

# Mentoring for Change

executive mentoring and coaching, leadership, storytelling

Welcome to the Mentoring for Change newsletter. In this issue:

- The Star Diagram
- Classic Models – The 7 Eyed Supervision Model
- Emergence and Coaching

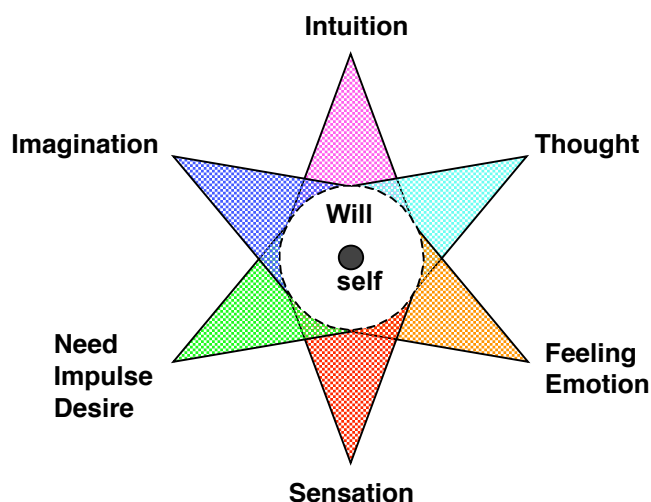
With best wishes

*Mike the Mentor*



## The Star Diagram / Personality Functions

There is one model that I draw for my clients more than any other – and that's The Star Diagram:



It pictures us as being a conscious I or self with a number of personality functions which the self relates to through the agency of Will. I use this model to help people realise that they are more than their thoughts feelings, bodies and so forth – and that they have a centre from which they can orchestrate and direct these various functions of their personality.

For example my mind often runs off on its own thinking about upcoming meetings, imagining what to say and what might go wrong – and this in turns evokes worry and even indigestion! In situations like this my mind is effectively out of control – it is determining my experience and not serving me well. When I recognise this is happening and, critically, when I recognise that I

can choose not to listen to my mind, I start to choose my experience and my reality.

Any of these different functions can take control –our fears, by our pursuit of physical pleasure, or by our need to be loved can all control us. I know one person who is controlled by their intuition. When faced with a choice, his intuition often 'tells' him what to do - and though this is frequently something that he doesn't want to do and thinks is not the right thing to do, he still does it - because he 'knows' that to not do it would be disastrous!

The challenge is to be master or mistress of our personality, not a slave to it. We need to develop the skill to choose and act from that central place – to be able to exert our Will – rather than have our choices and actions determined by functions such as our thoughts, feelings and so on. And the first step is to recognise our own centre distinct from our thoughts, feelings, and all the other aspects of our personality. So that when I say, "I choose this" it really is me who is choosing and not some rogue part of my personality! (More in any standard Psychosynthesis book. Two excellent handbooks on liberating ourselves from our feelings and thoughts are Susan Jeffers' "Feel the Fear and Do It Anyway" and Eckhart Tolle's "The Power of Now".)

## Emergence and Coaching

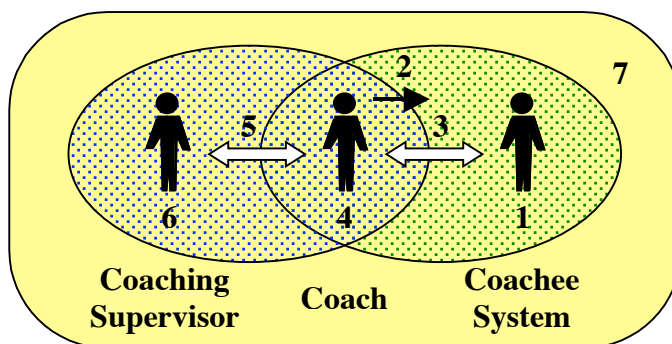
I was recently reading an article by my next-door neighbour on security in military communication systems (he is a senior scientist at Qinetiq, the former MOD facility here in Malvern which was privatised a few years ago). The paper makes the unexpected point that systems engineering can no longer be the tool of choice in producing the secure systems the military needs. Instead he says "... if we do not learn how to exploit

## Classic Models – The 7 Eyed Supervision Model

Coaching Supervision is about ensuring high quality coaching provision and takes the form of ongoing meetings between the supervisor and the coach. With the increasing professionalisation of coaching and mentoring, the importance and role of coaching supervision has become a hot topic.

One way of looking at the process of supervision is provided by the 7-Eyed model. Originally developed for use with psychotherapists and counsellors, it is now being applied to coaching and mentoring. It specifies the 7 areas that supervision can focus on:

1. **The Coachee System:** The focus is on the coachee situation – the problem the coachee wants help with, how they present the issues and the choices that they are making.
2. **The Coach's Interventions:** The focus is on the interventions the coach made, how and why they made them, and what else they might have done.
3. **The Relationship between the Coach and Coachee:** The focus is on neither the coach nor their coachee but on the conscious and unconscious interactions between the two of them so that the coach develops a better understanding of the dynamics of the coaching relationship.
4. **The Coach:** The focus is on the coach's own experience as an instrument for registering what is happening beneath the surface of the coachee system.
5. **The Parallel Process:** The focus is on what the coach has absorbed from the coachee system and how it may be playing out in the relationship between coach and supervisor.
6. **The Coaching Supervisor's Self-reflection:** The focus is the supervisor's "here and now"



experience with the coach and how this can be used to shed light on the coach/coachee relationship.

7. **The Wider Context:** The focus is on the wider organisational, social, cultural, ethical, and contractual context within which the supervision is taking place.

In focussing on areas 1-3, the supervision is concerned with reflecting on the coaching session itself – its content, the interventions made, and the dynamics of the coaching relationship.

In areas 4-6, the supervision is concerned with the coaching session as it is reflected in the here and now experience of the supervision session.

The value of this model is that it maps the areas that supervision can focus on, making it easier to ensure that we have covered the ground. And by changing the labels in the diagram above, we can equally well use it as a model for what we can focus on in a coaching session!

More on this model and supervision in general in "Supervision in the Helping Professions" by Peter Hawkins and Robin Shohet, ISBN: 0 335 20117 2.

[emergent phenomena] then we may never know about some of the capabilities that are waiting to be used because they exist at a higher level of abstraction, of which we are currently unaware - one that conventional approaches will never reveal to us, but that an opponent could exploit."

As I read this, I started to wonder what I do to encourage my clients' unknown capabilities to emerge in our coaching sessions. It can be tempting to try and 'engineer' coaching sessions so as to ensure consistent, predictable outcomes. And the tools we use, the GROW model, goal setting forms, developmental models, etc) do clearly have value (just as systems engineering has value for parts of the security system infrastructure). But I also know that some of my best coaching occurs when I move beyond the known into the space where the unknown can emerge. And its not just about moving into

the unknown. It's about creating a space in that unknown for newness (new insight new ways of seeing, new ways of being) to occur. But, given the unpredictability of emergent phenomena, how can we do this in such a way as to encourage and enable creative and productive emergence?

Let me know of any ideas you have – I'll collate and publish them.

*This newsletter is free. Please copy it to others who might enjoy it. If you would prefer not to receive it, let me know and I will remove your name from the mailing list. If you would like to be added to the mailing list, send an email to [subscribe@mikethementor.co.uk](mailto:subscribe@mikethementor.co.uk) Previous issues of the newsletter are available at [www.mikethementor.co.uk](http://www.mikethementor.co.uk)*