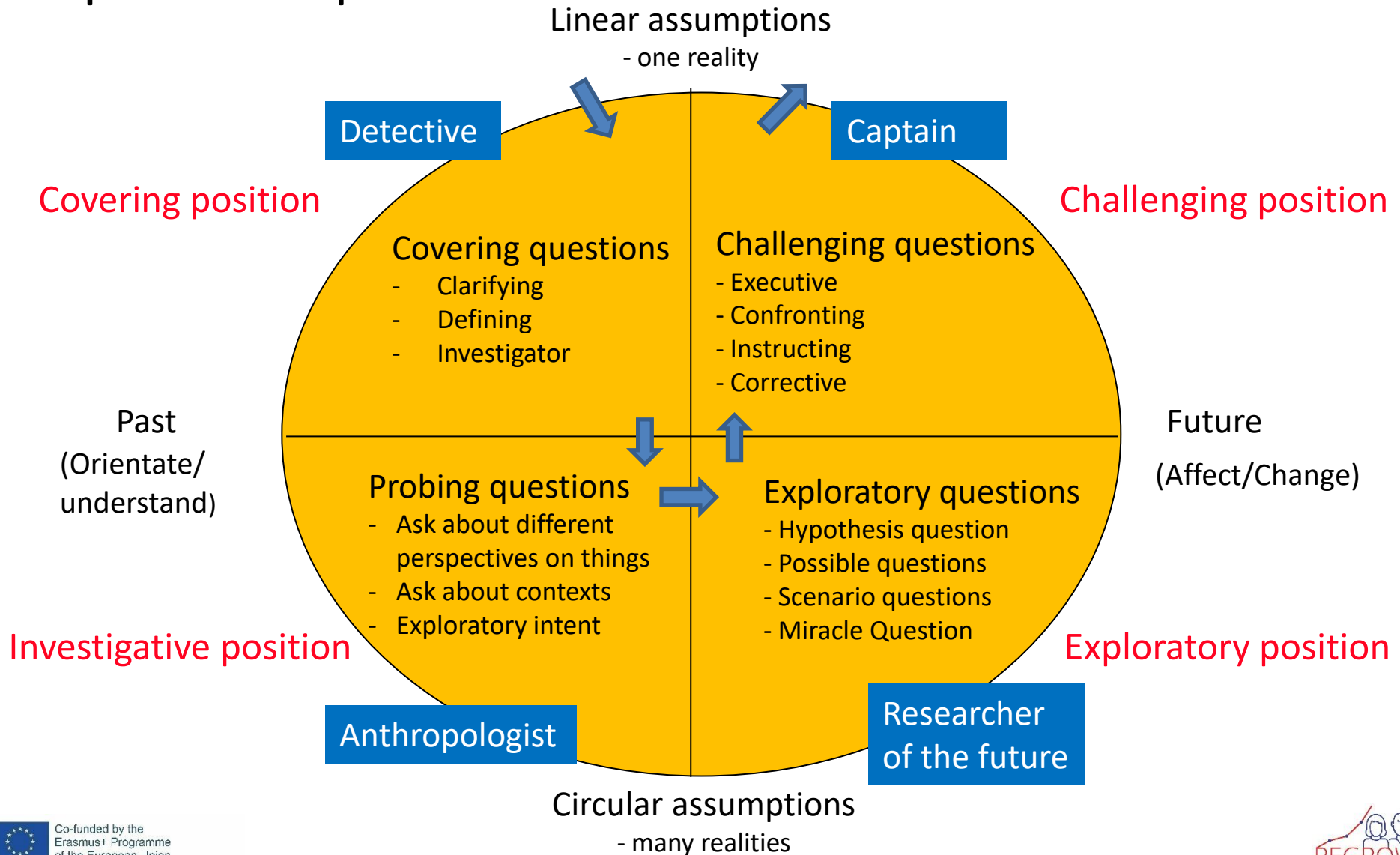
- What's wrong? What's your problem?
- Why is it a problem for you?
- For how long have you had the problem?
- How does the problem affect you?
- Where does the problem prevent you from going?
- Whose fault is it that you have the problem?
- When did you first experience the problem?

Now try again with these 5 questions

- What do you want?
- When do you want to start?
- What have you done so far to reach your goal?
- Who can help you reach your goal?
- Can you imagine that you have reached your goal?
- What does it look like?

Question types - inspired by Karl Tomm

Open & circular questions



**Time for 15
minutes
coffee break**



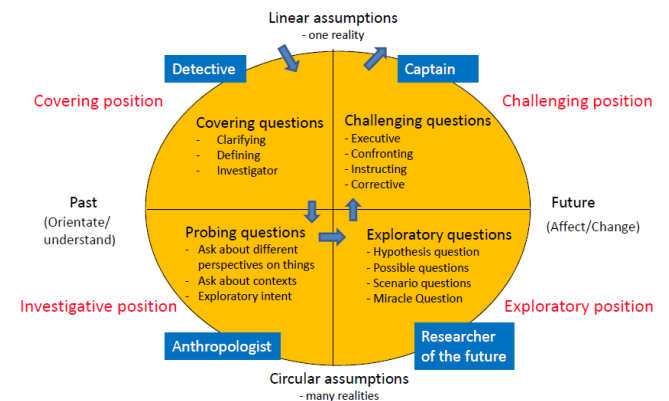
Case: Tove and Signe

Join groups of 3-4 people

1 mentor, 1 mentee, 1-2 observers

You now run through the case and apply the Karl Tomm model

Observer(s) give feedback to mentor



Different tools



Challenging questions

Asking the opposite ... changes the direction of the answer

- It's always Anders and I who take the initiative...
- What initiative do you want the others to take?
- When it doesn't have to sound "always", what do you want to change?

Opposites - Can't \leftrightarrow Can

- It's no good anymore ...
- What will it look like when it's good again?

I never receive emails. I guess no one likes me?

What other reasons might you have for not receiving e-mails?

I don't think I'm very good, but I always do the difficult tasks ...

You say you're not good, but you still get the tough assignments. What do others say about you? Could it be deliberate that you get the difficult tasks?

The recycling method



When you have a mentee, where you ask him to find past success stories

- and then ask about what the mentee did in the situation and use that forward in the session.



The recycling method

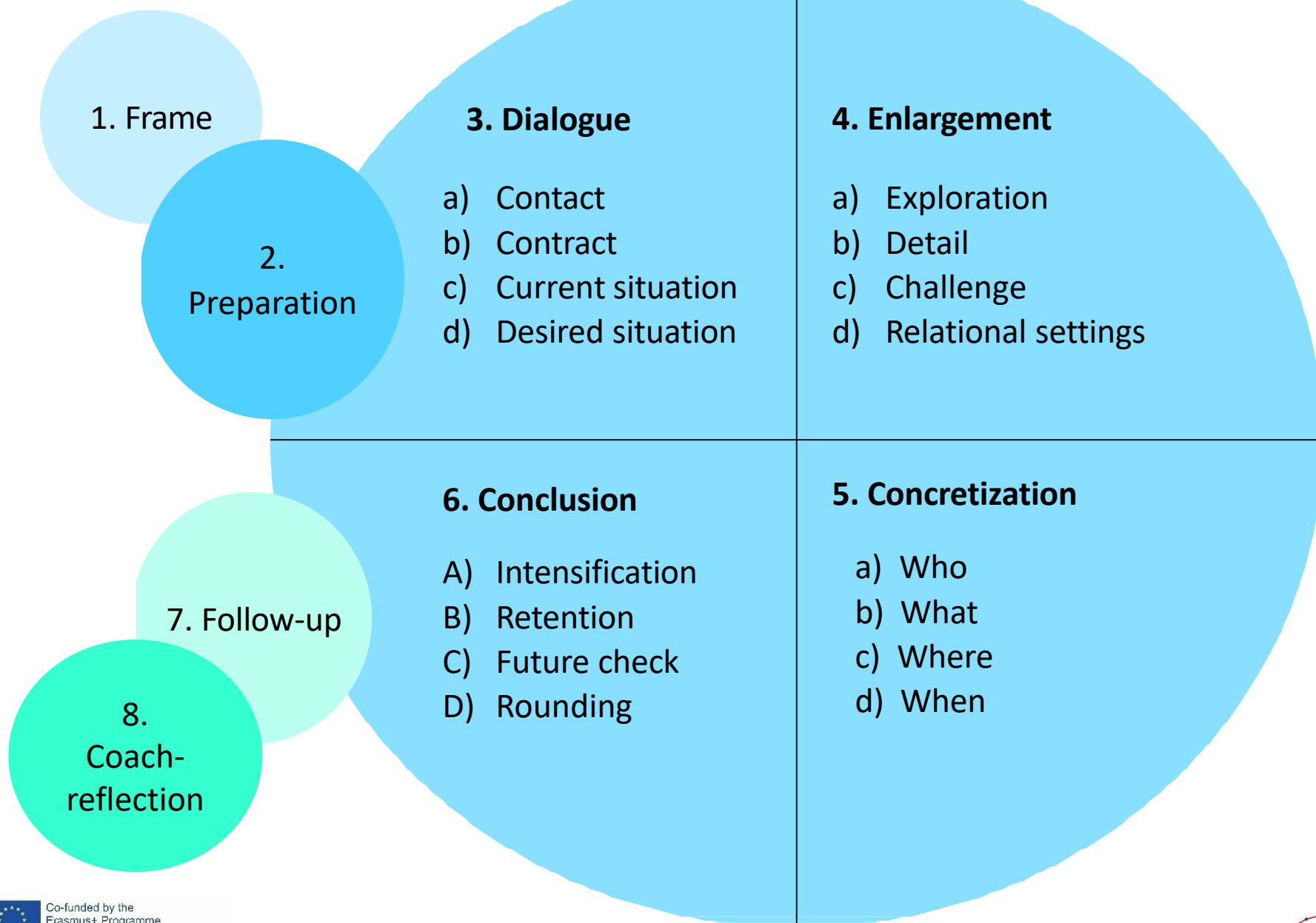
Uncover past success stories and let the mentee experience them as if he/she is really present that day in the past.

Obtain details of the situation that can be used going forward in the current theme of the mentoring.

Reuse the experience by getting the mentee to apply the strategies, resources and other things found to the current situation.



DECC Model



DECC Model

4. Enlargement

Limitations and possibilities

- What situations do you prefer to avoid?
- What are you missing?
- On a scale from 1 to 10, where 10 is high priority and 1 is low, where is your priority in relation to the desired situation?
- What would you like to acknowledge?
- What would you rather avoid?
- What do you believe in?
- What skills do you have?
- What extra skills do you need?

4. Enlargement

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



To be continued

DECC Model

4. Enlargement – continued

- What are you nervous or afraid of?
- What is important to you?
- What could be hiding beneath the surface?
- How could it be otherwise?
- Which people are involved in your desired situation?
- What do you think about....?
- How do you feel....?
- What do others think....?
- Other influencing factors?
- What is the best...?

4. Enlargement

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



To be continued

DECC Model

4. Enlargement – continued

- What did/do you learn?
- What does your family/colleagues say about it?
- How can your family/colleagues influence your goal?
- What will be the benefits for the family/department/colleagues?
- What losses could there be when we take the family/colleagues glasses on?

4. Enlargement

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

DECC Model

5. Concretization

- What do you choose to do first?
- What is the first step in the right direction?
- What do you do specifically?
- When do you do it?
- What will you buy?
- What resources do you have now?
- What additional resources do you need?
- What else do you need?
- What do you want more?
- How can you tap into more energy?

5. Concretization

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



To be continued

DECC Model

5. Concretization – continued

- What do you do about it?
- How do you do it?
- How do you start specifically?
- How do you get on?
- Who does what?
- Where ...?

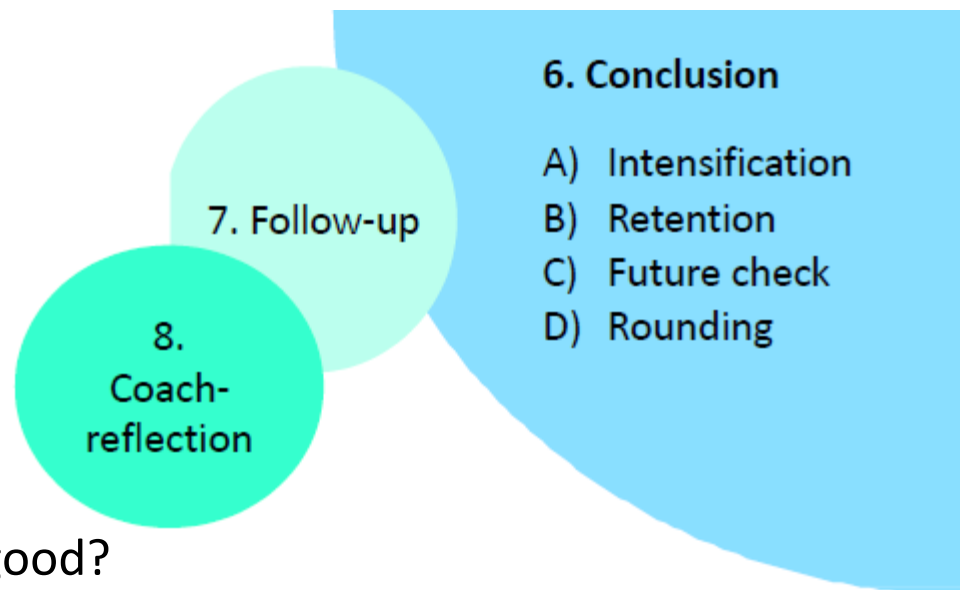
5. Concretization

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

- Specific
- Measurable
- Attractive
- Realistic
- Time-bound

DECC Model

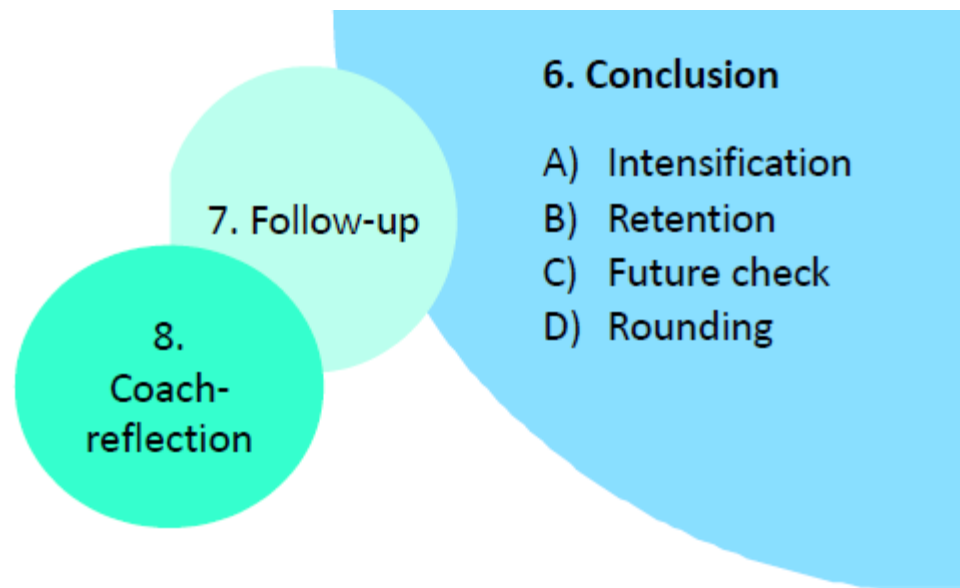
5. Conclusion



- What decisions make you feel good?
- Which beliefs are you most fond of?
- What is really important to you now?
- What is your new goal now?
- What have you learned?
- What do you think about your decisions?
- What does it look like when you are in the future?
- What agreements do we have and what do you do in the meantime?

DECC Model

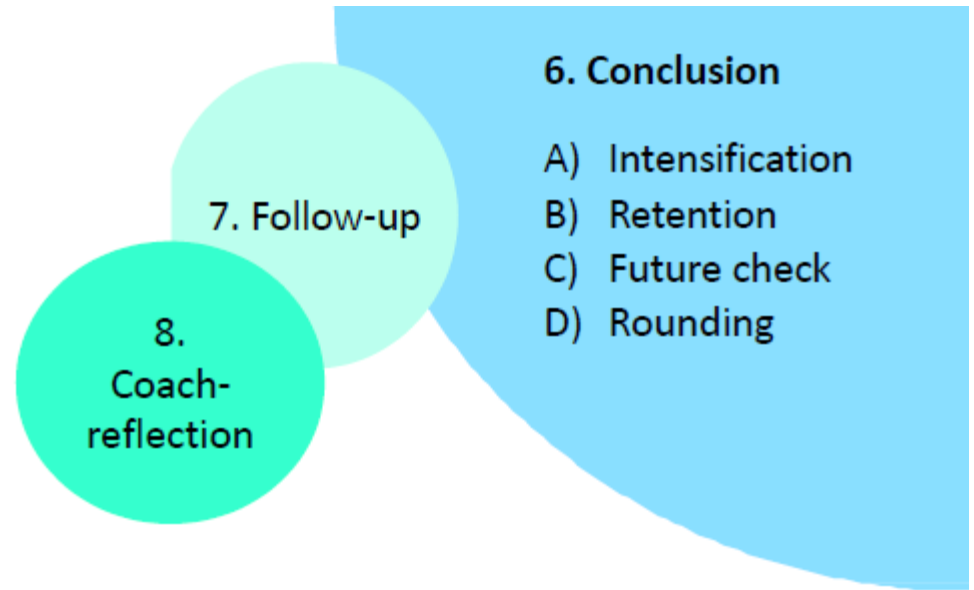
7. Follow-up



- How do you see the need for a new mentoring session?
- When would it be appropriate to make a new appointment, what day and time?

DECC Model

7. Mentee and Mentor reflection



- How do you think the conversation went in terms of what was agreed?
- Is there anything that needs to be changed in the future?

GROW Model



GROW as a management tool

G step 1: (goal) what is your goal/desire?

R step 2: (current reality) what is the situation now?

O step 3: (options) what are the options?

W step 4: (will) what will you do?

Whitmore, 1998

GROW Models

Goal

Your role is to help clarify and define the **TARGET**

- What do you want?
- What is the problem?
- What will you get out of it?
- What's exciting about reaching the goal?
- How will you measure the result?
- How does it fit into the company's strategy?

Reality

Your role is to help understand the situation right now and provide insight

- What's happening right now?
- How are you feeling right now?
- What values are most important to you right now?
- What resources do you have available?
- What obstacles do you see?
- Where do you think you will face the most resistance?

Options

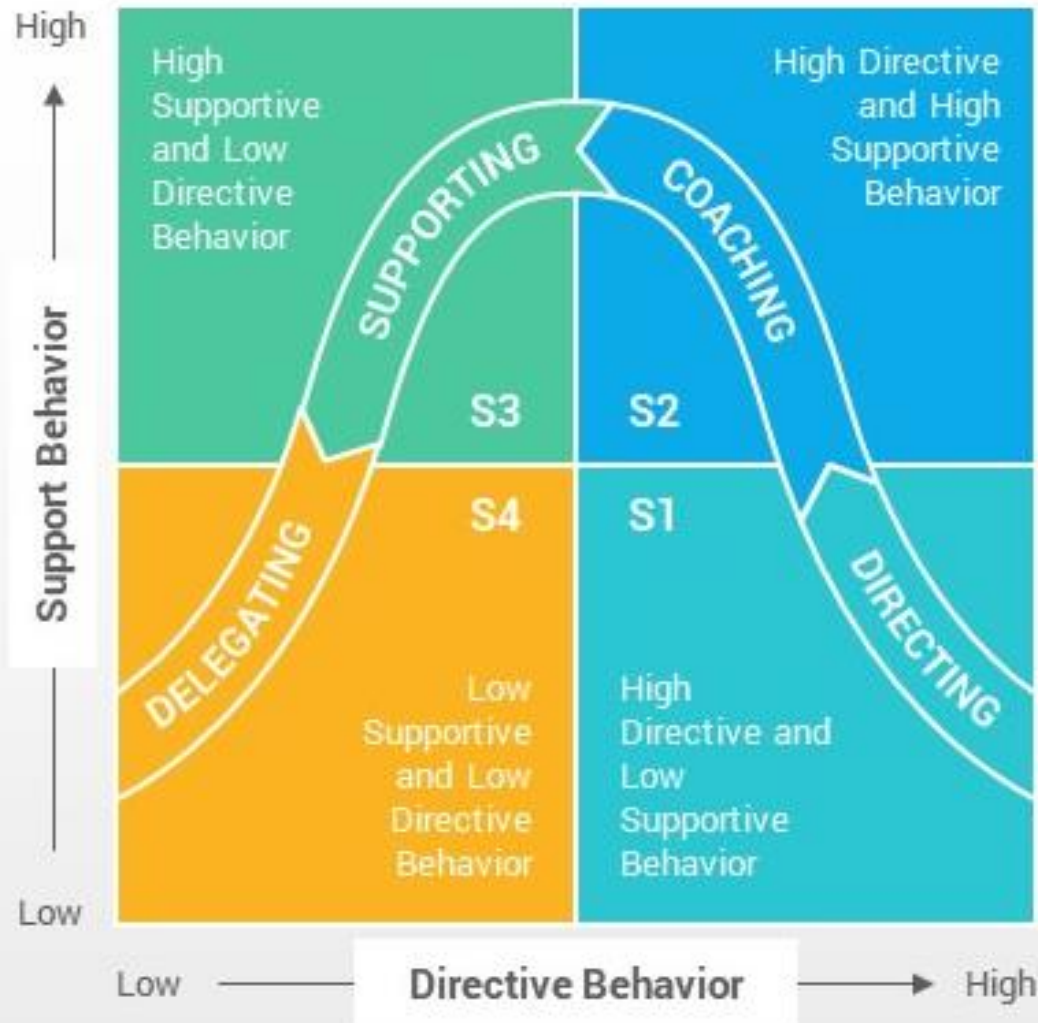
Your role is to help them find possible solutions

- What solutions do you see to the problem?
- Should we brainstorm solutions?
- In your wildest dream - what solutions do you see there?
- If you could start over - what would happen?
- What are the advantages and disadvantages of each option?

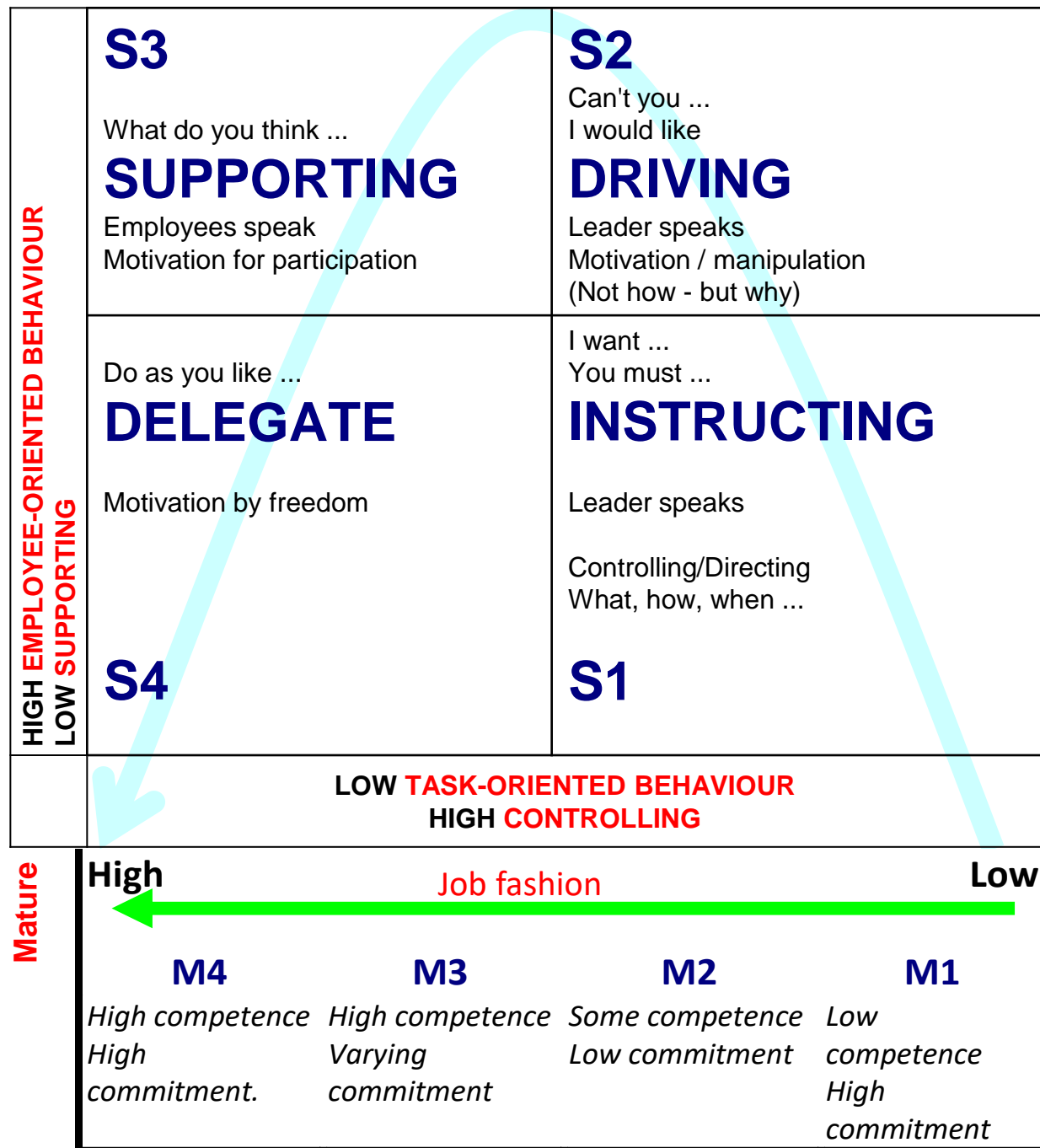
Way forward

Your role is to help make an action plan and motivate

- Which solution is your first choice?
- When do you start?
- What is your 1st step?
- What is your plan?
- How will you structure your plan?
- On a scale of 1-10 - how committed are you?
- What does it take to make it a 10?
- How will you celebrate when you finish?



Situational Leadership Model



The choice between the right dose of supportive and controlling managerial behaviour is made on the basis of a diagnosis of the employee's job maturity.

The employee's job maturity is thus crucial for the right management style in the situation.

Job fashion

Is a person's knowledge and skills in relation to solving a specific task.

The willingness to apply this knowledge and these skills.

To want and to be able =
Motivation, competence and
self-confidence

Competences

Professional

What can I do professionally?

Task-specific

Transferable

Personal

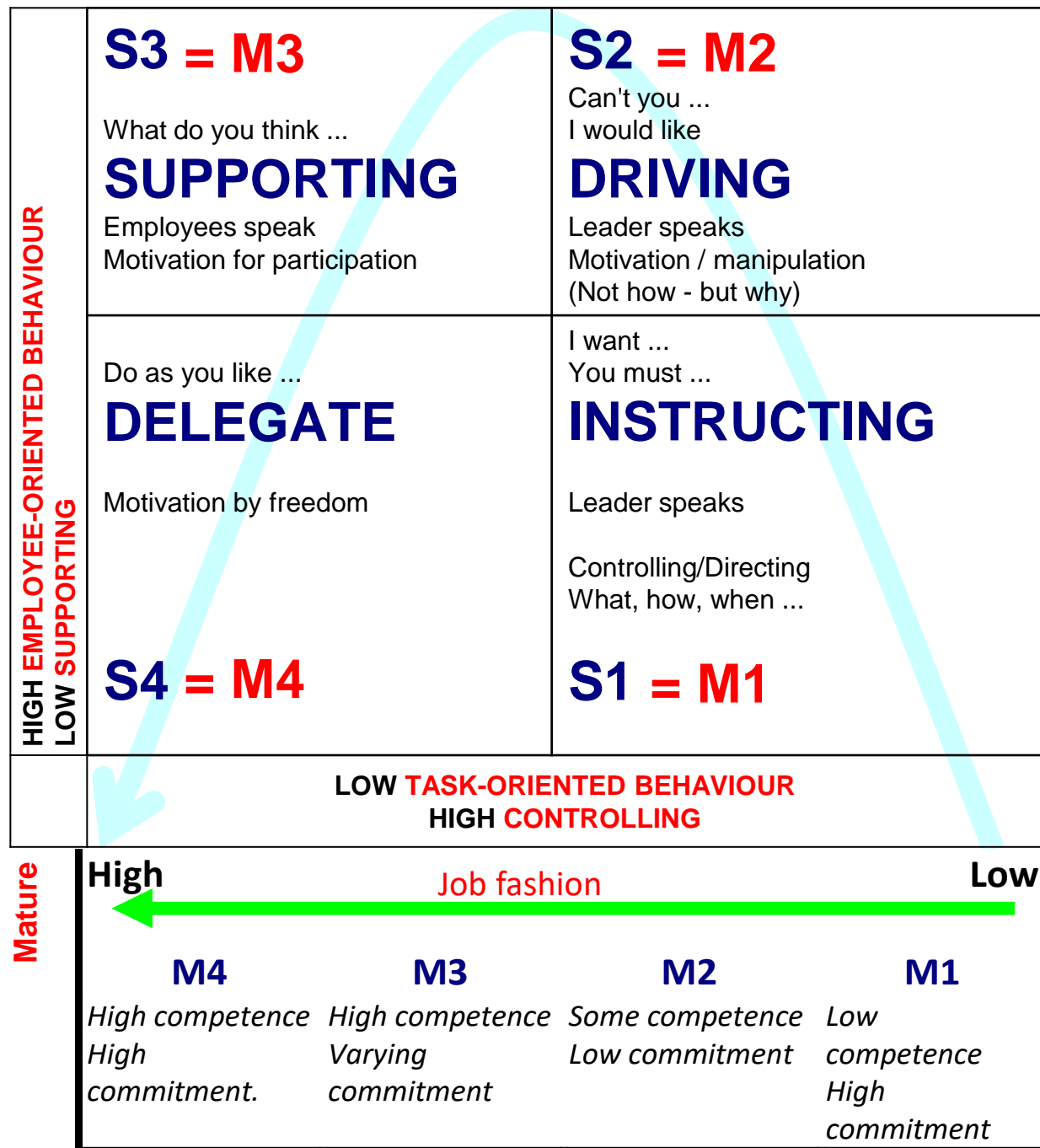
What can I do as a human being?

How am I?

Job fashion in 4 categories



To every degree of job fashionability belongs a necessary leadership style!





"Positive Deviance is like a flashlight.

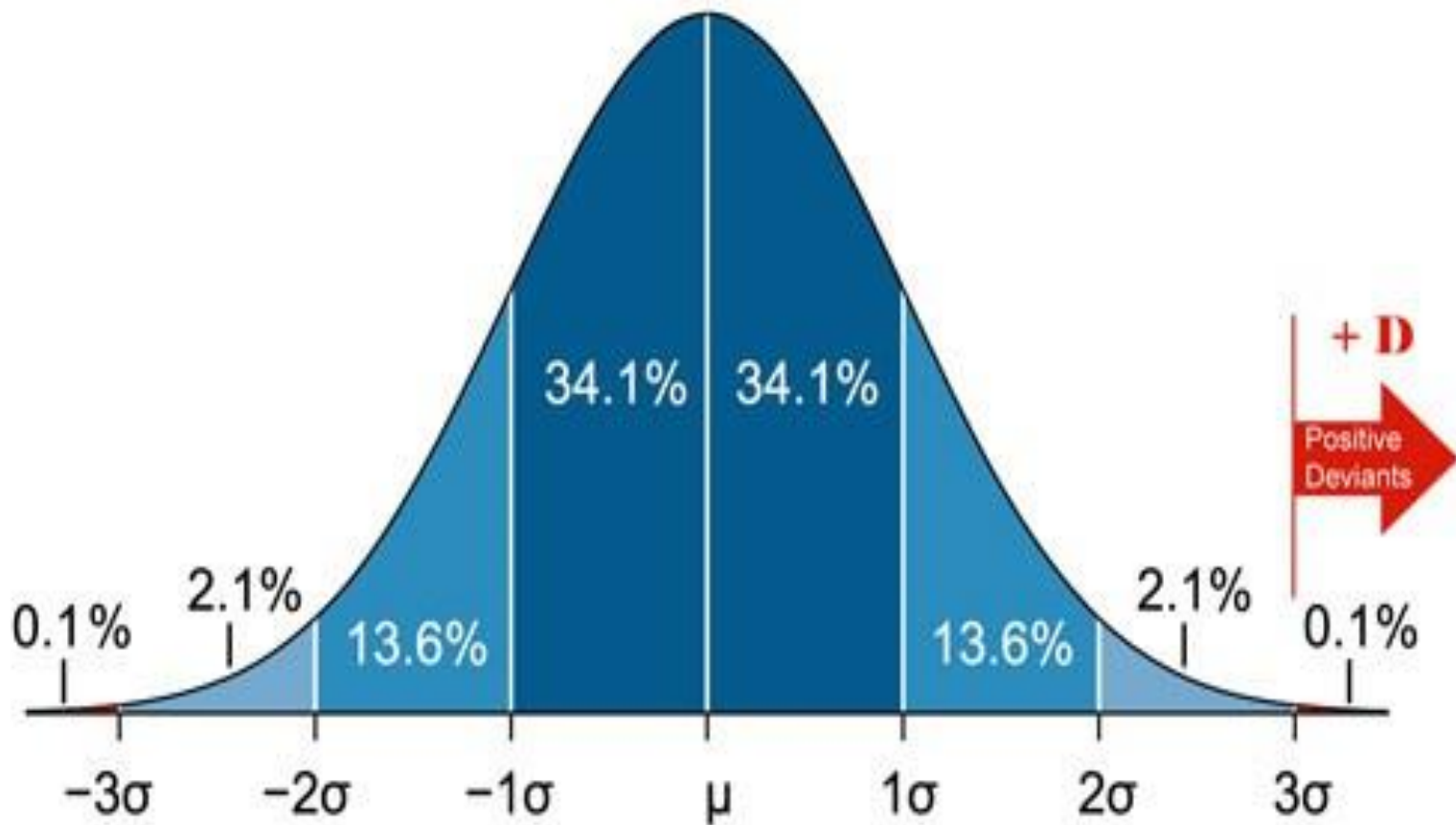
It helps us discover what already exists."

Healthcare Volunteer, Kedoyo, Indonesia

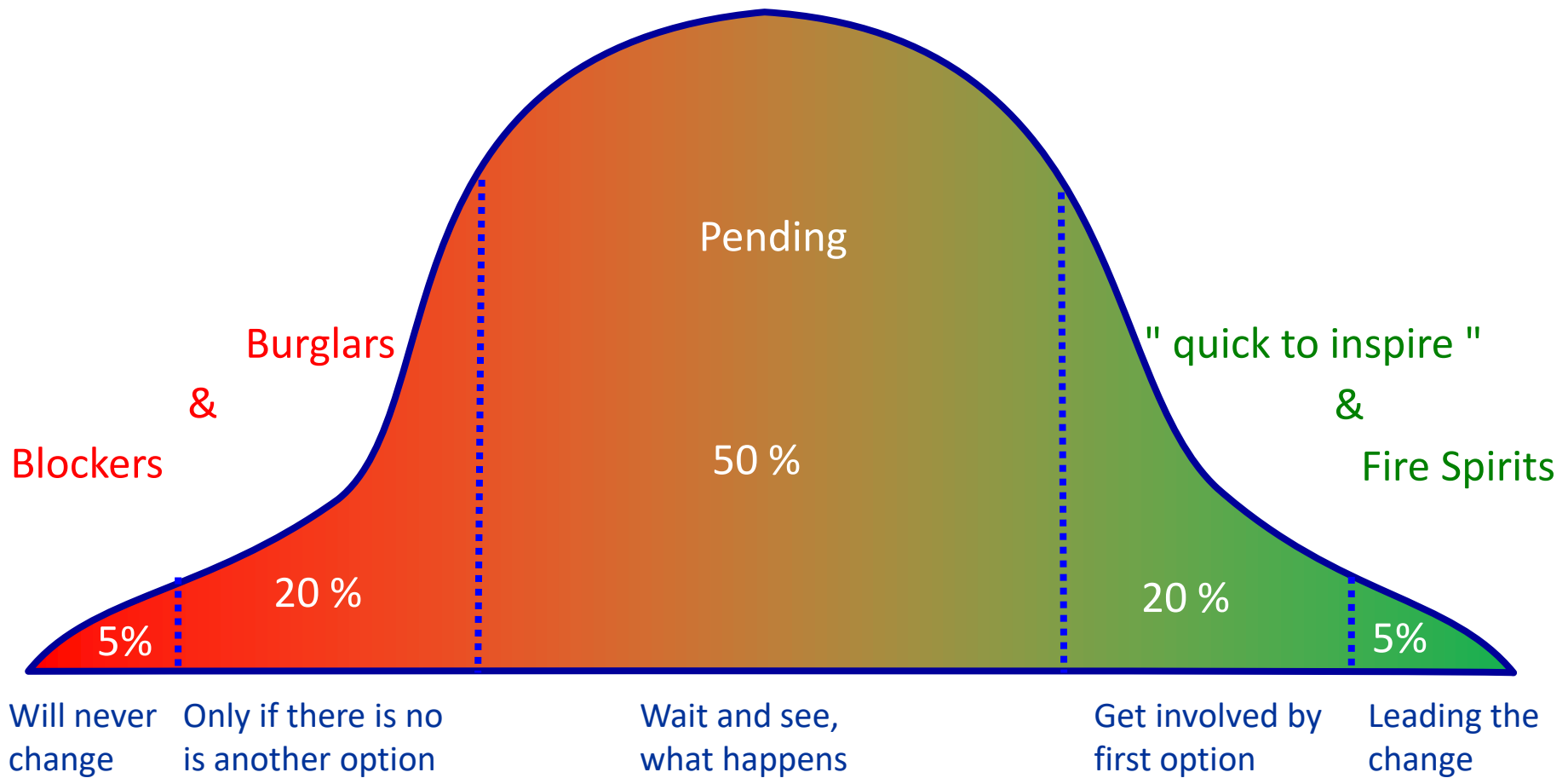




Positive Deviance



Normal distribution of reactions to changes



Behaviour in a change

Accept

- enthusiastic cooperation and support
- cooperation under pressure from management acceptance

Indifference

- passive resignation
- apatic
- do only what you are told

Passive resistance

- immature behaviour
- lack of learning

Active resistance

- protest
- work according to rules
- slowed pace
- makes mistakes
- destruction and sabotage

The Story of the Froglings

**Once upon a time
there was a flock of
frogs...**

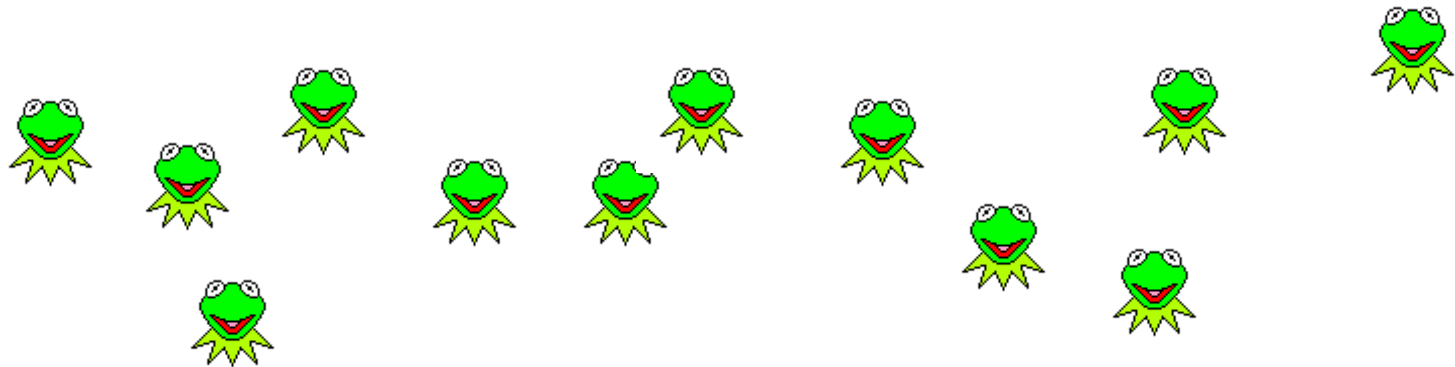


**... who had to take part in a
climbing competition**

The goal was to reach the top of a high mountain



Many had gathered to follow the race and cheer on the youngsters



So went the start

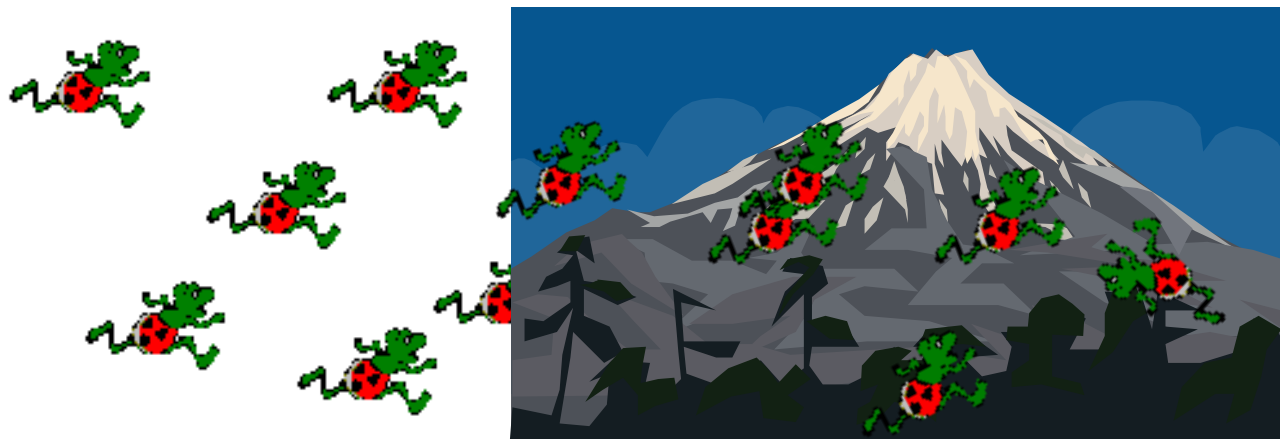


Honestly - an impossible task!

None of the spectators really believed that the young frogs could make it to the top of the mountain.



The frogs indeed began to fall one by one...



The crowd continued to shout...



It's too hard!

Good thing
it's not me...



What did I
say?



More and more froglets got tired and gave up....

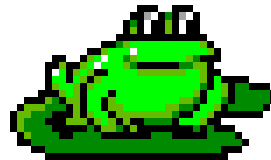


but one continued higher and higher and higher

He would not give up!



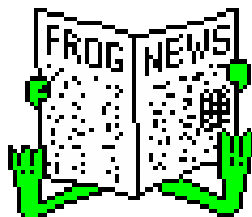
By the end, everyone else had given up on the climb, except for the one frog cub who, after great effort, was the only one to reach the top!



Of course, everyone else wanted to know how he actually did it?

Then it turned out that the winner was deaf!!!

The moral of this story is:



Be deaf!

Never listen to the people who say you can't.

Never listen to people who tend to be negative and pessimistic.

Believe in yourself - and you can do the most amazing things'



The power of diversity



Diversity Icebreaker

Bjørn Z. Ekelund, Norway, Researcher in Teams

Matching = Tendency for us all to be the same ...

Red =
Takes care of
social
relationships



Green =
Is Idea
leveloping and
informing

Blue =
Structured and
task-oriented

The Blue

Characterised by rational thinking and practical solutions

Focused - like details

Structured and well prepared

Getting the job done

Influenced by logic, facts and practical examples

Decisions are taken on the basis of the above

Communication is targeted and precise

The Reds

Takes an interest in his fellow human beings

Good at social relations

Often very numbers

Consider and value feelings over reason

Considerate and patient

Open about own feelings and thoughts

Influenced by personal contact and enthusiastic
communication

Confident

Looking at the social consequences and the community

The Greens

Openness, thoughts and visions

Abstract thinkers

Imaginative and original in their solutions

They see connections

Seeing opportunities in what the future holds

Setting high goals

Need for change

Need time for reflection

Dealing with diversity

When we meet people who are different from ourselves, we react differently.
We can react destructively, similarly or constructively.

Maznevski and diStefano

Destructive

- React negatively
- Distrust
- Focus on **the problems** of diversity.

Disadvantage:

- Cut off from understanding the other person or group
- Creates stereotypical images of "the others"

A trend that is unfortunately often seen in society today,
despite increased globalisation and travel



Dealing with diversity

Equivalent

- Downplays and ignores differences
- Reduces conflicts
- - at least on the surface

Disadvantage:

- Not using all the skills available
- Gives mediocre results
- The different and brilliant thoughts and ideas do not come out
- The critical thoughts and feedback are suppressed
- Talents and experience suffer

Dealing with diversity

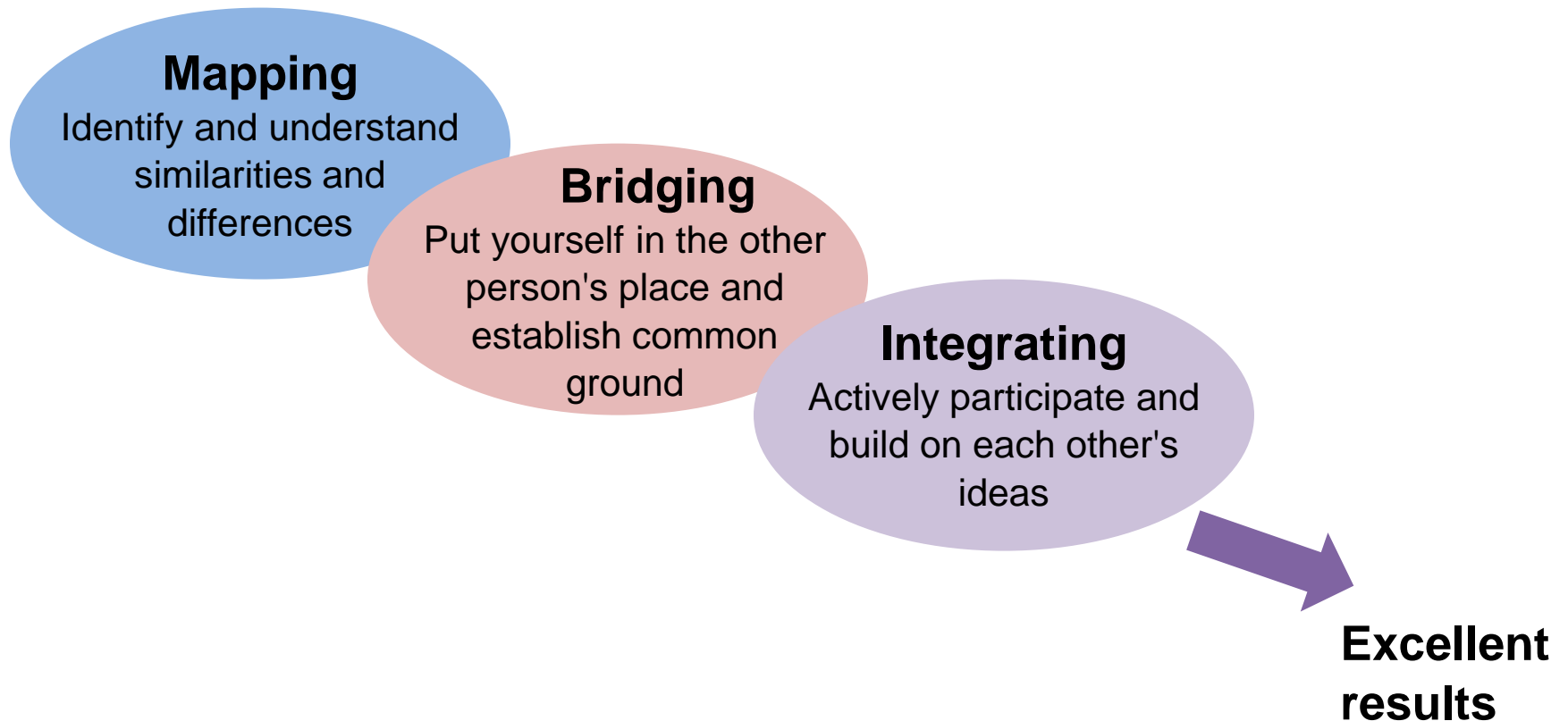
Constructive

- Recognising diversity openly
- Values and positively exploits diversity
- Builds on diversity and listens openly to ideas
- Interested in feedback and criticism

Disadvantage:

- Waves can sometimes go high ...
- but are often resolved through constructive dialogue

Dealing with diversity – MBI-Model



Goal Grid



Is about getting the mentee to be clear about his goal

Target clarification can be in many areas:

- Job
- Educational choice
- Housing
- Partner
- etc.

Target clarification - Goal Grid

What you want / What you don't want

What do you?



What do you want to
preserve?

What do you want to
remove?



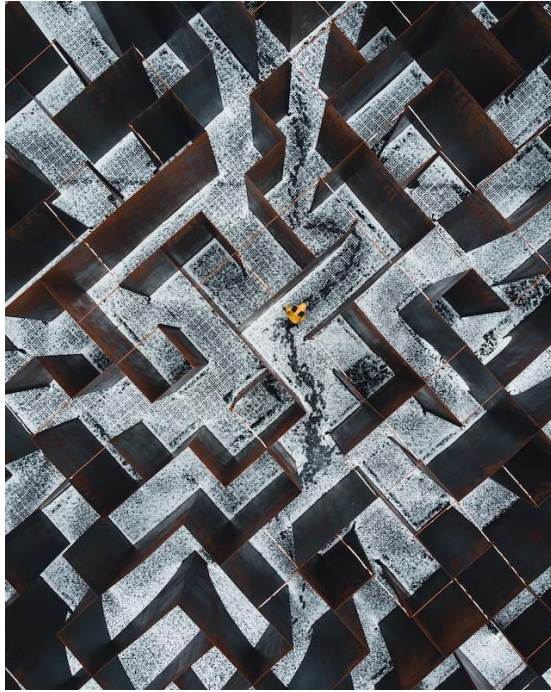
What don't
you do?



What do you want to
achieve?

What do you want to
avoid?





Example Goal Grid

- For example, it can be pronounced as ...
- When you are at the goal - your goal
- What have you kept?
- What have you removed?
- What have you achieved?
- What have you been avoiding?

Homework for next time

Exercise - Goal Grid

- Individually, you spend ½ hour to create your own Goal Grid where you relate to the 4 boxes.
- It can be professional or private or both.
- Next time you meet in pairs and then take turns as mentor and have a goal clarification based on the Goal Grid.



**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."



Co-funded by the
Erasmus+ Programme
of the European Union

