

The Manager-Coach Approach:

The Basics

The Manager-Coach Approach: The Basics

CONTENT OF PARTICIPANT MANUAL

Page N°	Document
2	Content of participant manual
3	Learning objectives and program overview
4	My personal objectives for today to adopt the positioning of manager-coach
5	The manager-coach approach
6 – 7	Identifying situations which require a coaching positioning or another management approach
8 – 11	The structure of the coaching conversation
12	The coaching video: main learning points
13 – 16	Practising a coaching conversation <ul style="list-style-type: none"> • Coaching exercise in trios • Observer framework document • Explanations of the feedback process
17	My coaching opportunity in my current context
18	Action plan
19 – 28	Annexes: Key Coaching Skills <ul style="list-style-type: none"> • Asking Questions • Active Listening • Providing useful, timely feedback • Highlighting the added value of the coachee's actions • Providing recognition • Picking up on and naming specific behaviours and their impact • Summary of Key Points
29	Bibliography – Recommended Reading

The Manager Coach Approach: the basics

Learning objectives

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

- Understand the concept and advantages of coaching as a leadership approach
- Identify situations which require a coaching positioning
- Practice the structure of a coaching conversation.

Program Overview

Morning

- What is coaching and what it is not: what are the benefits and risks associated with coaching?
- Situations which require the manager-coach approach: when, why, how?
- The structure of a coaching conversation : the GROW model

Afternoon

- Practicing a coaching conversation
- How to optimize the manager-coach approach in my current business context
- My action plan

The Manager-Coach Approach: The Basics

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 related to your capacity to adopt the coaching positioning.

The Manager-Coach Approach: The Basics

THE MANAGER-COACH APPROACH

What is coaching?

What are the key characteristics of coaching?

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

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

The Manager-Coach Approach: The Basics

IDENTIFYING SITUATIONS WHICH REQUIRE A COACHING POSITIONING

Situation N°	The Situation	Could a coaching attitude be appropriate in this case, or not? Why?
1	Otto has recently been promoted to the position of Head of Sector in your department. You have asked to meet him to clarify his role and responsibilities.	
2	Silke is experiencing great difficulty in completing her work on time. You have already spoken to her twice about this and, on each occasion, she promised to make more effort; she has also been on a training course to improve her time management. The situation is getting worse rather than better.	
3	You recently delegated an important project to Henri for the first time. He did a really good job and you are very pleased, both at the results and the way he achieved them.	
4	Charles and Sara are currently working on an urgent project. During a recent project update, you asked them to ensure that one of them is always present in the office so that the project is delivered on time. Last week you validated Sara's request for vacation: you received Charles' request today. In checking the dates you realize that their dates are exactly the same. You need to handle the situation.	
5	Bill, one of your Heads of Sector, is facing a difficult situation with two of his team who do not get along together at all. He asks you to meet them and handle the situation for him since he admits he has no idea how to go about this.	

The Manager-Coach Approach: The Basics

6	<p>You are Head of Unit in the HR Department and one of your projects is to put in place a new mobility policy. Anja, one of your team, has clearly stated in the recent team meeting that she does not see the need for a new mobility policy. She will be the person responsible for this project: you need to speak to her.</p>	
7	<p>During a recent discussion with Evelina, she told you that her colleague -Andrea - told her he is applying for a post in one of the delegations. He is one of your best performers and you are counting on him in the future.</p>	
8	<p>You need Yves to take on responsibility for an important activity. The subject is new to him and he does not feel ready to take it on: he's afraid of letting you down. You are convinced he is the right person for the job.</p>	

Learning points I take from this exercise:

The Manager-Coach Approach: The Basics

THE STRUCTURE OF THE COACHING CONVERSATION

THE GROW MODEL

Structure helps address the practical needs of the conversation.

By following a four steps model, you achieve the purpose of your discussion so that there is always a conclusion, an outcome, an action to take.

The four phases are:

1. GOAL
2. REALITY
3. OPTIONS
4. WILL TO DO

This model provides structure and helps steer the meeting.

The Manager-Coach Approach: The Basics

THE STRUCTURE OF THE COACHING CONVERSATION

THE GROW MODEL

This table will enable you to grasp the underlying objective of each of the four steps in the GROW model, and also an example of a question to ask at the beginning of each step.

The GROW Model Stage	The Objective	Examples of some key questions
GOAL (objective)	<p>Explain the goal and importance of the coaching discussion</p> <p>Identify the impact of the situation to be addressed</p>	<p>"What is your objective?"</p> <p>"What do you want to achieve?"</p>
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>	<p>"What is the current situation?"</p> <p>"Who's involved"</p> <p>"What have you tried to do so far to address the situation?"</p> <p>"How did it work out?"</p>
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>	<p>"What options can you think of to meet your objective?"</p> <p>"How easy/difficult would that option be for you to implement?"</p> <p>"What, if any, help might you need?"</p> <p>"Are there any other options you can think of which might work?"</p>
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>	<p>"What will you do next?"</p> <p>"How will you monitor progress?"</p> <p>"How often?"</p>
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>	<p>"Do you feel more comfortable about handling the situation now?"</p>

The Manager-Coach Approach: The Basics

THE STRUCTURE OF THE COACHING CONVERSATION

THE GROW MODEL

This table will provide you with many typical questions linked to each of the four stages of the GROW model during a coaching conversation.

<p style="text-align: center;">GOAL</p> <p>If you don't know what you want, you certainly won't get it (and you may get something you didn't expect)</p>	<ul style="list-style-type: none"> ▪ what do you want to achieve? ▪ what is the importance and benefit to you? ▪ what about the long term/in this job/with this project? ▪ what does success look like/feel like? ▪ how will you know when you've reached your goal? ▪ what would a milestone be on the way? ▪ how much of this is in your control? ▪ is the goal positive, challenging, achievable for you? ▪ how will you measure it? SMART action steps ▪ by when do you want to achieve this?
<p style="text-align: center;">REALITY</p> <p>If you don't understand the system you are at its mercy. What is happening now?</p>	<ul style="list-style-type: none"> ▪ what is happening now (what, when, how much, how often)? ▪ Who else is involved and how? Directly or indirectly? ▪ what actions have you already taken to reach this goal? ▪ what were the results? Outcome? ▪ what have you learnt from that? ▪ when things are going well with this how do you feel? ▪ when things are going badly on this issue, what happens to you? ▪ give me more detail about this – examples/facts/figures ▪ what resources do you already have? ▪ what is the hardest part of this for you? ▪ what is holding you back from finding a way forward? ▪ what is really going on (intuition)?
<p style="text-align: center;">OPTIONS</p> <p>Having choice is better than having no choice. What could you do?</p>	<ul style="list-style-type: none"> ▪ what have you thought of so far? ▪ what could you do as the first step to meeting this goal? ▪ what could you do as the next step to meeting this goal? ▪ what else could you do? ▪and what else (explore options)? ▪ what are the benefits and costs of each option? ▪ what if you had more...? (time, power, money, etc.)? ▪ what if there was no 'history', 'politics' - what could you do? ▪ would you like another suggestion? ▪ who might give you advice about this? ▪ who might help you with this? ▪ what ifwas different? ▪ what quality in yourself, if enhanced, would most help your situation? ▪ if you were advising a friend about what might you suggest to them? ▪ what are the pluses and minuses of each of these options?

The Manager-Coach Approach: The Basics

THE STRUCTURE OF THE COACHING CONVERSATION

THE GROW MODEL

This table will provide you with many typical questions linked to each of the four stages of the GROW model during a coaching conversation.

<p style="text-align: center;">WILL do</p> <p style="text-align: center;">Unless behaviour changes, nothing changes.</p> <p style="text-align: center;">What will you do?</p>	<ul style="list-style-type: none"> ▪ which option or options do you choose? ▪ what are your success criteria and measurements for success? ▪ when are you going to start and finish each action? ▪ what could arise to hinder you in taking these steps? ▪ who needs to know? ▪ what support do you need and from whom? ▪ what will you do to obtain that support and when? ▪ what could I do to support you? ▪ what commitment on a 1-10 scale do you have to taking these actions? ▪ what prevents this from being 10? ▪ What could you do later to raise your commitment closer to 10?
--	--

The Manager-Coach Approach: The Basics

THE COACHING VIDEO

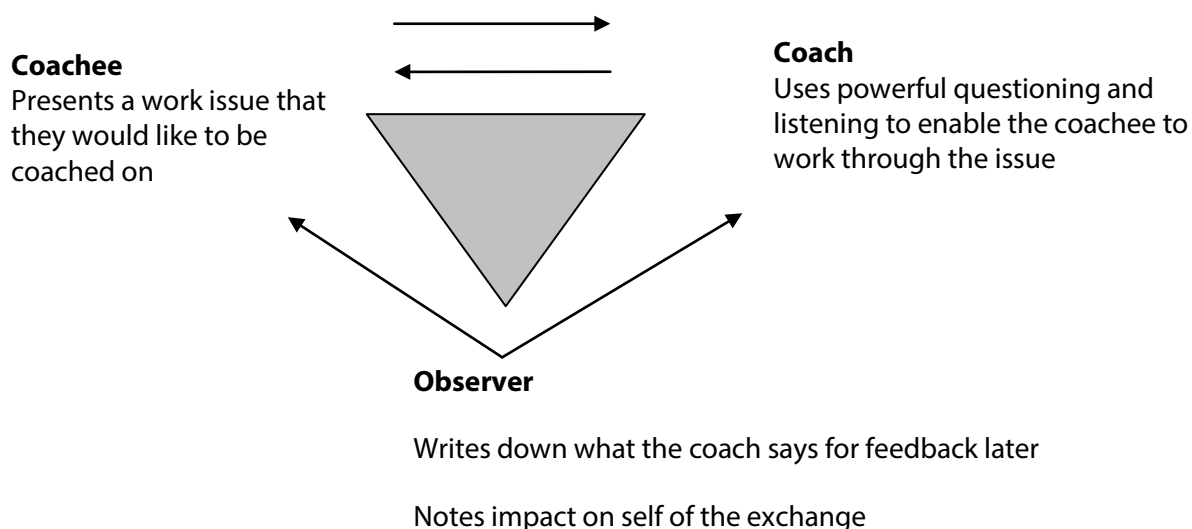
In the video, what skills did the coach use during the coaching conversation?

What impact did they have on the coachee?

What learning points can I take from this and use in my everyday environment?

The Manager-Coach Approach: The Basics

PRACTICING A COACHING CONVERSATION IN TRIOS



Exercise in Trios:

- 30 minutes per round
- Stay with the same three people and rotate the roles
- 3 rounds so everybody gets to practice coaching, being coached and observing

Materials needed

- GROW question sheet
- Pen and paper
- A watch

Sequence

Round 1

Coaching conversation: 15 minutes
Feedback and general debrief*: 15 minutes
Change roles

Round 2

Coaching conversation: 15 minutes
Feedback and general debrief*: 15 minutes
Change roles

Round 3

Coaching conversation: 15 minutes
Feedback and general debrief*: 15 minutes

Trios to find a quiet place in the conference centre and to come back to training room after 60 minutes

The Manager-Coach Approach: The Basics

PRACTICING A COACHING CONVERSATION

*Proposed structure of the feedback and general debriefing sessions with each coaching conversation: 15 minutes

The observer asks the coachee how they felt during the conversation, and why

The observer then asks the coach what they think they did well/not so well during the conversation, and why

The observer provides feedback to the coach using the framework document provided for this purpose and provides concrete examples to explain their feedback

The observer then gives the coach the completed feedback framework document, for their future use

After each coaching session, take a few minutes share your points of view on three main aspects:

- What learning took place about the process of coaching?
- Have you identified a new perspective or benefit to the coachee or their issue?
 - N.B. It is important, at this stage, to avoid delving too deeply into the coaching conversation itself. Feedback concerns the structure of the conversation, and the process, not the detailed content.
- Extra question for coach: what one thing could I do more effectively next time?

During the plenary debriefing session, at the end of the coaching sessions, you will have another opportunity to discuss these aspects with your colleagues in the room.

The Manager-Coach Approach: The Basics

PRACTICING A COACHING CONVERSATION

OBSERVER FRAMEWORK DOCUMENT

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 highlight the added value of the coachee's actions</p> <p>The capacity to provide recognition</p> <p>The coach's capacity to pick up on and name specific behaviours and their impact</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>	

The Manager-Coach Approach: The Basics

My summary of the coaching conversation

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

The Manager-Coach Approach: The Basics

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 situation, what's involved, what are the causes, what is the history to this? When did it start? Why do you need to handle this situation? 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.

The Manager-Coach Approach: The Basics

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).

What?	When?	With Whom?

The Manager-Coach Approach: The Basics

ANNEXES

KEY COACHING SKILLS

A. ASKING QUESTIONS

When you need a better understanding of a situation, you may need to guide the conversation. You may want to gather specific information or to involve the person that is directly reporting to you.

- Probing to find out more about what the person directly reporting to you said or about why he/she said it.
- Providing additional information.
- Clarifying information.
- Encouraging problem-solving.

Examples:

“How would you like to handle this situation?”

“What are your concerns about the project?”

“How can I help?”

“What are your ideas for improving customer focus?”

“What are the obstacles to...? How can we overcome them?”

“What do you need from Marie to meet that deadline?”

- Use open-ended questions, like the examples above, to promote two-way discussion and problem-solving.
- Ask questions that encourage “how can we?” thinking.
- Avoid asking questions that put people on the defensive (for example, “Why did you...?” “Why didn’t you...?”).
- Avoid leading questions (for example, “Don’t you agree that...?”).
- AVOID asking, “Do you understand?” to check for understanding!

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

B. ACTIVE LISTENING

Effective managers are effective two-way communicators. 'Two-way' means that they first listen to make sure that they hear what others are saying and then they respond in a way that shows others that they have been heard and understood. This helps reduce defensiveness, promote self-esteem and defuse emotional exchanges, which, in turn, enables people to engage in productive problem-solving. Listening skills can be used to improve communication when people come to you with a concern, a question or an idea.

The listening skills are:

- **Acknowledging**

When you and the person directly reporting to you seem to be on the same track.

- Responding in a way that shows that you hear and understand the person directly reporting to you.
- Showing interest verbally and nonverbally.
- Showing that you are paying attention and that what the person is saying is important to you.
- Encouraging the person to continue speaking.

- **Paraphrasing**

When you want to check your understanding of what the person directly reporting to you said - i.e. a person directly reporting to you is rambling or stuck on a point or has said something confusing.

- Shows that you understand (but not necessarily that you agree with) what the other person is saying.
- Moves the conversation along without eroding self-esteem.
- Summarizes the content of what the other person has said, in your own words.

Do not show approval or disapproval, and avoid 'parroting' the person that is directly reporting to you (using his/her exact words).

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

Example:

Person directly reporting to you: *"I don't understand how I'm supposed to work on this project that's so important to the unit and still handle the constant interruptions from other people who are continually calling me with all of their little problems, expecting me to solve them."*

Manager: *"So, your time is being used on lower-priority problems and you're not able to take the time you need for your top-priority projects."*

- Try to understand the other person's point of view (rather than planning your rebuttal).
- If you disagree, restate the other person's point of view before stating your own.

"You feel that the old procedure is better than the new procedure because... Let me share some additional information about why I feel the new procedure would better accomplish our overall objectives..."

• Empathizing

When a person directly reporting to you expresses concerns or comes to you in a highly emotional state and is not yet ready to move on to problem-solving.

- Helps the person calm down and devote energies to problem-solving.
- Encourages people to think for themselves, diagnose their own problems and discover their own solutions.
- Conveys your trust in the person's ability to be self-directing, responsible and independent.
- Reflects back, in your own words, your understanding of what the person directly reporting to you is feeling and the reason for the feeling without adding any opinions or advice.

Example:

Person directly reporting to you: *"I've had five people come to me in the last two weeks, each one asking me for a different report—and they all have deadlines by the end of next week. There's no way I can do it!"*

Manager: *"You're frustrated by too many people vying for your time and not being able to meet their requests."*

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

Challenges...

- Listen for the nonverbal as well as the verbal message. It is especially important to probe when the nonverbal message is inconsistent with the verbal message.
- Respond empathetically by being patient and non-judgmental, and by reflecting feelings as well as facts.
- Do not interrupt. Let people vent their feelings if they are upset. People are less likely to be hostile or resistant if they feel that they are being listened to.
- Overcome the urge to ignore, disagree with, or reject what people say.

C. PROVIDING USEFUL, TIMELY FEEDBACK

- Gives others information on what they are doing effectively (performance and behaviour) and on what they could do differently to better meet expectations, to be more effective, or to improve future performance results.
- Improves results.
- Clarifies performance expectations.
- Develops the knowledge, skills and behaviour of people who directly report to you.
- Builds productive working relationships.
- Helps people directly reporting to you to take responsibility.
- Ensures continuous improvement.

Characteristics of Helpful and Useful Feedback

Feedback is most effective when it is:

- Given in the right emotional and mental state.
- Focused on behaviour within the control of the person directly reporting to you.
- Selective - i.e. focused on one or two important issues rather than on several trivial ones.
- Descriptive rather than evaluative.
- Specific.
- Prompt rather than delayed.
- Done in a way that encourages two-way communication.
- Collaborative with regard to the solution.
- Focused on the future, not on the past.

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

D. HIGHLIGHTING THE ADDED VALUE OF THE COACHEE'S ACTIONS

Strengthening people's belief in their own competence is a cornerstone of effective management. Because of the great impact self-esteem has on the performance and achievement of goals, maintaining and enhancing people's self-esteem is a theme that runs throughout the performance management process.

Research has demonstrated that people are motivated to work at a level consistent with their perceptions of their own competence. If the person directly reporting to a given manager feels competent, s/he is much more likely to perform competently; someone who feels incompetent is less likely to succeed.

Managers have a significant impact on the perceptions of competence of the people who directly report to them. If a manager erodes the self-esteem of those people, their productivity and performance level are negatively impacted. If the manager improves those people's self-esteem, their motivation to perform competently increases.

Below are examples of statements that would either lower confidence and erode self-esteem or maintain and improve self-esteem.

Statements that tend to erode self-esteem include:

- "This project may be too complex for you."
- "On the last three projects, you haven't sought any opportunity to expand your role. I just want you to know that I'm aware of that."
- "I want you to realize that this is the second time that we've discussed your customer-relations skills. I don't intend to discuss it again."

Statements that tend to maintain/increase self-esteem include:

- "What are your ideas on improving your level of 'industry awareness'?"
- "You're 10% over budget for this project. How can we bring costs under control?"
- "Last time we spoke, you said you felt an 8% increase in productivity was reasonable. However, the department is at 2%. What has happened since we last reviewed this issue?"

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

E. PROVIDING RECOGNITION

Here are some of the benefits recognition procures in a professional environment:

- Gives positive feedback to acknowledge and reward good performance and to encourage continued good performance in the future.
- Reinforces good work and shapes future behaviour.
- Is a powerful motivator.
- Builds trust.
- Builds self-esteem and confidence.
- Makes people more receptive to feedback for improving performance.

Provide recognition when the person who directly reports to you...

- Does something that you would like him/her to repeat.
- Accomplishes something that was difficult for him/her.
- Meets or exceeds his/her goals.
- Completes a development goal.
- Demonstrates a competency effectively.
- Shows initiative in coming up with innovative ideas or in solving problems.
- Goes the extra mile.
- Takes appropriate action to support organizational/work unit/team plans and goals.
- Takes a prudent risk.
- Makes progress in learning and demonstrating new skills or knowledge.
- Achieves a milestone in pursuing a long-term or complex plan or goal.
- Improves his/her performance.

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

Important tips

- Be specific about what the person did effectively, when and why it was effective (the positive impact—on their results, on others' results, on customers, on other people, on the department/organization).
- Recognition must be:
 - Sincere; Earned; Timely; Specific
- Remember to 'catch people doing something right'.
- Consider various forms of recognition:
 - Verbal praise one-on-one or on voicemail
 - Verbal praise in front of others (e.g. at a meeting)
 - Written praise to the person and to whoever should know about his/her effective performance

Steps for Providing Recognition

Describe the situation (What and When)

Make a general statement about the performance being recognized.

Example: "You made a very effective presentation to the customer on Friday."

Behaviour (Specific)

Describe specifically what he/she said or did (specific behaviour) that contributed to the positive results.

Example: "You were well prepared and very convincing about what's in it for them. In addition, you anticipated, responded to, and overcame their objections when you said..."

Impact (Why Important)

- Describe the specific positive impact of his/her performance. State how the person's performance positively impacted his, her, or the team's performance.
- Example: "Based on your effective presentation, we were able to gain the customer's commitment to accept your proposal which will result in..."

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

F. PICKING UP ON AND NAMING SPECIFIC COACHEE BEHAVIOUR AND THE IMPACT

Behaviour vs. Personality and Attitude

To be effective, managers need to communicate clearly. When discussing performance, communicating clearly means being specific about what someone is doing or saying. This puts the focus on the person's behaviour or actions rather than on attitude or personality, which is likely to provoke defensiveness.

For example, rather than saying...

"Your lack of commitment caused the whole project to fail."

...it's more effective to say:

"Jack, you agreed to complete the report by Friday. When you didn't meet the deadline, the team was unable to complete the analysis and meet the client's deadline. The team lost credibility and our client didn't meet its project target date."

In the first case, Jack does not know specifically what is meant by "lack of commitment" (i.e. what he did that was ineffective), so he cannot improve his performance. Furthermore, it runs the risk of triggering an emotional reaction (anger or resentment) that could negatively affect Jack's performance.

Therefore, to communicate clearly and effectively, focus on specific behaviour - on what the person directly reporting to you is or is not doing or saying.

Intent vs. Impact

Focusing on impact refers to how the specific actions by an individual affect others or the environment. For example, poor documentation can affect others who rely on that documentation for accuracy in the future. Focusing on the impact of specific actions helps the person directly reporting to you see the importance of addressing those actions.

Using feedback that focuses on specific actions and their impacts rather than on personality or attitude maintains self-esteem. This approach helps to ensure that the person's behaviour can be improved via constructive criticism.

The Manager-Coach Approach: The Basics

KEY COACHING SKILLS

Situation: Under what circumstances did you observe the person's behaviour?

Behaviour: What, specifically was he/she doing?

What are the characteristics, actions, verbal and nonverbal types of behaviour that you wish to reinforce or that need to be changed/ improved?)

Impact: What was the impact or consequences of this behaviour on you, on others, on the person's results, the unit's goals, the project, etc.?

The Manager-Coach Approach: The Basics

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.

The Manager-Coach Approach: The Basics

BIBLIOGRAPHY – RECOMMENDED READING

Title: **Awakening the giant within**

Author: Robbins, Anthony

Publisher: Free Press; First Fireside Edition (November 1, 1992)

Language Code: English / ISBN-13: 978-0671791544

Title: **Coaching for Performance**

Author: Whitmore, John

Publisher: Nicholas Brealey Publishing; 3 edition (April 9, 2002)

Language Code: English / ISBN-13: 978-1857883039

Title: **The seven habits of highly effective people**

Author: Covey, Steven

Publisher: Free Press; 1st edition (September 15, 1990)

Language Code: English / ISBN-13: 978-0671708634

Title: **Primal Leadership: Learning to Lead with Emotional Intelligence**

Author: Daniel Goleman, Richard E. Boyatzis, Annie McKee

Publisher: Harvard Business Press (January 1, 2004)

Language Code: English / ISBN-13: 978-1591391845

Books available in Guimard Learning centre: Rue Guimard , 10

Améliorer les performances de son équipe, Bacal Robert

Coachez votre équipe : techniques de coaching individuel et de coaching d'équipe, Longin Pierre

Coaching for the future : how smart companies use coaching and mentoring, Caplan Janice

Coaching in the workplace : A pocket guide of strategies and tools for powerful change, Hallbom Tim

Coaching made easy : step-by-step techniques that get results, Leibling Mike

Coaching mode d'emploi : Pour mieux atteindre vos objectifs, Emmenecker André-Paul

Everyone needs a mentor: fostering talent at work, David Clutterbuck

Leadership coaching : from personal insight to organisational performance, Lee Graham

Performance coaching : the handbook for managers, HR professionals and coaches, McLeod Angus

The Tao of coaching : boost your effectiveness at work by inspiring and developing those around you, Landsberg Max