

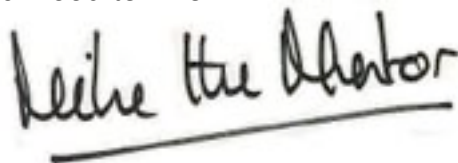
# Mentoring for Change

leadership, coaching, mentoring, storytelling

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

- Creating Sustained Change – The Ideal Self
- What is the Job of a Manager?
- The One Thing You Need to Know

With best wishes




## Creating Sustained Change – The Ideal Self

In the previous issue of the newsletter I outlined Boyatzis' Intentional Change Model. Its powerhouse is the Ideal Self. The Ideal Self is an evolving motivational core within the self which focuses a person's desires and hope, aspirations and dreams, purpose and calling and drives change in our behaviour, emotions, perceptions and attitudes. It is made up of three major components:

1. a compelling **image of a desired future** articulating one's dreams, aspirations and fantasies. This is cognitive in nature but fuelled by the affect resulting from one's passion, dreams and values (see below).
2. **hope** caused by one's optimism and belief in one's general competence. Hope is also an expression of

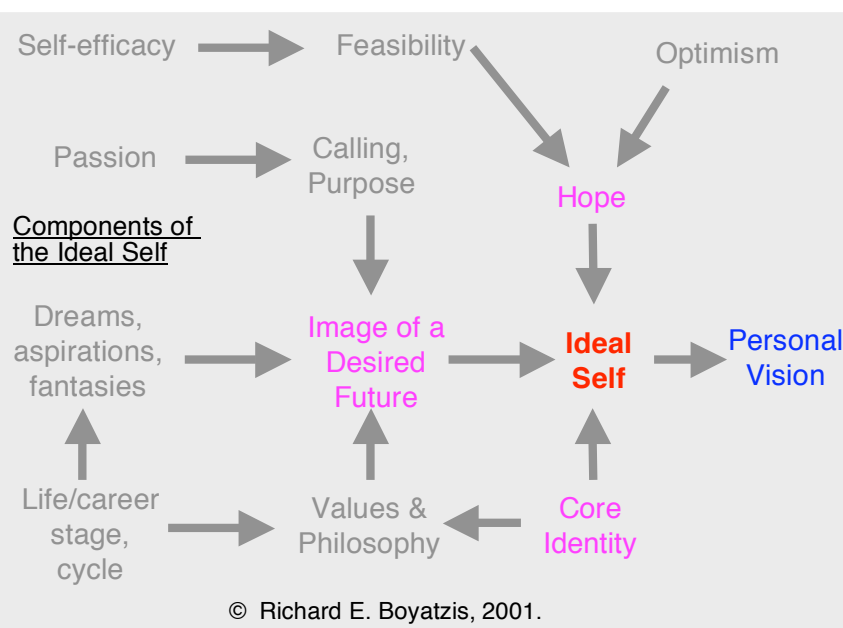
a person's degree of self-efficacy (their belief in their capability to produce results)

3. a comprehensive sense of and acceptance of one's **core identity** (past strengths, traits and other enduring dispositions) .

The Ideal Self manifests as a **personal vision** of what a person hopes to achieve in their life and work, or as an image of the kind of person they want to be.

If we want to help our clients change, one of the most powerful things we can help them do is activate the force of their Ideal Self.

Boyatzis & Akrivou in "The ideal self as a driver of change" (*Journal of Management Development*. 2006, 25(7), 624-642.) propose that there are three elements to developing a healthy and robust Ideal Self that a coach can help someone with:



1. **Awareness:** Articulating and making explicit their Ideal Self by increasing their mindfulness of it and its components (see diagram)
2. **Importance:** Raising the importance of their Ideal Self by increasing the intensity of their desire for the components of their Ideal Self
3. **Coherence:** Integrating all the components of the Ideal Self with the their desired life and future.

Note that the Ideal Self is different from the "Ought Self", which is someone else's version of what your Ideal Self should be

which you have mistaken for your Ideal Self. The Ought Self can masquerade as a very convincing Ideal Self – as coaches we need to be alert to this and help unmask the impostor! (in the nicest possible way of course).

## The One Thing You Need to Know

In one of his excellent earlier books (“Now Discover Your Strengths”), Marcus Buckingham proposed that the route to success is to discover what your natural talents or strengths are – and then play to them (Newsletter 16). However, this is only part of the picture.

Yes, you must discover your strengths – but you must also discover what you don’t like doing and stop doing it. This is not only because its not much fun doing what you don’t enjoy – more importantly doing what you don’t enjoy damages you and your chances of success. in his latest book (“The One Thing You Need to Know”) Buckingham says that successful people not only play to their strengths – they sculpt their jobs so that they spend a disproportionate time doing what they love.

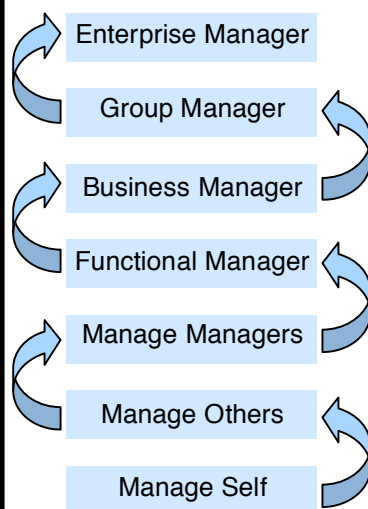
Discovering what you don’t like doing seems straightforward enough, but stopping doing it seems more challenging. Buckingham says there are four

indicators that you need to stop doing what you’re doing:

1. When you’re **bored** with what you do and your interests are not engaged – change jobs
2. When you enjoy your job and are performing well but you’re **unfulfilled** because your values aren’t engaged – change jobs
3. When your interests and your values are engaged but your strengths aren’t so that you’re **frustrated** – find a way of tweaking your job so that it plays to your strengths. If you can’t, then change jobs
4. When your interests, values and strengths are engaged, but your job requires you to have a strength where you have a weakness so that you’re **drained** – partner with someone who loves to do what you hate to do, or find an aspect of the activity that brings you strength and always keep this aspect at the top of your mind.

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## What is the Job of a Manager?



Managers I coach often ask me: “I think I’m doing a good job as a manager – but how do I know that I’m not missing something?” (shades of Donald Rumsfeld’s “unknown unknowns”!).

As many writers have pointed out, there is no simple answer to this question. Part of the reason for this is that different positions or levels in an organisation have different man-

agement requirements associated with them. This means that each time managers move from one level to the next they must acquire new ways of managing and leading and leave the old ways behind. There are different challenges to be faced in navigating the passage from one level to the next but they fall into three main areas:

- Skill requirements: the capabilities required to execute the new responsibilities
- Time applications: the new time frames that govern how one works
- Work values: what is important at the new level and so should be the focus of their effort.

For example, new young employees usually start as individual contributors where the key task they need to learn is managing themselves. The skills they need are primarily technical or professional. From a time application perspective they need to learn planning, punctuality and reliability. The work values include acceptance of the company culture and adopting professional standards. When they are successful at this, they are usually promoted to a first-line management position where they are now managing others.

To manage others successfully, they need to develop various new skills (eg delegation, coaching) and change how they spend their time (eg, helping others perform effectively, communicating with other units) – but the most difficult change involves values. Specifically, they must stop valuing getting results through their own personal proficiency and learn to value managerial work (and not just tolerate it).

This process of acquiring new skills, changing how they allocate their time, and shifting their value priorities needs to continue as the manager is promoted from level to level. Managers who fail to do so end up working from the wrong level, damaging not only their own effectiveness but getting in their reports’ way by doing the jobs their reports should be doing.

I am developing a matrix showing these passages and the changes and challenges associated with each – email me for a free copy. More at [http://www.ram-charan.com/leadership\\_pipeline\\_excerpt.htm](http://www.ram-charan.com/leadership_pipeline_excerpt.htm)