Coaching tools in education as an instrument to develop new competencies of higher education managers

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ABSTRACT
The present study aimed to analyze the coaching process in the context of academic management with managers and staff of the academic administration of the Faculty of Administration and Business (Conveniada FGV). The study was based on the non-experimental model, descriptive type of the case study modality, with a mixed approach - qualitative and quantitative. Data were collected from a population of coordinators, directors and teachers through questionnaires with open and closed questions.

The results show that coaching offers highly effective collaboration, in which the sharing and dissemination of skills and competencies that create a powerful learning platform from its tools for leaders, managers, teachers and support staff. As well as proving that by learning coaching skills it provides teachers with the tools to help learners find their own solutions to problems, take risks and become comfortable with challenge and change.

Therefore, it is concluded that coaching can be used by both academic management and administration staff, teachers and students to create a powerful learning environment. It states that effective feedback needs to be specific and clearly linked to performance, and that peer teaching needs to be learned as a skill to get the best results.

Keywords: Educational administration, Coaching, Higher education.

1 INTRODUCTION

The rapid changes and advances in economic, political, technological, and social factors (KIRCHNER; AKDERE, 2014) require managers of organizations to develop human capital to achieve strategic organizational objectives (KIM, 2014). This complex and challenging context also creates the need to develop healthy and positive leaders who can maintain and optimize psychosocial well-being in organizations (SALANOVA et al., 2012).

Thus, good coaching skills are becoming an essential part of effective leadership and positive workplace cultures (STEHLIK et al., 2014). Currently, organizations are beginning to invest in training to develop coaching skills in their managers and leaders (MILNER et al., 2018) to improve well-being and performance and facilitate organizational and personal change (GRANT; CAVANAGH, 2007). Coaching is much more than the result of a game, match, or competition. It's about helping students develop many qualities and traits that can't be measured with a real number – such as leadership,

commitment, perseverance, motivation, self-discipline, teamwork, resilience, enthusiasm, and reliability.

In this direction, the research analyzes Coaching as a potentiality in the context of management in education by conceiving it as a process that aims to support the person who seeks development, whether with a personal or professional focus (Sociedade Latino Americana de Coaching, 2015). This paper aims to analyze the experience of the coaching process with managers in the educational context of a private institution. The specific objectives of the research developed are to identify the development needs.

Academic managers; recognize the potentialities and challenges of Coaching in the context of academic management and identify managers' views on the coaching experience.

2 METHODOLOGY

The geographic focus of this research was carried out at FAN - Faculdade de Administração e Negócios (Conveniada FGV), in the municipality of Maceió, in the State of Alagoas. The study was based on the non-experimental model, a descriptive type of the case study modality, with a mixed approach – qualitative and quantitative. Data were collected from a sample of 15 respondents selected through a random sampling method. The sample was composed of professionals with training in Coaching, among them coordinators, directors, and teachers who answered questionnaires with open and closed questions. The data were organized in tables and converted into graphs with the presentation of the percentages of the results.

3 THEORETICAL FRAMEWORK

Coaching can be understood as a collaborative relationship between the coach and the coachee, oriented to facilitate the achievement of goals and individual change (SPENCE; GRANT, 2007). In the specific context of work, Coaching is usually provided by the leader as a way to improve the achievement of goals and the performance of employees through the use of a variety of emotional, cognitive, and behavioral techniques (GRANT, 2010).

The Coaching Leader needs to know very well each of his team, which is only possible through day-to-day monitoring because he puts himself in a position of a culture focused on continuous learning to achieve growing and continuous results. Well, this posture that is one of the main demands of the market of new professionals for organizations to leverage towards the future.

A director, coordinator, teacher, or technician of the educational Institution can have a way to transmit information and knowledge. In that sense, he's not a true coach; it becomes so when it is centered on the other, on its potential, on its needs, and manages a learning process, leading it to discover, to have insights, and to relate the theme with practical aspects of life, promoting maturation.

According to Grant (2010), it is the role of the teacher with coaching skills to value or awaken the potential of the Student being a coachee. It is up to the teacher to create possibilities for the student to discover knowledge and build it. According to Silva (2013, p. 32), "The teacher-coach supports and encourages the student to seek, achieve and produce their goals in the student, professional and personal plans."

Teaching by educational Coaching happens through a partnership process, where the teacher performs the intervention, but the student allows himself to be mediated and wants to achieve the autonomy of his learning. In this sense, for Silva (2013, p. 32), "In this method of a partnership between the teacher and the student, the coaching teacher enables the student to achieve autonomy in learning and reading the world, understanding the constant and logical relationship between theory and practice [...]".

The words of Matteu (2013) further reinforce that Coaching offers enormously great possibilities to innovate higher education by offering possibilities for the teacher to go beyond the role of teaching in the teaching-learning process, becoming a Coach, a professional capable of partnering with management and students so that they achieve ever greater results.

4 RESULTS AND DISCUSSION

The answers of the interviewees about the training in Coaching were unanimous; this declares the qualification, ability, and competence in the use of the tools of Coaching since they have training in the area.

The Coaching of education professionals is an established practice of professional development in educational institutions and has been a focus of research (WOOD et al., 2016). Educator coaching is a method of professional development that incorporates providing feedback and support, often through modeling a focus on practical and classroom observations followed by reflective conversations (WESLEY; BUYSSE, 2006). The goal is to change the teacher's behavior with the ultimate goal of improving student performance.

The question talks about whether the teachers of the Institution that works have access to the programs or training in Coaching in continuing education; 62% of the teachers of the Institution surveyed sometimes have already done training in Coaching, and 38% declare that they have already done training, this measures that the training in Coaching is active in the training of the professionals of the Institution surveyed.

One of the reasons for seeking training in Coaching is because the coaching disciplines ensure how students behave when the teacher is teaching. A classroom that is not well-organized results in problems of indiscipline, and the teacher spends most of the teaching-learning time dealing with these problems, making the teacher ineffective (PURDY, 2017). After the analysis of the use of tools and

strategies in coaching in the professional routine, it obtained the result of 100% of the interviewees stated that there are already used. According to Sutton (2013), he says that excellent Coaching goes beyond the ability to ask the right questions. Empowered coaches are not only good listeners, but they are also good strategists and people with a vision who use their skills and knowledge to help clients realize their true potential.

The didactics built from the tools of Coaching mean a lot for the development of the skills and competencies of employees in their professional routine. According to those investigated, they declare that among the coaching tools used in work activities, the wheel of life is the most used, with 30%, because this instrument "aims to establish forces in which area to follow" (PROFESSOR A, 2018).

The question that evaluates the level of satisfaction in participating in the Coaching workshop was considered 100% very good, as well as 100% of the interviewees considered that Coaching contributes to professional performance. Parsloe (1995) corroborates such data by highlighting that Coaching is directly associated with the immediate improvement of performance and development of skills through a form of tutoring or instruction.

In this sense, the tools of educational Coaching can enhance the teaching-learning process to re-signify the way of educating, emerging from traditional education to begin a new journey where the student is not restricted and can access greater knowledge to transform their life and society (DE MATTEU, 2016).

Thus, according to the research in the organization, and from the view of the researchers, managers identified Coaching as a critical leadership and management competency, in addition to improving organizational and employee resilience and effectiveness in change.

5 FINAL CONSIDERATIONS

The objective of identifying the advantages, opportunities, and difficulties of Coaching in the perception of authors of FAN - Faculdade de Administração e Negócios (Conveniada FGV), in the municipality of Maceió, in the State of Alagoas was achieved, the research the importance of Coaching for the development of leadership and management of the processes within education. In addition to verifying that the use of coaching tools that managers know, value, and currently use are preponderant to better develop the skills and competencies of the management process and teaching learning, confirming the second objective.

The research pointed out that the coaching tools that can be used for education are communication and assertive listening; focusing on the positives and finding strengths; maintaining an open and non-judgmental posture; being able to challenge others to reach more of their potential; showing flexibility and keeping your focus on your goal. (GRANT, 2007). Based on the training, the educator can learn how to apply them in practice (ISAACS, 1999).

Moreover, the research defines that the old leadership model of command and control and rewarding individual performance is not working in this new world. Contemporary leaders must learn to lead more with informal authority and influence. They must understand how to build strong organizational cultures that promote and reward knowledge transfer across the organization, foster collaboration between teams, cultivate employee engagement, and lead to success.

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