Coaching in Education

Norasmah Othman

Universiti Kebangsaan Malaysia,
Bangi, MALAYSIA

ABSTRACT

Education is one of the most important aspects for everybody lives. It has also been shown to contribute to the long-term gains of individuals, families, and communities, as well as toward the development of nations. Thus, educators should ensure that implementation of the teaching and learning process is effective and appropriate for their students. To this end, educators should engage often in various methods in teaching and learning. Hence, this paper discuss on the current method used in education and the method known as coaching. Finally, this paper provides an overview of coaching; the differences between coaching, mentoring, consultation and consulting; how to coach; principle of coaching; coaching models and what to avoid. Using the structure of this guide as a step-by-step guide may help more teachers/educators to implement coaching in schools.

Introduction

Education is one of the most important aspects for everybody lives. It has also been shown to contribute to the long-term gains of individuals, families, and communities,as well as toward the development of nations. According to Mohamed Reda (2015), the top 10 reasons why education is extremely important are as follows: for a happy and stable life; for the ability to survive financially in today's world; for equality – education opens a whole world of opportunities to the poor that may give them an equal chance of procuring well-paid jobs;for independence – education bestows the wisdom that enables people to make their own decisions; for turning one's dreams into reality; for making the world a safer and more peaceful place; for creating the confidence to express one's views and opinions; for helpingto become an active member of society and to participate in ongoing changes and development; for the economic growth of the nation; and to prevent people from being fooled or cheated.

The above statements show that education is very important for the well-being of all. For that reason, it is not surprising that the annual budget allocated to education in Malaysia is among the highest. In the 2017 budget alone, RM4.6 billion were allocated for technical vocational education training programs; RM332 million for early childhood and preschool education; nearly RM3 billion for primary and secondary school education; and RM7.4 billion for public universities. With such amounts at play, the expectations are undoubtedly also high, withthe government hoping for an attendant increase in the number of intellectual human resources. For instance, in the year 2020, the ratio of graduate citizens will be on a par with other developed countries. Hence, in order to meet this goal, various methods and theories have been applied at all levels of

education. Among the most current, popular,and recommended methods is coaching,as coaching methods have been shown to allow people to be highly effective.

1. What is coaching?

Coaching is not a new approach to improving performance in the Malaysian education system, while mentoring is a common approach in the education system. Coaching and mentoringwas introduced by the Institute Aminuddin Baki, which is known as a premier leadership and management training institute in the field of education in Malaysia.

Furthermore, coaching not only helps to develop individuals' skills and achievements, but can also increase their job satisfaction and motivation (NHS Leadership Centre 2005). This is supported by Shaker (2012), who stated that effective coaching can provide individualswith job satisfaction and high motivation in whatever they undertake. According to Thomas and Smith (2009), coaching can improve students' motivation and increase their understanding of how to think and learn. It can also help educators to become more reflective and creative, improve their work effectiveness and satisfaction, and contribute to their professional development.

Generally, coaching has been defined by Whitmore (2009: 8) as*"unlocking a person's potential to maximize their own performance. It is helping them learn rather than teaching them."*Thus, coaching refers to skills that can help someone to release their potential in order to achieve the desired goal. Coaching,then, may be described as a conversation or dialogue between coach and coachee to achieve the coachee's goals. A coach is a person who creates useful conversations with the coachee that instigate a learning process. By means of such conversation, the coach promptsthe coachee to think, but does not give advice or teach the coachee anything.

According to Redshaw (2000), coaching refers to a systematic process to improve ability and performance in the teaching and learning process by giving guidance and feedback. It is a process that allows individuals to acquire the knowledge and skills required to develop in any field. Coaching can also encourage someone to work, study, and identify and reduce barriers to achieving their goals. In general, then, coaching is a method of helping someone achieve their objectives. These objectives refer to the individual's wishes, for example to improve theirteaching practice, promotion, improving relationships with students, completing a thesis successfully,et cetera. Coaching is goal-oriented,and seeks to help determine the desired goals, to raise awareness of existing choices, and to help develop strategies and actions to achieve goals (Rosinski 2003, Norasmah and Chia 2015).

Mentoring, Consulting, Counseling, And Coaching

The difference between mentoring, consulting, counseling, and coachinghas always caused confusion among the public, particularly the difference between coaching and mentoring. According to Chia (2015), the words"coach" and "mentor" always conjure up the same meaning for the public;however,these words, in fact, differ in meaning. Thus, to facilitate understanding of what mentoring, consulting, counseling, and coaching are, their differences are discussed in Table 1.

Table 1: Differences Between Mentoring, Consulting, Counseling, and Coaching

	Purpose	Focus	Method	Sets Agenda
Mentor/Mentoring	Pass on a lifetime of skills and knowledge	On experience and strengths of mentor	Sharing, modeling, teaching	Subject matter, mentor
Consultant/Consulting	Provide expert knowledge and advice	Problem solving	Observation, telling, advising	Task to be completed or problem to be solved
Counselor/Counseling	Help overcome past pain, problems, and brokenness	Past emotional issues	Therapy	Counselor
Coach/Coaching	Aid personal discovery and accelerated growth	Future goals and actions	Asking powerful questions	Coachee

How to Coach

To ensure coaching can be implemented successfully, some procedures/steps need to be followed,as shown below.

4.1 Coaching Competencies

According to Shaker (2012), there are 11 core coaching competencies that need to be developed for successful coaching to occur. In turn, these 11 competencies can be grouped into fourclusters that fit together logically based on common ways of looking at the competencies in each group. The groupings and individual competencies are as follows:

i. Setting the foundation

Setting the foundation of coaching related to 1. the meeting of ethical guidelines and professional standards and 2. establishing the coaching agreement.

Meeting ethical guidelines and professional standardsrelates to the understanding of coaching ethics and the ability to apply them appropriately in all coaching situations. This setting focuses on understanding the International Coaching Federation (ICF) Code of Ethics; the ability to clearly communicate the distinctions between coaching, consulting, psychotherapy,and other support professions, and to refer clients to another support professional as needed and with the available resources.

Establishing the coaching agreement is the ability to understand what is required in the specific coaching interaction and to reach an agreement with prospective and new clients about the coaching process.

ii. Co-creating the relationship

Co creating the relationship means, first, establishing trust and intimacy with the client and, second, coaching presence. Establishing trust and intimacy means creating a safe, supportive environment, and produces ongoing mutual respect and trust, while coaching presence is the ability to be fully conscious and create a spontaneous relationship with the client, employing a style that is open, flexible, and confident

iii. Effective communication

Coaching is process-oriented. To ensure that all messagesare delivered smoothly, a coach needs to communicate effectively. As noted by Stephen Covey, *"Most people do not listen with the intent to understand; they listen with the intent to reply*."Therefore, there are three skills that need to be mastered:active listening, powerful questioning, and direct communication.

Active listening is the ability to focus completely on what the client is saying and not saying, to understand the meaning of what is said in the context of the client's

desires, and to support client self-expression.**Powerful questioning** is the ability to ask questions that reveal the information required to maximally benefit the coaching relationship and the client.**Direct communication** is the ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

iv. Facilitating Learning and Results (FLR)

FLR consists of four aspects. First, creating awareness (CA) means the ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client gain awareness and thereby achieve agreed-upon results. Second, designing actions means the ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and to take new actions that will most effectively lead to agreed-upon coaching results. Third, **planning and goal setting isthe a**bility to develop and maintain an effective coaching plan with the client and finally, managing progress and accountability meansthe ability to hold attention on what is important for the client, but to leave the responsibility for taking action with the client.

4.2 Coaching Principles

A coach should guide the coachee towards achieving his or her goals by

listening to what supports them and their motivation. To ensure effective coaching, there are seven coaching principles that must be practiced (Shaker 2012).

i) Awareness

The coach needs to raise coachee awareness so that the coachee can benefit from the coaching process.

ii) Responsibilities

A good coach must think rationally, focus on the objective, be aware of the available choices, be able to challenge the coachee, persuade the coachee, never blame the coachee, and always share responsibility (coach and coachee).

iii)Self-Confidence

In order to achieve the goal, the coachee should be confident and correct mistakes if they occur. Encouragement from the coach can improve the confidence level of the coachee.

iv) Do not blame others.

In coaching, mistakes are considered part of the coachee's learning experience but are not used for punishment. The coach describes the mistake,thus giving added value to the coachee for improvement purposes.

v) Focus on completion

Coaching focuses on the solution to a problem, but does not try to resolve the issue.

vi) Challenges

Most people like to be challenged, and to be given support and encouragement. A coachee can look back at the past through coaching to self-assess.

vii) Action

The coach reveals a new perspective and increasesthe awareness of the coachee,ensuring that actions are taken to improve the existing situation with a variety of options.

According to Thomas and Smith (2009), a coachee should be given the opportunity to learn about their own performance, limitations, and solutions by creating a safe platform for them to disclose their information and share their ideas. What follows are the nine coaching principles proposed by Thomas and Smith (2009). A coach should:

i) make reasonable and non-critical considerations;

ii) build good relationships and respect that the coachee may differ from him/her;

iii) believe that the coachee can find his/her own way;

iv) build and maintain agreements with the coachee regarding how they will work together;

v) always be positive and believe there is a solution to all issues;

vi) increase coachee awareness of the ability to change;

vii) challenge the coachee to move out of their comfort zone;

viii) help the coachee to solve the big goals or complexity of a problem with steps that can be

undertaken,by asking questions that require specific thinking from the coachee;

ix) always strive to enhance the coachee's existing options and enable them to make balanced choices that suit their own moral values.

4.3 Know yourself and your students: Communication styles

To ensure that the coaching process runs smoothly, the coach needs to know himself and his coachee. By recognizing both self and coachee, the coach can choose an appropriate communication style that fits with the coachee. Four communication styles have been identified based on coachee characteristics.

i. **Direct (Panther)**– If you are a panther, you will be someone that can expand your awareness, eliminate fears, and become a whole new person as you are guided and protected (meaning powerful and protective*)*. Among the characteristics that this person has are the following:

- Impatient

   a) Give yourself a longer lead time

   b) Be more tolerant of delays

   c) Be more relaxed – chill out

- Competitive Spirit

   a) Remember, you are part of a team

   b) Results will speak for themselves

   c) Avoid being too independent

- Pressures Others

   a) Slow down

   b) Don't be so demanding of others

   c) Be sensitive to the needs of others

   d) Be aware of your own limitations

- Likes to be in control

   a) Let others take charge occasionally

   b) Volunteer less

   c) Avoid playing power politics

- Interrupts

   a) Let people complete their sentences

   b) Take a breath before you respond

ii. **Peacock** -If you are a peacock, you probably come on pretty strong and tend to react emotionally.

- Likes to work in an unstructured way

   a) Get more organized

   b) Let others organize you – don't resist their help

   c) Pay more attention to details

   d) Make a checklist for completed tasks

- Interested in everything and everyone

   a) Remember, you are part of a team

- b) Results will speak for themselves
- Reacts emotionally
  - a) Avoid being too dramatic
  - b) Take time before you react
  - c) State your case objectively
  - d) Resist exaggeration
- Comes on strong
  - a) Be careful not to intimidate others
  - b) Don't steal too much attention; let others have some
  - c) Mention contributions of team members
- Talks a lot
  - a) Don't dominate the conversation; let others talk
  - b) Ask open-ended questions of others
  - c) Ask for confirmation on common agreement points

iii. **Dolphin -** If you are a dolphin, you may appear vague or get too personally involved with people.

- Slow Paced
  - a) Set deadlines
  - b) When stuck, identify the most important tasks
  - c) Keep on working, even if you are overwhelmed
- Sometimes doesn't speak up
  - a) State your opinion – it's important

- b) Remember, you can say something before being asked
- c) Volunteer more frequently
- Appears vague
  - a) Think before you speak
  - b) Organize your thoughts
  - c) Speak with authority
  - d) Know your points before you say them
- Gets personally involved
  - a) Leave home at home
  - b) Don't get too personal with coworkers;set boundaries
  - c) Be more private; keep some things to yourself
- Avoids conflict
  - a) Don't be afraid to take a stand
  - b) Assert yourself more

iv. **An Owl** - If you are an owl, you may give the impression of being inflexible and also remain focused on facts and figures at the expense of paying attention to people's needs.

- Focuses on facts and figure
  - a) Reduce reliance on facts alone
  - b) Use multiple sources of information
  - c) Trust your intuition
- Somewhat inflexible
  - a) Be less of a perfectionist
  - b) Be more spontaneous

     c) Change plans and deadlines as needed

- More task- than people-oriented

     a) Develop stronger personal relationships

     b) Avoid being judgmental

- Usually listens, but others wouldn't know it

     a) Show that you are listening with nonverbal signals

     b) Allow others to communicate in their own way

     c) Thank people for their advice

- Remains objective

     a) Share your feelings

     b) Avoid being standoffish

     c) Come to decisions more quickly

4.3 Measures in Implementing Coaching

According to Shaker (2012), coaching is implemented through four steps: preparation, discussion, active coaching, and follow-up. In the preparation step, direct observation of the individual in terms of their strengths, weaknesses, and the ability to achieve the goal is the first step to effective coaching.

This is followed by the second step of discussion.In this phase, the coach should be prepared and clear about the purpose of the discussion.S/he should have a conversation with the individual to solve problems and develop their skills. In addition, the discussion should focus on creating a coaching plan agreed on by both parties to help improve the performance of a standard in a specific time period.

The third step is active coaching. Effective coaches practice active listening. According to Shaker (2012), there are five levels of listening: waiting to speak, giving our experience, giving advice, listening, and asking questions.

In the fourth stage, the coaching should begin with actual listening and the chance to ask questions and gather additional information from the coachee.

In the fifth stage, the coach uses intuition to find out information from the coachee, and monitors theirfeedback.

The final step in coaching implementation is follow-up. According to Shaker (2012), effective coaching requires continuous follow-up and monitoring of progress. Through follow-up actions, the coach can help the individual to remain on the set course. If the individual becomes distracted , follow-up actions allow them to return to the right path. Additionally, an action plan modification can be performed during a follow-up action meeting session.

4.4 Things to Avoid

The secret to successful coaching lies in avoiding the eight most common coaching mistakes. We can reduce unnecessary conflict, turnover, and frustration during times of change if we are aware of these obstacles and commit to developing our coaching skills accordingly.

Here are eight things to avoid in coaching:

     i. avoid expressing your opinion. Remember that coaching is all about the coachee's agenda.

     ii. avoid giving advice to the coachee.

iii. assess the coachee's situation.

iv. never tell the coachee what to do.

v. don't ignore what the coachee says.

vi. avoid warning the coachee

vii. avoid being judgmental about what the coachee has told you

Coaching Models

In his book "Personal Coaching: Definition and Coaching Models," Amory (2011) describes 45 coaching models, ofwhich just three, which are appropriate and popular in education, will be discussed in this paper. It must be noted, however, that, in fact, there is no single coaching model that is better than others (Cross 1995). The three models described here are The GROW Model, The Oskar Model, and The STRIDE Model:

i. The GROW Model

This is one of the most famous coaching models and is widely used in the field of education (Allison and Harbour 2009). It is simple, practical, and easier to understand anduse than other models (Whitmore 2009). In addition, its flexibility allows coaching conversationsthat do not need to follow a specified order (Shaker 2012). The GROW model was developed by the coaching pioneer,Sir John Whitmore,and consists of the four stages enumerated below:

• Goal: Identify what the coachee wants to achieve and focus on solutions rather than problems. Thus, in each coaching session,a clear and measurable objective must

be stated in terms of whether it is short or longterm. At this stage, the coach should identify the coachee's goals and focus on solutions instead of problems.

• Reality: Help the coachee review his or her current situation because only then can the coachee determine how to move forward to achieve those goals.

• Option: Once the coach and coachee have a clear picture of the current reality, the next step is to help the coachee explore all possible options for achieving the goal. If the coachee cannot identify any options, stages 1 and 2 are repeated until all the available options have been clarified.

• Will: At this stage, the coachee needs to identify the best options to achieve his or her goals. However, the coach must motivate the coachee and ensurethat they are constantly working towards achieving those goals.

ii. The OSKAR Model

This model was developed by Paul Z. Jackson and Mark McKergow and is discussed in their 2000 book titled "The Solutions Focus: The SIMPLE Way to Positive Change." The OSKAR Model stands for Outcome, Scale, Know-How, Affirm+ Action, and Review. The steps are described below:

• Outcome: This can be called a desired goal or objective or what you want to achieve from the coaching session.

- Scaling: Help the coachee describe his or her current situation using a scale (0-10). This means that you measure or quantify how close you are to achieving the desired outcome/goal/objective.

- Know-how and resources: The coachee explains what he or she has done and the resources that have been used to reach the current situation. Generally, the "know-how"comprises the skills, knowledge, qualifications, and attributes that enable him/her to move forward. Use the scale to decide how far a particular solution will help the coachee to move closer to their desired outcome, and what know-how s/he will then need to progress even further.

- Affirm and action: Help the coachee describe his or her next steps to move forward and take responsibility for his/her action plan.This also means that both coach and coachee need to focus on the actions they need to take to progress, and to find a solution to the problem identified. Questions that can be asked here are, "What actions are you already taking to achieve this score?" If the coachee is already achieving well, what actions could s/he take to do even better? Will it simply be a case of doing more of the same, or perhaps doing something differently?

- Review: Establish an evaluation process to help the coachee continuously evaluate his/her current situation. This process normally happens at the start of each coaching session. This is where both parties (coach and coachee) review the action taken by the team member, decide what has improved, and look at what needs to happen next to improve even further. This process should emphasize the positives or successful outcomes, even if there remains a way to go in terms of achieving the final goal.

iii. **The STRIDE Model**

The STRIDE model was developed by Will Thomas for coaches to help coachees solve problems and improve their performances. According to Thomas and Smith (2009), the STRIDE model can help coachees to learn how to set goals, overcome their limitations, and move forward toward their goals. The stages in the STRIDE model are described below:

- **S**trength: Focus on the coachee's strengths. What is going well? What is working?

- **T**arget: Identify the coachee's goals and motivation, which can help achieve the goals.

- **R**eality: Review the coachee's current situation and identify any barriers to achieving goals.

- **I**deas: Identify methods that may be used to overcome obstacles to achieving goals.

- **D**ecision: Decide what to do and select the most appropriate method.

- **E**valuation: Divided into two parts - Result Evaluation: Identify the coachee's commitment to the decision and action; Progress

Evaluation: Identify the total progress toward the achievement of goals.

According to Allison and Harbour (2009), the important aspects of this model are to focus on the coachees' strengths, encourage them to identify barriers to achieving their goals, and have them determine ways to overcome those barriers. A coach's duty is always to ask open-ended questions to guide the coachee toward resolving their problems.

The Benefit of Using Coaching

Coaching can help improve one's knowledge and skills as well as improve performance. It can also help improve job satisfaction and individual motivation. Good coaching will allow the individual to have job satisfaction and be at a high level of motivation.

According to Thomas and Smith (2009), the benefits of coaching in education are different for students, educators, and institutions. For students, coaching can improve motivation, decision-making, and their relationships with peers, teachers, or lecturers. It can also increase their resilience and self-awareness and enhance students' understanding of how to think or learn and create readiness to accept and act upon feedback. For educators, coaching can improve their teaching practices and students' academic performance. Through coaching, teachers become more reflective and creative, and at the same time, it assists their professional development (Allan 2007, Norasmah and Chia 2015, Teemant et al. 2011). Lastly, for institutions, coaching can improve student achievement as well as the performance of teachers and support staff. It can also improve interpersonal relationships and teamwork between staff members.

In addition, a survey conducted by the Chartered Institute of Personnel and Development in 2004 found that as many as 99 percent of the 500 respondents agreed that coaching could have significant benefits for individuals and organizations. Ninety-six percent of respondents agreed that coaching is an effective way to encourage learning within the organization of which they are a part. Specifically, coaching supervision can have a definite positive impact on students who are under the supervision of an educator who serves as a coach (NHS Leadership Center 2005).

For organizations, the benefits of coaching includeincreases in productivity, quality, organizational strength, and customer service, reducing customer complaints, retaining executives who have received coaching, cost reduction, and bottom-line profitability (Caplin 2006). The specific benefits to staffmembers are increased skill level, access to detailed knowledge, individual attention in terms of training and development, career path progression, retention of key knowledge and skills, ability to succeed within the team, and motivation of staff. Meanwhile, the benefits for coach leaders are the ability to perform at a higher level, deliver better results, lead and manage change, acquire leadership skills to motivate and inspire team members and others, develop/nurture healthy, robust, and effective relationships, set goals and objectives and monitor progress, embrace/practice the concept of continuous learning,and manage career options and transitions.

Examples of Implementation of Coaching in Education

i. Coaching in a Supervision Session

In institutions of higher learning, coaching can play an important role in student supervision whether in terms of assignments, presentations, practicums, project papers, or theses. Effective coaching has always had a positive impact on both the coachee (the student) and the coach him/herself (supervisor/lecturer). In order to facilitate the reader's understanding of how to implement coaching sessions in thesis supervision, the author has provided only one example illustrating how coaching is applied in the thesis supervisory process using the GROW model.

Scenario 1: Jacinta makes an appointment with her supervisor to discuss how to write her thesis abstract. What follows is the conversation between Jacinta and her supervisor.

Goal

Supervisor : What do you want to discuss today?

Jacinta   : I want to know the right method to write a thesis abstract.

Supervisor : Method to write a thesis abstract?

Jacinta   : Yes, that's correct.

Reality

Supervisor : What do you understand about an abstract?

Jacinta   : OK…an abstract is just like a summary of a thesis.

Supervisor :So, what content should be in the summary?

Jacinta   : The research aim… methodology… and research finding.

Supervisor : Besides these, is there anything else?

Jacinta   : Research sample… I don't know!

Supervisor : You don't know? Why not?

Jacinta   : Because... I have never written a thesis abstract before.

Supervisor : Before meeting me, what actions did you take?

Jacinta   : Mmm…none.

Supervisor : Did you really take no actions when you were having problems writing the abstract?

Jacinta   : Yes, it'strue.

Supervisor : Why not?

Jacinta   : Because… I'm lazy.

Supervisor : What will happen if this situation persists?

Jacinta   : Mmm…I'll never finish writing my abstract.

Option

Supervisor : So what actions should you take?

Jacinta   : I should look for information on how to write a thesis abstract.

Supervisor : How do you look for that information?

Jacinta   : Onthe Internet.

Supervisor : If you can't find the information,what else can you do?

Jacinta   : I don't know.

Supervisor : Do you know anyone who has ever written a thesis abstract?

Jacinta   : A senior student.

Supervisor : What can you learn from your senior?

Jacinta   : Mmm… I can ask the senior about what contents should be in the abstract. The terms or guidelines for abstract writing.

Supervisor : Anything else?

Jacinta   : No.

Will

Supervisor : So, what do you want to do?

Jacinta   : First, I would like to try to find information on how to write an abstract.

Supervisor : Good. So, when will you begin?

Jacinta   : After this.

Supervisor : Then, when will you email your abstract to me?

Jacinta   : In a week.

Supervisor : So now, do you have a clear picture on what you will do next?

Jacinta   : Yes, it'sclear. Thank you.

Supervisor : You're welcome.

ii. Coaching in Teaching and Learning

Scenario 2: Conversation between Bahasa Malaysia teacher (T) and his students, Kamaliah (K),who does not understand how to write an essay summary.

Goal

K: Teacher, I still don't know how to write this summary.

G: How to write a summary of the essay?

K: Yes, teacher.

Reality

G: What do you understand about essay summaries?

K: They are similar to regular summaries.

G: So, are there any guidelines that you can follow?

K: Yes.

G: What will the guidelines be?

K: There's a word limit.

G: How many?

K: I can't remember.

G: You can't remember?Why can't you remember?

K: Because…I don't pay attention in class.

G: Anything else?

K: Mmm… No.

G: What will happen if this situation continues?

K: I'll never know how to write a good summary.

<u>O</u>ption

G: So, what shall you do after this?

K: I don't know.

G: Did you make a note about summary writing in class?

K: I guess, I didn't.

G: if you did not make a note, what do you think you ought to do?

K: I'm not sure.

G: Do you think you can get information about how to write a summary from anyone, or from any sources?

K: I think I can borrow notes from friends.

G: Besides this, are there any other methods?

K: Yes, maybe I can search on the Internet.

G: Excellent. Anything else?

K: No.

G: Is there anyone you know in class who is good at writing summaries?

K: Mmm… Yes. There is one person, Aishah.

G: What can you learn from Aishah?

K: Mmm… Maybe I can ask Aishah about the word limit?

G: What else?

K: Maybe, how to write a summary?

G: Good. Anything else?

K: Mmm… No.

<u>W</u>ill

G: So, what do you want to do to prepare a summary exercise of this essay?

K: I will ask Aishah for help.

G: Good. When are you going to start?

K: After this.

During a coaching session, there are some things to note in relation to the coaching principles discussed above. The coach must be clear that the agenda for each coaching session is determined by the coachee (student) him or herself. Thus, the coachee should be clear about their goals,while the coach's role ismerely to point the coachee towards achieving his/her goals. If the coachee is unclear as to what they want to achieve, the coaches need to help the coachee to identify their own goals using SMART (Specific, Measurable, Attainable, Relevant, Time-bound) criteria.

Reminder to coaches: Effective coaches practice listening and asking active questions, and give rational feedback. This is because through listening and inquiry, the coach can obtain more in-depth information from the coachee. However, the coach needs to consider all the information obtained and provide appropriate feedback. The coach also needs to continuously monitor the coachee's progress so that they are always on the right track. If the coachee is misguided, follow-up action, which is a modification of the action plan, should be taken immediately to ensure that they return to the right track.

Duration of Coaching

The duration of coaching is one of the issues that is often raised in the field of coaching.

However, this topic should be discussed so that readers can understand the timeframe for the implementation of coaching in more depth. Based on a review of the literature, there are three things to consider in terms of coaching duration: the timeframe for the entire implementation of coaching, the amount of time between coaching sessions, and the length of a single coaching session.

i) Timeframe for the entire implementation of coaching

Most coachees find that a single coaching session will give them a new understanding and will likely cause them to be highly motivated and abandon their old habits entirely (Wilson 2007). Grant et al. (2009) also show that just four coaching sessions held over a 10-week period can also be effective. Additionally, through a literature reviewof 44 studies related to coaching, Isner et al. (2011) found that the most common duration of coaching is from three to six months or six months to one year. In addition, nearly a quarter of respondents in a study by the American Management Association (2008) stated that the timeframe for coaching in their organization was not more than three months, anda longer duration of coaching sessions has not been proven to yield higher returns. According to Norhasni (2006), the coaching process usually takes place within a short time period for immediate improvement of performance. In short, there is no ideal timeframe for the overall implementation of coaching, but the important thing is that the goal or coachee action plan can be achieved and followed during the designated period.

ii) Length of time between coaching sessions

According to the ideal,the length of time between coaching sessions should be no more than one or two weeks (Wilson 2007). This is also supported by Rein (2013),who notes that coaching is usually held weekly or three to four times a month. According to him, weekly coaching sessions ensure that the coachee is on the right track and there is improvement, and alsoallow the coachee to discuss any issues faced with the coach. In short, the timeframe between coaching sessions does not need to be set consistently. As long as the coachee can report some progress in his/her plan of action, then the next coaching session can be implemented.

ii) Time period for a coaching session

The length of time required for an effective coaching session depends on the coachee's requirements (Ridgway Coaching 2014). According to Wilson (2007), a coachee can achieve exceptional understanding of his/her life or career through coaching sessions within just 15 minutes, using the GROW model. He also noted that if a coaching session endsafter a short time, it does not mean that the coach has erred. On the contrary, the coachee may have reached the goal or benefited from the coaching session within that period. According to Antonioni (2000), a simple coaching session can have a positive impact on the coachee even if it only lasts 5 to 15 minutes. Therefore, the length of a coaching session cannot be disputed by anyone as long as the coachee can achieve the goal set in the session.

Conclusion

Coaching is about the relationship between coach and coachee, not about techniques. It is about trust, integrity, and honesty, not glib directives. It is about the client's needs and wants, not about forwarding the coach's agenda. Coaching is about creative exploration of possibilities, not structuring predetermined systems and pathways. It is about nuanced, detailed communication, not blanket, quick homilies and tips. It is about creating a big vision, not just about fixing problems. Finally, it is about evolution and expansion, not just day to day living. As stated by Goethe, "*Coaching is about all this and more.Treat people as if they were what they ought to be and you help them to become what they are capable of being*."

Working on coaching for teacher development in schools is worth the effort, but to do it well, school leaders and coaching participants need to pay attention to the details of its practice and purpose. In so doing, they can create new opportunities for the cross-pollination of ideas and the enhanced understanding of the role of professional knowledge in teachers' practice. Coaching can be seen as supported self-work. What coached teachers and their coaches are doing (at the upper levels of development) is exploring and clarifying the relationships between their values, knowledge, and practice. This is not a philosophical debate but draws on concrete evidence to introduce challenge and feedback into the system. Good coaching encourages teachers to become more reflective, articulate, exploratory, and metacognitive in relation to their work and its impact on learners. As such, they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident at deploying a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring, and refining, all of which ensure that teaching quality keeps improving. Teachers and coaches need appropriate tools to help them develop their coaching practice. These include the use of video, the development of coaching guides for specific pedagogies, a language to describe dimensions of coaching, an opportunity to recognize these and a framework and means by which coaching quality can be developed over time. School leaders need to understand that coaching needs support and adequate resourcing if it is to achieve maximum impact; they need to develop an approach appropriate to the school context and the needs of individuals. Using the structure of this guide as a step-by-step guide may help this process. Perhaps, the most important message is that coaching does not offer a quick fix; instead, it provides a vehicle for change through evolution, not revolution.

Reference

Allan, P. 2007. The benefits and impacts of a coaching and mentoring programme for teaching staff in secondary school. *International Journal of Evidence Based Coaching and Mentoring.* 5(2): 12-21.

Allison, S. &Harbour, M.2009. *The coaching toolkit: A practical guide for your school.*Los Angeles: SAGE Publications.

American Management Association.2008. *Coaching: A global study of successful practices.* New York: American Management Association.

Amory, Dean. 2011. *Personel coaching: Definition and coaching models.*Belgium: EdgardAdriaens.

Antonioni, D.2000. Leading, Managing and Coaching.*Industrial Management.*42(5): 27- 34.

Caplin, J.F. 2006. What are the benefits of executive coaching? *Fortune Magazine.* www.johnfcaplin.com

Cross, N. 1995. Coaching effectiveness in hockey: A Scottish perspective.*Scottish Journal of Physical Education.*23(1): 27-39.

Grant, A. M., Curtayne, L. & Burton, G. 2009. Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *The Journal of Positive Psychology.* 4(5): 396-407.

Isner, T., Tout, K., Zaslow, M., Soli, M., Quinn, K., Rothenberg, L. &Burkhause, M. 2011. Coaching in early care and education programs and quality rating and improvement systems (QRIS): Identifying promising features.Laporan Children's Services Council of Palm Beach County.

Mohamed Reda. 2015. Top 10 Reasons why Education is Extremely Important. Available April 9, 2015. www.linkedin.com/pulse/top-10-reaswons-why-education-extremely-important

Norasmah Othman & Chia Swee Yee. 2015. Empowering Teaching, Learning and Supervision Through Coaching in Action Research. *Journal Management Research.* 7(2): 98-108

NHS Leadership Center. 2005. Literature review: Coaching effectiveness - a summary.http://literacy.kent.edu/coaching/information/Research/NHS_CDWPCoachingEffectiveness.pdf [22 Disember 2013].

NorhasniZainalAbiddin. 2006. Effective practices in graduate student supervision using the mentoring and coaching approaches. *The Journal of Human Resource and Adult Learning.*2(1): 159-165.

Redshaw, B. 2000. Do we really understand coaching? How can we make it work better? *Industrial and Commercial Training.*32(3): 106-109.

Rein, L. 2013. What is executive coaching? http://www.di.net/articles/what-is-executive-coaching/ [21 Disember 2014].

Ridgway Coaching.2014. Individual coaching. http://www.ridgwaycoaching.com/individual-coaching.php [22 Disember 2014].

Rosinski, P. 2003. *Coaching across cultures.*London: Nicholas Brealey Publishing.

Shaker Mustafa. 2012. *Mudahnya coaching &mentoring: Kaedah transformasi berkesan, minda dan sikap insan cemerlang.*Kuala Lumpur: Inteam Publishing Sdn. Bhd.

Teemant, A., Wink, J. & Tyra, S. 2011. Effects of coaching on teacher use of sociocultural instructional practices.*Teaching and Teacher Education.*27: 683-693.

Thomas, W. & Smith, A.2009. *Coaching solutions: Practical ways to improve*

*performance in education.*Edisi ke-2. New York: Continuum International Publishing Group.

Wilson, C. 2007. Best practice in performance coaching: A handbook for leaders, coaches, HR professionals and organizations. United States: Kogan Page Limited.