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Doctoral adviser:

Prof. Univ. Dr. Ilie BĂDESCU

Doctoral student:

Maria-Magdalena DORCIOMAN

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Coaching as a Process of Change and Development of Human Resources in Education

Doctoral adviser:
Prof. Univ. Dr. Ilie BĂDESCU

Doctoral student:
Maria-Magdalena DORCIOMAN

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Key words

Coaching, job, profession, coach manager, learning, mentoring, career development planning, school management, teacher, management, leadership

Abstract

Nowadays, coaching is a common practice for change and human development and, mostly, it is a tool for organizational development. Although it is largely used, coaching does not take full advantage of a proper and accurate framing.

Just recently, coaching has met with an expansion of both practical level and research level. It is primarily a practice, but its domain has drawn increasingly more attention to researchers in psychology and management. Unquestionable popularity is due to its role in both enhancing professional and personal performance, and succeeding in having results. Worldwide, there is a vast amount of related literature - articles, reports - that on the one hand illustrates the diversity of the coaching issues, and on the other hand it proves its effectiveness. In spite of this development, coaching does not have its own unified theoretical framing, but it is a domain under construction.

As a teacher, an expert in educational management and a trainer in adult education I have decided to research how coaching can be "studied" and then "applied" in the school organization. Expanding the use of coaching is particularly high in our country with the result that there is an increasing need for research on this subject. These research activities are reported to various organizations but not to school organizations. This rapid development reflects the spirit of the contemporary time, a desire for self-sufficiency, self-confidence and personal development, for learning opportunities, for fast and almost instant access to information. On the other hand, the confusion and anxiety which accompany these unlimited possibilities, constant changes and the large amount of information create the necessity to

choose, renounce and decide ceaselessly.

The work **Coaching as a process of change and development of human resources in education** is structured in three parts. In **the first part** I have presented the most important aspects of coaching: evolution of the concept, its internationalization, manager - coach relationship, mentoring and career plan.

The head teacher must be both a manager and a leader but also a coach because he/she meets the requirements imposed by the evolution of society. The concept of coach manager describes one of the new focuses of the role of the manager: the ability to develop the talents of his/her collaborators and to promote their ability to adapt to change. It can be said that the coach manager is the person in charge of developing a mood, attitudes or behaviours and methods / approaches in order to increase his/ her collaborators' competencies. His/ her goal is to help the collaborators adapt to both the demands of their positions and the changes of the organization. Additionally, the head teacher aims to assist the employees. In recent years, we have heard more and more about "coach manager" and about the fact that the teacher must become the coach of his students,

Mentoring, being one of the oldest approaches in management, it is recognized and used as a valuable tool both in organizational developing and enhancing business results. The process of mentoring has mainly referred to the guidance and advising that an employee gets from another more experienced employee, the ultimate goal being that of developing employee potential. Mentoring focuses primarily on long-term career goals and not on immediate performances.

In the second chapter I have highlighted the coaching elements encountered in human resources management: FW Taylor's scientific management (classical perspective), Hawthorne studies, human resources school, Theory X, Theory Y and Theory Z.

Hawthorne Studies have shown that certain human factors are at least as important in motivation as in payment system. Based on these studies (which were followed by others) the trend of human relationships in management has arisen. Their premises were the assumptions that the workers, who are happy and satisfied with their work, will be motivated to work better. Thus, the leaders/employers must do everything possible to get those working conditions that will maximize worker' satisfaction.

Some theoretical models used in coaching include six-step coaching model developed by Charles W. Ellis and Kotter's functional model. Starting with the six-step coaching model proposed by

Charles W. Ellis and taking into account the peculiarity of Romanian education system I have shown the benefits of coaching divided into several levels: schools, head teacher, teacher, student.

The impact of coaching on school organization development is presented in the last part of this report. The complexity of the issues raised by the school as an organization increases the roles of the teacher and the head teacher. I have allotted the main part to presentation of organizations, namely to the paradigm of school organizations. I have treated aspects of school performance and the use of social balance in educational organizations. The social balance is an information and management tool that gives a retrospective overview. It is presented as a document drawn up annually in the form of an array comprising a list of quantitative information, without any comments, expressing social status and working conditions. This report contains a social balance of Colegiul Național Dinicu Golescu from Campulung/Arges.

Current trends in learning and development focus on the benefits of formulating objectives by linking them with the inner values and personal important issues, that matter for the individual. Coaching is part of this trend of establishing personal goals, emphasizing personal responsibility, based on personal strengths, and the future-oriented philosophy and psychology underpinning to the humanities. Studies on coaching were published in relatively equal proportions inside the psychological and management literature, which indicates a substantial contribution of both psychological theories and the theoretical basis to organizational development

Implementing these studies in schools from a multiple perspective is a necessity - from the top management (head teachers, inspectors, experts in educational management, etc), the executive management (teachers, school counsellors), and the students – as particular use of coaching in the Romanian educational context. Knowing the benefits, one can easily determine which situation requires the use of coaching.