Introduction to

Career

Counselling
& Coaching

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SAGE

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Career coaching and career mentoring

This chapter will:

- discuss the growing appeal and importance of career coaching and mentoring;
- make a distinction between career coaching and career mentoring;
- introduce a critical lens on coaching and mentoring.

Introduction

In the previous chapter the activity of career coaching was described as involving interventions to enhance self-development and performance, usually orientated toward setting and achieving goals. This chapter will begin by discussing the growing appeal and significance of coaching and mentoring within the context of careers work, before identifying the difference between the two: this will extend the description given in the previous chapter. Whilst upholding the benefits of coaching and mentoring, the chapter will introduce a critical viewpoint, with the aim of encouraging the reader to be reflective with regard to their practice. Later chapters in the book will examine the theory that can inform career coaching and the practical models that career coaches find useful.

Career coaching and mentoring: A growth area

In the previous chapter distinctions were made between different practices around careers work in an attempt to offer definitions and clarify our understanding – to

work towards a shared language (at least within the confines of this book). However, it was also suggested that these traditional distinctions were beginning to break down as careers practitioners often find themselves operating in a range of contexts. In the UK, professional boundaries in the so-called 'helping services' have become less exact in many areas and the boundaries between public and private services are less distinct. This is due in large part to shifting government policies (from more than one political party), decentralisation of public services and economic recession. In relation to public career services the recession, from 2008 onwards, led to withdrawal of funding in some areas and significant cuts in others. This situation is not unique to the UK and is evident across Europe where widespread unemployment, and particularly youth unemployment, alongside financial failures in a number of Euro-based economies, resulted in significantly reduced spending on many public services. It seems unlikely that in any economic 'upturn', career services will be reintroduced in a format that existed before 2000 in the UK. As ever, we need to be mindful that services vary in their structure and operational contexts across Europe and internationally, but it seems likely that the appeal of careers coaching and mentoring will increase within this rapidly changing context. Part of that changing context for careers work generally, is related to the use of digital technologies and this will be explored in a later chapter; but for now the discussion will continue to focus on the rise of career coaching and mentoring.

Reflection point 3.1

Thus far, words like *appeal*, *growth* and *rise* have been used to describe the emergence of career coaching and mentoring as a significant practice. What do you think might underlie that appeal and growth?

Part of the appeal may be to do with language. As discussed previously the term 'career guidance', which is used in the UK, is not transparent to the people who may be considering use of the service. It appears to be about giving advice – crudely, an expert telling a client what to do. The meaning of 'career coaching' is perhaps clearer, as most would understand what a coach does. The term suggests an activity which is more personal, based on working with an individual's particular needs and specific goals. In practice there are of course many cross-overs (Yates, 2011); career guidance practitioners and career coaches would both be working with a range of 'clients' to focus on career choice and career management at various transition points. They may both be working within an interaction that is framed by a contractual structure with a

clear beginning, middle and end. Both will be using a set of listening and questioning skills in order to understand the issues and develop strategies for development and action. The term 'career coaching' has an appeal and currency that the label 'career guidance' lacks: to use a present-day expression, it seems more 'fit for purpose' than the term career guidance. It may also reflect a prevailing discourse, which places responsibility for 'career progression' on the individual. That said, some practitioners in the UK, and many elsewhere, will prefer the term career counselling; but that may have negative connotations for clients who do not perceive the need for 'counselling', if this is viewed as an unnecessary therapeutic intervention. Even across countries which use the same language (in this case, English) the terms do not necessarily carry the same meanings.

In the next section, we will explore the differences between career coaching and career mentoring, but first what else can separate career guidance and career coaching? Yates (2011) identifies the main differences as:

- level and length of training;
- professional regulation;
- theoretical underpinning;
- use of tools and techniques.

Training and regulation will be discussed now and theoretical underpinning and the use of tools and techniques will be examined in later chapters.

Activity 3.1

From your own general experience and knowledge, (1) make a note of what you think the differences are in terms of length and level of training between career guidance and career coaching, and (2) identify the possible reasons for those differences.

An assumption is often made in the UK that career coaches are not as highly trained as career practitioners. It is difficult to be exact about this, but we can say that until recent changes in the provision of career guidance in schools, every professional career guidance practitioner working with young people in schools and local services received a level of training that was regulated by the requirement to reach a minimum standard. That standard was set at National Vocational Qualification level four, gained via training at work, or the qualification to practise was achieved through a relevant programme at a higher education institution at postgraduate and Master's

level (Qualification in Career Guidance/Diploma in Career Guidance). Outside of career guidance work in the statutory sector it is less easy to be so definitive. Practitioners working in other settings such as universities, normally, will be graduates who may have undertaken training through courses run by their professional body. Career guidance practitioners working with adults, in public employment services or as independent practitioners, may or may not have qualifications at the same level as those working in the statutory sector.

Very little is known about the level and length of training of those working as career practitioners in areas that are not (or are no longer) public funded. There is a growing number of career coaching courses available, but not all of these are accredited and cannot therefore claim academic credibility, however useful they may be. Some are very short, perhaps a one-day course, whereas the 'traditional' career guidance training programmes take, on average, at least 18 months in work and one or two years if studied at university. There are exceptions and career coaching and career management training is now being developed at postgraduate level (Frigerio and McCash, 2013; Sheath, 2013; Yates, 2013).

A survey published in 2013 (Jackson, 2013) highlighted the many differences in terms of background and experience of people working with adults as career practitioners in the UK. Jackson notes how work with adults has had less policy attention than work with young people and that very little is known about the provision of careers work provided by those working in the independent sector. The National Careers Service, launched in England in 2012, is a publicly funded body working primarily with adults, but this coexists with a withdrawal of funding for services for young people in schools (Watts, 2010). The survey received 300 replies from career practitioners working with adults, through their national association, and from those working in the independent sector (and there will be cross-overs between these two groups).

In terms of training and qualifications, 90 per cent reported that they had professional training which was directly related to their work as a career coach or counsellor. Jackson's survey breaks this down further to examine the level, type and variations in qualification. It should also be noted of course that the survey does not claim to represent all those involved in the activity of career coaching and counselling. It might be expected that those who are members of a professional association, or who join other professional networks, will have or seek specialised training for their roles – there will be many others using the title 'career coach' who do not perceive this as a requirement for practice. And of course, people who respond to surveys often have a collective interest in promoting their area of occupational expertise. That said, the survey provides useful information on the changes taking place within career guidance, counselling and coaching for adults.

So, the differences in terms of length and level of training may reflect what is established for the 'traditional' occupation of career guidance, in comparison to the

more 'novel' occupation of career coaching. Referring to the two groups represented in the survey (independent career professionals and association members), Jackson notes (2013: 11):

> It is striking that, although nearly all report having received specialist training, only a minority of both groups have a QCG/DipCG qualification. Many have other professional qualifications and it appears from the age profile that many in both groups have probably come to careers work after working in other related fields.

Many working as career coaches, then, may have or have had other work roles or occupations from where their qualifications derive; i.e. teaching, management or human resources. What this survey highlights is the diverse range of practitioners involved in careers work with adults and the broad nature of what careers work now incorporates. Regulating 'the profession' in such a setting and 'policing' professional standards for the work will be difficult. If used, standards need to be rigorous enough to ensure a 'good enough' level of quality, but eclectic enough to celebrate the diversity of the work – rigid boundaries will not be useful or desirable. And the question is always whose needs do such boundaries serve? A case study might add to this discussion.

Case study 3.1: A career coach's view about professional networks

'I work within the human resources department of my organisation and my professional qualification is in HR. I am also a member of the Chartered Institute of Personnel Development and have been for many years. In fact most of my CPD [continuous professional development] activities and qualifications have been gained via the institute. I work for a large organisation and it was felt sometime ago – about five years I think – that we needed a career coaching approach as part of the HR service and I got the post. People are referred to me by their line-manager and although that means they get the "time out" to spend with me, this has the potential for problems if we are not clear about why they are with me and what we hope to achieve. Before starting this career coaching service, we spent a lot of time designing it based on our HR experience and we were clear about contracting and confidentiality and so on, but I soon found that, occasionally, much deeper issues began to surface in what were supposed to be career coaching rather than career counselling sessions. I did not feel equipped to deal with this and there was no one else within the organisation I could refer to.

You cannot have rigid procedures about this, but I did find myself torn at times between having the goals of the organisation in mind and the more personal needs of the coachee. In these circumstances it is very difficult to be impartial. Anyway, I reached a point where I felt that I needed to learn more about career counselling. The activities are separate, but cannot be assigned to compartments when you are working respectfully with an individual who needs more than a terrific CV and impressive presentation skills! When I have worked with individuals who have been 'sent' for performance-related coaching, I have found that was often the situation when deeper issues emerged. My first step was to join a LinkedIn group and through that I found out about a short course at postgraduate level that I could study through blended learning. I didn't want or need a whole programme, but I wanted to develop my counselling skills in the context of my career coaching work; and I liked the sound of the mix of taught, distance and online learning.

So, now individuals may be coming for career development or career performance coaching, but if other issues emerge I am more able to contain these and listen effectively. I need to be clear, in my HR role I am not offering therapeutic counselling and do not have the same level or depth of training that I would expect a career counsellor to have, but my knowledge and understanding has increased through the course and access to the literature. If nothing else I am now clear about the boundaries of my own expertise and the importance of being open about that with the person I'm working with. I feel more secure about saying "I don't know" and I do have contacts now, through the network that I can suggest as referrals.'

Career mentoring

Thus far in this chapter we have explored the differences, similarities and cross-overs between career guidance/counselling and career coaching. This section will consider the role of the career mentor. Yet again there will be overlaps. Earlier I argued that the roles are becoming integrated in many cases; however, knowledgeable practice requires an understanding of the potential differences so that we know what is appropriate action and activity in different circumstances. That said, the term career mentor is not applied widely – it is more likely that the term used would be one of the following: 'developmental mentor', 'learning mentor' (particularly with young people), 'peer mentor', or even 'buddy mentor'.

A good place to start would be to look for definitions for the word 'mentor'. The OED (1992) tells us 'mentor: experienced and trusted adviser'. The word derives from the Greek *Mentor*, the name of the adviser to the young Telemachus in Homer's *Odyssey*.

Colley (2003) suggests that mentoring is an activity that has grown rapidly as a result of the focus on social inclusion that is evident in many countries, but particularly in the UK and USA. In the UK, social inclusion was a major theme of policy initiatives brought about by the Labour government from 1997 onwards (Reid, 1999). Within schools 'learning mentors' were less likely to be professionally qualified and were employed with the specific intention of raising attainment in terms of examination results and/or preventing school 'drop out'. The inclusion policy initiatives resulted in the development of the Connexions service in England (disbanded by the coalition government formed in 2011) and brought about significant changes to the work of career practitioners. The focus was on helping disadvantaged young people who (to use the language of the time) were 'disaffected' or 'in danger of making an unsuccessful transition to education, training or work'. Much debate and criticism ensued about this targeted service that will not be discussed here (see Watts, 2001) and although it was later stated that the service was universal (i.e. directed at helping all young people with their decision making), it remained the case that the focus was on helping those who were, or might become, 'NEET' (Not in Education, Employment or Training).

Reflection point 3.2

For me, there is an interesting irony in the labels used. My preference would be to use the descriptor (when one is needed) 'disadvantaged', rather than the terms in inverted commas above. Why do you think disadvantaged might be thought more suitable?

Any word prefixed by 'dis' suggests a negative label – a deficit of some sort. However, at least 'disadvantaged' indicates that the individual or group is disadvantaged by their circumstances, i.e. their experience of, or place in, society, where they encounter barriers of one sort or another, which exclude them. 'Disaffected' suggests it is a personal choice, that an individual removes themselves from what is considered the 'mainstream'. It has a 'can't be bothered' ring to it. Williamson and Middlemiss (1999: 13) commented that the young people thus labelled included 'the temporarily side tracked, essentially confused or deeply alienated'. The longer term 'in danger of making unsuccessful transitions to education, training or work' was an attempt perhaps to ameliorate negative labelling, but did not offer the necessary shorthand term required when making bids for funding or for promoting policies that, genuinely, sought to help disadvantaged young people. NEET is possibly the most offensive. The upper case letters, the focus on 'not belonging' has an essentialising quality; in other words it suggests that this describes the whole person – 'they are NEET' – whereas

their lives are much wider and more interesting than the label applied. The irony is that the language used is far from inclusive. Such issues around avoiding language and practice that is oppressive will be examined further in a later chapter. For now in the context of mentoring, the discussion is relevant if we are to avoid attitudes and actions that start from a position of viewing the individual as 'deficient' or 'lacking' in some way, or as 'needing our expert help'.

This discussion should alert us to the need to place mentoring in the broader social, economic and cultural milieu and to avoid falling into the trap of viewing this solely at the individual level. In other words the activity takes place within power relations shaped by class, gender, race, age, ability and disability, sexuality and other social variables. Colley's work (2003) pays particular attention to class and gender when considering youth mentoring: recognising the benefits of mentoring, but highlighting also the complexities within any mentoring relationship.

We will now return to the definition – 'mentor: an experienced and trusted adviser; an experienced person in an institution who trains and counsels new employees or students' – and extend this to the role of the career mentor, before describing an activity that can help to explore personal values before mentoring begins. Like previous attempts to offer definitions in the book so far, defining mentoring is not simple. Colley (2003) and Caldwell and Carter (1993a), chart the historical development of mentoring and emphasise the plethora of meanings applied to the activity. Both texts move away from a simplistic view (a myth in Colley's terms) of the modern-day mentor as a self-sacrificing and devoted adviser operating in a neutral environment that is not influenced and constrained by a wider agenda.

In using the term 'career mentor' we can perhaps illustrate this further by relating the role to a workplace setting; albeit we need to emphasise that career mentoring may take place within other relationships and contexts. Within a workplace this could be an informal role that does not have a set of intended outcomes outlined in a developed policy. Informal mentoring (particularly in the current economic climate) could be 'sitting beside Nelly' watching, learning and being helped by a more experienced colleague. Carruthers (1993: 11) states that:

No matter the variations in the definitions of a mentor, most mentor interpretations fall into one of two categories:

1. those which emphasise the professional development of the protégé only;
2. those which emphasise professional and personal development of the protégé.

It is, however, difficult to separate the two and the basic premise of this book is that career and life cannot be thought of as existing in distinct compartments. An aspect of mentoring which, when occurring in the workplace, might help to work toward a

definition would be to see the mentor as distinct from someone who line-manages or supervises a person who is new to a job role or post (although in some cases the roles may be interchangeable, particularly in small organisations). Where efficiencies and 'flatter' structures have removed the layers of management that were evident in former times, the mentor can take on aspects of the management role that the line-manger no longer has 'space' for.

Reflection point 3.3

So, pausing at this point, what do you think the differences are between a career coach and a career mentor?

Given that there are overlaps, according to the context which can vary, a **career mentor** is more likely to be someone other than a line-manager, who is more experienced in the job or organisation than the mentee, and can advise and guide them. The career mentor will usually be working in the same organisation and department, and will guide the mentee through a period of change or transition towards an agreed objective (possibly the ability to work independently). The role supports the occupational training, learning and development needs of the mentee, but is not about teaching specific tasks, and it should be independent of performance management. The **career coach** within an organisation is more likely to be part of the line management structure or have a role in a staff development or human resources department within a medium to large organisation. They may even be an external consultant brought in to coach an individual for a new role or for internal promotion if it is felt that the mentee's seniority in the organisation would necessitate coaching from outside, or that the required expertise is not available within the organisation. In some cases, the career coach may be expected to help the individual to reach a required standard of performance (for example in 'executive coaching'), although it should not be assumed this is the central role. The relationship with the career mentor may be perceived as more personal, developing over time – but again it is difficult to be precise as it will depend on the setting and the aims of the work and how they are agreed locally.

Kay and Hinds (2012), reflecting on the nature and scope of mentoring, indicate that an effective mentoring relationship will give rise to conversations that cover more than solving a particular problem, and may also include issues around career (the context we are exploring), personal and family matters. Of course, any 'helping' or guidance or coaching encounter can touch these areas if the relationship is 'good enough' and trust and rapport have been built. Along with knowledge and experience,

Kay and Hinds list the following personal skills that the effective mentor needs to apply in the role:

- Listening
- Motivating
- Influencing
- Fact-finding
- Liaising
- Counselling
- Time management
- Staff development. (Kay and Hinds, 2012: 27)

To be effective the time needed to engage in mentoring in the workplace needs to be recognised, allowed for and protected. Whether the role is in or outside of the management structure, the goals of the mentoring dyad need to be explicit and any reporting on the activities engaged in, clarified. Reporting may be simply a recording of when meetings take place and for how long; if more information is recorded it needs to be clear with whom this is shared, where it is stored and for what purpose it is produced and kept. Given that the argument here is that (a) mentoring does not take place in a neutral context and that a power imbalance is likely, and (b) the role is personal and not about judging the other, we need to address issues around the social variables mentioned earlier. Before engaging in any mentoring relationship – even one that purports to be about professional development only – a mentor needs to explore their own values. One way of doing this can be through devising a mentoring game.

Activity 3.2: Exploring personal values in mentoring

The game can be played in pairs or small groups of three or four players and is useful for any organisation that is considering introducing a mentoring scheme; the players can include other people, but ideally should involve potential mentors and mentees. For the game to work groupings need to be of different ages and from different backgrounds – in other words, the greater the 'mix' of social variables the more interesting the game becomes. It can be designed as a board game on A3 paper with a start and finish point, a die and coloured counters (clear wrapped boiled sweets work well and can be eaten

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at the end). The game can be squares within a square or a snaking path and each player throws the die and counts to a square. On each square there is a question that begins a discussion between the players. The questions are designed to explore different views related to experiences when growing up. For example: (when you were growing up) did you have a telephone in your house? Could you watch the television whenever you wanted? Where did you go on holiday? Who decided what you would wear each day? When did you first go out in the evening on your own? Did you go to a mixed or single sex school? The questions reveal differences in experience and raise thoughts about cultural values between the players. Each player responds to the question and no player can land on an occupied square; e.g. if at the start, two players throw a four, the second player must jump over the first.

As an activity (rather than the game) find one or two people who are in a different age group or from a different background to you and use the questions to start a conversation. Explain why you are doing this, i.e. to explore different experiences of growing up. For the board game you would need many questions and not all of them will be 'landed on', but the discussion is the point of the exercise of course. At the end of the game it is useful to get the players to reflect on what they have learned via the game.

The game should be fun, but we always need to be mindful that for some 'growing up' may not have been a positive experience and the conversations could be upsetting. Becoming upset does not automatically assume that harm has been done, but it should be made clear before starting the game that 'joining in' is not obligatory and a person may choose to watch rather than take part. Appendix 2 provides a list of questions that could be included in the game.

Keeping a critical lens on coaching and mentoring

It is always difficult to decide on the placing of chapters in a book of this nature. The reflection points, activities and case studies are designed to illuminate the material and engage the reader in critical reflection. The concept of reflective and reflexive practice is explored in a later chapter, but it is important to clarify what is meant by the terms early on in the text.

A reflective practitioner is someone who is able to reach potential solutions through analysing experience and prior knowledge, in order to inform current and future practice. The internal process of reflection that is active and conscious could be described as reflectivity. Reflexivity is the process by which we are aware of our own responses to what is happening in a particular context (i.e. a counselling interaction) and our reactions to people, events and the dialogue taking place. A reflexive understanding will include an awareness of the personal, social and cultural context and its influence on both the speaker and the listener. Reflexive awareness in counselling practice, leads to a deeper understanding of how we co-construct knowledge about the world, and ways of operating within it, that are more meaningful for those involved. (Reid, 2013: 12)

Critical reflection then, as advocated in this book, is about an awareness of the social and political context within which career counselling, coaching and mentoring take place. It is not about taking a critical distance from clients, or being cynical, but is concerned with an acknowledgement of how any interaction or interview is influenced by a range of factors – not all of them conscious. We need to acknowledge that a relationship like mentoring (or counselling) which builds over time is not a sealed dyad, untrammelled by what is happening in the 'outside' world. Indeed in any interview it would be the case that there are more than two people 'in the room' as we all bring our life scripts and social, familial and cultural influences and defences with us. A case study may help to clarify what I mean here.

Case study 3.2: Sean reflects on his mentoring relationship with Jenny

'I was asked to be Jenny's career mentor because I have been in a team leader post for some time and Jenny was new to a management role. We work in the same organisation but not in the same office. The mentoring scheme is fairly well established and the policy makes clear what the aim is; in a nutshell, it is to guide and support a person experiencing change when moving to a new or higher professional position, so not about training, nor supervising and so on. So, we met, decided we would get on and agreed a contract – you know clarifying when and where we would meet and for how long and what we hoped to achieve, confidentiality, what was recorded and how.

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Anyway, I thought it would be fine as I've been a mentor before, but Jenny is much older than me and well, she seemed a bit resistant to the process and I began to feel she was wasting my time. That sounds awful, but I'm being honest and I think my frustration must have been evident as she became more and more withdrawn. On one occasion I found I was on the verge of just telling her what to do – and I know that is not what mentoring is about.

I managed to rescue the situation as I did not want to fail as a mentor and I sensed that Jenny did not feel secure enough to ask for someone else – but I would not have wanted that either. It was tricky, but I spent some time thinking about what I was doing that might be affecting the relationship, but also wondering what else might be influencing our work together even before we started. There was something about Jenny that reminded me of my older sister, who always seemed rather 'needy'– was that affecting how I responded to her? And what about me, how did Jenny feel about working with a man so much younger than herself?

How did I rescue it? Well, by being honest and slowing down and making time to explore our thoughts about what was going on. There was no point pretending that everything was OK, we had to do this if we were going to get anything useful out of our meetings. I could not support her professional development without acknowledging that there were personal issues that needed to be considered – for both of us. It turned out that Jenny had had a bad experience of mentoring years ago and was very wary of the process. She was also not really enjoying her current role because of all the new responsibilities, but had felt unable to reveal this to me. She thought I'd think she was not up to the job, even though we both knew that mentoring is not about judging work performance. Age and gender may have had something to do with it of course – most of the team leaders are younger men and we talked about that too. The outcome was good – we have an effective mentoring relationship now – and Jenny said that! I've learnt a lot from this experience and want the organisation to think more about improving the training for mentors.'

This book will uphold the benefits of career counselling, career coaching and career mentoring, but as should be evident by now will continue to engage in critical reflection on the activities. As has already been stated, career coaching and career mentoring may be taking place within a range of settings and with clients of different ages, who are at different stages in their education and career histories. Aside from educational contexts, career coaching and mentoring in contemporary employment settings resonate with an approach that also views workplaces as learning organisations (Senge, 1990). They can be considered essential practices for organisations

undergoing restructuring, but effectiveness can be undermined if the focus is solely on outcomes, competences, effectiveness and increased production (Caldwell and Carter, 1993b). It is in the relationship that a 'healthy' balance between the needs of the organisation and of the individual occurs. Career coaching should not be confused with practices that focus solely on educational or work performance – it is a developmental and supportive practice not a directive intervention.

Chapter summary

This chapter has discussed the growing appeal and the importance of both career coaching and career mentoring and offered a distinction between the two. In doing this it has stated that there are overlaps and that the meaning of all the practices described in these early chapters can vary, both across and within a particular country and culture. It has also introduced the concept of critical reflection which will be an approach taken throughout the work. In the chapters that follow, the theories that underpin career guidance and counselling and career coaching will be introduced – in order to give us further tools to think with.

Further reading

Colley, H. (2003) *Mentoring for Social Inclusion: A Critical Approach to Nurturing Mentor Relationships*. London: Routledge Falmer.
Although the book is focused on youth mentoring within a policy agenda of inclusion, it is exemplary in its analysis, critical stance and recommendations for effective mentoring practice. This is not a 'how to do it' book, but it does offer reflections on different models of mentoring and helps the reader to contextualise mentoring within wider political and power relations. The book uses case studies derived from an in-depth research study which serve to illuminate the discussion.

Connor, M. and Pohara, J.L. (2012) *Coaching and Mentoring at Work: Developing Effective Practice* (2nd edn). Maidenhead: Open University Press.
This is a very practical, highly regarded and accessible text which does exactly what the title suggests. This new edition offers illustrative case studies and examples explaining the coaching relationship, and includes new material on reflective practice and supervision. The writing is concise and has added 'frequently asked questions' in this revised edition.

Kay, D. and Hinds, R. (2012) *A Practical Guide to Mentoring: Using Coaching and Mentoring Skills to Help Others Achieve Their Goals* (5th edn). Oxford: How to Books Ltd.
As the title and the name of the publishing company indicate, this is a 'how to do it' book that offers a useful entry into understanding coaching and mentoring. The book contains

a number of scenarios which can help readers to comprehend the issues that can arise in practice.

Zeus, P. and Skiffington, S. (2000) *The Complete Guide to Coaching at Work*. North Ryde, Australia: McGraw-Hill.

This is more than a guide or self-help book and not only engages with the basic principles, but also with the key theoretical concepts for the implementation and effective use of coaching methods in workplace organisations. Case studies are used, alongside insights gained from academic disciplines and practical experience. The content is comprehensive and the format is accessible.