



## 1.5. ClassTHIFA Coaching model

### R01 – A Beyond-State-of-the-art & Development of Coaching Methodology

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### 1.4. ClassTHIFA Coaching Methodology

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## Abbreviations and Acronyms

QA	Quality Assurance
SC	Steering Committee
WP	Work Package
PC	Project Coordinator
QC	Quality Committee
QM	Quality Manager
DC	Dissemination Committee
EC	European Commission
EU	European Union
GA	Grant Agreement
HEI	Higher Education Institution

### 1.4. ClassTHIFA Coaching Methodology

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## 1. Coaching model

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### 1.1 Designing ClassTHIFA Coaching Model

The second part of the RO1 concerns the development of a coaching methodology and e-learning contents for transferring team class coaching methodology to HE professionals, instructors, trainers. Partners will start from the results of IO1 and from some of the already existing coaching methodologies which will be improved and integrated by practical examples and case studies. The responsible partner is UNIPA.

Every partner country will prepare not only their own training programs based on their cultural differences but also their own evaluation procedures to monitor progress comparing the effectiveness of the Model on experimental subjects with control groups. Based on the decided model, each partner will develop their training programs and share their findings, good practices. Materials in the modules will be prepared and a detailed trainers guide will be designed and delivered to the trainers of the trainers. Materials to be produced may be as follows but not limited to fact sheets, pictures, graphics, PowerPoint presentations, videos, booklets, reading materials, game plans, educational activities, cases, techniques, handouts, as printed/web-based-physical materials. 50-60 copies will be produced.

### 1.2 Survey among Consortium partners

To facilitate the creation of the Coaching Model, UNIPA created a short survey among the Consortium Partners, asking for their proposals also considering the needs detected through Desk Analysis and Field Research, reported in the Deliverable 1.4 – ClassTHIFA national reports (page 99-100):

“From the results of the Field Research, Portugal reported lower levels of knowledge about coaching methodology, while the countries that appear to be less interested to take part in a course seem to be Italy and Sweden. Generally, almost all the participants think that Coaching methodologies can be useful for both teachers and students. Finally, very few HEIs workers and students know about the existence of the MOOC tool.

In light of these results, ClassTHIFA consortium recommends that:

- An informative dissemination campaign should be made in Portugal, for raising the interest of HEI workers and students in learning coaching methodologies;
- A targeted dissemination campaign in Italy and Sweden should be conducted, with detailed information about the advantages of the coaching methodology;

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- A clear dissemination about the aim and the use of the MOOC tool should be implemented, to let people understand how the course will be delivered.

Moreover, when creating training materials, the Consortium should be particularly careful in:

- Creating informative sheets for the Portuguese sample that will undertake the course, for an in-depth analysis about coaching and its methodologies;
- Creating practical contents and success examples of the coaching methodology, so that Italian and Swedish audience might be attracted from the methodology;
- An explanatory part of the modules should be dedicated to MOOC tool, given that few people know about it.”

### 1.3. The survey

The survey consisted of four open questions about the three topics, plus a final open question for topics not previously suggested.

The topics that were suggested by the partners were:

#### 1. Coaching definition

- The **theory behind coaching** should provide a general landscape of literature about coaching methodologies;
- The **instructional coaching** should be presented, in response of need to facilitate teacher professional development and promote accelerated learning in students – particularly those at risk of being ‘left behind’. The Instructional Coaching Model promotes good teaching practices and student achievement through the following five features: Content focus Focus on how activities can help students learn the subject matter. Active learning Implement approaches (presentations, etc.) that promote observation and feedback rather than passive listening. Coherence Drive consistency and coherence around the school’s goals, content, and activities, in line with district and state guidance. Sustained duration Make ongoing professional development available to teachers. Collective participation Provide interactive learning communities that group teachers by grade, subject, or school.
- According to the **Co-active Coaching**, the client is naturally creative, resourceful and whole, coaching addresses the client’s whole life, the client sets the agenda and the coaching relationship is a partnership. Co-active Coaching also places emphasis on the

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coach's intuition as a coaching tool.

- The **Behavioural Coaching** focuses on external behaviour rather than inner goals and seeks sustainable measurable changes in behaviour. It is mostly applied in a business context. Coaching changes thinking and emotions and this leads to behavioural change.
- **Methods and tools for coaching** should be presented to understand how coaching methodologies and practices should be correctly implemented.

## 2. Self-Improvement

- **Personality: self-knowledge and resilience:** the beneficiaries will be supported to guide their students, through selected exercises, to have the chance to acquire a more accurate picture of their strengths and areas in need of improvement. In addition, techniques to improve their resilience and overcome barriers towards reaching their goals will be presented. Skills like Self-confidence, Self Esteem, Self-Awareness should be encouraged and taught.
- **Active learning:** a methodology that put in the learner center of the learning process, stimulating it through discussion, problem solving, and learning by doing.
- **Mindfulness and stress management:** coaching should be accompanied by mindfulness and stress release techniques, to maximize the outputs of the learning process. Indeed, higher education professionals are in a unique position to support, coach, and teach strategies with students to manage anxiety and emotional distress and improve well-being.
- **Leadership for effective teams:** the coaching methodology should be also accompanied by an effective leadership to ensure that teams will work properly, reaching the goals and with a good atmosphere.

## 3. Communication

- **Intercultural communication:** Cultural differences are common in environments that provide collaborations with foreign institutions, such as HEI institutions. Therefore, professionals should be aware of these differences and should be able to use a respectful communication.
- **Emotional intelligence dimensions:** emotional intelligence should be taught in order to have an understanding of human emotions and to use these emotions in a positive way.
- **Training for teachers in communication and active listening:** The main goal of this

training is to provide teachers with communication "tools" that allow them to manage interpersonal relationships in the Organizational and Personal framework. It becomes vital for the teacher to know the fundamentals of the communicative process and some of its implications, so that he can manage communication in a positive way, developing a pedagogically effective relationship with his students. Teamwork requires mutual understanding and, as such, active listening to the ideas and perspectives of its different members. The act of actively listening means that even if we do not agree with the person who is speaking, we show interest in what they say. It may seem like a detail, but this competence helps a lot in terms of group relationships, because it shows that the other is being valued, in addition to showing that we are flexible people, respecting and welcoming ideas or opinions divergent from ours. The ability to express your point of view and truly understand what other people mean is the foundation of effective teamwork, and no matter what medium of communication you use (e.g. email, phone). In addition, nonverbal communication, openness, and trust are equally important. High-performing teams allow all their members to feel safe and confident to say what they think whenever they want to. This course presents techniques and strategies to improve communication skills. In particular, this course addresses non-verbal communication, communication styles, the ability to give and receive feedback, and active listening. This training aims to provide information and training of a conceptual and technical nature in the field of communication, being privileged the application in different contexts and the discussion of cases with personal relevance to teachers. This course covers general ideas about key competencies within interpersonal communication. In particular, emphasis is placed on specific skills in non-verbal communication, feedback, communication styles and active listening.

#### 4. Team Management

- **Gamification – games to build a “team”**: gamification theory could be used in a phase of team building, to create emotional links among participants. Therefore, HEI workers should know how to build a team in a funny way.
- **Training for teachers in team management**: this training aims to train teachers with some essential skills that coaches have, so that later they apply them in teaching. The importance of good leadership and management of people and teams is easily recognized. It is the leader and manager who bears responsibility for the performance of the various organizational actors: the organization, the teams, the people, and himself. At the end of the training, teachers will be entitled to: recognising the importance of self-knowledge by

identifying the strengths and aspects to be developed in terms of management behaviour; adopt the most appropriate strategies to manage their students more efficiently and effectively; effectively frame, plan and organise the activities/tasks of the teams according to the objectives and priorities set; Develop more effective leadership practices that enhance the performance of own and students.

- **Tools for socio-emotional learning in teams:** In line with emotional intelligence, the tools for Socio-emotional learning (SEL) should be provided. SEL can help developing self-awareness, self-control, and interpersonal skills that can be used in different life context, such as school, work, and life in general.
- **Training for teachers – Time projects, organization, and planning:** To solve any problem effectively, teachers should be able to work out a master plan that each student understands, follows, and knows where it takes them. Once there is a clear plan, all members will be able to organise their tasks, set deadlines and orchestrate their efforts to achieve their goals. At the end of the this training, teachers should be able to: Identify situations that prevent them from managing their time; acquire time management tools; define improvement plans for improving time management; manage tasks at the same time; Effectively define the objectives to be met.
- **S.M.A.R.T. Goal setting:** S.M.A.R.T. Goal setting The beneficiaries will learn how to support their students to transform a specific professional goal into a S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound) goal.

## 5. Tech and learning

- **Technology and modern instruments:** What are modern instruments and platform that can be utilised to develop coaching methodology.
- **Technology-based learning methodologies:** Learning methodologies can use several tools different from the traditional ones. Specifically, technology can help in delivering innovative lectures, based on different degrees of interaction (Virtual Reality, Interactive platforms, and so on).
- **Online coaching platforms:** in this topic, the different learning platforms should be presented, in relation to the audience that the course cover and its degree of interaction. A particular reference should be given on MOOC platform.



## 2. Conclusions and recommendations

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### 2.1. Macrostructure

The aim of the current deliverable was to provide a coaching model that will be used by partners in the definition of the macrostructure of the training course. From the survey, five topics of main importance emerged, namely:

1. **Coaching definition:**
2. **Self-improvement**
3. **Communication**
4. **Team management**
5. **Tech and learning**

### 2.2. Microstructure

From the combination of the Partners' answers, a microstructure was drafted.

The suggested microstructure for each module is reported below:

1. **Coaching definition:** *theory behind coaching, instructional coaching, co-active coaching, behavioural coaching, methods and tools for coaching;*
2. **Self-improvement: Personality:** *self-knowledge and resilience, Active learning, Mindfulness and stress management, Leadership for effective teams;*
3. **Communication:** *Intercultural communication, Emotional intelligence dimensions, Training for teachers in communication and active listening;*
4. **Team management:** *Gamification – games to build a "team", Training for teachers in team management, Tools for socio-emotional learning in teams, Training for teachers – Time projects, organization, and planning, S.M.A.R.T. Goal setting;*
5. **Tech and learning:** *Technology and modern instruments, Technology-based learning methodologies, Online coaching platforms;*

The recommendations from the **1.4 National Reports** to have “an explanatory part of the modules should be dedicated to MOOC tool, given that few people know about it” was taken into account, and a module about the online platform will be developed.

## 2.3. Recommendations

In light of D1.4 ClassTHIFA National Reports, the Consortium suggests:

- To create the training materials following the proposed structure. The topics should be explained in detail, since knowledge about the topic could be different according to the countries;
- to put emphasis on the first module for the Portuguese sample that will undertake the course, for an in-depth analysis about coaching and its methodologies;
- to give practical contents and success examples of the coaching methodology to Italian and Swedish attendees, so that they might be attracted from the methodology;
- a critical look should be given when delivering lecture during the pilot, by signing all the lectures and topics that could be “culturally sensitive”.

The current deliverable will be used from the other partners when creating the training materials for the Ro2 - ClassTHIFA Trainer’s Handbook for designing the micro and the macrostructure.