

Taking the Manager Coach Approach Further

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Taking the manager coach approach further

Learning objectives

At the end of this course, the participants will be able to:

- Deepen their understanding of the concept and advantages of coaching as a leadership approach together with the key technical and behavioural skills required
- Identify their own leadership style and the link to the manager-coach approach
- Identify how to develop their team's individual and collective autonomy levels
- Explore further opportunities to develop the manager-coach approach in their context

Program Overview

Morning

- Share coaching experiences to date: what works well and what requires further practice
- Reinforce understanding of the basics of coaching: key characteristics, benefits and risks, the GROW structure of a coaching conversation
- Identify my own coaching style: particular strengths and development areas
- Identify the key elements linked to autonomy and how autonomy is developed
- Apprehend how they can develop the autonomy level of their team members

Afternoon

- Practicing using the manager-coach approach to develop autonomy levels
- How to optimize the manager-coach approach in my current business context
- My action plan

MY PERSONAL OBJECTIVES FOR TODAY

Note here what you would like to know, or to know how to do, by the end of this workshop, linked to your capacity to adopt a manager-coach approach:

THE MANAGER-COACH APPROACH: A RECAP OF THE KEY CHARACTERISTICS, BENEFITS AND POTENTIAL RISKS

What is coaching?

What are the key characteristics of coaching?

What are the benefits and risks of the “manager-coach” approach?

What are the main differences between a coaching approach and other management approaches?

MY CURRENT COACHING EXPERIENCE

THE SHOW, SHARE AND LEARN EXERCISE

Based on my current experience when applying the manager-coach approach:

- What works well for me in terms of :
 - The GROW structure

 - The techniques I use during the coaching conversation?

One specific success story I am willing to share with the group:

- What difficulties do I sometimes encounter in terms of :
 - The GROW structure

 - The techniques I use during the coaching conversation?

One specific difficulty I am willing to share with the group:

THE STRUCTURE OF THE COACHING CONVERSATION

(A reminder of the GROW model)

The GROW Model Stage	The Objective	The question to be answered at this stage
GOAL (objective)	<p>Explain the goal and importance of the coaching discussion</p> <p>Identify the impact of the situation to be addressed</p>	“What do you want to achieve?”
REALITY	<p>Look for and share key information linked to the current situation</p> <p>Identify the problem and areas of concern the person has</p> <p>Identify their areas of success to date</p>	“What is the current situation?”
OPTIONS	<p>Develop possible ideas on how to meet the initial objective</p> <p>Help ideas emerge: develop them further</p> <p>Identify help and resources the coachee requires for each of the identified options</p>	“What options can you think of to meet your objective?”
WILL (to do)	<p>Be specific about who will do what, including in an emergency situation</p> <p>Confirm available resources and help</p> <p>Confirm when and how to monitor progress made</p>	“What will you do next?”
WILL (to do) THE RECAP	<p>Reinforce the important elements of the action plan</p> <p>Check the person’s level of self-confidence</p>	“Do you feel more comfortable about handling the situation now?”

MY LEADERSHIP STYLE: THE QUESTIONNAIRE

The following statements will help you assess your leadership style tendency. As you read each statement, try to think of typical situations and how you usually react.

Please use the following marking scale:

1. To almost no extent
2. To a slight extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Try to answer the questions fairly quickly, without rushing your response.

Statement	1	2	3	4	5
1. I check staff's work on a regular basis to assess their progress and learning					
2. I hold periodic meetings to show support for my Directorate's policy and mission					
3. I appoint staff into task groups to action policies affecting them					
4. I provide staff with clear responsibilities and allow them to decide how to accomplish them					
5. I make sure staff are aware of, and understand, all company policies and procedures					
6. I recognize staff's achievements with encouragement and support					
7. I discuss any organizational or policy changes with staff prior to taking action					
8. I discuss the organisation's strategic mission with staff					
9. I demonstrate each task involved in doing the job					
10. I meet with staff regularly to discuss their needs					
11. I avoid making judgments or premature evaluation of ideas or suggestions					
12. I ask staff to think ahead and develop long-term plans for their areas					
13. I set down performance standards for each aspect of my staff's job					
14. I explain the benefits of achieving their work goals to my staff					
15. I rotate the role of team briefer among my staff					
16. I emphasize the importance of quality but I allow my staff to establish the control standards					
17. I have staff report back to me after completing each step of their work					
18. I hold regular meetings to discuss work status					
19. I provide staff with the time and resources to pursue their own developmental objectives					
20. I expect staff to create their own goals and objectives and submit them to me in finished format					
21. I try to assign work in small, easily controlled units					
22. I focus on opportunities and not on problems					
23. I avoid evaluating problems and concerns as they are discussed					
24. I ensure that information systems are timely and accurate and that information is fed directly to staff					

LEADERSHIP STYLES SCORE SHEET

In order to score the questionnaire, you have to group your responses into four categories in the grid below.

Step One

Look at the grid below. It is divided into four sections. Each section lists the statement numbers from the questionnaire.

Step Two

For each statement number, transfer the number you circled into the box.

For example if you circled 4 for statement 11, you would put 4 in the top left-hand box (next statement number).

Step Three

To calculate the total score for each section, add all the individual statement scores for each section together.

Statement Number	Statement Number
3	2
7	6
11	10
15	14
19	18
23	22
Statement Number	Statement Number
4	1
8	5
12	9
16	13
20	17
24	21

Step Four

Take your total scores from each box from step three and transfer them into the corresponding boxes.

<p>Facilitating</p> <p>Total =</p>	<p>Coaching</p> <p>Total =</p>
<p>Delegating</p> <p>Total =</p>	<p>Directing</p> <p>Total =</p>

You may now find it useful to plot your scores on the following bar graph.

Score

30				
25				
20				
15				
10				
5				
0				
	Directing	Coaching	Facilitating	Delegating

LEADERSHIP STYLES DESCRIPTIONS

Directing

- I check staff's work on a regular basis to assess their progress and learning
- I make sure staff are aware of, and understand, all company policies and procedures
- I demonstrate each task involved in doing the job
- I set down performance standards for each aspect of my staff's job
- I have staff report back to me after completing each step of their work
- I try to assign work in small, easily controlled units

Coaching

- I hold periodic meetings to show support for my Directorate's policy and mission
- I recognize staff's achievements with encouragement and support
- I meet with staff regularly to discuss their needs
- I explain the benefits of achieving their work goals to my staff
- I hold regular meetings to discuss work status
- I focus on opportunities and not on problems

Facilitating

- I appoint staff into task groups to action policies affecting them
- I discuss any organizational or policy changes with staff prior to taking action
- I avoid making judgments or premature evaluation of ideas or suggestions
- I provide staff with the time and resources to pursue their own developmental objectives
- I avoid evaluating problems and concerns as they are discussed
- I rotate the role of team briefer among my staff

Delegating

- I provide staff with clear responsibilities and allow them to decide how to accomplish them
- I discuss the organisation's strategic mission with staff
- I ask staff to think ahead and develop long-term plans for their areas
- I emphasize the importance of quality but I allow my staff to establish the control standards
- I expect staff to create their own goals and objectives and submit them to me in finished format
- I ensure that information systems are timely and accurate and that information is fed directly to staff

STYLE 1: TELLING/DIRECTING

Follower: very low level of autonomy: low competence, low commitment/unable and unwilling or insecure

Leader: High task focus, low relationship focus

When the follower cannot do the job and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled.

The leader may first find out why the person is not motivated and if there are any limitations in ability. These two factors may be linked, for example where a person believes they are less capable than they should be, then they may be in some form of denial. The follower may also lack self-confidence as a result.

If the leader focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader thus maintains a clear “do this” position to ensure all required actions are clear.

STYLE 2: SELLING/COACHING

Follower quite low level of autonomy: Some competence, variable commitment or unable but willing or motivated.

Leader: High task focus, high relationship focus.

When the follower can do their job, at least to some extent, and perhaps is over confident about their ability in this, then “telling” them what to do maybe de-motivate them or lead to resistance. The leader thus needs to “sell” another way of working, explaining and clarifying decisions.

The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods.

Style 3: PARTICIPATING/SUPPORTING/COACHING

Follower: varying autonomy level. High competence, variable commitment/able but unwilling or insecure

Leader: Low task focus, high relationship focus

When the follower can do the job but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and then persuading them to cooperate.

There is less excuse for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found, then they can be addressed by the leader. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment.

Style 4: DELEGATING/OBSERVING

Follower: high autonomy level. High competence, high commitment/able and willing or motivated.

Leader: low task focus, low relationship focus.

When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job although they also may need to keep a relatively distance eye on things to ensure everything is going to plan.

Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome.

As we can see from the above, the approach of manager-coach is useful to different degrees in three of the above leadership styles (2, 3 and 4).

KEY COMPONENTS OF THE FOUR AUTONOMY LEVELS & THE APPROPRIATE LEADERSHIP STYLE TO USE

The staff member has a very low level of autonomy: low skills and low/varying levels of commitment

Behavioural symptoms

- They can undertake basic parts of their job but still does not understand how the whole thing hangs together- the bigger picture
 - They can scrupulously respect instructions or guidelines but, as soon as they need to do something slightly out of the ordinary, they make mistakes.
 - They are not aware of the level of difficulty they encounter. They come to a stop at the first difficulty, don't have the reflex to let anyone know or continue as if the problem did not exist at all.
 - They need to be told what to do, and how to do it.
 - They do what is asked of them without demonstrating self-confidence or even showing a lot of interest in what they do.
 - They do not always understand the purpose of what they are doing. They consider it is not part of their job to understand that, or that it is too complicated for them to grasp.

Their possible motivation drivers

- To work in a pleasant, structured, stable and predictable environment
- Not to be under any stress or get too tired.
- Keep their energy for their extra professional activities.
- Work in an environment with clear, well defined rules and regulations.

How to help them progress

- Define their objectives and priorities clearly. Don't change their tasks too often.
- Help them get organised and update them regularly on the slightest changes.
- Limit the areas of risk to a strict minimum and systematically ask them to let you know of the slightest difficulty encountered
- Keep an eye on their stress levels.
- Ensure their working environment is «bearable» : noise, workstation layout etc.
- Don't interrupt them all the time but remain firm, when it is needed.

Adapted leadership style

Directing: provide them with the solutions

The staff member has a low level of autonomy: low skills and high levels of commitment

Behavioural symptoms

- They know how to master most of their tasks, but only if someone helps them with the most complex parts
- They understand quickly and grasp the connection between all they do. They ask questions, show interest in the how and why of what they do.
- They can take initiatives but make mistakes due mainly to their lack of experience or knowledge.
- They show willing but sometimes hesitate to take responsibility because believe they're incapable of going any further.
- They need help, pushing and encouraging, recognition for a job well done. They have high expectations of their manager and of those around them.
- When they come across a situation a little out of the ordinary, they can rely on their past experience and knowledge to get it done.

Possible Motivation Drivers

- To have a clear idea of their mission, objectives and the values of the company and department of which they are a part.
- He part of a collective working group with multiple, warm relationships
- Discuss things with people who have in depth experience. Be proud to be part of a group recognised externally.
- Have the impression they are making progress and learning new things.

How to help them progress

- Explain the on-going projects, values, how the team fits into the bigger picture
- Make sure they have found their right place in the group and are fully appreciated for what they do, and integrated.
- Provide them with as many opportunities as possible of making outside contacts, so they can enrich their competencies and knowledge base within the working environment
- Praise them for their initiatives and successes.
- Make sure they know exactly what is expected of them.

Adapted Management Style

Facilitating

The staff member has a moderate autonomy level : high skills but not always very committed

Some behavioural symptoms

- They master the technical aspects of their work and are able to analyse and recap
- They adopt a technical approach to their work and are not always aware of the consequences on the others of what they do
- They like a job to be well done, are meticulous or sometimes tend towards being a perfectionist
- They do not often update others on what they are doing, does not really like communicating or prefers to work alone and be independent
- They are active, curious and take initiatives. They have strong ideas about how things should be done.
- They give their all when doing things which are technically complex and become totally demotivated when they come up against a difficulty due to the environment or to someone else

Possible motivation drivers

- Be recognised on a very individual basis for what they do, and above all for the results they obtain
- Successfully handle challenges, difficult tasks and « commando » activities
- Be considered by others as the best performer from a technical point of view
- Work on their own, provide them with real pockets of independence
- Maintain and deepen their proficiency level in their technical expertise

How to help them progress

- Propose them challenges adapted to their level, and reward success
- Provide them with quick feedback on results
- Ask them advice, listen and take account of their opinions
- Provide them opportunity for personal development
- Ensure your recognition of their expertise is widely communicated
- Within the team ethos, highlight their individual successes

Adapted Management Style

Facilitating/Coaching

The member of staff has a high level of autonomy: high skills and committed

Some behavioural symptoms

- They totally master their job, even in a changing environment
- They position their contribution within the wider context, can see the bigger picture, analyse situations in a critical, constructive way
- They innovate and give a wider dimension to the different elements linked to their job
- They can train newcomers
- They are truly motivated by their job and transmit that motivation to those around them
- They like talking about their job, are open and accessible

Possible motivation drivers

- Participate in decisions impacting the organisation
- Have power, take on responsibilities for a project or for the management of several people
- Transmit their knowledge and experience to others
- Make regular progress towards long term objectives
- Develop new ideas which they then implement

How to help them progress

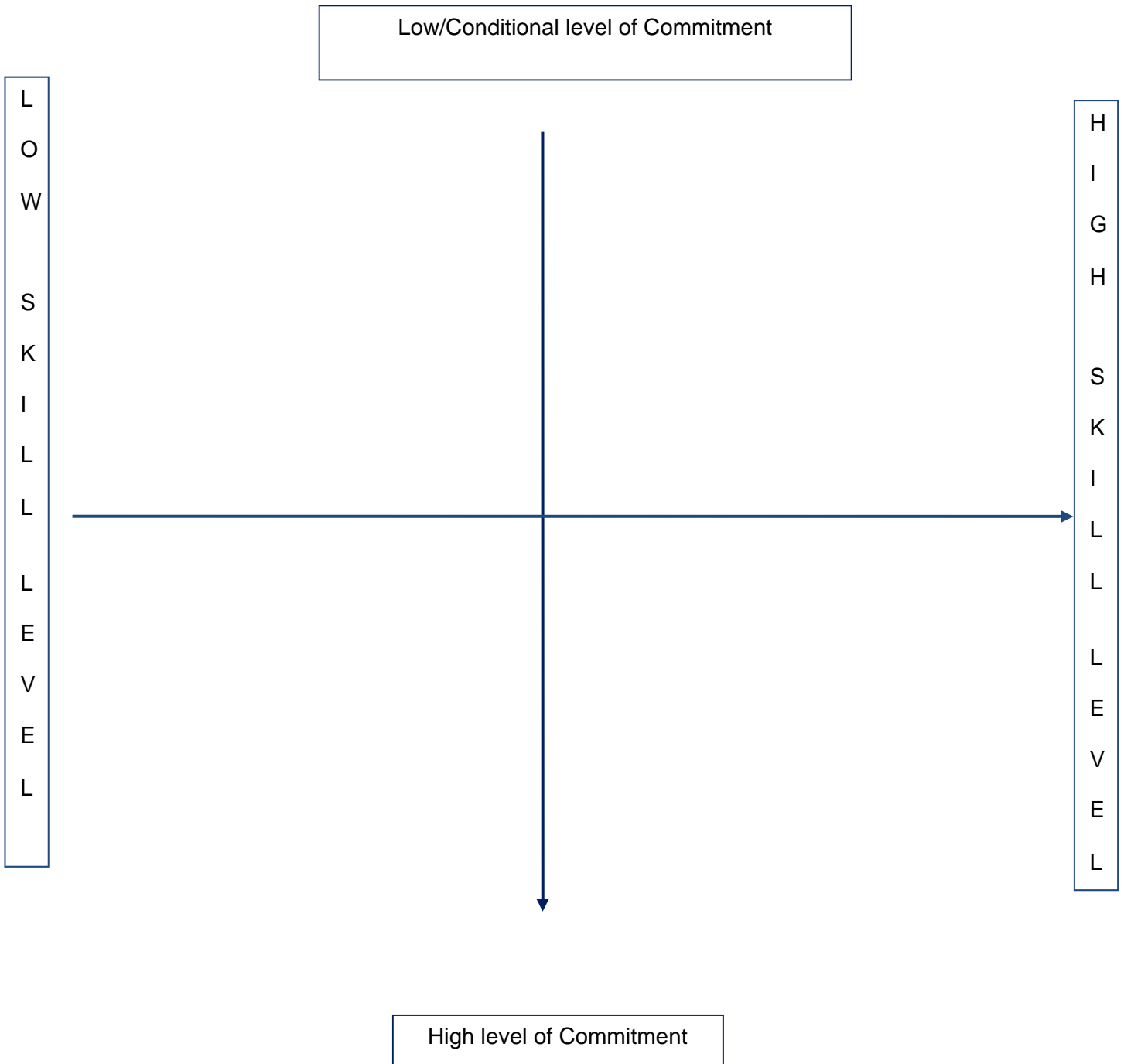
- Get them involved in or head up important projects for the company
- Think of ways of enriching considerably their activity or area of responsibility
- Represent the organisation to certain contacts/in certain forums outside the company
- Be a tutor or mentor or accompany new team members
- Use them in knowledge management process : write down best practices, procedures so they can be transmitted to others more easily

Adapted Style of management

Coaching & Delegating

MAPPING THE AUTONOMY LEVEL OF MY TEAM MEMBERS ON A SPECIFIC PROJECT OR ACTIVITY FOR WHICH THEY ARE RESPONSIBLE

Guideline: Position your team members of this map related to a specific project or activity for which they are responsible



PRACTICING THE MANAGER-COACH APPROACH

1. What is the management situation you wish to address (linked to the previous exercise on autonomy levels?)

2. What is the objective you want to reach at the end of the conversation?

3. What is the first question you will ask at the start of the conversation?

4. How did the conversation go from:
 - a. your perspective?

 - b. the coachee's perspective?

5. In hindsight what, if anything, could you have done differently?

6. What will you take from this exercise and use for the future?

PRACTICING USING THE MANAGER-COACH APPROACH

QUESTIONS TO ADDRESS WHILST OBSERVING THE CONVERSATION

What to observe	My feedback backed up with a concrete example
<p><i>The structure of the conversation</i></p> <p>Was each of the four GROW stages optimized?</p> <p>GOAL (objective)</p> <p>REALITY</p> <p>OPTIONS</p> <p>WILL (to do + summary)</p>	
<p><i>Key Coaching Skills</i></p> <p>Asking Questions : open/closed, neutral/oriented?</p> <p>Active listening (empathy)</p> <p>The quality of feedback</p> <p>The capacity to maintain and enhance self-esteem</p> <p>The capacity to provide recognition</p> <p>The capacity to describe specific behaviours and their impact</p>	
<p><i>Other approaches used during the conversation</i></p> <p>Did you witness the use of other management approaches during the conversation (facilitating, directing, delegating etc..?)</p>	

<p><i>Key Communication Tools :</i></p> <p>Verbal language (tone of voice, pace of speech, appropriate vocabulary)</p> <p>Non-verbal language (direct eye contact, smile, body language)</p>	
<p><i>My summary of the coaching conversation</i></p>	

N.B.The observer can give the coach the completed document at the end of the feedback and debriefing phase.

MY COACHING OPPORTUNITY IN MY CURRENT CONTEXT

*To chop a tree quickly, spend twice the time sharpening your axe
(Chinese proverb)*

As preparation, we are asking you to think about the prepare information on a real-life scenario which you are facing at work. It should present a management or leadership challenge or dilemma. (It should not be an extreme “cas social” or psychiatric case). This might be:

- A conflict situation, or a situation which might risk becoming one
- A situation where you need to influence someone or a group of people, where you may or may not necessarily have the authority
- It may be a situation where you want to make a positive impact, and make your voice heard

Define the situation

What’s the issue, what’s involved, what are the causes, what is the history to this? When did it start? Become a problem? Describe the facts rather than evaluate the situation.

Identify and describe the person/people involved in the situation

What is their function and role? What do you think motivates them? Who is indirectly involved? What makes it so tricky for you? Who else is impacted?

Describe the desired results

What do you want to achieve, what are the outcomes you would like? What have you tried already? Step this process – think about the immediate short term, then plan for the longer term.

ACTION PLAN

Please list below the key things that you have learnt and insights that you have gained from this workshop.

List below the next steps you'll take to apply what you have learnt (identify three to five specific actions that you will commit to), in order to integrate manager-coach approach into your everyday management.

What?	When?	With Whom?

ANNEXES

COACHING APPLICATIONS

1. Coaching and Change

The unprecedented degree of change within most organizations has placed considerable pressure on people to learn new skills and techniques. The challenge of learning something new without appropriate support is a major barrier to people's motivation and overall performance.

- a) Change means new.
- b) New means learn.
- c) Learning provides an opportunity to coach people.

Coaching can unlock the potential of your people and enhance their ability to manage change. Coaching provides the positive support that people need when tackling something new.

ANNEXES

COACHING APPLICATIONS

2. Strategic Coaching

Coaching in support of major organizational change is often called strategic coaching. Even when coaching is more tactical, managers need to ask some strategically challenging questions:

1. What changes are taking place in your part of the European Commission?
2. Who has to make those changes succeed?
3. Do your people have the appropriate abilities?
4. What support do your people need?
5. What are the opportunities for using coaching?
6. Who could be the coaches (you, one of your collaborators...)?
7. What support would colleagues/staff need?
8. What barriers are there to this coaching taking place?
9. How could you overcome these barriers?
10. What will be the first step?

ANNEXES

COACHING APPLICATIONS

3. Coaching and training

Sending people on training courses used to be seen as the main way to improve their job performance.

There is still considerable benefit that can be gained from using appropriate, well designed and well delivered training courses.

In many cases coaching can dramatically increase the return on investment.

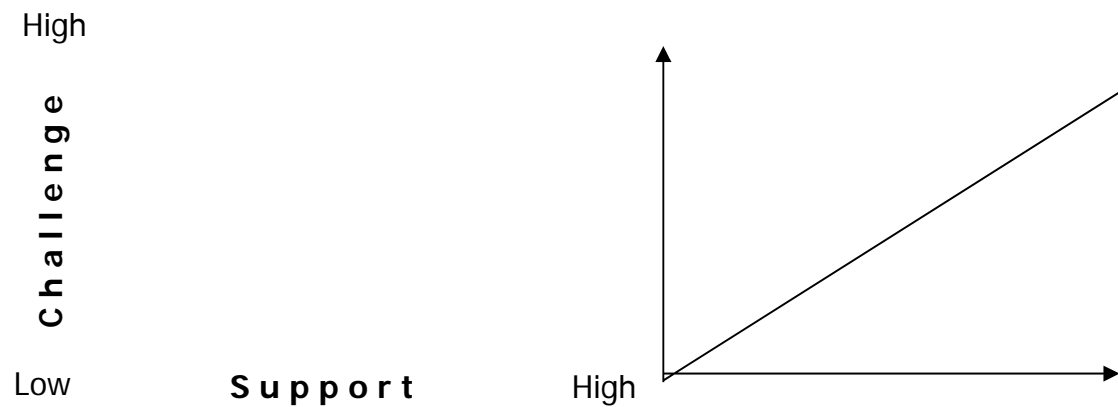
Coaching will help ensure:

1. relevance
2. transfer (practice)
3. follow-up
4. evaluation

ANNEXES

COACHING APPLICATIONS

4. Coaching and supporting/control



A key aspect of coaching is how the coaching process provides a positive two-way dialogue between the coach and the learner (person being coached). It builds an open and honest relationship based on improving performance.

Support from the coach is not a passive or 'soft' behaviour.

There needs to be a positive belief by the coach in the potential of the learner.

The coach avoids any tendencies for the learner to be dependent by ensuring that the responsibility for action always rests with that learner.

The coach has to also let the learner do it on their own – flying solo!

ANNEXES

COACHING APPLICATIONS

5. Coaching and Leadership

To ensure that each person maximizes his/her contribution to business results, managers need to monitor the progress of the people that directly report to them and provide them with frequent feedback.

Feedback provides the critical link between people’s day-to-day work and the business/development goals that they have set themselves or been set.

Successful managers give coaching and feedback more effectively by frequent one-to-one coaching.

Situations in which coaching skills are especially called for are:

- On-the-spot
- Monitoring progress

There is a spectrum of leadership that stretches between directing and coaching - what to do depends on the individual and the circumstances.

Directing	Coaching
<i>Sets Authority</i>	<i>Collaborates</i>
<i>Directs/Tells</i>	<i>Develops</i>
<i>Holds Back Information</i>	<i>Shares Information</i>
<i>Encourages Dependency</i>	<i>Encourages Self- Management</i>
<i>Dictates</i>	<i>Solves Problem</i>
<i>Allows Less Autonomy</i>	<i>Allows More Autonomy</i>

Coaching is quite different from directing. A coach does not always give the ‘right’ answer to a problem. In fact, the ‘right’ answer may not be known. Instead, a coach serves more as a sounding board for the ideas of the person directly reporting to a particular manager, as a supportive critic (when necessary) of those ideas, as a source of facts and ideas drawn from a broader experience base, and sometimes as a devil’s advocate to test the strength of plans before they are formally implemented. The most effective managers of performance are coaches who listen, ask, facilitate, integrate and provide support. A coach is committed to helping the people that directly report to a given manager achieve their performance goals.

The effective coach recognizes that performance feedback is:

- A joint responsibility
- Tied to business objectives
- Facilitated by open-ended questions
- Supported by ongoing data collection

KEY COACHING SKILLS

SUMMARY OF KEY POINTS:

- Focus on improving the performance of the person directly reporting to you in the future, not on blaming him/her for past problems.
- Be supportive by showing confidence in the person directly reporting to you and his/her abilities.
- Use open-ended questions to draw out the perception of the person directly reporting to you as to how things are going.
- Focus on specific incidences of behaviour and their impact, not on personality or attitude.
- Provide balanced feedback.
- Ask the person directly reporting to you for his/her ideas on how to enhance performance results before giving your ideas.
- Listen empathetically.
 - Don't lecture. Coaching requires two-way communication. Keep in mind the 'air-time' guideline: The person directly reporting to you talks for approximately two-thirds of the time, the manager one-third.
 - Don't use the phrases: "You always..." "You never..." "You should..." "You did a good job, but..."

When used effectively, these skills ensure clearer communication, help improve performance, and, overall, help sustain the motivation of the person that is directly reporting to a given manager. The essential nature of coaching is to create awareness and responsibility for learning and for performance improvement.

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