



Coach and Coaching in Education

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ABSTRACT

Coaching, especially in the United States in the world measured by million dollar industry has become. The aim of coaching in organizations, providing increased performance and potential targeting personalized emergence process of growing. Nowadays, in various fields (psychological support, training, personal development, work life, art, sports, etc.) Is often used, is still trying to establish the scientific infrastructure, is a concept somewhat worn.

Coaching is used in a wide area in the world. Organizations in the areas of environment; managing the stress, workplace coaching, manager / leader development, career development, team building, group development, sales skills and performance upgrades, job interview coaching with the purpose of enhancing the performance can be counted. Basically the whole process of coaching is influenced by four variables. These are; professional behavior of coaches, receive coaching services with the nature of the relationship between coaches, coaching service area is the willingness and potential (intelligence, perception and personality).

The basic motivation of coaching in education, to create a difference in student learning, teachers' professional development and learning has come in its wake. Coaching teachers in behavior showing encouraging school principals, supportive, effective managerial behavior is seen that the developer. Academic research on the application of coaching in our country are continuing.

Keywords: Coach, coaching, coaching in education.

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Koç ve Eğitimde Koçluk

ÖZ

Koçluk özellikle Amerika Birleşik Devletlerinde milyon dolarlık bir endüstri olmuştur. Örgütte koçluğun amacı, performans artışı ve potansiyel ortaya çıkışını sağlamayı hedefleyen kişiselleştirilmiş bir gelişim sürecidir. Koçluk günümüzde, çeşitli alanlarda (psikolojik destek, eğitim, kişisel gelişim, iş yaşamı, sanat, spor vb.) sıklıkla kullanılan, bilimsel alt yapısı halen oluşturulmaya çalışılan, biraz da yıpranmış bir kavramdır.

Koçluk, dünyada çok geniş bir alanda kullanılmaktadır. Günümüzde başarılı yönetim, örgütlerde çalışanın potansiyelini hem bireysel gelişim ve hem de örgüt beklentileri yönünde şekillendirmek için yeni beceriler gerektirmektedir. Koçluk bu yeni becerilerden biri olarak değerlendirilmektedir.

Örgüt ortamında kullanım alanları arasında; stresi yönetme, iş yeri koçluğu, yönetici/lider geliştirme, kariyer gelişimi, takım oluşturma ve grup geliştirme, satış becerilerini ve performansını yükseltme, iş görüşmelerinde performansını yükseltme amaçlı yapılan koçluğu sayabiliriz. Koçluk sürecinin bütünü temelde dört değişkenden etkilenmektedir. Bunlar; koçun profesyonel davranışı, koçluk hizmeti alanla koç arasındaki ilişkinin niteliği, koçluk hizmeti alanın istekliliği ve potansiyelidir (zeka, algılayış düzeyi ve kişilik).

Eğitimde koçluğun temel motivasyonu, öğrenci öğrenmesinde fark oluşturmaktır, öğretmenlerin mesleki gelişimi ve öğrenmesi onun ardından gelmektedir. Koçluk davranışları gösteren okul müdürlerinin okullarındaki öğretmenleri cesaretlendirici, destekleyici, geliştirici etkili yöneticilik davranışları gösterdikleri görülmektedir. Ülkemizde koçlukla ilgili akademik çalışmalar sürmektedir. Bu çalışmada koçluğun tanımı ve gelişimi, örgütlerde koçluk, koçluk becerileri, koçluk ve duygusal zeka, eğitimde koçluk ve okul müdürünün koçluğu konuları ele alınmıştır.

Anahtar Sözcükler: Koç, koçluk, eğitimde koçluk.

INTRODUCTION

Organizations are human relations and interaction patterns which is founded for the aim of supplying some parts of social needs (Basaran, 2000). On the other hand, organizations are results of ideas, norms and beliefs. Every organization's effectiveness is bounded to creative act of working together with having such features as land, building, machine and money. Developments in science and technology (maybe especially in information technology) are detailed and varied needs of those who working and those who expecting goods and services (Morgan, 1998:78). It's obvious that supplying this news needs requiring new approaches for understanding and managing organizations. Nowadays, effective management requires new skills so as to form potential of these working in organizations in a way as both personal development and expectations of organizations. Coaching is considered to be one of such skills (Baltaş, 2011).

Coaching in an organization is an effort to supply performance improvement in a way of organizations expectations and to provide a potential come out. With this effort, while achieving aims of organization, it's also a process which aims to upgrade work satisfaction of workers. We can say that coaches, who has to have necessary information and skill that coaching requires, can manage to build interaction between products of organization's aims and working satisfaction. Nowadays coaching is a partly torn term that commonly used in variable fields (psychological support, education, personal development, work life etc.), that their scientific backgrounds still struggling to be build (Grant, Green and Rynsaardt, 2010:152).

In the meantime, coaching, among the leadership development programs, has become a billion dollar market, as being one of the fastest developing market rights after information technologies in 2010 in USA. %93 in the USA and %88 in England, global companies have higher management coaches (Williams,2010). There are about 30.000 professional coaches in the world. It's coaching which becomes the fastest developing market following information technologies (Baltas, 2011).

Development and Definition of the word “Coach”

The history of the world coach can date back to Greek philosopher Socrates who lived 469 – 399 BC and who said “ I don't teach anything to humans, I just enable them to think”. For Socrates; every human wants to find happiness; its virtue leading to happiness, virtue is knowledge, but this knowledge is the wise knowledge (Poussard: 2004). It's indicated that finding real knowledge by interrogation developed from the sentence “the way to get the knowledge is to recognize you.” Socratic Questioning is a close method to the definition of today's coaching (Poussard, 2004:15; Wilson, 2008:26). The word “bus” refers to those used in public transportation, but for those who serve intercity transportation the word coach is used (White, 1970:431; Berg and Karlsen, 2007:4;Baltas,2011;Baron and Morin, 2009:88; Benett and Bush, 2009:2; Poussard, 2004:14) According to the legend of Odessa of Homer, mentor was an Ithacan noble whose king Elyseus, considered to be living around Chios and Smyrna, entrusted his son Telemachos for protection, education

and care before having gone to the war of Troy. Dressed like mentor, Athena talked with Telemachos during critical times. Athena was responsible for development and leading his life in such ways as spiritual, intellectual and social perspective (Yirci and Kocabaş, 2012).

For Turks “Atabeg” would be appointed so as to train prince in life, for politics and for battle strategies. This was the highest official duty and title. In Selcuks, upcoming rulers would send to provinces in custody of Atabeg. In Ottoman Empire era, this duty existed in the name of “Lala”. “Lala” was identified as the person who was in duty of tutorship, care and education of prince which means Sultan’s son and grandson (Akyüz, 1985:43).

It’s seen that the word “coach” is being used in sports in England and USA in 1885. The word coach, coming out such functions as philosophy, support and transportation, is used in education business and management in our era. In the dictionary of Turkish Language Organization, coaching is defined as a service which is given to get more efficient results, aiming a specific purpose to develop internship, leadership or management skills. ICF Turkey (International Coaching Federation, Turkey) defines coaching as “to make partnership with customers with aim of maximizing their personal and professional potentials in a creative, thoughtful, truthful way”. When we look at the definitions about coaching, we can see that there is a majority in definitions related to those focusing on performance developing, raising and leading focused definitions follows this performance related definitions (Grant, 2007).

Coaching is a development process that build up for enabling to produce solutions, noticing obstacles instead of holding on them, discovering strong and upgradable sides which is to rise up self performance consistently and achieving ones target aims.

Coaching Application in Organizations

Coaching is used very wide area around the world. We can enlist coaching in organization’s usage fields as stress management, office coaching, leader/manager development, career development, team working and grouping, sales skills, upgrading performance in job interviews (Maurer, Solomon and Troxtel: 1998).

Coaching, aiming personal or organizational changes, deals with habit formation which is basic of behaviorism. But it’s known that most of the people who do coaching is not a behaviorist. Coaching job standardization has not been applied yet. Few people doing coaching have either bachelor or major degree on psychology, guidance and counseling, social service human resources, or doctorate on education, psychology, philosophy. A number of coaches have either face to face or distant education, or completed trainings of accredited organizations (Grant, Passmore, Cavanagh, Parker, 2010).

There is a need for coaching that deficiency in scientific and professional terms of it to be completed. It’s known that most of the people doing coaching are not qualified enough they are not sufficient about organizational approaches, scientific methods and observations. Especially those coaches who are out of organizations can not apply judging and deciding communication style because of lacking of

psychology or behaviorist education. On the other hand, psychologists and behaviorists being exclusives of scientific methodology can bring the basic knowledge which coaching desperately need (Grant, Green ve Rynsaard, 2010:23).

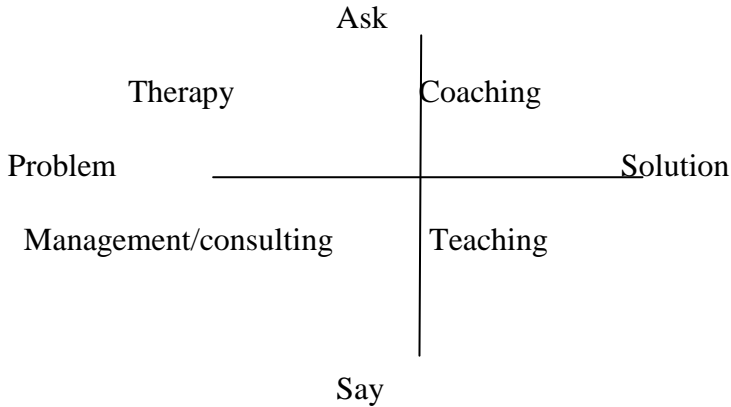
Studies of Professional Exclusive of Coaching based on scientific bases started from this millennium. There are studies running on coaching psychology in England, Denmark, Australia, Sweden, Switzerland, USA and South Africa. In these countries, there is a organizational coaching or coaching program in major fields of business, psychology and behaviorism. For example, there is a major coaching psychology in 9 different programs in USA, Australia and England, also there are coaching and mentoring doctorate program in England. In Denmark, a coaching program has established. In Harvard University in USA, a coaching institute has been established. Coaching's implementation as a sub-discipline in psychology occurs in the name of coaching psychology. Coaching can be named as exclusive positive psychology and it's a sub-branch of psychology (Grant and others,2010). But, while coaching psychology focuses on aiming behaviors so as to feel good, positive psychology tries to define, evaluate, explain, understand the differentials that helps to feel good and keep on living functions. Exclusive positive psychology (coaching psychology) aims to upgrade the awareness that they may get from experiences, performance and levels of feeling good of those organizations, people who haven't got clinical mental illness or abnormal negative stress. Exclusive coaching psychology is named as experimental or theory based professional coaching. Professional coaching which is experimental field of coaching psychology, covers experimental and theory bases. In 2008, with the leadership of Maclean Hospital of Harvard University Medical Faculty and International Coaching Federation (ICF) " a coaching and positive psychology" conference was held with participation of 40 scientists, professional coaches and experts on coaching to enhance the scientific side of coaching. Some of the topics which are declared to search on are below (www.coachingresearchforum.org);

1. Who is a coach? What is coaching? How a coach should be raised?
2. On which aspects their education is different from other human sciences?
3. What is the relation between profits that comes from coaching and motivating?
4. Who can't do coaching?
5. What are the reasons for effective coaching?
6. What are the permanent changes resulted from coaching?

As a result of this conference, which put together both academics doing research on coaching and those applicants, coaching become approximately a million dollar industry. Despite of being a developing industry both definition and reasons to exist has put forward.

Coaching Skills

All success of coaching process is connected to defining right focus point. What coaching is focused on is future and changes.



Process of coaching is affected from 4 differentials. They are coaches' professional behavior, quality of coaching service and intern's willingness and potential (intelligence, level of conscious and character (Blackman, 2010).

Behavioral features of a coach can be listed below (Arnold, 2009:16;Nieuwerburg, 2012);

Coach:

1. Coach should establish a trust based on their relation and keep it going,
2. The person who is taking coaching service should feel him important and supported.
3. There must be a vision related to the outcomes of coaching that both part have agreed on.
4. Coach must establish a encouraging, motivating, positive relation, as well as management of disappointments and expectations.

Coaching, as a relation based on trust, development and performance consists of communication, feedback and observation, Success of this process is affected from by quality of relation. We can enlist the behaviors expected from coach below (Bloom and others, 2005: 25);

1. Keeping the process appropriate to conscious and acceptance level of the person
2. Respect to moving other virtues, ideas, compassion and openness
3. Being polite and encouraging approach to the person
4. Determining the time to give responsibility to the person
5. To be in a supportive manner in which the person will be easier to learn
6. Giving as less advice as possible
7. Facing in only when it is beneficial, otherwise; just giving supportive comments.

For coaching relation to be able to work, participation and efforts of both sides are needed in order to keep on and configuration the relation they establish. But coach is responsible for managing the process effectively. We can say that for an

effective coaching communication and empathy, observation and development skills are needed (Parsloe, 1997; Voss, 2002).

Coaching As a Emotional Intelligence

Emotional intelligence is a subject that has been studied and quoted on since 1990. Researches related to emotional intelligence drives attention to intelligence's non – cognitive side. It's said that cognitive intelligence is not adequate for readiness of life's opportunities and changes that emotional intelligence is important for adapting on business and normal life (Baltas, 2011:30; Fitzsimmons and Guise, 2010; Perks and Bar-On,2010:56).

It's indicated that together with the different ideas about how to evaluate emotional intelligence, keeping on good relations between them depend on emotional intelligence. Emotional intelligence can be identified as a skill of knowing, understanding and effective using of emotions effective. Emotional intelligence is composed of 5 different ingredients. They are; knowing yourself management, human relations, coping with stress, adaptation, general feeling situations (Baltas, 2011:33;Bar-On,2003;Bharwaney, Bar-On, Mac-Kinlay,2007).

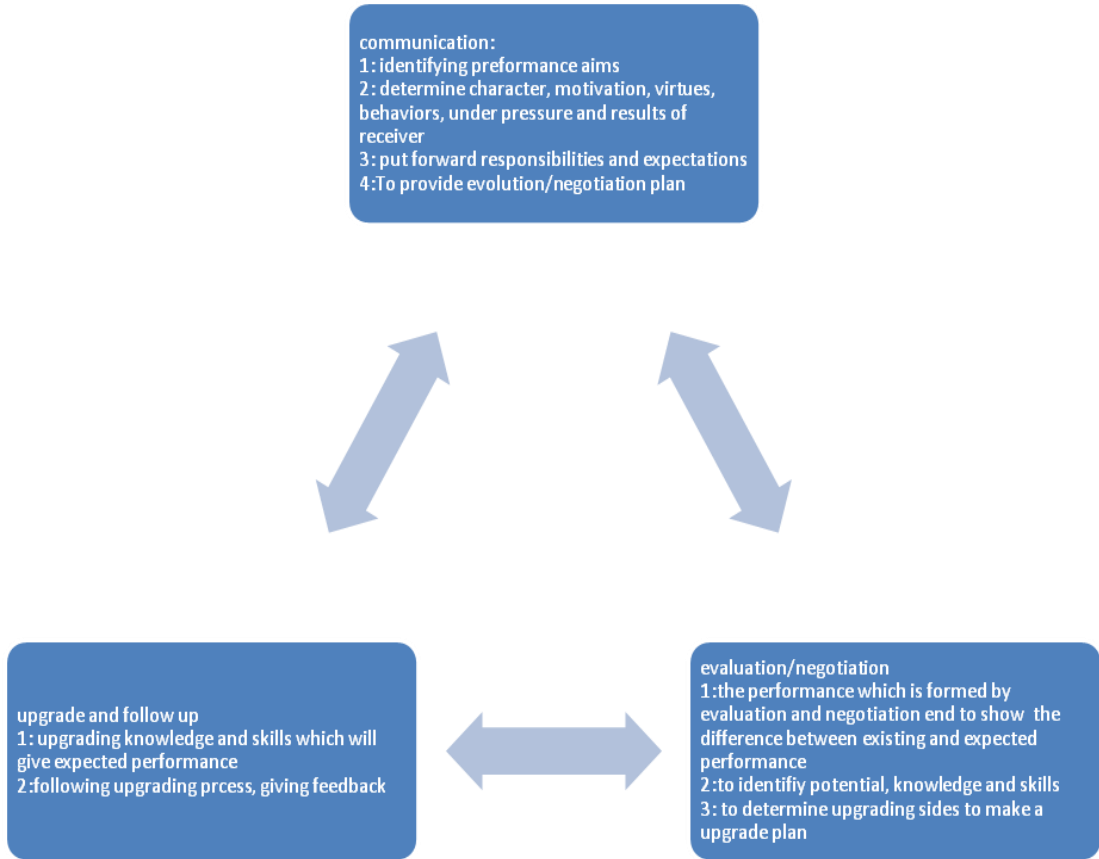
Those who have higher emotional intelligence are aware of thoughts, emotions and behaviors, strong and developing sides of their own and of the others. Emotional intelligence has an importance as a managing and leading skill which can be used to effect workers to behave according to organization's aims and to keep those behaviors (Goleman,1995);

We can enlist features of those leaders having emotional intelligence:

1. Instead of hiding their own with pressure and hardness of life, fighting actively
2. Establishing cooperative, rewarding effective relations
3. Setting up and achieving personal and professional aims in harmony with themselves and environment
4. First wanting to understand then wanting to be understood
5. Spending effort to upgrade performance levels of those who in their environment in a realistic and positive way.

It can be said that for having an effective coaching relations, the skills of being aware of one's own and others emotions, keeping the relation and conversation with the receiver, is highly related to emotional intelligence of the coach. Emotional intelligence is seen as a necessary item for effective coaching and empathetic behavior.

Coaching, as it seen below, is a process which consists of communication, evaluation and improvement stages. However, the progress in process of coaching is primarily formed by the perception and acceptance of coaching field (Grant and others, 2010).



Coaching in Education

“What is the aim of education” is a hard question for politicians and educators (Jeffreys, 1971:118). The idea of modern education claims consisting of taking responsibility of one’s own choices as well as developing human characteristics in all aspects. Roles of principals have greatly changed for the last decade. (Fullan, 2001:95). Responsibility of principals has multiplied, became more complex and indefinite. For new skills, it’s said principals to have public relations, parental relations, to get help from local society, student relations and to motivate teachers (Reynolds and Packer, 1993).

Traditionally, schools are seen as organizations making information transfer. However, education has a lot more than an intellectual struggle to acquire knowledge. Education also aims to change behavior, attitude and thinking habit. In other words, education also consists of character development (Jeffreys, 1971:118). Nowadays, such factors as new improvements in technology, migration, intercultural socialization, economical unbalance, commitment of crime among youth, racism,

lack of social harmony, have changed in educational priorities. In a complex environment, knowledge affects a swift change (Papadopoulou, 2012:245). Education also gets its share from the changes and problems. School authority's responsibility, who has to use human and fund resources effectively to improve, to keep existing and to run, is expanding and changing. Teachers and principals should be supported not only to renew their competence but also to improve their skills in a job, which has the responsibility of growing generations, which is called loners job (Yirci and Kocabas, 2012).

Coaching in education, as it's in other fields, was a term used so much different meanings from each other at the beginning of millennium. At first, coaching was considered as a three step process depending on lesson observation. These steps are: before lesson negotiations, observation of class implementation and end of lesson negotiations about objects observed during the lesson (Nieuwerburgh, 2012).

Most of the works which is in the field of coaching focus on company discipline and management coaching. It's seen that most of the works in education coaching focus on student centered, student learning or inspecting some reading, writing disorders. Coaching to improve professional development and leadership in education was limited to colleague coaching for a long time (Jenkins, Garn and Jenkins, 2005; Suleyman, 2006).

Coaching has become a basic skill in modern management, for the reasons development and enhancement of performance. But the fast interaction between coaching researches and research results being applied haven't came into being. The conference held in Macquarie University, Sydney, Australia in 2009 of which topic is leader and leader coaching, it's claimed that there must be a fast dialogue between researchers and exclusives (Grant, Green and Rynsaardt, 2010:152).

Coaching takes place as a part of manager education program in some countries. In England, National Strategy Book's, which is produced in 2003, third chapter it's mentioned how important coaching is and coaching is identified as source of development of school authorities and as a power turning teachers into continuously learning professionals. And for this, it's claimed that effective school development process not only depends on school principal, but also connected to leadership features of all members' school. According to report, named as national web in coaching and mentoring, coaching is considered as a helping process based on interaction of learning of teachers constant profession learning in improvement of student learning and thought first relations (Nieuwerburgh 2012; Harris and Lambert, 2003). In England, there are three education programmers for school authorities in National Collage. These are, entry to leadership, ways of Leading, and national professional management. Coaching as it takes place in these programs is to motivate and inspire teachers and either school crew, to encourage thinking critical. One of the skills, which is in the book, published in 2010 by National Association of Secondary School Principals (NASSP), "10 Management skills for successful Principals in 21th Century", is development of workers skill. This skill is identified as giving feedback to workers depending on teaching, coaching and helping, observing (NASSP, 2010).

One of the most basic functions of principals in school is to showing positive behaviors which can affect teacher's performance. In Austuralia, a research done

with 60 principals who had coaching in 2009 shows that principal claimed to have improvements in their ability to leadership (Nieuwerburgh, 2014). The result of teacher's success is student's being successful. In England in a research done among the 16 years old students whom are educated in some schools which has low academic success, a slight rise is found among students of teacher who take coaching. It's observed that coaching together with hope, being focused, feeling good and mental strongness (Green, Grant Rynsaarett, 2007) Again in a research done by Passmore and Brown in 2009, England, participation of 18 school, the effect of coaching in exam success was researched. Total 1987 student has taken coaching for 3 years in subject such as studying skills, personal aims. At the end of the research, students of schools took coaching had slight increase in regional and national exams (Passmore and Brown, 2009, 54).

When we take a look at Turkish educational history, we can say there was a similar application as coaching. In 22.04.1940 dated, 3803 numbered law of Köy Enstitüleri 15th clause, there mentioned a travelling tutor and 'Village teachers' works are followed and inspected by travelling tutors and first education inspectors' declaration take place. An inspection and management system was found by appointing a travelling teacher to an area which set with 8 to 15 villages, by appointing a primary school inspector to a region which includes 8 to 10 travelling teacher area. It is said that travelling teachers and principals being appointed for helping those teachers who graduated from High Village Institutions and had a great success among those teacher in everything necessary about their job. As it is understood from the phrase 'everything necessary', travelling principals were expected to coach and to mentor to teachers in their working area not only in education and teaching, but also every problem comes with the profession.

The basic motivation of educational coaching is to differentiate in student learning, professional development and learning (Casey and Paterson, 2005:5). High success expectations of the teachers who have coaching from their students can result in raising students' lesson success (Rosenthal and Jacobson, 1968; Brown and others, 2008).

Harris and Hopkins (2000) claims that leadership can be perceived as a process of everybody's supported in schools which there is a level of student learning (Reuman and Moore , 2008). Coaching skills education is seen as part of professional development of school leaders in England and a new leadership skill for educators in the USA (Hammond and others, 2010).

Coaching is effective in positions such as school principal requiring giving feedback about behavior. Coaching has an important role in providing reflection of in class activities by encouraging professional development and learning relations between teachers. The Final aim education is to provide student learning and success. Teachers basically archive this aim with their words. Coaching of school principal does teacher teaching skill strongly in a way of providing professional development and revealing strong sides (Brown and others, 2008).

In America, In a research done for the aim of detecting effects of 8 education manager development in 8 state it's detected that education leader development programmers has seven common feature. One of those common features includes mentoring and coaching subject which consist of modeling, question asking,

observing and feedback giving. Again in 2010, in a research done with participation in coaching or colleagues observation in the last 12 months (Hammond and others, 2010; 43, Creasy and Paterson, 2005). But England, National Collage of School Leading Committed Coaching Implementation in School Principal Leading and Management Programmers in 2001. In that 4 terms programmer, education special data base access, coaching electronic web, information sharing and group problem solving exercises are done. School principals, before applying for their position, have to get leadership proficiency certificate requires taking lessons from a coach from profession. These coaches generally are experienced school principals. When we look at the results, its detected that coaching has been beneficial. Roles that school principals require to do is below (Yirci and Kocabas, 2012:109);

- 1) Support in problem salving.
- 2) Connection with related sources and people.
- 3) Discuss different subjects related to school management.
- 4) Guiding with supporting new ideas.

Focus of educational coaching is learning and development. Main aspect of supplying learning and development is to creative awareness about strong sides and sources for the one who has coaching. Educational coaching is to encourage constant learning and development of those who have coaching by creating awareness about personal strong sides or sources, focusing on future a solution.

Coaching of School Principals

As it's indicated in the 69th clause at MEB primary school Organizations Regulating published in official newspaper numbered 08.10.2013 / 28789: "Primary schools are conducted with other workers in the occasion of democratic education-learning-by school principals. School principal is authorized a side to teaching, to do, his duty approve to laws, rules, regulations, directives, programmer and orders, regulating the school, and to control-Principal is also responsible for regulating, controlling an developing according, to school's aims" (www.meb.gov.tr) Principle is responsible for development of school along with regulating it.

Event the simplest activities in school has a great importance as not to leave it to a chance and to plan meticulously Schools being effective, in other words their achieving goals detected beforehand, depends on greatly to school manager who is responsible for regulating teaching-learning. The most important aspect of an effective school is effective principals. This situation loads heavy responsibility to authorities (Erdogan, 2000:89). On the other hand, even if effective school researchers reveal that school principal's being critical importance, it's indicated that in order to keep its function and continue in a dynamic and a healthy such complex organizations requires to get help from all the sharers in other words principals, teachers, experts even parents and local environment (Conzemius and O'neill, 2001).

Principals have to be starters and facilitators of constant development. Its hould be principals who change. He school and developmental start point (Withmore,

2005:171). Upgrading schools teaching competence requires using different leading skills of school principals. One of the skills that school principals use nowadays is seen coaching skills. Principals who use coaching skills can make it easier to change and progress in their school (Jarvis and others, 2006: Parsloe 1997:5). It is seen that school principals having coaching behaviors show encouraging, supportive developing effective management behaviors to the teacher. We can say that managers who has coaching behaviors being effective managers.

Coaching despite being known and used first in non-academic then academic world since 1990, it has a 15 years history and its usage in educational organizations is limited and new. It is thought that coaching should be researched in not only in scientific area but also in other fields. Coaching is in our age has started to become a tool to be used in both schools in public outside of public, also it is in a challenge to be a job and occupation through success of a student in academic field, teacher's performance, school environment, contribution to school principals for leading, progress of student's character etc. On the other hand, coaching is related to leadership, management, counseling, mentoring, guidance, leadership on teaching, clinical inspection and therapy. For the above, coaching must be taken to academic field to be drawn its boundaries and its related fields (Baltaş, 2011).

On 29.06.2013 dated and 28692 issued official paper, it is announced that coaching is recognized as an occupation by Professional Competency Board with the declaration in National Standards of Occupation (Add 1). According to Professional Competency Board, Issued 5544, 2nd Act, physician, dentist, nursery, midwifery, pharmacy, veterinarian, architecture, (which are occupations in European Union as recognized automatically) , engineering, and occupations at least requires education bachelor's level, and also occupations whose imperatives are arranged by laws are outside of Professional Competency Board Act. It's indicated that the level of proficiency 6 in 8 based matrix according to the National Profession Standardization. Professional Proficiency Organization being prepared by coaching part form Association and ICF Turkey and that generally serve in a independent occasion state the placement of the profession in International qualification system is counted among the professional jobs that is related to social service and consulting (www.myk.gov.tr). The declaration includes introduction, definition of job, job profile comes to the process of creating regulations related a coalitions being detected by Professional Competency Board's organizations authorized to documenting and again placing in the proficiency frame by appointing by Professional Competency Board . The very last point can be considered as an important and necessary step for job's trust worthiness, success and dignity.

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