

# Mentoring for Change

executive mentoring and coaching, values management, storytelling

Welcome to the Mentoring for Change newsletter.

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With Best Wishes




## Desire and Addiction (2)

In an earlier issue of this newsletter (September 2000) I explored how for some of us what we most desire is also what most seems to elude us. Indeed, it is often as if we are addicted to having the opposite of what we desire. We want one thing (eg, to be carefree) but consistently get the opposite (eg, anxiety). I suggested that the first step in helping someone to overcome their addiction is to help them recognise that it exists. But a number of you have asked what comes next.

It is as if there are two parts of us – one that desires things to be different and the other that wants things to stay as they are. This is a distinction that a number of psychologies make – between that part of us that seeks to grow and fulfil itself (lets call that the “Self”) and that part of us that seeks to keep things the same (and lets call that the “personality”). In this model, the part of us that is addicted is the personality – in essence it prefers what is familiar to what is new, even if the new thing might be more pleasurable and fulfilling. When we are addicted, it is the personality which prevails over the Self.

To help someone overcome this kind of addiction, we need to enable them to free their Self so that it, rather than their personality, prevails. The first step is to help the person experience that this distinction between Self and personality does exist (a useful resource may be the related distinction Tim Gallwey makes between Self 1 and Self 2 in his Inner Game books). The personality is often motivated by lessons it learned in the distant past, particularly during childhood. Though these lessons, and

the behaviours developed as a result, may no longer be relevant they often have a huge emotional charge – and it is this that drives the addiction. The mentor’s job is to help the person operate from their Self rather than from their personality. This can enable them to experience, but not be overwhelmed by, the uncomfortable feelings that will be evoked in the personality as it tries – and fails – to restore the status quo. As they become more practised in doing this, so the addiction will lessen.

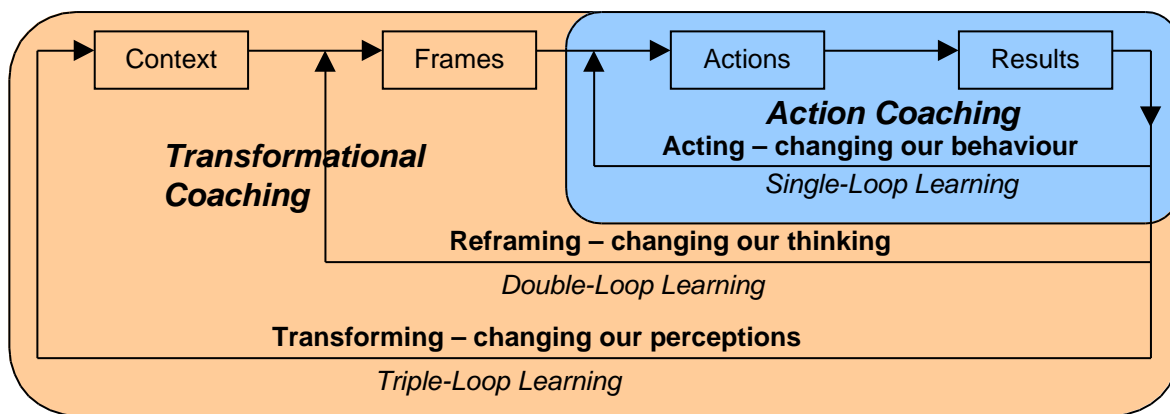
Thus, paradoxically, the way forward is to be willing to choose to fully experience the addiction, and with that consciousness to choose not to be engulfed in it.

## New Journal Invites Submissions

The International Journal of Mentoring and Coaching Psychology (IJMCP) is a new peer-reviewed academic journal that is devoted to the publication of papers about mentoring and coaching. The primary purpose of the IJMCP is to advance the practice and research in mentoring and coaching on a global basis, and provide an academic forum for the discussion and dissemination of ideas related to mentoring and coaching.

Coaching psychology is broadly defined as a branch of psychology which is primarily concerned with the enhancement of individuals’ performance and well-being in all areas of their personal and business lives. The IJMCP will publish original empirical research studies using single subject or group comparison methodologies, review articles, case studies, brief technical notes, book reviews, theoretical position papers, and will have special issues dealing with

## Classic Coaching Models - Transformational Coaching



Robert Hargrove, the author of *Masterful Coaching* (ISBN 0-89384-281-8), states that “coaching is about interacting with people in a way that teaches them to produce often spectacular results in their businesses”. He also sees it as a highly moral endeavour, requiring coaches to take a stand for the future of people, communities, societies and the world. Thus, for Hargrove, coaching is about creating business enterprises that are both outstandingly productive and that nurture the human spirit and allow people to learn and grow.

The methodology at the core of his approach is Transformational Coaching. Transformational Coaching seeks to go beyond helping people perform better (single-loop learning) to getting to the source of people’s behaviour and altering their frames of reference (double-loop learning) and ways of being (triple-loop learning). Thus the three aspects of Transformational Coaching are:

1. **Transforming who people are (triple-loop learning).** Empowering people to create a shift in their context or point of view about themselves with the intent of helping them learn, grow, and produce the results they truly desire.

2. **Coaching people to learn to do new things (double-loop learning).** Enabling people to fundamentally reshape their patterns of thinking with the intent of helping them break through impasses and learn to do different things.
3. **Coaching for incremental improvement (single-loop learning).** Coaching people to continuously improve their current practices or do what they are already doing better.

One core activity in transformational coaching is helping people surface, question and reframe the stories they tell about who they are. These stories shape, limit, and define our way of being. There are two basic kinds of story – rut stories and river stories.

Rut stories keep people in old ways of being and thinking patterns and result in inaction. River stories are generally those of personal growth, self-renewal and transformation. The coach seeks to transform rut stories into river stories by helping people realise that they are the authors of their stories and that they can choose to tell stories that open up new possibilities for themselves and support them in fulfilling their potential.

particular topics in depth. Individuals with an interest in coaching are invited to submit papers for publication. Also invited are expressions of interest from individuals with the relevant qualifications and expertise who would be willing to review submitted papers and also from individuals who would be willing to comprise an editorial board. For further information contact the editor Anthony M Grant at [anthonyg@psych.usyd.edu.au](mailto:anthonyg@psych.usyd.edu.au)

### Events

April 4 2001: Next School of Coaching Coach Training Programme starts (10 days over 3 months). Tel: +44 (0) 207 479 2203. More at [www.theschoolofcoaching.com](http://www.theschoolofcoaching.com)

May 17-19 2001: 1st Euro ICF Coaching Conference, Switzerland. More at [www.eurocoach.org](http://www.eurocoach.org)

May 21-23 2001: Tim Gallwey. Inner Game workshop in

Switzerland. A rare opportunity to experience the creator of the Inner Game of Tennis/Golf/Work in Europe. More at [www.coachingworkshops.ch](http://www.coachingworkshops.ch)

August 16-18, 2001: 6th Annual ICF Conference, Chicago, USA. More at [www.coachfederation.org/conference/index.htm](http://www.coachfederation.org/conference/index.htm)

October 29-31 2001: 4th Annual Coaching and Mentoring Conference, London. More at [www.linkage.com](http://www.linkage.com)

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