

Mentoring for Change

executive mentoring, life coaching, and values management

Welcome!

This is the first issue of an occasional newsletter on executive mentoring, life coaching, and values management. In this issue are highlights of the 4th European Mentoring Conference, details of a forthcoming mentoring workshop, my "book of the year", pointers to some coaching and mentoring resources, and the opportunity to zap some tolerations! I hope you find the newsletter informative and enjoyable. Any comments, requests for information, or suggestions for future content will be very welcome.

With all best wishes for an excellent and purposeful 1998!



Mike Turner

EMC Conference Highlights

The 4th European Mentoring Conference was held in London on November 6/7. The growing popularity of mentoring was reflected in papers on major mentoring programmes in organisations such as Perot Systems, Brown & Root, the Training Research Laboratory and the BBC.

I gave a plenary paper – **Mentoring on Purpose** – looking at how a strong sense of purpose is key to delivering significant, sustainable change and describing how mentoring can be used to develop purposefulness. Steve Jobs demonstrated that he knew a thing or two about purpose and mentoring when he famously lured John Sculley, then CEO of PepsiCo, to Apple by asking "Do you want to spend the rest of your life selling sugared water or do you want a chance to change the world?"

The conference demonstrated that there continue to be about as many definitions of mentoring as there are mentors! Maureen Wood brought some clarity by distinguishing between **Induction Mentors** – longer serving colleagues who assist new entrants in finding their feet in an organisation; **Subject Mentors** – experienced professionals or managers who teach others specific skills or expert knowledge; and **Career Mentors** – professionals who provide long term

counselling, guidance and support. But the most succinct definition of mentoring came from Christine Fitzpatrick whose paper "Mentoring for Tough Guys" started with the memorable statement "John McEnroe had a world class coach. He needed a mentor!"

Book of the Year

Looking through the bookshelf at what I have read over the past year, one book stands out. **Synchronicity – The Inner Path of Leadership** is the powerful and poetic story of Joseph Jaworski's personal journey to an understanding of the deep issues of leadership. He shows how leadership is more to do with who we are, not what we do. "Leadership is about creating, day by day, a domain in which we and those around us continually deepen our understanding of reality and are able to participate in shaping the future. This, then, is the deeper territory of leadership – collectively "listening" to what is wanting to emerge in the world, and then having the courage to do what is required." A profound and inspirational book. Published by Berrett-Koehler.

Life Coaching

In addition to my work in organisations as an executive mentor, I also work with private individuals as a life coach, helping them:

Mentoring for Change Workshop

On April 22nd 1998 I will be giving a one day workshop on mentoring in London. The cost is a very reasonable £49. Contact me for further information. If you would like to book a place call Kensington Consulting Centre on 0171 720 7301; email 100257.1406@compuserve.com.

By the end of the day, participants will understand: the process for creating sustainable change, the mentoring model, the four styles of mentoring, the value of setting stretch goals, when to support and when to challenge, when to inspire and when to instruct, and how to use mentoring to facilitate and drive organisational change. Recommended for all those who wish to acquire a greater understanding of what makes mentoring effective and how it can be used to support organisational growth and change.

- prioritise their values and uncover their sense of purpose and their passion
- set and achieve higher quality, more rewarding goals which are aligned to their values
- make substantial personal changes and then sustain the new attitudes, behaviours and beliefs
- achieve a balanced, fulfilling life and have more fun.

Coaching is usually carried out over the phone, and typically consists of three 30 minute calls a month supported by a variety of written materials. Call me for further information.

Mentoring and Coaching Resources

For further information about executive mentoring, life coaching, and values management, visit the Mentoring for Change web site (the address is at the bottom of the page). The excellent and extensive CoachU web site can be found at <http://coachu.com>. It contains a wide range of information on life coaching. If you want to find out more about what being coached might be like, read the "Dear Coach" column in the Saturday edition of The Times (or, even better, ask me to coach you!).

Zap a Toleration!

One thing we've all learnt is how to tolerate a lot! We put up with, accept, take on and are dragged down by people's behaviour, situations, unmet needs, crossed boundaries, incompletions, frustrations, problems and even our own behaviour.

You are tolerating more than you think. Take a couple of minutes to write down the stuff you sense that you are tolerating – all the things that irritate, distract or annoy, that take your energy and which you don't actually do anything about.

Do you have to do anything about them? No, not really. Just becoming aware of and articulating them will bring them to the forefront of your life and you'll naturally start handling, eliminating, fixing, growing through and resolving these tolerations. And have fun doing this! It can be really great to finally get rid of something from

your life which has been bugging you for ages! To get you started, here are some examples of things you may be tolerating: not getting the recognition you deserve, household appliances that need fixing, the chaos in your office, never having any time that's your own, cupboards full of clothes you never wear, spending time with people who bore you, being in the wrong job, and so on.

Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us.

We ask ourselves "Who am I to be brilliant, gorgeous, talented, fabulous?" Actually who are you not to be? You are a child of God. Your playing small does not serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you.

We are all born to shine, as children do. We were born to make manifest the glory of god that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

Marianne Williamson

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Welcome to the June edition of the Mentoring for Change newsletter.

In this issue:

- details of a recent survey on coaching
- the 4 Stage Mentoring Model
- the Values Management workshop
- the Set-Up-to-Fail Syndrome.

Best wishes



Coaching Survey

During the first quarter of 1998, the International Coach Federation (ICF) polled 210 mainly US-based coaching clients. All respondents had a formal relationship with an ICF coach, regularly meeting for strategy sessions for an average of nine months.

The highlights of the survey findings include:

- * 98.5% of respondents said their investment in a coach was "very valuable" (70%) or "valuable" (28.5%).
- * 94% of respondents believe coaching is here to stay and become a recognised profession.
- * Half of the respondents confide in their coach as much as their best friend, spouse or therapist; 12% say they confide in their coach more than anyone else.
- * 85% of respondents said the main role of their coach is to be a sounding board - to listen to them and give honest feedback. 78% called the coach a motivator, 57% a friend, 50% a mentor, and 47% a business consultant and 41% a teacher.
- * 80% of respondents say they turn to their coach for help on time management, 74% for career guidance, 74% for business advice, 59% on relationships/family issues, 52% on physical/wellness issues, 45% on personal issues, 39% on goal-setting, 38% on financial guidance and 11% on creativity.
- * The outcomes that clients most often attribute to their coaching are a higher level of self-awareness (68%), smarter goal-setting (62%), a more balanced life (60%), lower stress levels (57%), self-discovery (53%), more self-confidence (52%), improvement in quality of life (43%), enhanced communication skills (39%), project completion (36%), health or fitness improvement (34%), better relationship with boss or co-workers (33%), better family relationships (33%), increased

energy (32%), more fun (32%), more income (26%), stopped a bad habit (26%), change in career (24%), more free time (23%), etc.

For more information contact Amy Watson at +1 714 376 7500 or amywatson@amywatson.com.

The 4 Stage Model

My recent mentoring workshop in London was very well received and explored the Mentoring for Change 4 stage change model. The four stages, which I'll be covering in forthcoming editions of the newsletter, are:

- Freeing Up
- Envisioning
- Implementing
- Attracting

These stages appear in any process of deliberate change from the smallest (eg, deciding on and delivering a single intervention in a mentoring session) to the largest (eg, aligning your life to fulfil your purpose). It therefore makes a very effective framework for guiding the mentoring process – since mentoring is fundamentally about creating change.

For change to be possible, a person must first make themselves free enough for the process of change to begin. **Freeing Up** describes this process of developing the necessary autonomy, responsibility, and self-confidence needed to embark on the change. The mentor's stance is nurturing and supportive and aims to help the mentee develop a strong positive self image and sense of self worth so that they have a solid, stable foundation to their lives.

Envisioning involves helping the mentee create a compelling and attractive vision of how they would like

Managing Values Workshop

Birmingham 24th June 1998

Companies focusing on human capital are realising the benefits of Aligned Values. They understand that unlocking the contribution of their people means helping them identify their values and align them to the corporate values. They know that people don't make decisions based on the facts – but on their values.

What executives have lacked is a comprehensive model to guide them in identifying values and creating alignment with the corporate values. This one day workshop will provide that guidance.

The day will include:

- an introduction to managing values
- an overview of the VT values model
- an opportunity to complete and interpret the VT demonstration survey
- experience of working with your own value priorities.

Benefits

By the end of the day you will understand:

- how values underpin business performance
- why values are fundamental to knowledge based organisations
- the relationship between values, behaviours and skills
- the necessary condition which must be met before employees will buy into corporate values
- what happens when you confuse your goal and means values
- what it means to have coherent values
- the difference between your foundation values, your future values, and your focus values
- how people with the same values but different value priorities can behave in very different ways
- how stress affects your value priorities
- why future values are our strongest motivators but also are the most difficult to identify.

I will be presenting this seminar which is promoted by the Birmingham Centre for Business Ethics (BCBE). For further information call the BCBE on 0121 471 3203. The cost is £150.

their life to be, and commit to realising it. The mentor's role here is to inspire the mentee and to help them embrace the future that is already emerging for them.

Implementing consists of identifying the goals which will lead towards the vision, deciding on the strategies and actions needed to achieve these goals, and then taking action. The mentor's role here is to coach and to help the mentee answer the question "How will I achieve my vision?".

Attracting is what happens naturally as a result of the actions we take – we call forth a response from the environment. Whether or not this response is what we want (and often it isn't!), the challenge is to recognise that this is what we are creating and that it is what we have to work with if we are to create change. And so we move on round the wheel, freeing ourselves up to once more to connect to our vision and sense of purpose, implement more actions, and see whether we then attract what we truly aspire to.

The Set-Up-to-Fail Syndrome

A recent article in the Harvard Business Review (March/April 1998) addresses the question of who's fault it is when an employee fails or performs poorly – and suggests that often the blame lies largely with the boss, not the employee.

The authors (Manzoni and Barsoux of INSEAD) describe the Set-Up-to-Fail syndrome, a dynamic that sets up perceived under-performers to fail. For example a boss,

worried that a subordinate's performance is not up to par, takes what seems like the obvious action – he increases the time and attention focussed on the subordinate. Unfortunately, this heightened supervision is often interpreted as indicating a lack of trust and confidence. In time, this may lead the subordinate to doubt their own ability, lose motivation, cease making autonomous decisions and withdraw their commitment. Ironically, the boss sees the subordinate's withdrawal as proof that the subordinate is indeed a poor performer. He therefore increases his pressure and supervision further, thus further influencing the subordinate to fail. So is set up a pattern that is self-fulfilling and self-reinforcing – the quintessential vicious circle.

The authors have suggestions for how to disentangle from the Set-Up-to-Fail syndrome and prescriptions for avoiding it in the first place. The article provides an excellent resource for any coaching or mentoring clients who are seriously interested in working in the "Attracting" phase of the change process and who are willing to take responsibility for what they co-creating with their colleagues. A thought provoking article.

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

- the Miracle Question
- the 4 Stage Mentoring Model - Freeing Up
- Values Workshops
- the Change 98 Conference
- Conversations with God.



The Miracle Question

There are two main approaches to creating change. The first and most popular the the **problem-focused** approach. This involves identifying what is wrong with the current situation (ie, identifying the problem), analysing the current situation, exploring possible solutions, and then taking action. Whilst this approach can be effective, all too often not only does it fail to solve the problem but it actually sustains it - energy and attention get focused on what isn't working and the problem has to be maintained so that the focus on solving it can continue!

The second and rarer approach to creating change is to be **solution-focused**. Instead of looking at what isn't working, we search out examples of where the change has already happened. If we can't find any, we imagine instances of the changes we want to have happen. We focus on these, encourage people to enact them, promote their occurrence, value and appreciate the behaviours we want and so on. In practical terms we shift from prohibition ("Don't do that" or, as Basil Fawlty so ineffectively said "Don't mention the war") to encouragement ("Do more of this").

One way to use this solution-focused approach in working with individuals is through the **Miracle Question**.

So say something like this to the mentee "Suppose that whilst you are asleep tonight a miracle occurs and you have all the changes you wanted to get from mentoring. Because you are asleep, you don't know that the miracle has happened. What would be the first sign for you after you wake up which will tell you that the miracle has happened?"

The key to using this successfully is to help the person you are working with to be extremely precise about the specific changes they will notice in their feelings, thoughts, internal images, sensations, and so on. Do this

by asking them questions about the details of their experience. To answer these questions they will have to create for themselves the experience of already having made the changes they are seeking - and so the "miracle" occurs!

The 4 Stage Model - Freeing Up

In the last issue I outlined the 4 stage Mentoring for Change model (the four stages being Freeing Up, Envisioning, Implementing and Attracting).

In this issue we are looking at one of these stages - **Freeing Up**. Freeing Up describes the process of developing the necessary autonomy, responsibility, and self-confidence needed to embark on whatever changes the mentee wants to make. The mentor's stance is nurturing and supportive and the focus is on helping the mentee with the following tasks:

Building a Solid Foundation

- identify your core needs, learn to recognise when they are not being satisfied, and then take responsibility for getting them met
- build the systems and structures to ensure that your needs will continue to be met

Developing Self-Worth and Self-Confidence

- bring out your best by clearly seeing your own strengths, skills, qualities and Self
- reframe negative perceptions of yourself, find the positive in what has happened, and develop positive self beliefs
- focus on what works. Appreciate, value and endorse yourself and get others to do so too.

Reconnecting with the Past

- "re-member" the past so that it no longer carries negative energy for you

Change '98 Conference

Mentoring Workshop

London 16 November 1998

I will be running the Mentoring for Change 1 day workshop at the Change 98 Organisational Transformation Conference in London on November 16. Other presenters include Rosabeth Moss Kanter, John Kotter, Richard Pascale, Charles Hampden-Turner, and Prabhu Gupta.

In the workshop you will learn a generic mentoring model which can be applied to both organisational and individual development, and to strategic and tactical change. Using this framework (which I have been outlining in these newsletters) and working in small groups, you will have the opportunity to learn how to be a mentor and will experience being mentored.

What participants have said about the "Mentoring for Change" workshop

"A sound model for all would-be mentors." Dr A. Lee

"Mike's one day workshop is a genuinely valuable experience, and provides really practical tools for mentoring and organisational change." W.H.P.

"I highly recommend it to anyone considering developing Mentoring as part of the services they offer. Very beneficial both professionally and personally." Pavlo Kenellakis

"Useful, practical, clear and interesting." Dr F. Early

"Valuable experiential day which enabled learning from working through personal issues as well as putting the model into practice." Gilly Freedman

"Extremely valuable and flexible model for mentoring which can be used in many different contexts." S.H.S.

For further information call the conference organisers Linkage International on +44 (0)181 977 9277

- reinterpret the events, patterns and habits from the past that are holding you back and find the positive in them

Undoing Dependencies and Addictions

- see who and what you give your power away to, and choose to stop (or to actively choose to continue doing so)

Developing a Large Reserve

- don't just have enough of what you need - have a stockpile!

Accepting that where you are is the right place to be

- it may not be where you want to be or where you enjoy being - but it is where you are
- only when you accept this will you create the opportunity to move on
- realise that your entire life to this moment has been the perfect preparation for the future you are about to step into

Removing Blocks to Success

- get clear about what success means to you - and then dismantle the barriers that prevent you having it

Embracing Freedom

- have the courage to choose to be free

Being Selfish, not Egotistical

- learn to distinguish between your Self and the rest of you (body, feelings, mind, sub-personalities, neuroses, ...)
- take care of and invest in your Self.

Values Workshops

The workshop held in June to launch the Managing by Values consultancy service was very successful with over 80% of attendees rating it as good or excellent. Already two values projects have resulted from it and we have a proposal in to a third organisation to help the executive team 'walk the talk' of the corporate values.

We will be running the workshop again on November 24th in the South Birmingham area. Details of the content are in the previous newsletter. Call/email me for further information or to make a booking.

I will also be presenting a half day introduction to Values Management at Warwick Business School's Strategic Thinking for Tomorrow executive refresher programme on Monday 12th October. For further information contact the Business School on +44 (0)1203 528196.

Conversations with God

Don't be put off by the title! This is a quite extraordinary book. Everyone I know who has read it has found it to be a powerful, moving and, in some cases, transformational book (mind you, this may be a rather self-selecting sample!). I've tried several times to write something to catch the flavour of it for you but without success so you'll just have to go out and browse it in a bookshop - or even buy it!

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Welcome to the December edition of the Mentoring for Change newsletter. This is a special issue on values and introduces a powerful framework which can be used to clarify and develop both individual and organisational value systems. If you want to have a play with it, try using it to map out your own value system!

Wishing you Seasons Greetings and a productive and fulfilling 1999.



Values

Values describe what is important to us and what gives significance and meaning to our lives. Values underpin the decisions we make, the actions we take, and the life we lead.

Successful organisations recognise that shared values increase commitment and productivity. Through shared values, visions and goals, each individual possesses an accurate view of the "larger picture" and understands what the organisation as a whole is trying to accomplish. Explicit values provide organisations with an efficient way to build commitment, guide decision making, align actions, increase potential capability, and achieve a state that unites members in effective performance.

There are three important dimensions of any coherent value system:

1. Value Priorities
2. Goal and Means Values
3. Foundation, Focus and Future Values

Value Priorities: It is not enough to know what our values are - we have to know what our value priorities are. People with the same values, but different value priorities, will behave in very different ways. The defining moments in our lives are often those times when our highest priority values are in conflict and we are forced to choose between two ideals in which we deeply believe. It is in these moments that character is built. (See HBR, March-April 1998, pp115-124 for more on this.)

Goal and Means Values: Goal values are the end results we value. Means values are the ways we can achieve

these goals. People frequently confuse the two, treating means values as ends in their own right. For example, the mid-life crisis can often be brought on by the recognition that Achievement/Success is not after all a goal value and that another route to fulfilment and satisfaction must be found.

Foundation, Focus and Future Values: The Foundation values represent our basic needs and are the foundation for being able to act on and live out our focus values. They dominate during times of crisis or stress. Focus values are those value priorities in our lives that determine where we put our energy, what we enjoy, how we make decisions, and how we relate to others. Future values are those things which are becoming important to us and which are motivating us to grow and develop.

Values Management

The Values Management Inventory from Values Technology Inc is a powerful tool for working with value systems. The framework (see over), with its associated values questionnaire, enables individual and organisational values to be measured and mapped. It also shows how value priority clusters relate to world views and leadership styles. Contact me for further information on this framework and the 1 day "Values Management" workshop.

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Values Map

Phase I SURVIVING		Phase II BELONGING		Phase III SELF-INITIATING		Phase IV INTERDEPENDING	
The World is a mystery over which I have no control		The World is a problem with which I must cope		The World is a project in which I want to participate		The World is a mystery for which we care on a global scale	
1: SAFETY	2: SECURITY	3: FAMILY	4: INSTITUTION	5: VOCATION	6: NEW ORDER	7: WISDOM	8: WORLD ORDER
Goals Self Interest/Control Self Preservation Wonder/Awe/Fate	Goals Physical Delight Security	Goals Family/Belonging Fantasy/Play Self Worth	Goals Belief/Philosophy Competence/Confidence Play/Recreation Work/Labour	Goals Equality/Liberation Integration/Wholeness Self Actualisation Service/Vocation	Goals Art/Beauty Being Self Construction/New Order Contemplation Faith/Risk/Vision Human Dignity Knowledge/Insight Presence	Goals Intimacy/Solitude Truth/Wisdom	Goals Ecorty Global Harmony Word
Means Food/Warmth/Shelter Function/Physical Safety/Survival	Means Affection/Physical Economics/Profit Property/Control Sensory/Pleasure Territory/Security Wonder/Curiosity	Means Being Liked Care/Nurture Control/Order/Discipline Courtesy/Hospitality Dexterity/Coordination Endurance/Patience Equilibrium Friendship/Belonging Obedience/Duty Prestige/Image Rights/Respect Social Affirmation Support/Peer Tradition	Means Achievement/Success Administration/Control Communication/Information Competition Design/Pattern/Order Duty/Obligation Economics/Success Education/Certification Efficiency/Planning Hierarchy/Order Honour Law/Rule Loyalty/Fidelity Management Membership/Institution Owneership Patriotism/Esteem Productivity Reason Responsibility Rule/Accountability Technology/Science Unity/Uniformity Workmanship/Art/Craft	Means Adaptability/Flexibility Authority/Honesty Congruence Decision/Initiation Empathy Equity/Rights Expressiveness/Joy Generosity/Compassion Health/Healing Independence Law/Guide Limitation/Acceptance Mutual Obedience Quality/Evaluation Relaxation Search/Meaning/Hope Self Assertion Sharing/Listening/Trust	Means Accountability/Ethics Collaboration Community/Supportive Complementarity Corporation/Stewardship Creativity Detachment/Solitude Discernment Education/Knowledge Growth/Expansion Intimacy Justice/Social Order Leisure Limitation/Celebration Mission/Objectives Mutual Accountability Pioneerism/Innovation Research Ritual/Communication Simplicity/Play Unity/Diversity	Means Community/Personalist Interdependence Minessence Prophet/Vision Synergy Transcendence/Solitude	Means Convivial Technology Global Justice Human Rights Macroeconomics
Foundation		Focus		Focus		Future	
AUTHORITARIAN Oppressive dictator with followers who are totally dependent	PATERNALIST Benevolent paternalist with followers who are dependent and obedient	MANAGER Efficient managers with followers who are loyally devoted to the organisation	FACILITATOR Listener, clarifier and supporter with followers who are also listeners, clarifiers and supporters	COLLABORATOR Facilitator, producer and creator with active peer participation	SERVANT Interdependent administrator with collegial participation	SERVANT Interdependent administrator with collegial participation	VISIONARY Liberator with a global network of peer visionaries

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

- Values Coaching
- The 4 Stage Mentoring Model - Envisioning
- Values Case Study
- Current Reality - Telling the Truth
- Events.



Values Coaching

In the last issue of the newsletter, I introduced the Values framework and described some of the important distinctions it is necessary to make in working with values. Since then we have run a very successful workshop to train participants to interpret the VMI values profiles and coach people on their personal value systems. The next values training will be held in the Autumn/Fall. If you are interested in attending, please let me know. If you are interested in having a personal values profile prepared and being coached to clarity about your core value priorities, please contact me for pricing and other information.

The 4 Stage Model - 2: Envisioning

In an earlier issue I outlined the 4 stage Mentoring for Change model (the four stages being Freeing Up, Envisioning, Implementing and Attracting).

In this issue we are looking at the second of these stages - **Envisioning**. Envisioning involves helping the mentee create a compelling and attractive vision of how they would like their life to be, and commit to realising it. The mentor's role is to inspire the mentee and to enable them embrace the future that is already emerging for them by helping them with the following tasks:

See who you are Becoming

- notice the patterns and rhythms in your life, what gives you energy, what gives you meaning, and what is emerging
- notice how your life has been a perfect preparation for the future that is unfolding
- see the trajectory you are on and where it is taking you to

Uncover your Purpose

- purpose is about who you want to be rather than what you want to have or achieve
- to distinguish purpose from goals use the Tombstone Test. "What would I like my epitaph to be?"
- what kind of person will I have to become in order to achieve all that I want? What character traits, skills, abilities, attitudes, beliefs, values, etc will I need to develop?

Get clear about your Values

- distinguish between your Goal/End values and your Means values
- discern your Future values - those values that are motivating you to grow into the future
- choose your value priorities

Get clear about your Wants

- how would your life be different if you were doing what you (not your ego) wanted to do?
- want much more than you ever had before

Create a Compelling Vision

- a vision will only be compelling if it describes a future made up of those things that are important to us - that is if it embodies values
- ask yourself "What would I do if I knew I couldn't fail? What motivates and enthuses me and gives me joy? What makes my life/work meaningful? What have I always dreamed of doing?"
- do what it takes to get to the point where you can choose to fulfil your destiny

Develop your Intent

- evoke mental intent by asking "How would my life be if I were fulfilling my Vision?"

Values Case Study

Corporate Identity for the next Millennium

The Issue

Siemens, the global engineering and manufacturing giant was planning to celebrate 150 years of growth and innovation with a leadership conference for 2000 managers. They were searching for ways to measure their culture and define their corporate leadership principles across diverse business units operation in multiple languages and cultures.

The Plan

The Values Management Inventory was used to survey 2000 leaders and 6000 employees across 50 countries in three languages (English, Spanish and German).

Detailed information about their specific value priorities was available within one month and formed the base line for an internal team to clarify the seven leadership principles that now define the corporate identity for the future.

The results were presented at the leadership conference to acclaim and accepted as the basis for corporate identity in the next millennium.

The Results

Values alignment is ongoing with a full time corporate team to provide direction and support to business units. The renewed core values and leadership principles were communicated globally. Simplified computer based surveys were developed by Values Technology to allow individuals and groups to assess their own values and compare them to the corporate leadership principles. The seven principles now drive the corporate transformation initiative.

- evoke emotional and physical intent by asking "How would it feel to have my Vision already part of my life?"

Develop the Will

- the 4 stages of Willing: 1) No Will/Victim 2) Understanding there is a Will 3) Having a Will 4) Being Will
- the 3 aspects of the Will; Strong Will; Skilful Will; and Good Will

Tell new Stories

- we are, to a great extent, the stories that we tell
- tell new stories about who you are, how you came to be, and what the future holds – and create a new more meaningful future

Current Reality - Telling the Truth

One of the most empowering things you can do for a client is to help them see their reality clearly. We are all very skilled in creating convincing delusions about the world – "Nothing I do ever works", "People keep letting me down", "He rejected me", "I couldn't do that", "I handled that meeting badly".

Willis Harman expresses it elegantly: "we humans have an awesome ability to deceive ourselves, once we have settled on one perception of 'reality' all evidence to the contrary tends to become invisible. All hints or suggestions that our picture may be wrong or even seriously incomplete are warded off like flies on a Summer's day."

A key task for the coach or mentor is to continually be alert to the client making assumptions about their reality and to be willing to challenge those assumptions. For example – "Has there ever been a time when something you did worked?", "Who keeps letting you down?", "How

did he reject you?", "What would happen if you did?", "How do you know?"

How we describe our experience to ourselves becomes our experience - if we say "I can't do that" then we probably won't. We have to take great care with what we say about ourselves and how we see ourselves because it has a habit of becoming true. As Henry Ford said "Whether you think you can or whether you think you can't - you are right!".

Events

27-30 September 1999. The 2nd Annual Coaching & Mentoring Conference, London. Linkage International, Email: conferences@linkage-international.co.uk, Tel: +44 (0)181 943 3763

14-16 October 1999. 4th Annual ICF Conference, Orlando, Florida, USA. International Coach Federation. Email: ICFconfreg@amtec.com, Tel: +1 800-237-9549.

25-26 November 1999. 4th Annual European Mentoring Conference, Cambridge, England. EMC/ AMED. Email: amed@management.org.uk, Tel: +44(0) 171 235 3505.

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Mentoring for Change

executive mentoring, life coaching, values management, storytelling

Welcome to this edition of the Mentoring for Change newsletter.

In this issue:

- What really makes people happy?
- The 4 Stage Mentoring Model - Implementing
- Values Case Study
- Values Coaching Training
- Events.



If you enjoy reading this newsletter, please forward it to others who might also want to read it.

What really makes people happy?

In his book "Flow - The Psychology of Happiness" Mihaly Csikszentmihalyi answers this question by saying that happiness is not something that happens to us, nor is it the result of good fortune or random chance, nor does it depend on outside events: what it does depend on is how we interpret those outside events. What he noticed was that those experiences that people describe as being their happiest are those timeless moments when we are completely absorbed in what we are doing and when our performance is effortless and extraordinary - a state which he calls "Flow". What makes this book so exciting is its thesis that we can create the conditions of flow.

Put simply: if we can find or create situations where we feel that our skills are adequate to cope with the challenges at hand; where we have clear goals and feedback about how well we are achieving these goals; and where our concentration is so intense that there is no attention left over to think about anything else, or to worry about problems, then we are likely to experience flow. And then we will feel happy.

The 4 Stage Model - 3: Implementing

In an earlier issue I outlined the 4 stage Mentoring for Change model (the four stages being Freeing Up, Envisioning, Implementing and Attracting).

In this issue we are looking at the third of these stages - **Implementing**. Implementing consists of identifying the goals which will lead towards the vision, deciding on the strategies and actions needed to achieve these goals, and then taking action. The mentor's role here is to coach the mentee and to help the mentee answer the question "How will I achieve my vision?".

Set Value-based Goals

- have goals that are aligned to your values and which help you have more of what's important to you in your life
- drop any goals you are pursuing because you think you should or ought to

Set Stretch Goals

- ordinary goals can usually be achieved by doing more of what you were doing before (eg, working harder/longer)
- to change your life, set stretch goals which you know you can't achieve by doing more of the same
- choose a breakthrough project so big or epic that you have to upgrade your whole life as a result of focusing on it - irrespective of whether you succeed in achieving/completing it

Raise Standards

- expect more of yourself and hold yourself to high standards
- set up an inner "committee" of those you admire, respect and who bring the qualities you want into your life (eg, Indiana Jones, Siddhartha, your best friend, Pooh Bear) and then ask their advice on how to be and act
- having high standards is much easier when you have reserves of time, money, love and well-being

Develop Empowering Habits

- notice what you're addicted to (relationships, adrenaline, food, alcohol, drugs, being a victim) and choose to stop
- choose supportive habits and set up the structures to support the new behaviours

Values Case Study

Values Technology – Satisfaction Guaranteed or your Money Back

The Issue

International retailer Sears Roebuck was planning to renew its values statement as part of a corporate effort to align vision, values and strategy and create values that aligned to their goal of building exceptional customer relationships.

The Approach

A preliminary analysis of the corporate values and a comparison to the leadership of one business unit suggested that the values of managers were significantly different to the corporate values as currently drafted.

Clearly a simple redrafting would be unwise and unlikely to reflect the values that would create real meaning and

motivation for employees. Commitment from employees was unlikely unless they could understand how their own values were incorporated in the corporate statement.

15,000 employees were quickly surveyed using the VMI 63-question survey to identify a valid and reliable values database to guide the redraft and implementation of a corporate beliefs and values statement. The audit results indicated a cultural alignment index of 95% consensus among employees on their top priority values. In contrast there was only a 44% overlap with the existing corporate beliefs and values statement.

This information was used to decide how to best incorporate the employee values and those of the leadership team in a redrafted approach to values. This was then used to rewrite the core beliefs concerning leadership, ethical behaviour and customer service so that these genuinely reflected the values priorities of the organisation.

Have more than enough Time

- simplify, prioritise, schedule
- say "No"
- stop doing the coulds/shoulds/oughts

Focus on what puts you into a Resourceful State

- Change the habitual questions you ask yourself. Asking different questions gives you access to different resources. Look to develop a pattern of consistent questions that empower you.
- Change the words you use to describe yourself and so change how you think, feel and act.
- Don't allow your inner Judge/Critic/Ego to beat you up. Use your inner committee to give you an empowering focus, and be inspiring models

Be Purposeful

- when you feel most alive, and your life is most meaningful, then you are being purposeful
- ask yourself "What specific action could I take today which would lead me towards the destiny of my choice".

Take Action

- Just do it!

Values Coaching Training

We will be running a second 3 day workshop leading to certification in Individual Values Coaching. At its conclusion you will be able to use the HT Values Report (Issue #4) to guide an individual to clarity on their personal value priorities. The workshop runs from September 29 to October 1 1999 in West Malvern

Worcestershire. Contact me for further information.

Previous Newsletters in pdf Format

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Events

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In this issue:

- Storytelling
- The 4 Stage Mentoring Model - Attracting
- Values Case Study
- Events.



If you know of anyone else who might like to receive this newsletter, please forward a copy to them - I am always looking for new subscribers.

Storytelling

Regular readers may have noticed the addition of the word "storytelling" to the strap-line at the top of the newsletter. I was inspired to add it after attending a workshop at the School of Storytelling earlier this year because it brought home to me just how fundamental storytelling is to our work as mentors and coaches. We can't help but tell stories - a substantial part of many mentoring sessions is taken up with them - stories of who we are, what we've done and what we are intending to do. What is striking is how true these stories are - we live out the stories we tell and we are those stories. And it is this that makes storytelling so powerful because, if we change the stories we tell, we change the life we lead.

I noticed this in myself when I first started working as a mentor. When people asked me how I came to be a mentor, I told a story in which a succession of events - working as a management consultant, training as a therapist, getting my first mentoring job - just happened to me and, as a result, led me towards becoming a mentor. In effect, I portrayed myself as a 'victim' of my environment and circumstances. And then one day in response to the same question I noticed I had just told a very different story. This one contained many of the same facts but I was now telling a story of intention unfolding and emerging into the world, where my career was not the result of what had happened to me but was instead something I was building in pursuit of my vocation and sense of purpose.

I realised that a fundamental shift had taken place in how I saw myself as a mentor. Mentoring was no longer something that I just enjoyed and was good at: it had become something through which I could express who I was and what I stood for - it had become meaningful.

I now encourage clients to be more mindful of the stories they tell of themselves. I ask them whether these stories serve them in becoming the best that they can be and invite them to tell stories which lead them towards being more fully themselves. And as their stories grow and develop, so do they.

The 4 Stage Model - 4: Attracting

In an earlier issue I outlined the 4 stage Mentoring for Change model (the four stages being Freeing Up, Envisioning, Implementing and Attracting).

In this issue we are looking at the final of these stages - **Attracting**. Attracting is something we all do - and most of the time we do it unconsciously and unaware. We attract particular relationships, problems, opportunities, life situations and so forth. This is fine when what we are attracting is what we want - love, wealth, fun, or whatever. But often we find that we repeatedly attract stuff we don't want - pain, failure, disappointment and so on. The challenge is to take responsibility for what we have had a part in attracting and so create the possibility of attracting more of what we want and less of what we don't.

The mentor's primary role is to challenge the mentee to see more clearly what their reality is and how they contribute to it being that way. This involves helping them with the following tasks:

Be Irresistibly Attractive

- actually, you can't help but be so. The question is "Is what you're so successfully attracting what you want to attract?"
- be what you want to attract. (As Ghandi said "Transformation takes place when you become the change that you wish to see in the world".)

Values Case Study

The Values Statement is on the Wall - Now what do we do?

The Issue

The Workers Compensation Board of Alberta, a government agency, had identified seven corporate values to guide them to the next level of customer satisfaction and stewardship of human and financial resources. They wanted to ensure management commitment to the values, rather than passive compliance, and to achieve sustainable change.

The Approach

The corporate values were translated into a values template using the Hall-Tonna framework. A values audit of 120 supervisors and managers, and of key

business documents, was carried out to establish the existing extent of alignment to the corporate principles.

Because the various analyses were all described in terms of the Hall-Tonna values framework, the value priorities of the various groups and documents could be directly compared.

A one-day management retreat was conducted to show the leadership team of 120 managers how their values and behaviour aligned to the corporate set of beliefs and values. The group of managers established desired behaviours to live the values.

An ongoing values alignment effort was approved incorporating values into leadership development and corporate people practices, including performance management, recognition and reward, corporate communication and leadership development.

Extend Boundaries

- part of attracting what we want involves setting up boundaries to protect us from what we don't want
- extend your boundaries to protect your Self, body, feelings and mind from the unhealthy or damaging behaviour of others

Tolerate Nothing

- notice everything you are tolerating about work, home, your family, how you treat yourself, your car, your relationships, yourself, ...
- ... and stop tolerating it - either by choosing it or by changing it

See Reality more Objectively

- continually develop your ability to see more clearly, measure, get feedback, and draw finer distinctions
- discern what the universe is telling you
- see whether you are moving towards your vision and know how to recognise when you are getting what you (really, really) want

Create Space

- create space for new things to be attracted into your life (feng shui your life)
- simplify your life

Learn

- notice what you repeatedly create and what repeatedly happens to you and fully learn the lessons being offered
- If you don't learn the lesson this time round, there will be another chance! (and another, and another, ...)

Sustain New Habits

- commit to sustaining the changes you are making
- reward yourself for maintaining your new habits

- learn to notice how the new habits are intrinsically rewarding - it makes them easier to sustain!

Take Responsibility

- notice what is happening to you and how you are (co)creating it
- take full responsibility for everything – good and bad – in your life, regardless

Be Solution-focused

- catch yourself demonstrating the change you want to have happen
- notice how you did it, and then do more of it!

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Mentoring for Change

executive mentoring, life coaching, values management, storytelling

Welcome to the last Mentoring for Change newsletter of the 1990s!.

In this issue:

- Ecopsychology
- Green and Away
- The 4 Stage Mentoring Model - the big picture!

I wish you Seasons Greetings and the kind of 2000 you have dreamed of.



Ecopsychology

One way of looking at personal and professional development is as a process in which our sense of our identity - that part of our experience which we consider to be a part of us rather than "out there" - expands. This process is described in Ken Wilber's excellent book "A Brief History of Everything". For example, as a young baby I first realise that I have a physical body (that these things that I have seen waving around in front of my face are actually parts of me!); then that I am also an emotional being (as I realise that that my feelings are not other than me but are a part of me); and then that I am a rational, conceptual being.

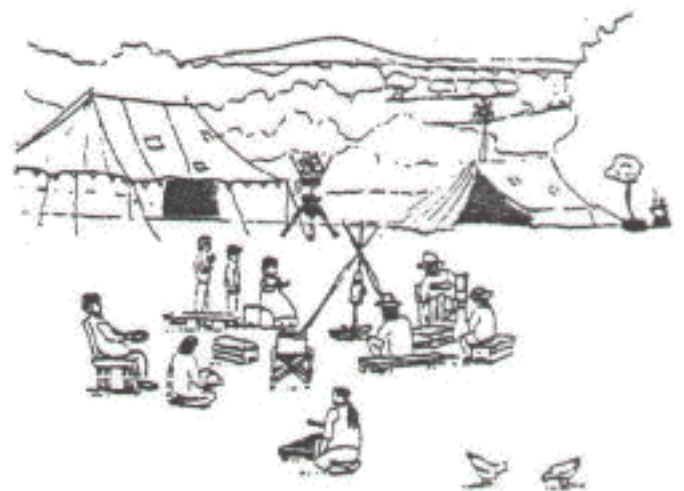
At this point there is a shift: what now becomes important to me now is who I am as a social being and how I fit with my roles, my group, my country, my people. My identity and my sense of who I am are now formed not just by my sense of myself but also by my relationships with my group.

The next shift in identification is to a global or world centred stance. At this stage I want to know what is right and fair, not just for me and my people, but for all peoples. It is one more step from here to experiencing my central identity, not just with all human beings, but with all living things. This is the domain of Ecopsychology.

Ecopsychology is thus an integration of psychology and

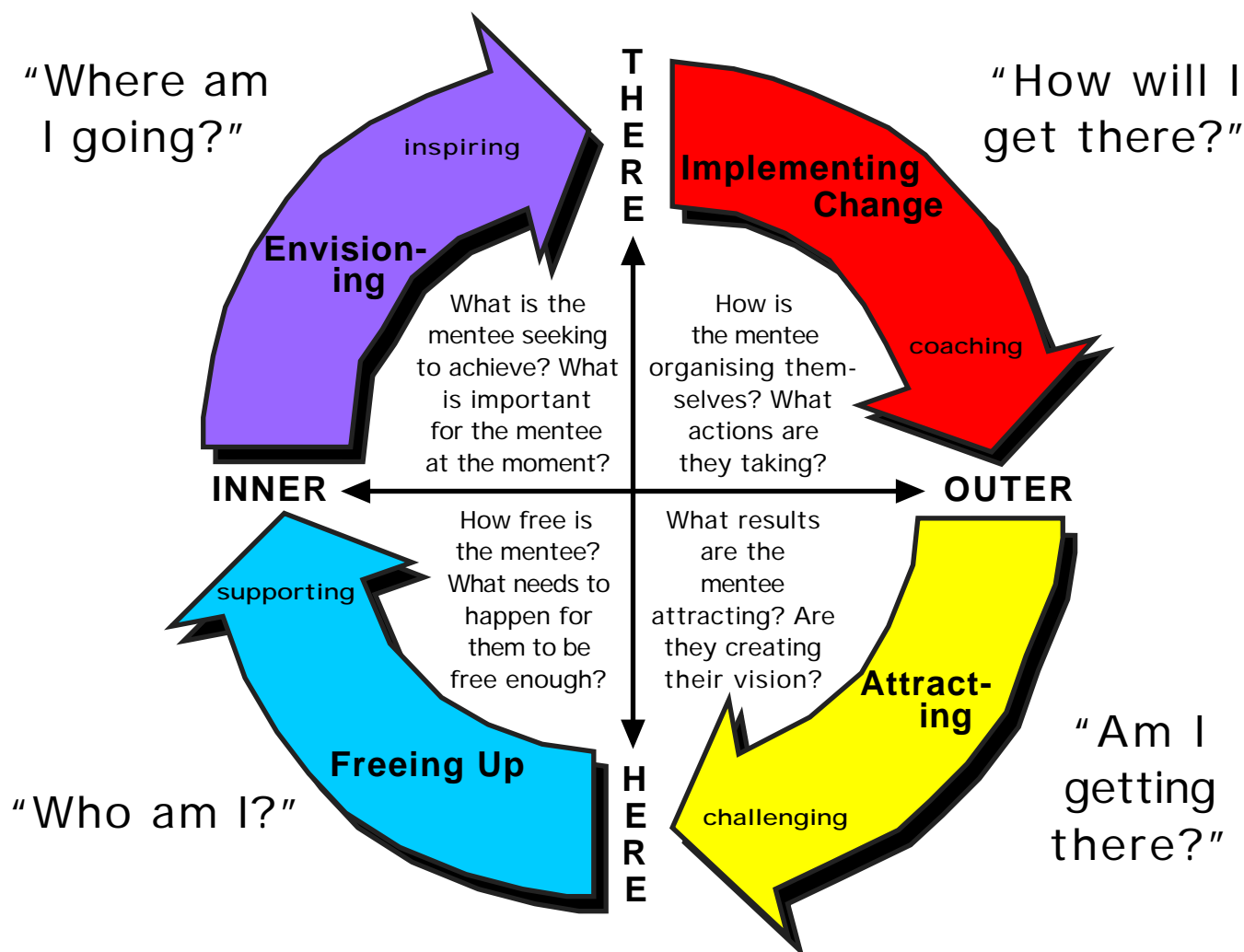
ecology: indeed it says that we have a problem if we artificially separate the two. We cannot be psychologically healthy without being surrounded by a healthy environment and having a healthy relationship with that environment.

This is important from a mentoring perspective because it implies that we need to work not just with the individual but with the systems of which they are a part. This is an idea which will be familiar to family therapists who work



Green and Away

picture by Maureen Arnaiz



with the family system as a whole. In Ecopsychology the principle is extended much further to include the wider social, technological, political and environmental systems of which we are a part.

This may all seem rather abstract but there is one very concrete example with which I am involved - Green and Away.

Green and Away

An impressive example of Ecopsychology in action is Green and Away and its unique conference centre. Originally established to provide inspiring events for organisations that campaign for social and environmental change, Green and Away is now expanding its activities to work with other organisations as well.

The conference centre is built around a traditional village green where all activities take place, and is designed to provide a very definite atmosphere of close community. What organisations are finding is that this very special sense of community can enable a quality of decision making and team building not possible elsewhere.

So, if you want to run an event with a difference in 2000 you might want to book the Green and Away outdoor conference site in the Gloucestershire countryside.

Purpose built and operating from May to early September, it offers organisations the opportunity to experience themselves in a different and profound way. It would particularly suite organisations whose corporate purpose or mission involves having a positive impact on the wider social and environmental systems of which they are a part. For further information visit the web site at <http://www.greenandaway.freeserve.co.uk> or contact Peter Lang on 01531 670298.

The 4 Stage Model - The Big Picture!

When I originally presented the 4 Stage Mentoring Model in the first issue of this newsletter, the electronic version was published as an email letter which meant that I couldn't have any pictures or diagrams. Now at last you can see the model as it was meant to appear! (see top of page).

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In this issue:

- Coaching Survey
- Elliot Coleman's Gift
- Subscribe to a free weekly coaching newsletter
- Using Values with Groups

Best wishes




Use of Coaching Doubles in 12 Months

A recent issue of The Industrial Society's "Managing Best Practice" series focused on Coaching. The report includes a survey of 5700 UK human resource and personnel specialists of whom 7% (339) responded. The survey is broadly representative of regions, sectors and

size but is not a scientifically structured sample of the economy. The responses to two of the survey questions about the benefits of coaching are shown below. Some of the other findings included:

- 70% of British companies now use coaching (compared with only 36% three years ago)

What would you say were the main benefits of coaching to the recipient?



What would you say were the main benefits of coaching to the organisation?



Respondents to The Industrial Society coaching benchmark (see first item) identify some key coaching competences. But none mentioned the core competence beautifully exemplified in this story by Doug Lipman:

Elliot Coleman's Gift

When I was a student at John Hopkin's University, I wanted to join a poetry writing course taught by Professor Elliot Coleman. To be accepted into the course, first I had to show Coleman a sample of my poetry. Fearing criticism, I procrastinated.

When at last I braved an appointment with him and let him read my poems, I was astonished at his response: he told me what he liked about them. I left his office buoyed and inspired. That very week I wrote a poem that broke new ground for me.

When my poems were discussed in class, I often felt that Coleman understood my purposes better than I did. I always left class inspired and able to improve what I had written.

One week, I lingered in Professor Coleman's classroom after the class session had ended. All had left the room except two other students, on whom I was eavesdropping.

One of the students was attacking a poem that the other had written. At bay, the author of the poem defended himself: "Well, Elliot Coleman likes this poem!"

The other, arching for the kill, hissed, "So? Elliot Coleman likes everything!"

In that moment I understood two things. Of course, I understood what the attacker meant: if I like everything equally, my judgement is meaningless.

But I also understood what the attacker did not. Elliot Coleman did not praise indiscriminately. On the contrary, his great gift was his ability to find what there was to like in every poem he read.

from The Storytelling Coach by Doug Lipman, August House, 1995. ISBN 0-87483-434-1

This ability to be appreciative, to see what works, and to discern what is of value is fundamental to mentoring. It is at the heart of developing the kind of presence that makes, not just good, but great coaches and mentors.

- o -

Doug Lipman is a storyteller who also coaches other storytellers. Visit his web site on <http://www.storypower.com/index.html> for more stories and more on storytelling.

- the majority of organisations (82%) use line managers to coach others
- key components of coaching training are active listening (80%), questioning (75%), providing actionable feedback (72%) and facilitating (63%)
- the primary role of coaching is clearly seen to be about performance improvement (78%).

Copies of the report are available from The Industrial Society (0870 400 1000) for £60.00 plus £4.25 p+p.

Using Values with Groups

We have now run two successful trainings on using Values Technology's values measurement tools for individual coaching and mentoring. These tools are based on a World Map of values and allow you to see what your particular value priorities are against a background of all the things that could possibly be important to you. This provides the basis for you to align your values and behaviour with your aspirations, which has and will always be a key to personal success. (A brief introduction to the values map is given in Issue 4 of this newsletter which can be downloaded from the [mikethementor](http://www.mikethementor.co.uk) web site.)

Our next training, which will be in the UK in May, will be on using values to achieve that same alignment at a group and organisational level. It will focus on establishing the skills and processes you need to enable a group of individuals to align themselves with their customers' values and their own organisational context

whilst at the same time pursuing their own aspirations to the maximum extent. Contact me for further details.

Weekly Coaching newsletter

If you would like to receive a more frequent input of coaching ideas and techniques, subscribe to James Gladwin's excellent weekly newsletter *.com Coaching Update* by emailing subscribe@tjassociates.com with the word "request" in the message line and body.

Events

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- Conscious Incompetence
- Inner Leadership
- Events
- A Better Way to Change?
- What is Success?

Best wishes



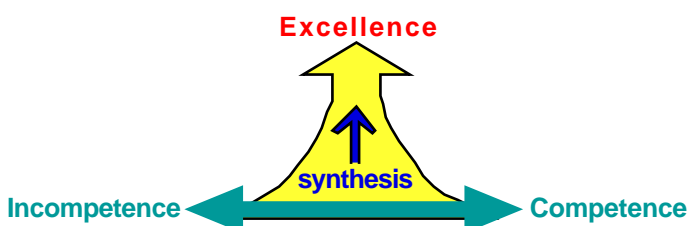
Please
forward this
newsletter to
others who might
enjoy it.

Conscious Incompetence!

There is a lot of talk in organisations about competences - as in "High Performance Management Competences" and so forth. Being competent is of course very important - we need to have the skills and motivation necessary to do our work. But there is a paradox: if we are never willing to be incompetent then we can never grow, develop or change, nor will we ever achieve excellence.

A recent article in Fast Magazine (Jan/Feb 2000, pp 232-4) uses Bob Dylan to exemplify this. "Bob Dylan is an incompetent musician. From year to year, from concert to concert, there's just no way to be sure that he'll deliver exactly what you're expecting. Sometimes, he blows the world away with his insight, his energy, and his performance. Other times, he's just so-so. And, unlike a truly competent musician, Dylan never delivers a song the same way twice. ...No, Dylan isn't competent. But he is brilliant."

Similarly, if we are over-attached to being competent then we may become adequate coaches, managers or whatever. But, if we want to become great coaches or managers, then we need to be willing to feel and be incompetent, to go into uncharted territory, and to risk getting things very wrong. This points to an important principle of personal development which is that we develop by a process of integrating or synthesising



constituents of ourselves. So, in this case, we start off incompetent; then, through dint of experience and study we develop competence and leave behind incompetence; and then we move beyond competence to a place where we integrate competence and incompetence into something greater than either - excellence.

This integrating or synthesising process is shown in the diagram below. It is an idea which comes from the field of Psychosynthesis (so called because it teaches how we can synthesise our psyches, make ourselves more whole, and so fulfil ourselves).

Inner Leadership and Psychosynthesis

Psychosynthesis is a well established approach to personal, professional and spiritual development. Indeed, it is Psychosynthesis which inspired the mentoring model which I use and which I have outlined in these newsletters and on my web site. But little has been published on the application of Psychosynthesis in business. This has recently changed with the publication of "Inner Leadership" by Simon Smith (publ Nicholas Brealey, ISBN 1-85788-271-7).

Inner Leadership treats leadership as a journey of discovery rather than a set of competences to be learned. It moves away from the idea of the hero leader to bringing out the leader in each of us. A central part of inner leadership is knowing ourselves sufficiently well that our personality becomes a resource which we can use rather than a tyrant that controls us.

One of several ways of developing our inner leadership that Smith discusses is through working with our "constituents". These are like miniature personalities -

What is Success?

A useful coaching question to ask when trying to help someone take a wider perspective on their life is "what would you like your epitaph to be?". A similar question was asked by the market research organisation NOP on behalf of the magazine Resurgence. In February, a balanced sample of 1000 UK adults were asked: "Which, if any, of the following types of people would you most like to be remembered as?" and evoked the following responses:

•A kind person	36%
•A good parent	32%
•Someone who made the world a better place	17%
•Intelligent or creative	9%
•Others/Don't know	4%
•A wealthy and successful business person	2%

The results point out the great divide between popular myths of success and our underlying, long term ambitions. Despite living in a society where business and material success is portrayed as the guiding principle, 85% of the respondents want to be remembered for what they give to each other, their children and the world.

It is, in part, this discrepancy between what society values and what individuals value that is driving the growth of the mentoring and coaching, even in the business sector. People are seeking ways to live and work which not only provide for their material needs but also for their need to do something that has a deeper meaning, and that is based on who they are as people rather than on what they have achieved. (More at www.resurgence.org)

each has its own world view, self image, set of body postures and gestures, feelings, words, habits and beliefs. Transactional Analysis uses an approach which focusses on just 3 constituents - Parent, Adult and Child. Smith's approach provides the flexibility for people to choose the constituents most meaningful to them - they might have names like Attila the Hun, the wise man, the pleaser, Donald Duck, the controller, Lilith, the critic, the perfectionist and so forth. Working with the parts of ourselves can be a hugely creative process whereby we transform a group of warring and fractious constituents into an integrated and aligned personality which supports us in our journey. Inner Leadership provides a map and guide for this journey. Highly recommended! (more at www.inner-leadership.com).

A Better Way to Change?

The pre-eminent approach to creating change is to look for what isn't working and change it. For example, if my car breaks down and I call someone out to look at it, I expect them to find what's wrong and fix it so that I can get on my way as soon as possible. When an organisation seeks to create change it does so by deciding how it would like things to be and then deciding what has to be changed to get there. This problem-based approach to improvement has proved hugely successful and has underpinned the scientific revolution which over the past few centuries has driven the development of the sophisticated, technology based society we live in.

So, when faced with helping people to develop, this problem-based approach has often been the chosen approach. And the approach does work with people, at least in the short term. But it has two dangers:

- 1) it plays to people's weaknesses - they are being asked to change by getting better at something they are not good at
- 2) it devalues people - it treats people as half empty glasses rather than half full ones - it gives them tacit

feedback that they are inadequate rather than able.

But there is another approach. Rather than focussing on what's not working and finding ways to make it work, this approach focusses on finding what is already working and encouraging more of it. This principle is beautifully demonstrated by the story of Elliot Coleman's Gift (newsletter #9) and it is also something every parent knows how to do. With babies and young children, we effortlessly use this "appreciative" approach, praising their every attempt to walk, energising what they are doing well. And then at some point we switch to helping them learn by telling them what they're doing wrong, not what they're doing right. Used with adults, the appreciative effect has much the same effect as it does with children - it builds their confidence, motivates them, encourages them to learn, and helps them find and express their uniqueness. We should do more of it!

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November 23-4 2000. The 7th Annual European Mentoring Conference, Cambridge. Tel: +44 (0)171 235 3505; Fax: +44 (0)171 235 3565 Email: helen@management.org.uk

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