



ClassTHIFA  
COACHING TEAMS

## D1.4 – ClassTHIFA National Reports

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

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# Introduction

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## Background

Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. Nowadays, coaching is intended as a “goal-direct mentoring” allowing learners to discover their potential, focus on their strengths, and direct their energies and efforts to achieve strong personal, professional, emotional, and relational growth. (Chatterjee et al., 2021)

To better understand how coaching can develop competences in learners, a good starting point could be the clarification of Long-Term Excellent Performance, Self-Correction and Self-Generation meaning (Radic & Lilly, n.d.).

### Long-Term Excellent Performance

The concept of long-term excellent performance refers to the possibility for the “client” (“learners”, in the coaching approach) to reach high effective objective in a specific discipline.

### Self – Correction

Clients of a good coach can observe how they are performing and are able to make corrections and are able to manage the process of goals attainment.

### Self-Generation

Clients can manage and develop new ways and new good practices to improve their strengths in all fields.

The coaching approach is characterised by a mutual satisfaction between coach and client based on freedom of expression in accordance with respect and trust. Moreover, there are some special points to follow: pragmatism in outcome and objective; a mutual learning process; a respect for people’s concerns and commitments without manipulation, undermining dignity and fostering resistance or resentment.

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This type of approach is strongly linked to the relationship between coach and clients and the language used or the communication level plays a key role to determinate the difference between a passive learning and the coaching approach. According to its nature, coaching can be applied to infinite fields.

To report a few examples, all the **sport training** can be managed using a good coaching approach, focusing the attention of the learners not only on the final objective, e.g., an increase of the performance, but focused on how is possible to reach the objective in the best, healthy, satisfactory way.

Another big field of application is related to **business area**. In business, a good coaching tool can increase the incomes of the company in several manners. Business coaching is a process in which a professional coach guides a businessperson in the pursuit of their work goals. A business coach might help their client build leadership skills, create business strategies, or improve their mindset. Moreover, the coaching process can be directly used with the employees to improve team working, relationship management, self-improvement, and self-confidence.

The largest application of the coaching methodology concerns the **educational field**. At all levels of education, coaching can increase the outcome, the experience, and the capacities of all the people involved, from the students to the teachers. Moreover, coaching at school can provide the best environment to learn. This approach produces a tangible benefit for both the relationship and the learning and teaching methodology.

However, the coaching approach is quite new and needs more time for being accurately developed. Moreover, it provides learners with a good predisposition to approach the objective in a different manner. The coaching approach produces the best outcomes in learners in face-to-face meetings, but due to the COVID-19 pandemic, the necessity to move the course, lesson and meeting in a digital platform became predominant.

The restrictions imposed by the pandemic, and the adaptations to it, opened a new way to focus and develop coaching declinations with a larger number of audience and easier way to reach more clients or learners geographically distant. Moreover, the coaching methodology has shown results in terms of

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productivity and happiness in all the fields of application, like private society, school, and public contests (Carmel & Paul, 2015; Zimmer & Matthews, 2022)

### ClassTHIFA project

Against this background, the ClassTHIFA project will provide an important tool for educators to facilitate communication skills within learners in Higher Education (HE). In this way, educators will be able, for instance, to convert the classroom climate into a successful team instead of individual learners.

Besides this, a virtual coaching platform will be created to develop an inclusive and connected, flexible and modular coaching methodology.

Project partnership comprises 9 institutions from 6 European countries (Romania, Greece, Italy, Portugal, Sweden and Turkey).

### The Project Results 1 (RO1) - Beyond-state-of-the-art report

The aim of RO1, the *Beyond-state-of-the-art report*, was to collect information about coaching in the different countries participating in the project, especially, about teaching activities and methodologies within HE programmes, in order to design the project coaching methodology.

The tasks to realise such report were coordinated by UNIVERSITY OF PALERMO (UNIPA) but all the partners provided their contribution.

Data collection has been carried out by mean of a desk and field research. This document presents the desk research country reports prepared by the project partners, and the field research results.

The **desk research** consisted in:

- 1) Identification of the existing literature defining teaching methodologies in general and specific terms.
- 2) Background and context analysis, including statistical data and trends in the teaching methodologies in Europe, covering both its presence within HEIs and educational programmes;
- 3) Identification of existing technical reports and papers dealing with skills anticipation and training

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needs in the HE. Particular attention has been paid to the following skills/aspects: Implement technological/non-technological innovation within the HE, Implement innovation, Act creatively, Market and trends analysis in HE, R&D;

4) Identification of the content of HEI education and VET training programmes targeted to HE professionals. Particular attention has been paid to programmes addressing managers/ qualified staff and qualified technicians;

5) Identification of blended programmes, MOOCs and e-learning programmes in the HE;

6) EU good practices;

7) Perceived training needs related to HE professionals;

8) Perceived training needs related to HE potential managers and professionals (students);

9) Perceived problems, challenges, new functionalities, gaps and mismatches existing in the HE;

10) Inputs by HE experts, VET professionals, intermediary organisations about the requested needs of the sector in terms of teaching and coaching methodologies;

11) An assessment of the level of teaching and coaching methodologies within HE and educational programmes.



## National Reports

Project partners carried out the desk research about their context by completing a questionnaire prepared by UNIPA.

The questionnaire was structured as follows:

- What do you know about coaching in your country? *(Please provide some examples of coaching programs existing in your country)*
- Is coaching methodology implemented in private society, schools, or public contests in your country? *If yes, please provide some examples.*
- What professional figure is related to coaching in your country and what is the school level? *Please try to identify the professional figure and what is their education background. For example: managers, psychologist, Diploma in coaching, graduation course in coaching methodology etc.*
- Is there a specific training for becoming coach in your country? *Please provide some information about coaching training in your country*
- Do the universities in your country offer a specific training on coaching? *If yes, please provide the training offer (credits, hours, subjects, materials)*
- Did you ever take part, develop, or follow a coaching training in your country? *If yes, please provide some information, for example the topic, number of hours etc.*
- Are there free coaching courses in your country? *If yes, please provide the training offer (credits, hours, subjects, materials).*
- What is the core topic of the coaching courses in your country? *(For example, self-improvement, self-capacity improvement, skill growth, relationship development, team works etc.).*
- Approximately how many people participate in a coaching course? *If the information is not available, type "unable to determine".*
- Is there a government plan to develop coaching courses in your country?
- Is there an e-learning platform where coaching courses are developed? *If yes, please provide links and a brief description*

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- Are there any e-learning MOOC platforms for coaching courses? *If yes, please provide links and a brief description.*”

Each partner prepared a national report - presented in the following section –collected by UNIPA that has analysed the results

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# GREECE

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## Coaching methodology in country

The proliferation of coaching in educational system, as part of a wider movement of improvement in education, occurred in the beginning of the 80s. These programs continue to gain popularity and are implemented in many countries world-wide, assisting in the retention of young educators in the field of teaching. The law of “The institution of the mentee” was passed in Greece, in 2010, without ever being applied, to date. As a consequence, one of the greatest reasons new teachers leave the profession in Greece, is the lack of support and assistance in dealing with the many frustrations they face.

However, frequent educational meetings in some private schools as well as in the Open University of Greece have common ground for the implementation of coaching practices based on Handbooks that have been developed providing guidelines to offer information and support for teachers and school leaders.

A lot of researches have been taken place which attempted to record the views of teachers concerning the importance of a coaching program in Greece. Based on research data that emerged from a pan-Hellenic online survey to detect training needs and priorities of teachers at the level of coaching/ guidance / mentoring (2014) it is found that the need for introduction of the institution of guidance in education has matured sufficiently in teachers' consciousness. Among the requests for teacher coaching, high priority is given to the field of psychology and counselling, something that can be deduced from most other research.

One other research aimed to inquire into the views of teachers of Arsakeia-Tositseia private Schools regarding the application of continuous support and guidance. The sample consisted of 128 primary school educators working in Arsakeia-Tositseia Schools. The research was carried out with an e-questionnaire which was designed especially. The results of the research showed that educators believe mentors together with professional coaches can effectively contribute to the support and guidance not only to recently hired but to all teachers. Coaching and mentoring in education have many benefits. The research participants consider that the most important factors requiring the involvement of a guide are curriculum planning and organisation of the educators' teaching work, practical issues of class-

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management, psychological and moral support to educators as well as their adaptation to the culture of the specific school unit. There is a wide range of support practice and guidance of educators. The most effective practices are considered orientation and presentation of educational work, exchange and sharing of ideas and experiences among educators of a school unit, resolutions of specific issues that educators face in everyday work routine, guidance in matters of curriculum planning, organisation and class-management as well as frequent cooperation with a child psychologist.

Furthermore, one other study aimed at investigating the educators' views on the role of the principal in the integration of the newly appointed educators and the instruction of all the educators during their professional life. The sample consisted of 155 primary educators of the Thessaly Region and the survey was conducted with the contribution of tailored questionnaires. The findings indicated that the educators' instruction and training were insufficient, as these are not of any assistance to them dealing with the difficulties of their profession. For that reason, the institutions of Mentoring and Coaching are considered significant, as they reinforce the quality of their teaching and the educational work they produce. Moreover, there are highly positive views regarding the role and skills of the Mentor and the Coach, who need to be scientifically and professionally glorified. Finally, there was proved to be a significantly positive correlation of the actions between the Principal and the Mentor or the Coach, given the fact that the Principal is the leader of a school unit and plays an important role in it.

### **Professional figure related to coaching in country.**

Individuals who can apply for a coaching training course offered by Greek universities are:

- Graduates from university or technical institutes degree from Greece or abroad
- Graduates from high school who have relevant working experience
- Those who have successfully completed certified studies in Coaching from internationally recognized bodies

Participants profile:

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- Psychologists, scientists of humanities and sociological studies, social workers and Mental Health Counselors
- Teachers and Special educators
- Scientists from all disciplines
- Executives and professionals who want personal and professional development with direct application in their work with other people
- Those who wish to become professionals and work through their own coaching office and/or cooperate with coaching services companies
- Managers, leaders, entrepreneurs, Human Resource managers, business executives and professionals who wish to develop themselves professionally & personally

### **Specific training for becoming coach in country**

Coaching was primarily introduced in Greece around the year 2003 by several coach pioneers. However, it really started to develop in 2009 with the creation of the Hellenic Coaching Association (HCA), which is affiliated with the European Mentoring and Coaching Council (EMCC). This was followed by the formation of an International Coach Federation (ICF) chapter in 2013.

Since then, awareness of coaching has increased steadily, creating a strong demand for coaching services for individual and corporate clients as well as for coaching training at different levels. In parallel, organisations are increasingly combining management development training with coaching and are investing in the development of coaching skills for their leaders. The expected next step is the development of a coaching culture in Greece.

The HCA and ICF have emphasised the importance of supervision and coach mentoring as a key factor for the development of high quality standards in the Greek market. Both bodies promote the benefits and positive impact of coaching for individuals and organisations.

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The HCA runs a programme of continuous education for coaches, which includes knowledge meetings, solidarity coaching, group supervision and peer coaching. The ICF runs a range of different programmes including peer group coaching and knowledge meetings. Its members also offer pro bono sessions to the public.

The EMCC and ICF also offer individual coach and coaching training accreditation. Membership of these two bodies in Greece fluctuates; as of summer 2017, the HCA has 87 members while the ICF has 66. In total, the number of certified and accredited coaches in Greece can be estimated at approximately 200 in 2018.

There are six private providers of professional coaching training accredited by professional bodies, including the EMCC, the ICF and the Association for Coaching (AC). There are also a couple of e-learning university programmes, which provide training to coaching skills, offered by the National and Kapodistrian University of Athens.

**International Coaching Federation (ICF):** accredited coach training program offering 3 certifications and 320 training hours (<http://icfgreece.org/>)

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ICF defined curriculum standards (accreditation), to ensure consistency in coach training, and developed an ICF Credentialing system, requiring renewal every 3 years. 3 levels of membership: Coach member (completed or enrolled in 60 hours coach specific training) / Holds an ICF credential.

Upon successful completion the program, participant can become a Certified Professional Coach (CPC) recognized by the International Coaching Federation (ICF), the coaching industry's governing body. iPEC is also approved as a Board Certified Coach (BCC) program through the Center for Credentialing and Education.

iPEC's is a coach training program with 320 training hours, the level of hours required for a Master Certified Coach (MCC) credential with the International Coaching Federation (ICF).

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**European Mentoring and Coaching Council (EMCC) or as it is named in Greece, HCA:** European Individual Accreditation (EIA v2) <https://emccgreece.gr/>

The Hellenic Coaching Association affiliated with the European Coaching and Mentoring Council (EMCC) on June 2010, thus becoming the Greek arm of this pan-European organisation.

The EIA v2 contains 4 levels of accreditation and is valid for 5 years:

- 1) Foundation
- 2) Practitioners
- 3) Senior Practitioner
- 4) Master Practitioner

Levels of Accreditation for ICF and EMCC (HCA):



		<b>Level of credential</b>	<b>Required training hours</b>	<b>Coaching experience hours</b>
Level 1	ICF	N/A	-	-
	EMCC	EIA Foundation	20	50
Level 2	ICF	ACC Associate Certified Coach	60	100
	EMCC	EIA Practitioner	150	100
Level 3	ICF	PCC Professional Certified Coach	125	500
	EMCC	EIA Senior Practitioner	500	250
Level 4	ICF	MCC Master Certified Coach	200	2500
	EMCC	EIA Master Practitioner	1800	500

### Specific training on coaching from universities

There are four basic coaching models used in education:

- Peer coaching
- Cognitive coaching
- Literacy coaching
- Instructional coaching

Each of them has a slightly different focus, but the common goal for all is to improve teacher performance.

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In Greece the thematic on trainings that are offered on coaching (from public Universities and private educational institutes) vary. We can categorise them as follows:

- Personal Coaching/Life Coaching (for personal development)
- Corporate/Business Coaching (for professional development)
- Executive Coaching (for company executives)
- Team/group/peer Coaching (for people working with teams)
- Speciality/Niche Coaching (specialized training)

For education sector is related the Peer Coaching. Universities in Greece do not offer specialised training addressed to educators/ teachers on Peer Coaching. However, educators apply on mentoring trainings addressed to teachers as well as on coaching trainings related to other sectors for their professional growth, since some of the methodological steps, theory and practice can also be applied in the education sector.

Some of the courses that are offered by the National and Kapodistrian University of Athens are stated below. After successfully completing the lessons, the participant receives a certificate of specialized training. All courses provide professional knowledge. They combine a concrete content and a balanced combination between the scientific knowledge and the practical approach. Each lesson offers the necessary skills, techniques tools, models and practice for the creation of Professionals based on the international standards and implementations. The combination of the scientific approach and the high levels of practice are in parallel with the international standards of the Association of Coaching and other international bodies.

Two courses are addressed to teachers working in Primary and Secondary Education or to students. They are related to mentoring which also contains coaching methodology approaches. The purpose of the programs is to train teachers working in Primary and Secondary Education on issues related to training in mentoring practices:

- assessment of the educational needs of the candidate teachers.

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- providing effective advisory feedback.
- support of students - future teachers at a theoretical and practical level, based on modern pedagogical approaches and their social and educational extensions.

These two courses are the following:

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Course	Credits (ECVET)	Hours	Subjects
Train the Trainer, Mentoring and Consulting ( <a href="https://learninn.gr/ekpaideysi-sti-mentoreia-symvoyleytiki-kai-ypostirixi-ytopsifion-kai-neon-ekpaideytikon/">https://learninn.gr/ekpaideysi-sti-mentoreia-symvoyleytiki-kai-ypostirixi-ytopsifion-kai-neon-ekpaideytikon/</a> )	16	9 months (900 hours)	<ol style="list-style-type: none"> <li>1. Training through Mentoring. Aspects and issues based on modern pedagogical science.</li> <li>2. School climate and communication skills.</li> <li>3. Support and counselling during the mentoring relationship.</li> <li>4. Personal learning theory and training of prospective teachers through mentoring.</li> <li>5. Pedagogical and methodological approaches to teaching and assessment in the context of a democratic education.</li> <li>6. Support of candidate teachers in lesson planning and the use of teaching methodology.</li> <li>7. Self-evaluation as a prerequisite for practicing mentoring and educational work.</li> </ol>

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<p>School Life Counselor &amp; Mentoring: Pedagogical and Guidance Counseling in the school unit</p>	<p>21,6</p>	<p>9months (300 hours)</p>	<ol style="list-style-type: none"> <li>1. The institutional framework for the operation of primary and secondary education.</li> <li>2. The teacher in the current educational framework-scientific views.</li> <li>3. The classroom.</li> <li>4. A classroom for everyone.</li> <li>5. Application of modern teaching methods.</li> <li>6. Development and cultivation of abilities / skills of students.</li> <li>7. The school as an organization and learning community.</li> <li>8. Multiculturalism in education.</li> <li>9. School &amp; sustainability values.</li> <li>10. Crisis management in the school unit.</li> <li>11. School and family cooperation.</li> <li>12. The School Life Counselor as a pedagogical guidance officer.</li> <li>13. The School Life Counselor as a counseling officer.</li> <li>14. The role of the School Life Counselor in the family-community school communication.</li> </ol>
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			<p>15. Quality in education: the contribution of the school life counselor of the school unit.</p> <p>16. The role of Information and Communication Technologies in counseling and pedagogical guidance.</p> <p>17. Assessment of learning.</p> <p>18. Remote Experiential workshops.</p>
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The Kapodistrian University of Athens offers also trainings on coaching, which are stated below. These courses provide also general professional skills and knowledge on coaching methodologies that can be applied almost in every sector.

Course	Credits (ECVET)	Hours	Subjects
Certificate in Corporate Coaching: Executive Coaching and Mentoring - AC Accredited	8,4	6 months (210 hours)	<p><b>Lesson 1: Introduction to Coaching - Executive Coaching</b> What is Coaching? And what is not Coaching?, What is Executive Coaching, The Necessary Qualifications for the Executive Coach, Developing the Essentials for Executive Coaching Qualifications, Self-directed Learning</p> <p><b>Lesson 2: Defining a Scope and Qualifications for Coaching</b> AC Competencies, Ethical and Legal Issues</p> <p><b>Lesson 3: Specifying a Field for Executive Coaching</b></p>

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Course	Credits (ECVET)	Hours	Subjects
			<p>Defining the Executive Coaching Application Framework, The Challenges of the Executive and the Collaboration with the Executive Coach, why do Executives need an Executive Coach? Supervision and its Role</p> <p><b>Lesson 4: Knowing us.</b> Introduction to Schools of Thought, Recording of my Current Status</p> <p><b>Lesson 5: Developing Coaching Skills</b> Communication skills, Attentive Listening Skills, Effective Questioning Skills, Provide Effective Feedback, The Ability to Develop Customer Trust</p> <p><b>Lesson 6: Coaching models</b> The Advanced Grow Model, The Cognitive Behavioral Coaching Model, The Solution Based Coaching Model, The Model Results Coaching, The Coach Model, The Corporate Coaching Model</p> <p><b>Lesson 7: Business Dynamics and Behaviors</b> Employees in the Business Framework, Supporting your Customer (Executive), Employees in Collaboration with the Organization</p> <p><b>Lesson 8: Leadership Skills and Behaviors</b></p>

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Course	Credits (ECVET)	Hours	Subjects
			<p>Leadership Theories, Leadership style, The Executive as Coach</p> <p><b>Lesson 9: Team Coaching</b> The Concept of Team, The Goal and Purpose of the Team, Individual and Group Goal Alignment, Setting Goals, Mobilization Coaching</p> <p><b>Lesson 10: Definition of Concept - Field</b> Defining Mentoring, Differences with Coaching, Used Mentoring</p> <p><b>Lesson 11: The Mentor Skills</b> The Ten Rules of Feedback, The Complete Message Method</p> <p><b>Lesson 12: The Contract with Mentor</b> Defining Areas of Cooperation, The Agreement of the Wanted</p>
Life Coaching	5,28	5 months (132 hours)	<p><b>Lesson 1: Introduction - Theory - Qualifications</b> What is Coaching? Definition - Coaching Specializations, Life Coaching, Coach and his Qualifications</p> <p><b>Lesson 2: Defining a Scope and Qualifications for Coaching</b> AC Competencies, Ethical and Legal Issues</p> <p>Lesson 3: Knowing Us Introduction to Schools of Thought, getting to know ourselves,</p>

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Course	Credits (ECVET)	Hours	Subjects
			<p>based on Objective Observation, Recording of my current Status</p> <p><b>Lesson 4: Developing Coaching Skills</b> Communication skills, Attentive Listening Skills, Effective Questioning Skills, The Ability to Develop Customer Trust</p> <p><b>Lesson 5: Coaching models</b> The Grow Model, The SMART Model</p> <p><b>Lesson 6: Life Coaching Manual - 12 Tools for Life Coaching Sessions</b> Life Coaching Manual I- Life Coaching Manual II</p> <p><b>Lesson 7: Customer Coaching Areas A.</b> Coaching for Time Utilization, Coaching for Recognizing and Dealing with Pressure Situations, Coaching for Developing Healthy Self-Confidence</p> <p><b>Lesson 8: Customer Coaching Areas B: Professional - Financial Issues</b> Coaching for Work, Coaching for Controlling and Supporting Finances</p> <p><b>Lesson 9: The Meeting with the Customer</b></p>

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Course	Credits (ECVET)	Hours	Subjects
			The Meeting with Customer I-The Meeting with Customer II
Certificate in Coaching - AC Accredited	6	6 months (150 hours)	<p><b>Lesson 1: Introduction - Theory - Qualifications</b></p> <p>What is Coaching?, Definition - Coaching specializations, Self-directed learning, Coach and his qualifications</p> <p><b>Lesson 2: Defining a Scope and Qualifications for Coaching</b></p> <p>AC competencies, Ethical and legal issues</p> <p><b>Lesson 3: Knowing Us</b></p> <p>Introduction to schools of thought, getting to know ourselves, based on objective observation, Recording of my current situation</p> <p><b>Lesson 4: Developing Coaching Skills</b></p> <p>Communication skills, Attentive listening skills, Effective questioning skills, Accountability, the creation of structures, The visualization, Acknowledgment, The ability to develop trust with the customer</p> <p><b>Lesson 5: Coaching models</b></p> <p>The Grow model, The Personal Brilliance model, The goal planning and implementation model</p> <p><b>Lesson 6: Theoretical Frameworks</b></p> <p>Neurolinguistic programming (NLP), Emotional Intelligence (EM), Consciousness // Conscious Attention – Mindfulness, Appreciative Inquiry</p>

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Course	Credits (ECVET)	Hours	Subjects
			<p><b>Lesson 7: The Coaching Meeting</b></p> <p>The contract with the client - The meeting with the client</p>
Diploma in Coaching - AC Accredited	9,28	8 months (232 hours)	<p><b>Lesson 1: Introduction - Theory - Qualifications</b></p> <p>What is Coaching? Definition - Coaching Specializations, Self-directed Learning, Coach and his Qualifications</p> <p><b>Lesson 2: Knowing Us</b></p> <p>Introduction to Schools of Thought, Getting to know ourselves, based on Objective Observation, Recording of my current Status</p> <p><b>Lesson 3: Theoretical Framework of Coaching</b></p> <p>Cognitive Behavioral Theory - Cognitive Model - Behavioral Coaching, The Theory of Adult, Transformational Learning and the Concept of a Disorienting Experience, Multi-Dimensional Executive Coaching for Business Executives, Introduction to Positive Psychology, Communication Theories in Coaching</p> <p><b>Lesson 4: Coaching models</b></p> <p>Transformational Coaching - The Inner &amp; Outer Model, Solution Focus Coaching, Evidence Based Coaching, The 7 eyed supervision model _I, The 7 eyed supervision model _II, The Clear Model, The Use of Stories in Coaching (The Storytelling</p>

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Course	Credits (ECVET)	Hours	Subjects
			<p>Coach), Corporate Transformation Process</p> <p><b>Lesson 5: The Coaching Meeting</b> The Contract with the Customer, The Meeting with the Customer</p> <p><b>Lesson 6: Dynamic Coaching Tools</b> Framing or Prospects, Commitment or Effort? Action or Delay?, Responsibility or Category?, Trust or Doubt?, Lightness or Significance?, Responding or Reacting?, True or False?</p> <p><b>Lesson 7: Developing My Own Coaching Style</b> The Selection of Tool(s), Creating My Own Personal Coaching Style</p>

In all the above courses, the educational methods that are used are:

- Lectures
- Internships (individual - group)
- Sessions (via live streaming and out of the room)
- Presentations
- Role playing

During the sessions via live streaming, the following are used:

- Theoretical and practical - experiential education
- Observed training sessions.

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- Case studies
- Reflective Group Discussions
- Group Supervision

Other courses related to coaching that are offered by the university are:

- Business Coaching
- Health Coaching for Health professionals
- Health Coaching, Wellness, Exercise and Longevity
- Philosophical Life Coaching
- Coaching Leadership
- Executive Coaching Skills

Moreover, the Kapodistrian University of Athens offers many training courses (without having the term of coaching or mentoring) that have as goal the professional development of educators related to modern educational trends and international practices. Some of them are the following:

- Teaching Methodology in Primary and Secondary Education: Contemporary Approaches
- The Teacher as a Professional: Pedagogical and Didactic Guidance
- Teacher Training in Life Skills: Practical Applications in the Classroom
- Workshops on Skills in Education. Interdisciplinary Approaches with an Emphasis on Entrepreneurship
- Skills Workshops - Cultivation of Mild Skills at School
- Design Methodology for Teachers and Training Executives
- The Teacher in the Classroom: Guidance and Student Support Practices
- Humanities Education and Psychological Counseling: Theoretical and Experiential Approaches

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Finally, plenty private organizations, private universities and vocational education and training (VET) institutes are offering courses on coaching. However, none of them is offering training especially addressed to teachers/educators: coaching in schools or HEI.

### Free coaching courses in country

In Greece there not offered free coaching training courses.

Some but not many seminars are organized by a variety of entities, from Non-Governmental Organizations, to Governmental or State projects, to Schools, Universities or even by teachers themselves, which have the aim to cultivate modern communication skills in a classroom environment, to teach cognitive skills, etc.

Also, some private schools are providing internal free seminars to their staff (educators/ teachers) on mentoring and coaching. For example, the Hellenic-American Education Foundation-HAEF in the framework of the continuing professional development offers educational seminars for coaching/ mentoring, like the “Teachers Training Teachers” and the “Middle Years Programme (MYP)”.

### Core topic of the coaching courses in country

All courses have as core topic the self and professional improvement, the skill growth and the effective team work skills.

More specific, the programs at the National and Kapodistrian University of Athens that are addressed to educators or students aim to:

- further develop professional and personal skills;
- inform about the current developments and about the legal framework of the candidates and new teachers through mentoring;
- get acquainted with practical issues and aspects of the mentoring relationship;

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- provide practical knowledge of the pedagogical procedures required for the effective implementation of a mentoring program;
- practice the basic principles and techniques of the mentoring relationship;
- prepare current and future teachers with knowledge, to support their personal and educational development while developing the skills of a democratic culture.

Moreover, the coaching programs at the National and Kapodistrian University of Athens aim to:

- further develop professional and personal skills;
- develop and create professional coaching relationships with “clients” with trust, acceptance and empowerment;
- identify ways of more effective cooperation;
- provide awareness as well as guidance for effective implementation of the Code of Ethics and Good Practice of AC;
- create cooperation skills with “client” for creating concrete targets and how to implement them, visualize his/her future and work on it;
- guide participants how to create and develop his/her personal office and/or to plan his/her professional development and growth;
- guide participants how to plan and develop his/her future for professional development in coaching in parallel with the international environment.

Finally the coaching programs offered by the International Coach Federation (ICF) and the European Mentoring and Coaching Council (EMCC) aim to provide to participants the following competencies:

<b>International Coach Federation (ICF)</b>	<b>European Mentoring and Coaching Council (EMCC)</b>
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<p><b>Demonstrates Ethical Practice</b> (Understands and consistently applies coaching ethics and standards of coaching)</p>	<p><b>Understanding Self</b> (Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the clients, and where relevant, the sponsor's objectives)</p>
<p><b>Embodies a Coaching Mindset</b> (Develops and maintains a mindset that is open, curious, flexible and client-centered)</p>	<p><b>Managing the Contract</b> (Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors)</p>
<p><b>Establishes and Maintains Agreements</b> (Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals)</p>	<p><b>Building the Relationship</b> (Skillfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor)</p>
<p><b>Cultivates Trust and Safety</b> (Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust)</p>	<p><b>Commitment to Self-Development</b> (Explore and improve the standard of their practice and maintain the reputation of the profession)</p>
<p><b>Maintains Presence</b> (Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident)</p>	<p><b>Enabling Insight and Learning</b> (Works with the client and sponsor to bring about insight and learning)</p>

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<p><b>Listens Actively</b> (Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression)</p>	<p><b>Outcome and Action Orientation</b> (Demonstrates approach and uses the skills in supporting the client to make desired changes)</p>
<p><b>Evokes Awareness</b> (Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy)</p>	<p><b>Use of Models and Techniques</b> (Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning)</p>
<p><b>Facilitates Client Growth</b> (Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process)</p>	<p><b>Evaluation</b> (Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes)</p>

### Government plan to develop coaching courses in country

The Greek educational system, focusing mainly on the needs of new teachers, the introductory training of the newly appointed in the Regional Training Centers was instituted since 1985 (Law 1566/1985, article 28). This was followed in 2010 by the establishment of the institution of mentor for the guidance of the newly appointed teacher (Law 3848/2010, no. 4 par. 6). However, even today the institution of the mentor is not applied. Finally, with law 4547/2018, another attempt, without important results, is made to reorganize the support structures of primary and secondary education. In particular, Article 48 refers to the group of schools and teachers that cooperate with the aim of jointly planning the teaching, the exchange of ideas and teaching material, as well as the evaluation of the results of the implementation of the planning of the educational project.

### E-learning platform where coaching courses are developed

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All coaching courses from the Kapodistrian University of Athens are provided via an e-learning platform:

<https://eclass.cce.uoa.gr/>

The e-learning platform is user-friendly adjusted to the Distance Learning Principles. The training approach, through international e-learning Academy – follows modern methods internationally. The training is practical, experiential with the active participation of all the students.

There are practical assignments, workshops, coaching hours in and outside classroom, group discussions (when there are groups) while every participant implements the same knowledge for his/her self-awareness, self-development at personal and professional level.

This approach gives - besides the lectures, the study of the material, the research and the practical based assignments – the necessary knowledge for gaining high levels of professional comfort and confidence.

Regarding MOOC platform there is not one directly linked to Coaching.

# ITALY

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## Coaching methodology in country

In Italy, the coaching methodology is mainly implemented in the **private sector**. Large companies hiring coaches to help their staff (both with individual and team coaching). Many executives have understood this fundamental step, and have also understood that you can only have a successful company if your employees are balanced, focused and rewarded by the hard work they put in place every day.

On the other hand, the implementation of coaching in SMEs is developing since Italian SMEs entrepreneurs prefer “mentoring” to coaching. Source : <http://www.luminaitalia.it/wp-content/uploads/2018/05/SPECIALE-COACHING-ESTE.pdf>

Coaching methodology in **schools** in Italy is not yet widespread, there are not official data about its implementation.

We have some facts&figures from experiences/projects carried out by coaching associations as:

- Scuola di Coaching Umanistico (<https://www.scuoladicoaching.it/interventi/coaching-nelle-scuole/>) which has been the first in Italy to introduce coaching in schools in Lombardia, in Veneto, in Trentino, in Sardegna, Marche and Lazio. The services offered are coaching helpdesks and seminars for teachers.
- IGNITE project of the Italian Coaching Federation (ICF Italia): the project run from October 2021 – February 2022 involving more than 70 Italian school managers/directors in a coaching path aimed at supporting the leadership and managerial skills of the top management in public schools of any grade and promoting quality education.

[https://coachingfederation.it/news/articoli/progetto-ignite\\_137](https://coachingfederation.it/news/articoli/progetto-ignite_137)

- Associazione Professionale Universo CLIL (Coaching Lifelong Innovative Learning) has been partner is the ERASMUS+ project “C.O.A.C.H. (COACHING SCHOOLS TO FACE CHANGE AHEAD)” 2015 - 2017. The project aimed at designing a blended Continuing Professional Development Program in seven modules to introduce a new role in education: 'the school coach'

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able to strengthen quality processes, effective cooperation and well-being in schools through an individual and organizational development.

The pilot action in Italy was organized at Liceo Scientifico Statale "Augusto Righi" Rome. At national level, Liceo Righi has involved The DEURE Network (European Education Dimension), which is a network of State Schools born with the aim of creating synergies between the participating Schools for the development of a European dimension in education and training. For the project, 4 professional coaches from ICF Italia interviewed 90 teachers who had applied to the selection and 20 of them were chosen for the project. <https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2015-1-IT02-KA201-014883>

In the **public context**, the coaching methodology in Italy is not implemented so far.

### **Professional figure related to coaching in country.**

The profession of Coach in Italy is not yet regulated, and therefore, the Government has not defined any regulatory criteria for which schools or private associations can request some form of recognition or some authorization that allows one of these to accredit or "recognize" other associations or private schools.

Prometheocoaching.it, in 2019, asked the various Italian coaching associations their internal data to obtain a more complete analysis on coaches in Italy:

In Italy professional coaches registered with coaching associations were about 1.500.

- Among professionals there is a male prevalence (59%-41%).
- The age of the coaches varies between 27 and 54 years.

However, getting more precise figures about the Italian coaches is hard since what is missing is an in-depth-study of those who are trained as Coaches, actually work as Coaches.

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Many coaches in Italy are members of associations that protect their status, through professional standards and ethical codes. In Italy the main professional bodies are:

- International Coach Federation (ICF) Italia, founded 2002 – 734 members (642 with credential: 405 – ACC; 219 – PCC; 18 – MCC)
- Italian Association of Professional Coaches (Associazione Italiana Coach Professionisti) (AICP), founded 2009 – 393 members
- Society for Coaching Psychology Italy (SCPI), founded 2011 – 100 members

In Italy the coaching profession is regulated by Law Number 4 (N4), established on 14 January 2013, the function of which is to protect customers of new non-regulated professions. The law refers mainly to professions working in intellectual services. Since the law's introduction, ICF Italia and the other major coaching associations have worked together to develop technical regulations on coaching service and profession to complement the legal framework.

In November 2015, the UNI 11601 coaching regulation was officially approved. In May 2017, ICF Italia obtained registration in the Ministry of Economic Development Professional Association and was issued with a certificate marking the quality of their services, as provided under N4.

Continuous professional development is a key element in the profession. Most coach training programmes include mentoring and coaching supervision.

There are several specializations in the coaching field, the most common in Italy are:

- Life coaching: mainly aimed at the single person and is oriented towards reaching an age in the future. The objectives are: to clarify, identify and pursue personal and/or professional goals, develop concrete action plans to achieve them, develop decision-making skills within one's own context, improve communication, have an effective method in study and/or work, improve one's financial position, find an organizational balance between professional and private life, improve relationships.

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Professional figures related to life coaches are psychologists, educational experts, graduates in political science, communication but generally we can refer to any professionals interested in the “development of human potential”.

- **Business coaching:** its main objectives are the improvement of performance, the achievement of concrete objectives within one's own working environment. The objectives are: to improve leadership, develop managerial personal potential, overcome organizational and procedural obstacles, improve the decision-making and delegation process, develop and consolidate profits, increase productivity, improve time management, achieve challenging objectives. Professional figures related to life coaches are HR managers, graduates in Law and/or Economics.
- **Sport coaching:** applied to the world of sport, the main goal is to support the athlete or team to achieve higher performance through a process of maximum use of physical abilities. The objectives are: to increase and strengthen the athlete's motivation, define and achieve challenging goals, increase tenacity and persistence, refine endurance towards commitments, prepare the athlete for the race, make better use of athletic resources, accompany the athlete in the after race.

Professional figures related to life coaches are psychologists and educational experts, but generally we can refer to any professionals interested in the “development of human potential”.

<https://www.associazionecoachingitalia.it/il-coaching/>

### **Specific training for becoming coach in country**

In Italy, to become a Coach, a person has to attend a training course recognized according to the law 4/2013.

Coach training in Italy is mainly provided by private institutions, although universities are starting to

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delivery coaching post-graduation courses, which will further enhance the status of the profession in Italy.

Here's a list of training courses, in Italy and abroad, accredited by ICF Global <https://coachingfederation.it/programmi-di-corsi-in-italia-riconosciuti-da-icf>

The courses have a price ranging from 1.500 to 4.500 EUR, including both direct interaction with the teachers in the classroom and exercises, individual study and tele-coaching sessions.

Three telematics Universities in Italy offer coaching courses:

1. UNIPEGASO (<https://www.unipegaso.it/post-laurea/master-livello-1/uniprofessioni/coaching-umanistico-e-programmazione-neuro-linguistica>): Master in humanistic coaching and neuro-linguistic programming.  
60 credits - 1500 hours – subjects: fundamentals of humanistic coaching, the basics of neuro-linguistic programming, interpersonal communication, public communication, life coaching, business coaching, the art of sales, face-to-face seminar, communication theory, work and organizational psychology, promotion image and advertising, evaluation of human resources, final thesis. First edition in 2021/2022.  
Tuition: 700€/per person
2. UNIMERCATORUM (<https://www.unimercatorum.it/master/master-in-coaching-blended>): Master in coaching.  
60 credits – 1500 hours – subjects: complete nlp course, winning mentality, change your mindset, advanced mindsetting techniques, advanced classroom management strategies, training workshop on coaching, nlp for coaching, the mindset coach, mindsetting in action, nlp for web, organization and development of human resources, economics and management of innovation, digital marketing strategies, digital economy, final thesis.  
First edition in 2020/2021, second edition in 2021/2022.

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Tuition: 4.500€/per person

3. UNICUSANO (<https://www.unicusano.it/master/business-training-coaching>): Master in Business Training & Coaching

60 credits - 1500 hours – subjects: development of competences in organizations, Project cycle in the training field, education and teaching basics, educational need analysis, coaching.

First edition in 2020/2021, second edition in 2021/2022.

Tuition: 3.000€/per person.

### Free coaching courses in country

There are not free coaching courses in Italy so far.

### Core topic of the coaching courses in country

In Italy, the main coaching specializations are 3: life coaching, business coaching and sport coaching.

The cores of life coaching courses are self-capacity improvement, and relationship development.

The cores of the business coaching courses are the improvement of leadership, the development of managerial skills and methods to increase productivity.

On the other hand, as regards sports coaching, the core is characterized by the ability to work in a team and the ability to motivate and self-motivate.

### Participant in a coaching course

Taking into account that in Italy there is no professional association of coaches, and since there are no other official data, the only data provided is that of the Italian coaching associations which report a

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number of subscribers to their courses ranging from 10 to 25 people each.

### **Government plan to develop coaching courses in country**

The document “Iniziativa per il rilancio Italia 2020-2022” published on June 2020 on Italian Government’s website, signed by 3 current ministers and other 19 experts, there’s a paragraph which implies the launch of initiatives aimed at the middle management (managers who are below the top level of management, and who are responsible for controlling and running an organization rather than making decisions about how it operates) of the PA, introducing monetary and non-monetary incentives for the middle management, (assignments, decision-making autonomy, structured mentoring and coaching initiatives).

### **E-learning platform where coaching courses are developed**

In Italy, there are different sites that offer online coaching courses.

1. Prometeocoaching.it. The course includes 100 hours training, 7 days full immersion, 3 online webinars, 4 months of coaching, mentoring and professional supervision, 20 hours of individual sessions and didactic internship, 2 technical-operational manuals and audio/video material, 1 follow-up of post-course supervision and in-depth study, tests and learning verification questionnaires, reserved area on the site with dozens of free resources and real case studies. The course has a cost ranging from 2.000 to 4.000 EUR depending on the needs of the participant.

<https://www.prometeocoaching.it/scuola-coaching-online/>

2. Formorienta.it. In addition to the lessons with the teachers in situ, the participants can access the e-learning educational platform active 24 hours a day in which they can find resources and study materials such as handouts, slides, manuals, exercises, videos, links, bibliography, etc. The lessons are recorded and always available on demand for the participants to review them at any time.

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The course costs 2.490€/per person

<https://www.formorienta.it/catalogo-corsi/corso-di-coaching-padova-e-online-per-diventare-coach-professionista-riconosciuto-legge-4-2013/>

3. Gestalcoaching.it. Each module touches key points not only of coaching but of the way of coaching with one's talents.

The course is structured in: a theoretical part through 10 targeted videos and a lab part through 10 training

Tuition: 1.400€/per person

<https://www.gestaltcoaching.it/diventare-coach-corso-online/>

4. Mastercoachitalia.com. The course is divided into various modules that deal with: the definition of coaching, effective communication, instant rapport, metamodel and limiting beliefs, well-formed goal, metaphors, metaprograms, modelling and representational systems, negotiation, mediation and conflict management, squash and swish, the hypnotic language, the u theory.

At the end of the training modules, the title of professional coach will be obtained.

To find out the costs, you have to book an appointment via the website.

<https://mastercoachitalia.com/scuola-di-coaching-online/?cn-reloaded=1>

### **E-learning MOOC platforms for coaching courses**

There are not e-learning MOOC platforms for coaching courses in Italian.

## Coaching methodology in country

In recent years some initiatives regarding the implementation of the coaching methodology in different domains (private society, schools, etc.) have arisen, although this is not yet a mainstream practice integrated into the educational system. Within the private initiatives, one can highlight the following: the Chunking-Up PNL - Programação Neurolinguística Portugal (<https://chunking-up.com/servicos/coaching-escolar/>), which provides coaching to students from different educational levels (basic, secondary and higher education); the EDUPA (Associação para o Desenvolvimento Pessoal) project, which is financed by Portugal Inovação Social (Social Innovation Portugal) (<https://edupa.pt/>) that provides educational coaching and integrates other practices, such as mindfulness, yoga and educational psychology in their approaches, in order to enhance people's development and growth and the work developed by APCIJ (Portuguese Association of Child and Youth Coaching) (<https://apcij.pt/>), which provides youth, school and parental coaching. Similarly, the School Coaching Programme offered by Teen Telheiras, a non-formal education institution (<https://www.teentelheiras.pt/programa-coaching-escolar/>) should be noted, as it provides sessions for all students of all levels and gives support in several dimensions of school life.

## Professional figure related to coaching in country

The professional figure related to coaching in Portugal is not singular and differs from one training and course to another. However, by analysing the current offer, we can trace the profile of some of the professionals working in this field. The most common academic backgrounds among them are Psychology, Educational Sciences, Human Resources, and Business. It is also frequent to encounter coaches with qualifications in Marketing and Communication. They often also hold training and competencies in soft skills, emotional intelligence, and human development. In addition, it is common to find professionals with qualifications in Neuro-Linguistic Programming and who hold a Trainers' Competences Certificate. Some of the coaches working in Portugal are also managers. However, all the

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professionals analysed have in common the fact that they are accredited coaches, holding an International Coaching Certification Diploma.

### Specific training for becoming coach in country

In Portugal, several entities provide coaching training in Portugal, capacitating individuals with the necessary skills and competencies to perform their professional duties. In this sense, the coaching training is quite decentralised, and there isn't a straight and established learning path for potential coaches to follow. They can obtain their qualifications through different programmes and courses. In its majority, these trainings are provided by private companies or other programmes and institutions and not inserted into a more conventional educational environment. Firstly, the ICC Portugal (International Coaching Community Portugal) supplies several trainings that allow participants to obtain the International Coaching Certification, which can be taken in different cities all over the country (<https://portugal.internationalcoachingcommunity.com/calendario/>). The Chunking-Up PNL - Programação Neurolinguística Portugal (<https://chunking-up.com/servicos/coaching-escolar/>), already mentioned, apart from offering coaching to students, also has a basic coaching training programme (which ranges between 12 and 14 hours) and provides the possibility of obtaining a coaching certification (through the completion of a more detailed course, with a total of 88 hours). Academia Virtual, an online learning platform with several courses, also counts with an "Educational Coaching" course, taught by social educators, coaches and psychologists, and with the duration of 12 hours. The Way Beyond academy, a recognised coaching entity, provides the Way Beyond Coaching Class (<https://www.waybeyond.pt/school/way-beyond-coaching-class>), a coaching programme with two parts (Introductory and Advanced) and a total of 240 hours of synchronous and asynchronous learning. The course is accredited by the International Coach Federation (ICF) as Approved Coach-Specific Training Hours (ACSTH). Also accredited by ICF, Erickson Coaching Portugal counts, since 2008, with a training academy, which provides a Certified Coaching Programme, with classes running both online and face-to-face (<https://erickson.pt/calendario/>). Additionally, they also offer other complementary

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resources, such as workshops and webinars on the topic. CEGOC, a company which has, for the past 60 years, been working in the Training, Consulting, Recruitment & Selection and Coaching sector, also integrates a Coaching School, which administers training in three areas - Training for Certification of Professional Coaches (which offers three courses: initial - with a total of 20 hours -, advanced - 80 hours - and upper level - 37 hours), Coaching Processes for People and Teams, and Coaching Competencies Development for Managers and Leaders (<https://www.cegoc.pt/escola-coaching-executivo-cegoc>). InsightOut is a company specialising in Training, Coaching and Mentoring, which provides individual coaching sessions but, additionally, also includes a Coaching School, offering International Certification in Coaching, Team Coaching, Supervision and Mentoring courses. The International Certification in Coaching training is divided into two levels: Level I (64 hours), and Level II (164 hours) (<https://insightout.pt/certificacao/>). The Institute of Behavioural and Management Sciences, dedicated to delivering training in those fields, implements coaching courses that focus on different areas (personal and professional lives, leadership and executive, health and well-being. etc.). The International Certification in Coaching course counts a total of 120 hours of training ([https://www.nlpc-incta.com/cursos\\_tipo/fundamental-coaching-skills-2/](https://www.nlpc-incta.com/cursos_tipo/fundamental-coaching-skills-2/)). Finally, as a last example, we can point out ICU Portugal (International Coaching University Portugal), whose course constitutes the most complete and advanced International Certification in Professional Coaching that exists nowadays in Portugal: the training has a total of 314 hours, divided into 11 modules. The training has the advantage of granting two international certifications - Professional Coaching Certification and DISC Behaviour Analysis, and of being also credited by a national entity, DGERT – Direção Geral do Emprego e das Relações de Trabalho (General Directorate for Employment and Labor Relations) (<https://www.icuniversity.pt/certified-international-professional-coach/>).

### **Specific training on coaching from universities**

At the university level, Lusófona University has one subject (integrated into the Social and

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Organisational Psychology Masters Degree, although it can be taken autonomously) on Training and Coaching (<https://www.ulusofona.pt/mestrado/psicologia-social-e-das-organizacoes/formacao-e-coaching/ULHT1705-14088>), with 6 ECTS and the duration of one semester. The subject covers the following topics: 1) Evolution of concepts; 2) Learning and Change; 3) Pedagogical methods and techniques; 4) Strategic Training and Development Cycle; 5) Coaching and 6) The state of the art in training and coaching. The materials listed as mandatory are essentially textual resources to further learn about the topic, ranging from articles to books. The full bibliography suggested can be consulted in the link provided. Moreover, the University-Company Association for Development - TecMinho, which is part of the University of Minho, also provides an International Coaching Certification course, with a duration of 100 hours, and which takes place face-to-face. The subjects included in the curricula can be summarised as follows: 1) Introduction to Coaching, 2) Key Area Systemic Integration Tools, 3) Goals and Milestones Progress Monitoring, 4) Values, 5) Coaching Process Structure, 6) The Questions in Coaching, 7) Rapport, 8) Metaphor and Symbolic Meaning, 9) Beliefs, 10) Action Plan, 11) Transition Model, 12) Coaching First Lesson, 13) Ethics and Guiding Principles of the Coach's Work, and 14) Integration and Certification. According to the information provided on the website, the course methodology is based on the framework systematised in the Lambent program, which integrates the following main Coaching models: Ontological Coaching (Fernando Flores, James Flaherty and Julio Ollala); Integral Studies (Ken Wilber); Inner Game and Coercive Coaching (Laura Whitworth, Timothy Gallwey and Sir John Whitmore); Positive Psychology (Martin Seligman); Evidence-Based Coaching (Anthony Grant); Neuro-Linguistic Programming (John Grinder and Richard Bandler); Behavioral Coaching (Perry Zeus and Suzanne Skiffington). The methodology and design of the program, followed by Lambent and certified by the ICC, follow the principles of adult learning (Andragogy) (<https://www.tecminho.uminho.pt/formar/curso/certif-internacionalcoaching>). Moreover, the Faculty of Psychology and Educational Sciences of the University of Porto offers a 30-hours course called "Coaching for the development of personal and professional skills". It aims at providing students with the introductory knowledge about the coaching methodology and capacitates them to understand the uses and potential of coaching as a modality of psychological intervention to optimise the development

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and emotional and behavioural functioning of individuals towards better performance and maximum personal and interpersonal fulfilment in the most varied contexts of life (family, professional, leisure, ...). The course curriculum is divided into three parts: 1) Introduction to coaching methodology; 2) Implementation of a Coaching project; and 3) Individual coaching project: Coaching sessions and Organisation of individual thinking. The materials used for the course are not listed. It should be noted, nonetheless, that the completion of the course doesn't enable the professional practice of psychological coaching ([https://sigarra.up.pt/fpceup/pt/cur\\_geral.cur\\_view?pv\\_curso\\_id=20301](https://sigarra.up.pt/fpceup/pt/cur_geral.cur_view?pv_curso_id=20301)). Finally, Lusófona University provides a postgraduate course on Corporate Coaching (<https://www.educaedu.com.pt/pos-graduacao-em-coaching-para-executivos-pos-graduacao-23542.html>), which amounts to 122 hours and 60 ECTS, and is organised into four modules: 1) The Basic Principles of Coaching; 2) The Essence of Corporate Coaching; 3) The Corporate Culture; and 4) Coaching and Leadership. The materials used during the classes or recommended to the students are not mentioned on the course's page.

### Free coaching courses in country

No, in the desk research conducted, no free coaching courses were found.

### Core topic of the coaching courses in country

It is difficult to aggregate all available courses and training under only one topic, since the existing opportunities end up being quite different from each other (some of them being more connected to personal or professional coaching, others to educational coaching and others to business and managing coaching), and also because the courses are frequently divided into several modules, with each one of them dwelling on different topics. However, several of them adopt more of an organisational approach, focusing, therefore, on the development of teamwork competencies,

Nevertheless, the great majority of the available courses seem to have as core topics the self-improvement and self-capacity improvement, as they all approach themes such as leadership, maximising individuals' potential, the development and enhancement of personal (such as emotional and social intelligence, communication, confidence) and professional competences (such as

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pedagogical ones). In some cases, the courses also aim to capacitate individuals to implement their own coaching projects and initiatives.

### **Government plan to develop coaching courses in country**

no government plan to develop coaching courses in Portugal was found.

### **E-learning platform where coaching courses are developed**

Apart from the websites and platforms mentioned above, which provide access to the asynchronous components of some of the courses, no e-learning platform devoted to coaching training was found.

There aren't coaching MOOC platform.

# ROMANIA

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## Coaching methodology in country

The coaching methodology is implemented mostly in private societies in Romania – usually as a service paid by the organization for the benefit of the employee or student.

Below are given some examples:

IKEA Romania implemented coaching methodologies for cross-cultural issues when starting the business in the Romanian market. Coaching services were needed by top managers who came to work in Romania as a resource to fit in better in the intercultural space, make use of the competencies and abilities they had from a foreign environment and make these abilities the key resources in order to succeed on the Romanian market. Based on these coaching principles, the entire IKEA local team was developed to be the best in what they do and the results are obvious since IKEA has the highest market share in the furniture commerce field.

Coca-Cola Romania is another company that paid for coaching services for several years because they wanted to make sure the top and middle management stay focused on their goals. Most coaching service beneficiaries from Coca-Cola mention that the coaching sessions made them feel comfortable with themselves and very motivated to reach their goals. According to Coca-Cola representatives, even 3 coaching days are considered enough in order to be aware of all challenges and opportunities around the business and remain focused on the best decision making.

Romaero, the Romanian Airspace Company, also benefited from coaching services as they wanted to increase the performance of the team and reach their financial objectives. The top managers of Romaero state that they noticed a significant improvement in the communication skills of the coaching beneficiaries and that they also developed their managerial capacities.

## Professional figure related to coaching in country

In Romania, there is no specific professional profile related to Coaching. But no matter which is the duration of a Coaching course, it is accredited at the national or international level, either at National

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Authority for Qualifications or International Coaching Federation.

To attend a course that trains you for being a Coach, it is not needed a specific academic/ educational background. But taking into consideration the characteristics of a Coach (being a good communicator, being empathic, being an optimistic person, being able to identify and empower the strength of an individual, being able to help people to help themselves, being very good at asking questions and being a very good listener at the same time, etc.), the most common professionals through coaches are Psychologists or Teachers or even Actors. Besides, if we talk about coaching in different domains such as Business, the most proper professionals are Economists specializing in Human Resources or Business Administration.

### **Specific training for becoming coach in country**

In order to become a coach in Romania, one must graduate a six-month training accredited by the National Authority for Certifications. There are several schools that provide this training, but all of them follow the curricula approved by the International Coaching Federation.

After the six-month course, the participants will have an exam and if they pass it, they obtain the diploma that allows them to officially work as a coach in Romania.

### **Specific training on coaching from universities**

The universities in Romania offer coaching courses in the master degree for Pedagogy of Sport.

Such a discipline receives 6 credit points and is taught for 3 hours per week (1 course hour per week and 2 practical applications hours per week).

The subjects covered by the course are:

1. What does coaching mean?
2. The manager as a coach

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3. The concept and nature of coaching
4. Formulation of questions and their nature in coaching sessions
5. Team coaching
6. Overcoming obstacles in coaching.

### Free coaching courses in country

In Romania, most coaching courses provide participation fees, especially if at the end of the courses you can get a participation diploma or an accredited diploma. The value of these coaching courses starts from a few hundred RON (under 50 Euros), up to tens of thousands of RON (1-5 thousand Euros), depending on the topic addressed, the complexity of the module, the duration of the modules, the experience of the trainers or the purpose of the coaching sessions (<https://xscholarship.com/ro/top-life-coach-certification-courses/>).

Lifelong learning is funded through public and private funds based on public-private partnerships, funding and co-financing from employers, non-governmental organizations, non-reimbursable funds from European programs, lifelong learning accounts and the contribution of beneficiaries ([https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-64\\_ro](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-64_ro)).

For example, there are some programs such as those offered by the Leaders Foundation (Experience. Unstuck yourself), which cost 1800 euros. Of this amount, half is covered by various sponsors or partner companies, leaving half of the amount to be paid by students. Moreover, the Leaders offer students 3 methods to cover this fee: own contribution from the student, contribution from the employer, or support for contacting various companies to help the participant raise the amount of money needed to register from the donations of those who want to help him in this regard (<https://leaders.ro/programe/experience/participa/>).

Sometimes, people who are at the beginning of their coaching career, who want to develop and gain work experience, or who simply want to advertise, are willing to do certain free coaching sessions or

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certain pro-bono coaching modules, especially by posting their ads on social media networks. There are other companies that, for the beginning, want to support the initiatives of coaching, training, psychotherapy, or vocational counseling, so that later they can come with a package of services for a fee in addition to the free ones. (<https://www.adaptabil.ro/>).

### Core topic of the coaching courses in country

In Romania, coaching courses aim at 2 main directions: life coaching and business coaching. (<https://www.traininguri.ro/curs-coaching/>).

The core topic of the *life coaching* courses is self-improvement and self-capacity improvement. In this regard, those who want to participate in the courses can understand what holds them in place and how they can evolve and also find out what stage of development they are at and how they can move forward. Thus, those courses can help people take control of their life, set goals and practical strategies to have the evolution they want (<https://www.elenoh.ro/index.php/coaching/>). Due to the complexity of these directions, the topics of work with the participant are divided into several work modules. For example, one module can be dedicated to interpersonal intelligence and communication, while another module deals with the area of motivation, awareness, and growth (<http://www.leadercoach.ro/leader-coach-program-de-formare-in-coaching/>). Moreover, once people have completed these modules, the emphasis can also be on improving relationships, so that the person attending these courses can feel that they are finally at a time when they can control their own lives, from the point of view of understanding the personal self, as well as from the point of view of its positioning in society (<https://www.elenoh.ro/index.php/coaching/>).

In the case of *business coaching courses*, there are some elements specific to an organization, which refer to the development of leadership skills (<http://www.leadercoach.ro/leader-coach-program-de-formare-in-coaching/>) and more efficient management of a team (<https://www.adaptabil.ro/servicii/coaching/>). Thus, the emphasis is on supporting people with leadership positions in increasing their performance by applying principles and coaching skills to create

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an environment that encourages them to leave their comfort zone in favor of authenticity, and creativity, highlighting the potential of each and obtaining results beyond expectations (<http://www.leadercoach.ro/leader-coach-program-de-formare-in-coaching/>). These courses are intended to help managers and the work team cope with demotivation, fear of change, and communication bottlenecks (<https://www.adaptabil.ro/servicii/coaching/>). Moreover, the topics of work focus on the various methods by which creativity can be approached in business so that the proposed objectives can be achieved at the organizational level, and the company can prosper in the future (<https://confidentbusiness.ro/cursuri/specialist-in-activitatea-de-coaching-curs-online-acreditat-anc/>), continuously developing the ability to build beneficial relationships with colleagues, clients, collaborators (<http://www.leadercoach.ro/leader-coach-program-de-formare-in-coaching/>). All these directions are approached both through theoretical information and through practical or case studies (<https://www.life-university.ro/life-coaching-academy/>).

Apart from the 2 specific directions mentioned above (life coach and business coach), a lot of courses in Romania are organized for people who want to become *accredited coaches*. For them, a series of work modules are available to acquire the basic knowledge in various directions approached during the coaching sessions (such as those mentioned above), as well as special modules that teach those who want to become a coach as a profession to deal with clients, how to attract them, how to enter into partnerships with them, and how to turn a passion into a successful business (<https://scoaladecoaching.com/curs-de-coaching-acreditat/>).

The coaching courses aim at both the transmission of theoretical knowledge and the transmission of practical knowledge, through personal counseling sessions and through case studies. These coaching courses can be in both physical and online formats.

Of course, when we talk about the physical format, the logistics problems are the ones that restrict the potential number of participants, especially since one of the components of the course is the 1:1 coaching session (<https://scoaladecoaching.com/curs-de-coaching-acreditat/>). Thus, although there is no official number of a working group, most of those who organize such courses go on to form a group

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with a small number of participants, so that everyone can participate moment by moment, be in the center of attention and be personally guided to the highest standards (<http://www.leadercoach.ro/leader-coach-program-de-formare-in-coaching/>). However, analyzing various reviews or pictures posted by those who offer such coaching courses, their own observations indicated the participation of a maximum of 25 people in the group sessions (<https://www.facebook.com/FundatiaLeaders/photos/a.221713004520486/7770906142934430/>).

However, if the exercises are aimed at team activity, they are usually held with a minimum number of 5 people (<https://confidentbusiness.ro/cursuri/specialist-in-activitatea-de-coaching-curs-online-acreditat-anc/>).

For the life-coaching part, the number of people can be much clearer depending on the topic addressed. If the courses are aimed at couple/family coaching or coaching with children/parenting, then the number of people is smaller in order to be able to discuss with each of the participants various specific issues. But if we talk about group coaching, then groups larger than 5 people are more effective (<https://confidentbusiness.ro/cursuri/specialist-in-activitatea-de-coaching-curs-online-acreditat-anc/>).

### **Government plan to develop coaching courses in country**

There are several legal initiatives that come to support the education and lifelong learning of individuals in Romania, and this training includes coaching sessions. According to the provisions of art. 356 of Romanian National Education Law no. 1/2011, the state supports the right to lifelong learning by granting the amount representing the equivalent in RON of 500 euros, to each child of a Romanian citizen, at his birth. The amount is granted for educational purposes for the benefit of the holder, from the state budget, through the budget of the Ministry of Labour, Family and Social Protection ([https://www.edu.ro/sites/default/files/legeaeducatiei\\_actualizata%20august%202018.pdf](https://www.edu.ro/sites/default/files/legeaeducatiei_actualizata%20august%202018.pdf)).

The companies regulated by Law no. 31/1990, republished, with subsequent amendments and completions, national companies and other institutions may incur expenses for the professional training of employees, expenses which are deducted, as the case may be, from the profit tax or from the income

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tax (<https://legislatie.just.ro/Public/DetaliuDocument/56732>).

In addition, through the National Vocational Training Plan, the National Agency for Employment includes free vocational training programs: for unemployed (mostly), detainees, persons who have resumed their activity as a result of the termination of parental leave, persons who have resumed their activity as a result of the recovery of work capacity, after retirement due to disability, persons from rural areas, persons receiving free services for assessing skills acquired in other ways than formal ones, persons receiving vocational training at work ([https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-64\\_ro](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-64_ro)).

People who do not benefit from gratuities are included in vocational training courses organized by the Regional Adult Vocational Training Centers. Adults participating in education and training programs that are not funded from other sources (employers' funds, unemployment insurance budget, sponsorships, donations, and other external sources) must pay the cost of the program. The costs are set by the education and training providers so as to cover the expenses incurred for carrying out the program ([https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-64\\_ro](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-64_ro)).

### **E-learning platform where coaching courses are developed**

Examples of e-learning platforms with coaching courses in Romania:

- <https://www.life-university.ro/curs-coaching/> - online courses with famous Romanian coaches;
- <https://www.erickson.edu/en/the-art-and-science-of-coaching> - The Art & Science of Coaching course offered by Erickson Coaching International. The program offers the opportunity to become an ICF-Accredited coach as an ACC (Accredited Coach) or a PCC (Professional Coach). The Program is offered online and on-site in beautiful cities around the world. It is based on neuroscientific principles and is world-renowned for training coaches to partner with their clients in transformative

change. Online classes either once or twice a week, or onsite training intensives in locations around the world.

### **E-learning platform where coaching courses are developed**

The following are some e-learning MOOC platforms for coaching courses in Romania:

- <https://www.udemy.com/topic/life-coaching/?p=2> – online coaching courses on UDEMY platform;
- <https://www.coursera.org/courses?query=coaching> – online coaching courses on COURSERA platform.

# TURKIYE

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## Coaching methodology in Turkiye

In Turkiye, the coaching methodology is mainly implemented in the **private sector**. Mostly students who are in the phase of the entrance to a good high school or university are getting student coaching professional service to get into a most popular university or high school. Large companies are hiring coaches to help their staff (both with individual and team coaching) as well. Many bosses have figured out the importance of coaching and have also understood that they can only have a successful company if their employees are balanced, focused, and rewarded suitably for the hard work they put in place every day. On the other hand, the implementation of coaching in SMEs is developing since Turkish SMEs entrepreneurs prefer “**consultant**” to coaching.

Coaching methodology in **schools** in Turkiye is not yet widespread, there are not official data about its implementation, but student coaching is a growing trend in Turkiye since there is a big competition among students for both high school selection exams and university entrance exams. Those student coaches focus on enrolling a student not only in Turkiye but also abroad, especially Europe and USA universities.

We have some facts & figures from several sources are as follows:

- UDEMY has provided 236 different coaching trainings when we search for “coaching trainings” in Turkish. (<https://www.udemy.com/tr/topic/coaching/>). The most popular courses are on “student coaching” addressing those who wants to be a coach helping students in their career pursuit by helping them to get prepared for university/high school entrance exams. The prices level of these online trainings are affordable starting from 69 TL.
- The other popular topics in UDEMY are given as family/parent coaching, performance coaching, relationship coaching, business coaching, NLP coaching, and the others.
- University programs on coaching in Turkey are few, İstanbul University, Yeditepe University, Bahcesehir University, İstanbul Aydın University, İstanbul Gedik University, İstanbul Nişantaşı University, Kırklareli University, OSTİM Technical University, Kütahya Dumlupınar University, Hitit University, Tokat Gaziosmanpaşa University and Başkent University.

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- All of those universities provide an **online student coaching programs** through their Continuous Education Centers.
- ICF Turkiye is one of the most popular coaching methodologies in Turkiye with 427 active coaches (2018) when we perform a Google search, especially in life coaching or business/management coaching mainly in Istanbul, Ankara and Izmir.
- EMCC Turkiye (European Mentoring and Coaching Council) has been in operation since 2005 and today, they have 175 active coaches giving service in many a different coaching area. EMCC is providing accreditation at an individual level through European Individual Accreditation, educational training programs through EQA-European Quality Award, and mentoring and coaching programs through International Standards for Mentoring and Coaching Programmes (ISMCP).
- Erickson Coaching International provides several coaching training programs not only TASC program but also **team coaching, negotiation coaching, NLP practitioner, and deep coaching** working on consciousness.

In the **public context**, the coaching methodology in Turkiye is not implemented so far.

### Professional figure related to coaching in country

The profession of Coach in Turkiye is not yet regulated, and therefore, the Government has not defined any regulatory criteria for which schools or private associations can request some form of recognition or some authorization that allows one of these to accredit or "recognize" other associations or private schools.

In Turkiye professional coaches registered with coaching associations were about 650. Getting more precise figures about the Turkish coaches is hard since what is missing is an in-depth study of those who are trained as Coaches, and actually is working as Coaches.

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Many coaches in Türkiye are members of associations that protect their status, through professional standards and ethical codes. In Türkiye the main professional bodies are:

- **International Coach Federation (ICF) Türkiye** (<https://www.icfturkey.org>), joined ICF International in 2009 – 427 active coaches (2018)
- **The Association of Coaches Platform** (Koçluk Platformu Derneği), founded 2010 – with 2500 followers in Facebook.
- **EMCC Türkiye- Mentors and Coaching Association** (<https://emccturkey.org/>) (EMCC Türkiye Yönderlik ve Koçluk Derneği), founded 2005 – 175 members
- **The Association of Expert Coaches** (Uzman Koçlar Derneği) (<https://www.uzmankoclardernegi.org/>) with active 25 mentors based in Ankara.

In Türkiye, the coaching profession is regulated by a **national vocational standard (Level 6)** published by Vocational Qualification Authority (MYK) which is published in Official Gazette ([www.rega.gov.tr](http://www.rega.gov.tr)) in June 2013 with decree no. 28692.

There is **no law** referring to coaches in Türkiye at the moment except the national vocational standards. All major coaching associations have worked together to develop national vocational standards for the coaching profession to complement the legal vocational framework.

There are several specializations in the coaching field, the most common in Türkiye are:

- **Student coaching:** for education and training, the main goal is to help tertiary or university level students to choose an occupation to achieve higher performance through the personal abilities of every student. The objectives are to identify student's motivation, abilities, traits, and characteristics and define and achieve challenging goals, increase persistence, refine intellectual capacity towards requirements of exams, prepare the student for the exam race, make better use of academic resources, accompany the student in the after exam.

Those who are related to student coaches are mostly from are academicians, psychologists, and educational experts, but generally, we can refer to any professionals interested in the "development of youngster's potential".

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- **Life coaching:** mainly aimed at the single person and is oriented towards reaching an age in the future. The objectives are to clarify, identify and pursue personal and/or professional goals, help the person to identify his/her potential and develop concrete action plans to achieve them by exercising questioning, develop decision-making skills within one's own context, improve communication, have an effective method in study and/or work, improve one's financial position, find an balance between professional and private life, improve relationships. Those who are related to life coaches are mostly from psychologists, educational experts, graduates in social science, and communication but generally, we can refer to any professionals interested in the "development of human potential".
- **Business coaching:** its main objectives are the improvement of performance, and achievement of concrete objectives within one's own working environment. The objectives are to improve leadership, develop managerial personal potential, overcome organizational and procedural obstacles, improve the decision-making and delegation process, develop and consolidate profits, increase productivity, improve time management, and achieve challenging objectives. Those who are related to business coaches are mostly from HR managers, former managers, veterans, business leaders, and graduates in social or engineering sciences.

### Specific training for becoming coach in country

In Türkiye, to become a Coach, a person has not enforced to attend a training course recognized according to any law since there is no law regulating coaching, but level 6 coaching national vocational standard is a day-by-day demand among conscious customers.

Coach training in Türkiye is mainly provided by private institutions, although universities are starting to deliver coaching certificate courses, which will further enhance the status of the profession in Türkiye. There are hundreds of coaching trainings provided by companies or private coaches in Turkey. Coaching NGOs do provide training as well.

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The courses have a price ranging from 500 to 25.000 TL, including mostly direct online interaction with the teachers in the online classroom and exercises, individual study and tele-coaching sessions.

### E-learning platform where coaching courses are developed

Some online training programs of Universities from Türkiye offer student and education coaching courses:

1. IstanbulSEM-Istanbul University Continuous Education Center: **Online Student Coaching Certificate Program** (<https://sfk.istanbul.edu.tr/ogrenci-koclugu-ve-egitim-danismanligi-sertifika-programi-e66.html>): Online Certificate program in student coaching. Topics are on coaching, education and student coaching, effective communication, determining goals, character, adolescence, learning and brain, attention disorder and hyperactivity, attention and memory,  
Tuition: 460TL (25 €) /per person
2. BEDAM- Başkent University online **Student Coaching Certificate Program**: (<https://bedam.baskent.edu.tr/yasam-koclugu-ve-ogrenci-koclugu-sertifika-programi/>): 80 hours program– subjects: coaching, ethics in coaching, designing future, technical tools in coaching, change your mindset, advanced mindsetting techniques, training workshop on coaching, the mindset coach, learning techniques, mindmapping, anxiety, breathing techniques, digital marketing strategies, digital economy.  
Tuition: 5000-8000 TL (250-450 €)/per person
3. YeditepeSEM-Yeditepe University Continuous Education Center: **Student Coaching Certificate Program** (<https://sem.yeditepe.edu.tr/egitimcilere-yonelik/egitim-ve-ogrenci-koclugu-sertifika-programi>): 20 hours program– subjects: coaching, ethics in coaching, coaching process, working with goals, efficient listening, learning the learning process, NLP, learning models, learning by touching, viewing and listening,  
Tuition: 2000 TL (100 €)/per person

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4. AydinSEM-Istanbul Aydin University Continuous Education Center: **Student Coaching Certificate Program** (<https://www.aydin.edu.tr/tr-tr/arastirma/arastirmamerkezleri/sem/kisisel-gelisim-egitimleri/Pages/%C3%96%C4%9Frenci-Ko%C3%A7lu%C4%9Fu-Sertifika-Program%C4%B1.aspx>): 42 hours face-to-face program— subjects: Brain working system, target audience and key features, learning strategies, thinking skills, visual, auditory and tactile learning models, coaching definition, differences between Coaching, Mentoring and Therapist, coaching process and structure, active listening and questioning techniques, feedback techniques, goal setting, increase motivation, study methods, self-awareness, active learning and memorization, effective communication and group work skills, transforming test anxiety into positive energy, communication with families.
- Tuition: Not determined yet

Apart from university online courses and UDEMY classes on coaching, there are tens of private companies like [www.istanbulnlp.com.tr](http://www.istanbulnlp.com.tr), [www.steto.com](http://www.steto.com), [www.fakoakademi.com](http://www.fakoakademi.com), [www.onlinekocunuz.com](http://www.onlinekocunuz.com), [www.koclukmerkezi.com](http://www.koclukmerkezi.com), [www.umutesen.com](http://www.umutesen.com) providing different type of coaching over internet. Some of them are ICF or Erickson certified. Their price strategy differs according to the number of hours and certification from abroad.

### Free coaching courses in country

There are not free coaching courses in Türkiye so far but over UDEMY, one can easily attend coaching training material with paying 3-4 Euro for a training program.

### Core topic of the coaching courses in country

In Türkiye, the main coaching specializations are 3:

- Student coaching,

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- Business coaching and
- Life coaching.

The cores of life coaching courses are self-capacity improvement, and relationship development.

The cores of the business coaching courses are the improvement of leadership, the development of managerial skills and methods to increase productivity.

On the other hand, as regards sports coaching, the core is characterized by the ability to work in a team and the ability to motivate and self-motivate.

### **Participant in a coaching course**

In Türkiye there are several professional associations of coaches, and but there are no other official data, the only data provided is that of the Turkish coaching associations which report several subscribers to their courses ranging from 10 to 25 people each. The data about participants needs to be verified and validated.

In Ministry of National Education inhouse training for student coaching, there are registries who attended those courses from teachers employed by the Ministry, but they are not publicly declared.

### **Government plan to develop coaching courses in country**

Officially, there are no plan run by Turkish government officially. In the Ministry of National Education (MNE), at secondary and tertiary level, there are some ad hoc efforts like organizing short online trainings to MNE teachers in Ağrı province with Ibrahim Çeçen University. In 2020, Istanbul Directorate of MNE has conducted several trainings to their some the teachers in student coaching but those efforts are not comprehensive and not implemented into national education system in depth.

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## E-learning MOOC platforms for coaching courses

UDEMY is the simplest and the easiest way to reach e-learning MOOC platforms for coaching courses in Turkish. In Google search, one can find more than 200 training programs in coaching in Turkish and English.

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# N.R CONCLUSION

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This part of the report consists of a partial analysis of the contextual information collected by each partner in order to investigate how coaching methodology is developed in country partners.

First, a great development of coaching in Greece with large interest of governance in this topic. To access to courses, a high-school diploma is required. The figure that access to courses are Psychologists, Scientists, Social workers and Mental Health Counselors, Managers, Human Resource managers, Business Executives and Professionals, Teachers and Special Educators. There are structured courses in country directly linked to university. In Greece, these figures actively implement the figure of coach and mentor in teaching formation and in school management. There aren't free coach courses like in the other partners countries.

Italy does not have yet a big development of coaching in public society. Mainly, the large application is related to business private and sport sector. Coaching at school is linked to small projects. There isn't a governance regulation and the professional figure that attend to coaching courses are prevalently figure related to human and social sector. Coaching courses in Italy are administered by private universities and organization. The professional coach are associated to the ICF (international coaching federation). There are not free courses but e-learning platforms dedicated to coaching exist.

Coaching in Portugal is developed privately, educational and business field but professional courses are developed by private organization. There is not a governance plan to apply the coaching to school but some universities have present courses related to psychological and social professions. There are not free courses, but they are mostly delivered by private organization. No e-learning platform exists on this topic.

In Romania, there is a governance interest in coaching methodology but in large part used from private society to improve the workers skill. The figure related to coach profession are prevalently linked to human development. The courses are provided by private organizations that follow the ICF accreditation model. No free courses, but there are e-learning platform dedicated to coaching and there are some coaching course in MOOC Platform

Turkiye does not have a regulamentation about coaching and the interest is prevalently in private sector. There aren't university courses directly linked with coaching but the coaching approach is knowed by university student due to the importance of coaching approach in to school preparation. There is a large development of private courses but not directly regulamentated by governace. Course are developed in different modalities a prevalently focussed in life quality , student and business improvement

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Similarly to the other partners, national investigation there are no free courses but there is a large use of MOOC platforms.

Except for Greece, in all the partners country, the interest in coaching methodology is mainly linked to private and business area. In HEI field, the development of coaching is not enough widespread due to the novelty of this application in various contexts and due to not specific governance and legislation regarding the argument.

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**ClassTHIFA**  
COACHING TEAMS

# KNOWLEDGE ABOUT COACHING (Field Research)



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## Field research

Field research refers to a secondary research methodology, where the collected information represents a picture about the current situation in a specific field. Specifically, secondary research entails gathering of already existing data retrieved from primary research.

The project Field Research aimed to collect information at national level on coaching methodologies and directly investigated the interest and knowledge of project target population. Moreover, the questions were focussed on psychological aspect that can be related to a coaching approach. To conduct the field investigation a sample of 10 High Education students and 10 High Education Teacher were recruited in each country partners. Sample filled an online form regarding coaching and individual characteristics in order to choose what can be the best way to fit a coaching program in HE environments. The questionnaire is composed by dichotomic and Likert scale item.

## Field Research Summarised results

The total sample of respondents in the different project countries was composed by 7 Turkish, 12 Swedish, 37 Romanian, 48 Portuguese, 24 Italian, 18 Greek participants. The age range was between 18 to 63yrs. Participants were 72 student and 53 teachers.

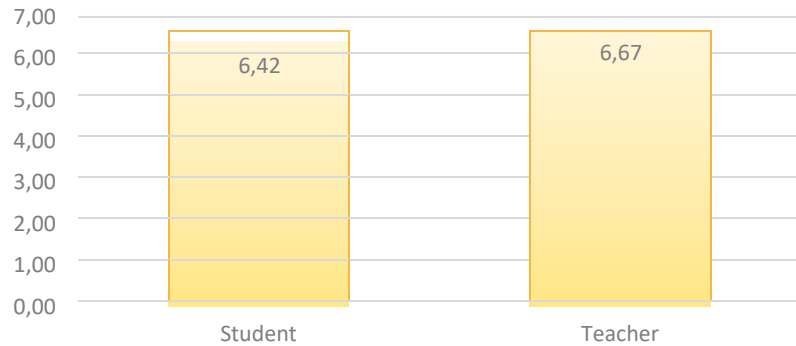
In the following section, we present the results emerging from each national field research that are useful to understand how to better develop a focused training material.

In the following graphs, there are results to the Likert questions correlated to the personal attitude of the sample. The questions were developed to better understand what coaching approach may fit with the development of the ClassTHIFA. The answer will be from not important= 0 to very important=7.

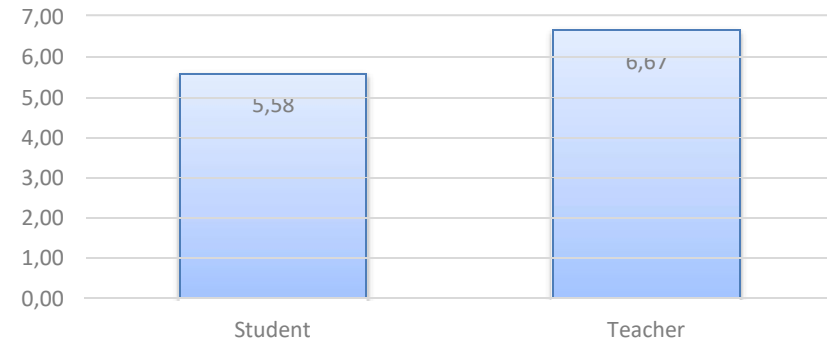


GREECE

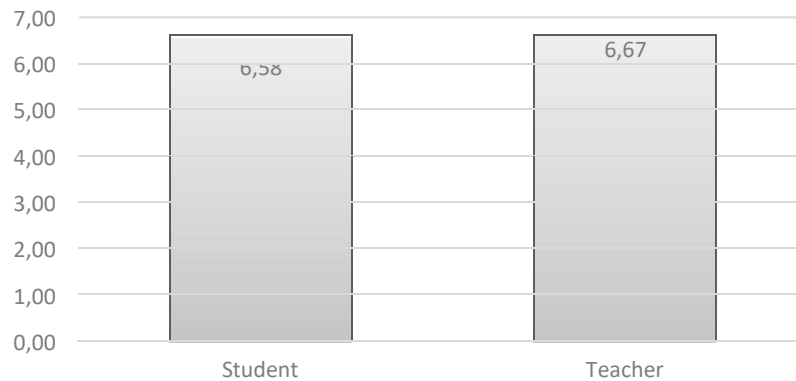
How Important is to you personal development?



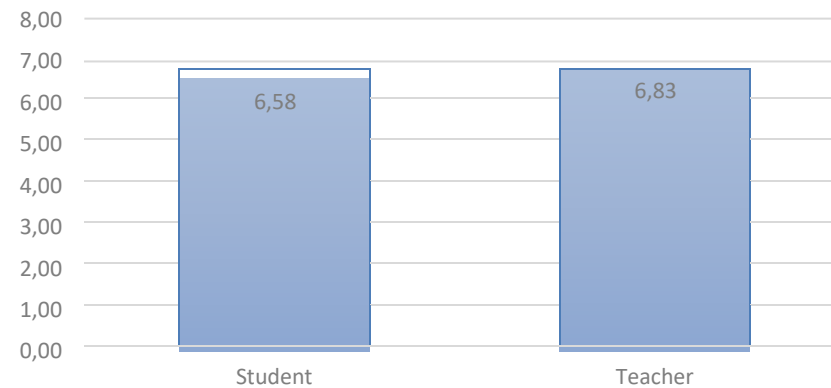
According to you, how important is to collaborate with other people?



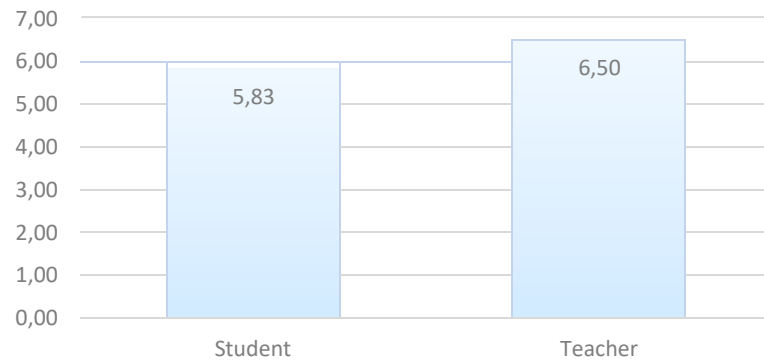
According to you, how important is the motivation to achieve a goal?



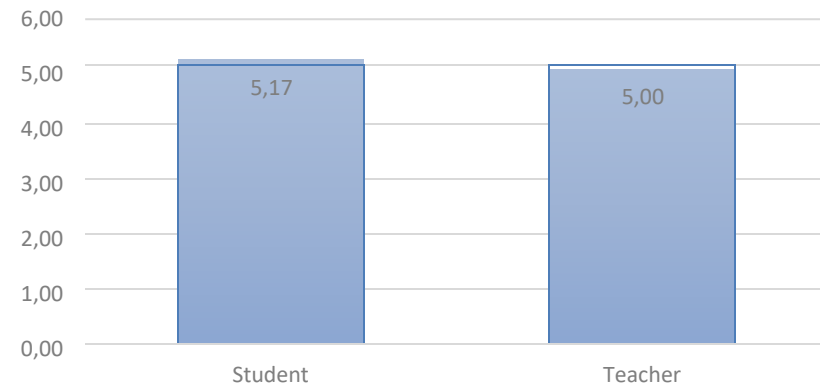
How important is motivation when learning new skills, according to you?



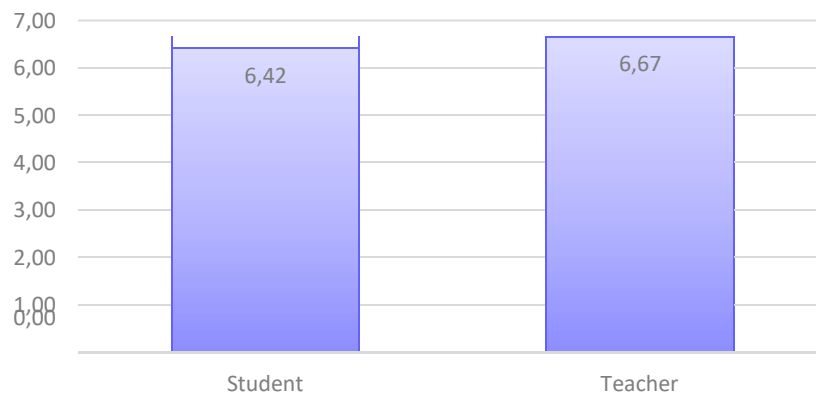
According to you, how important is to understand how to get to the development of a competence?



How important is for you to quickly achieve a goal?



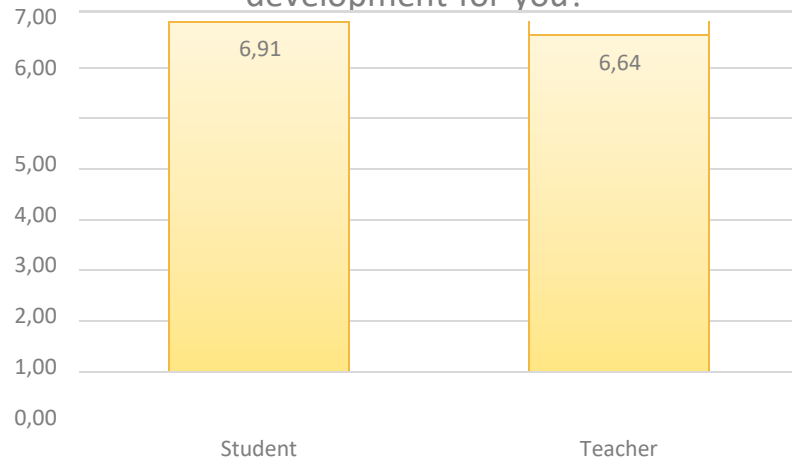
How important do you think it is to understand how to achieve a goal?



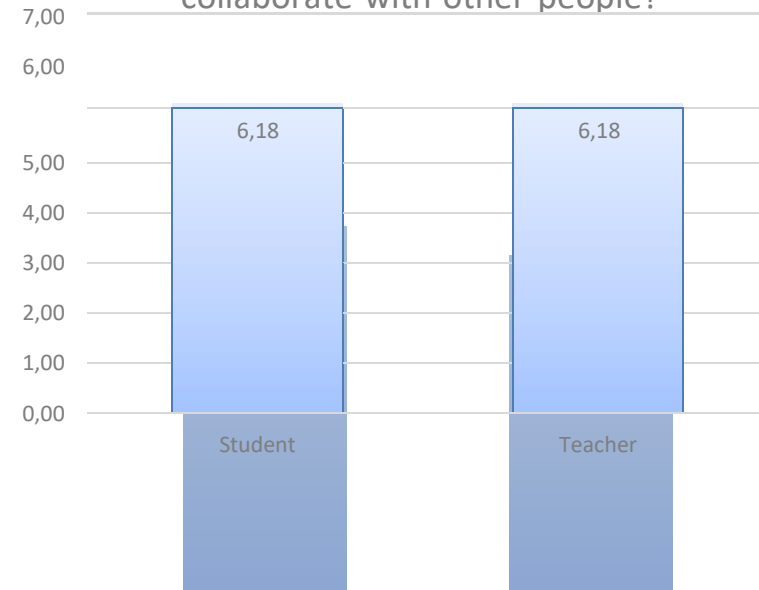
In Greece, both students and teachers give very high importance to personal development, motivation to achieve a goal, motivation in learning new skills, and in the understanding of how to achieve a goal. Some differences emerged in the collaboration item and in the competence development item, where students rated lower importance than teachers. Both teachers and students rated the fastness of achieving a goal as slightly less important.

ITALY

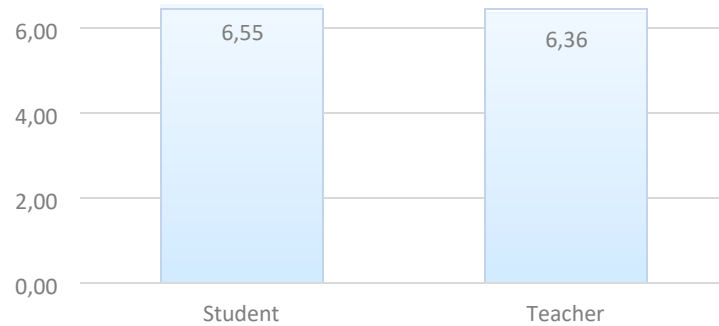
How important is the personal development for you?



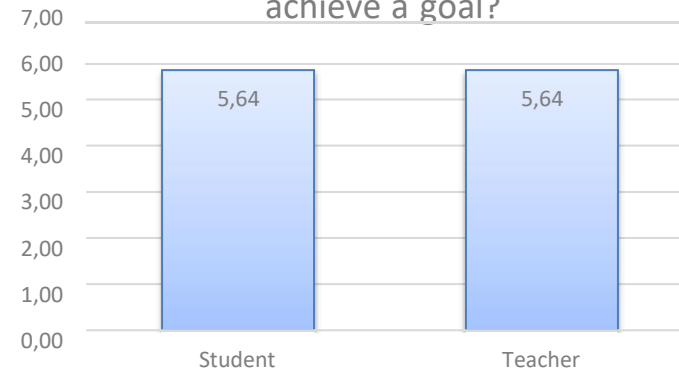
According to you, how important is to collaborate with other people?



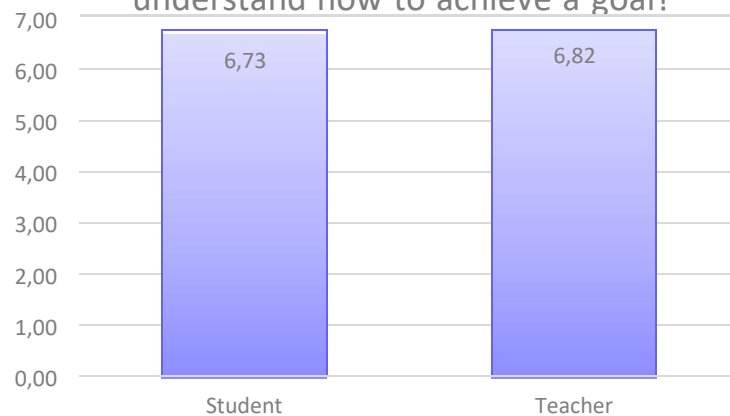
According to you, how important is to understand how to get to the development of a competence?



How important is for you to quickly achieve a goal?

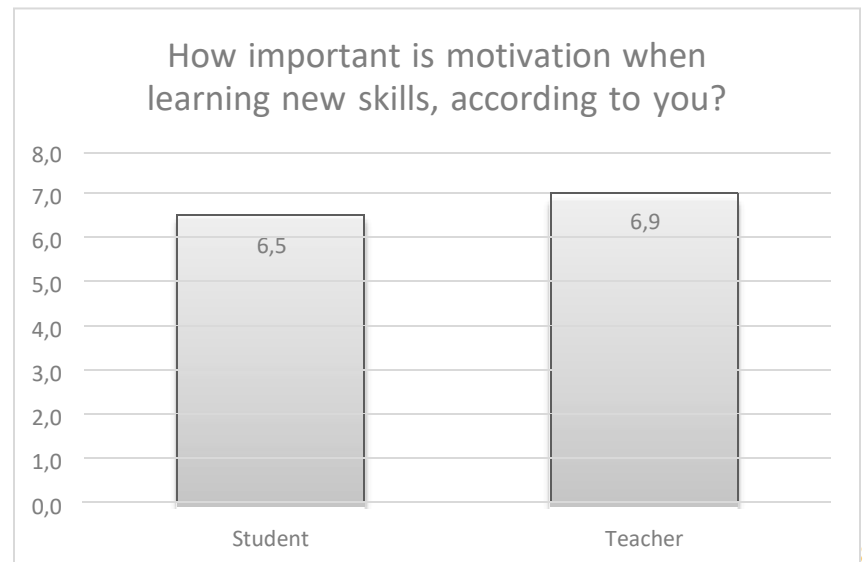
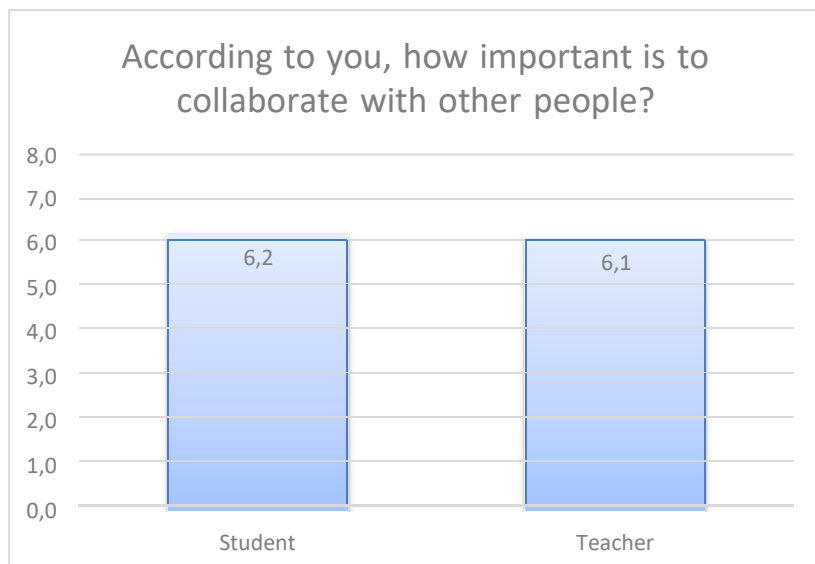
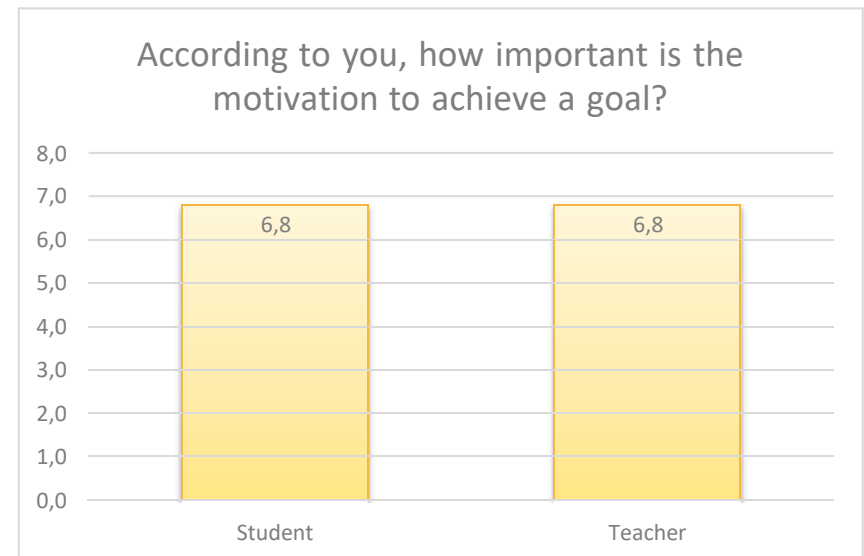
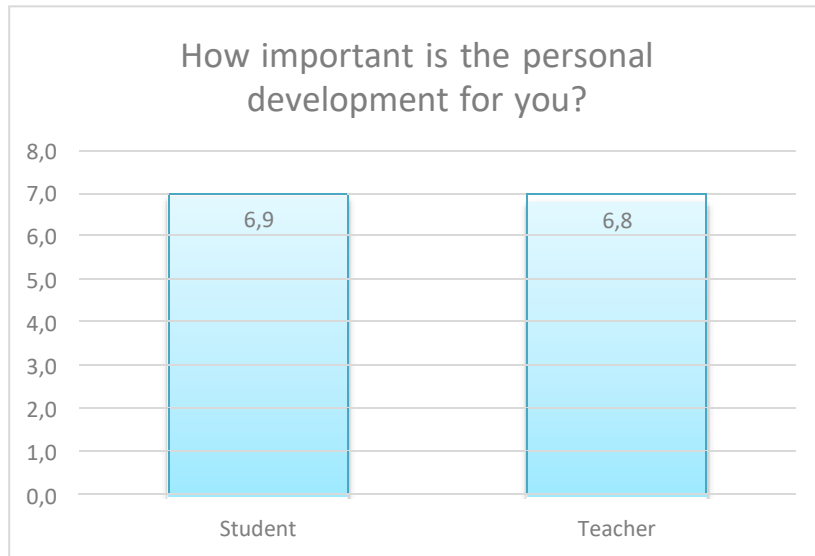


How important do you think it is to understand how to achieve a goal?

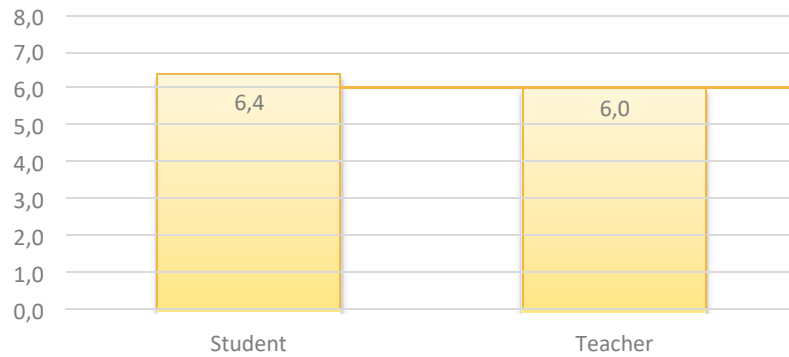


In Italy, both students and teachers give very high importance to personal development, motivation to achieve a goal, motivation in learning new skills, in the understanding of how to achieve a goal, to the collaboration item and in the competence development item. Both teachers and students rated the fastness of achieving a goal as slightly less important.

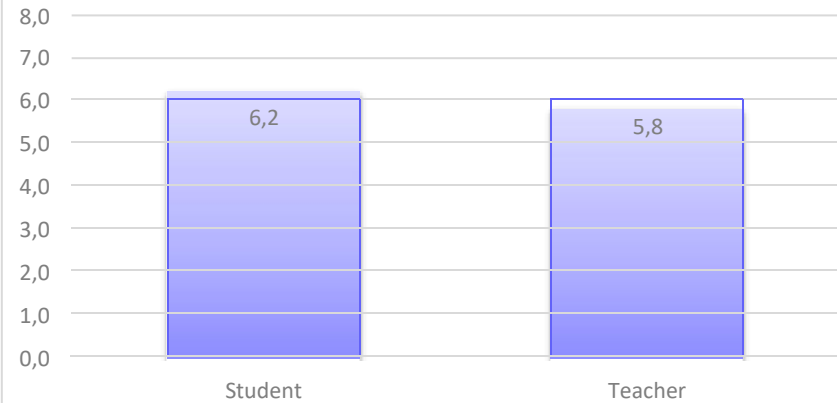
## PORTUGAL



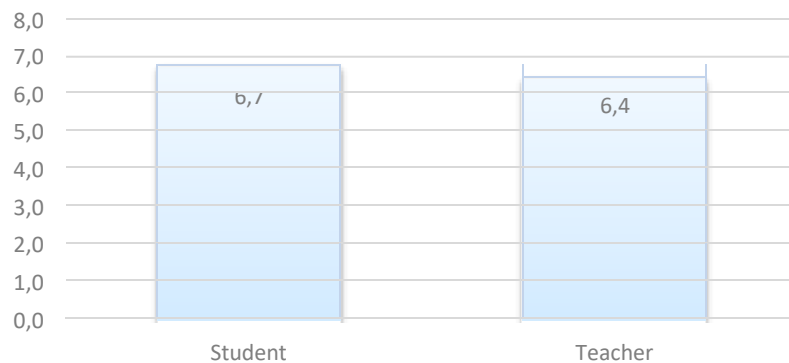
According to you, how important is to understand how to get to the development of a competence?



How important is for you to quickly achieve a goal?

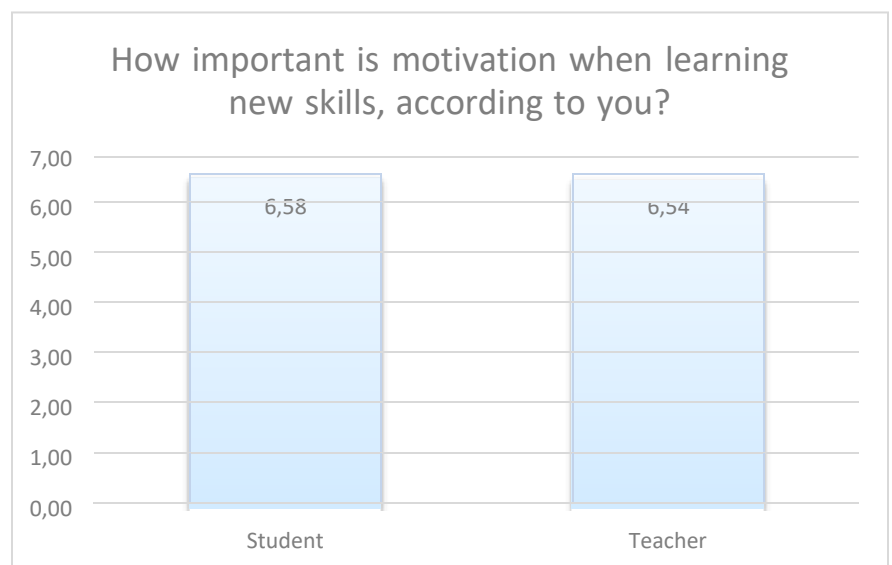
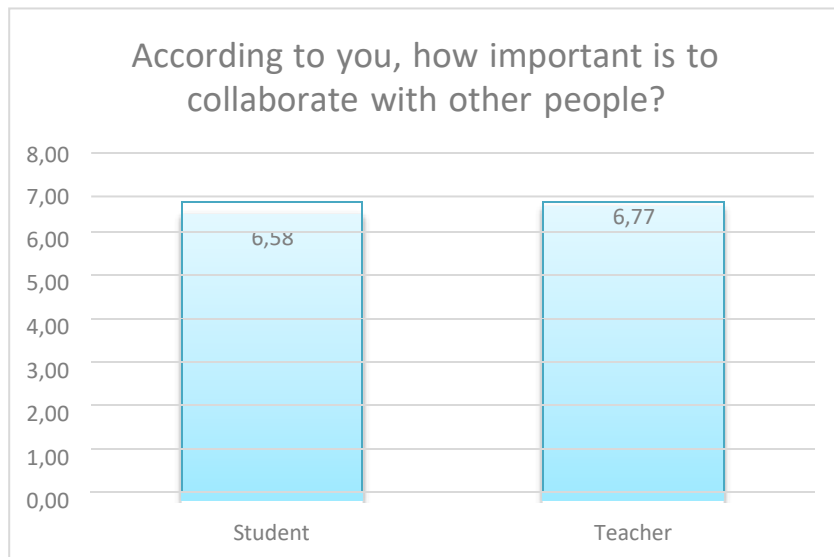
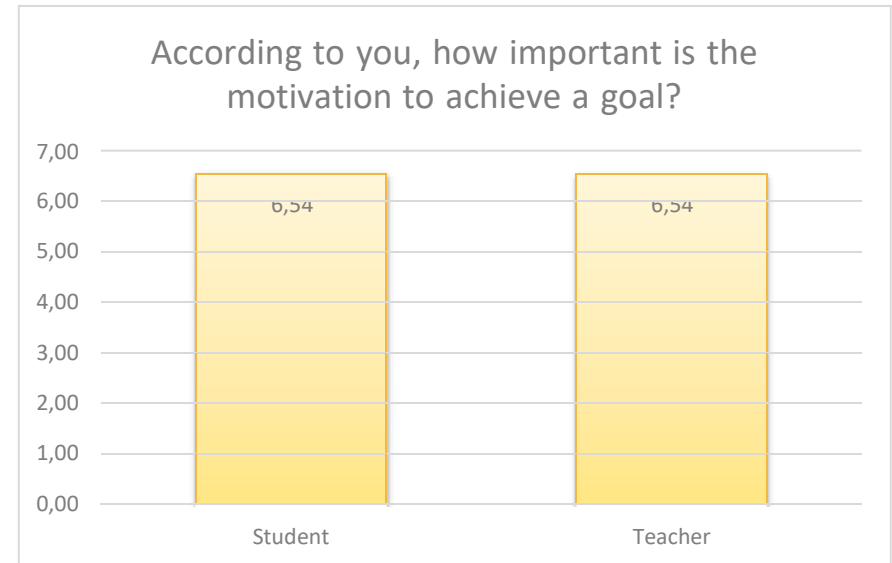
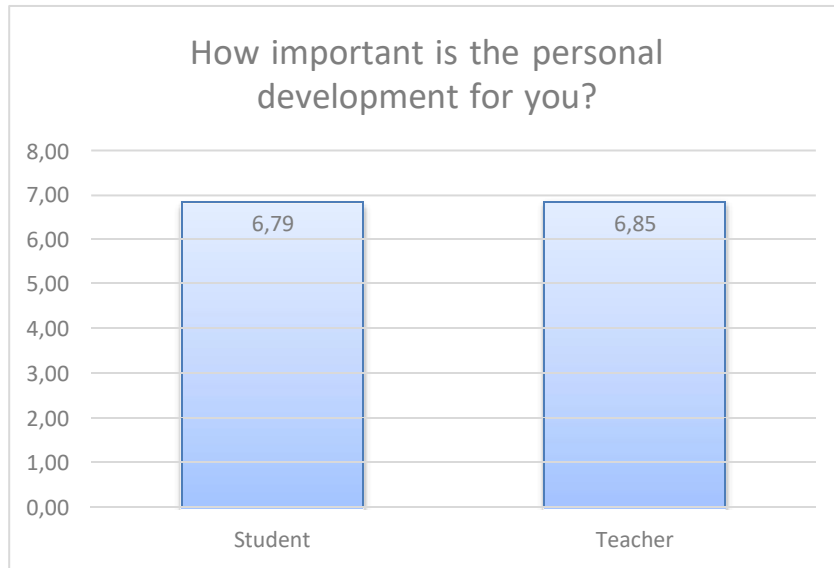


How important do you think it is to understand how to achieve a goal?

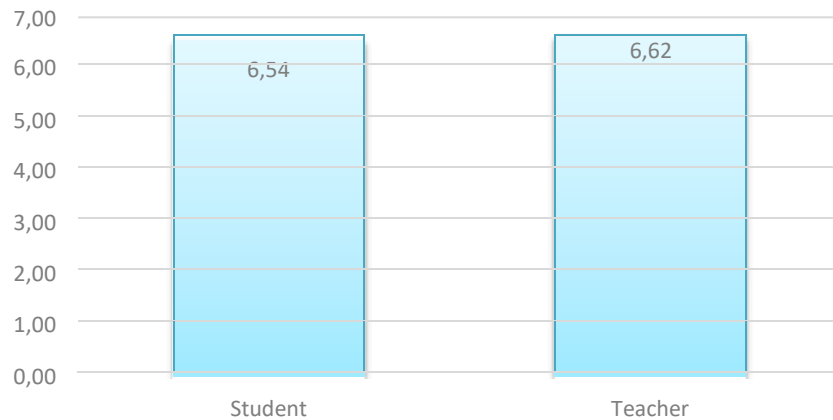


In Portugal, both students and teachers give very high importance to personal development, motivation to achieve a goal, motivation in learning new skills, in the understanding of how to achieve a goal, to the collaboration item and in the competence development item. Teachers rated the fastness of achieving a goal as slightly less important.

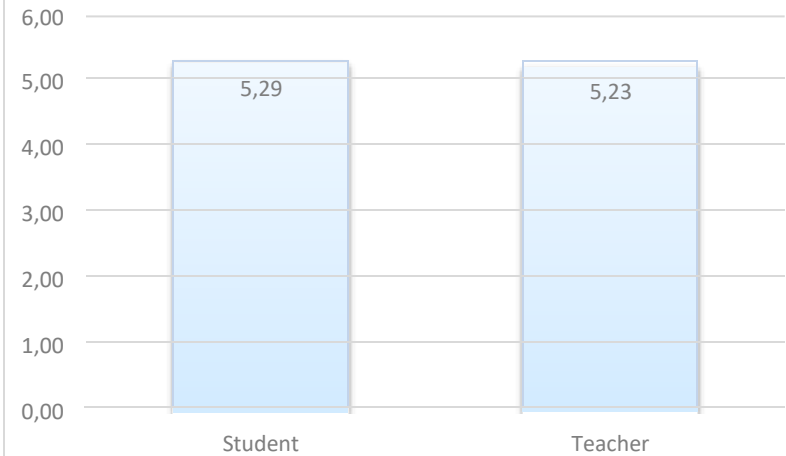
## ROMANIA



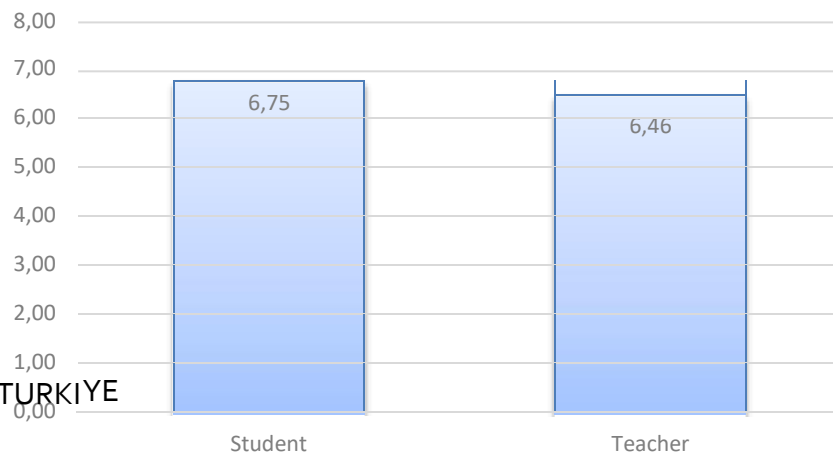
According to you, how important is to understand how to get to the development of a competence?



How important is for you to quickly achieve a goal?



How important do you think it is to understand how to achieve a goal?



In Romania, both students and teachers give very high importance to personal development, motivation to achieve a goal, motivation in learning new skills, in the understanding of how to achieve a goal, to the collaboration item and in the competence development item. Teachers rated the fastness of achieving a goal as slightly less important.

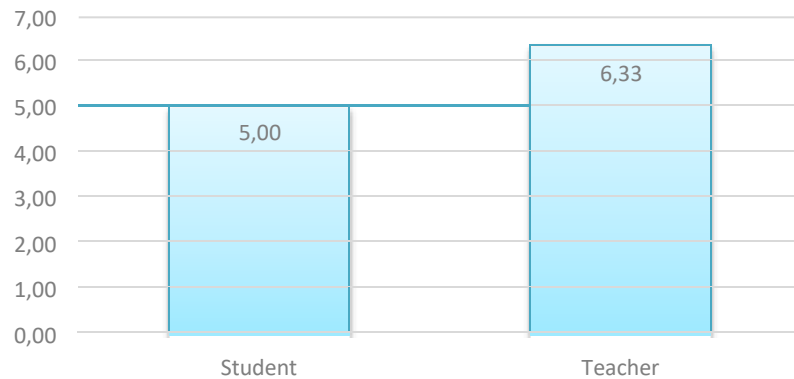
TURKIYE

How important is the personal development for you?

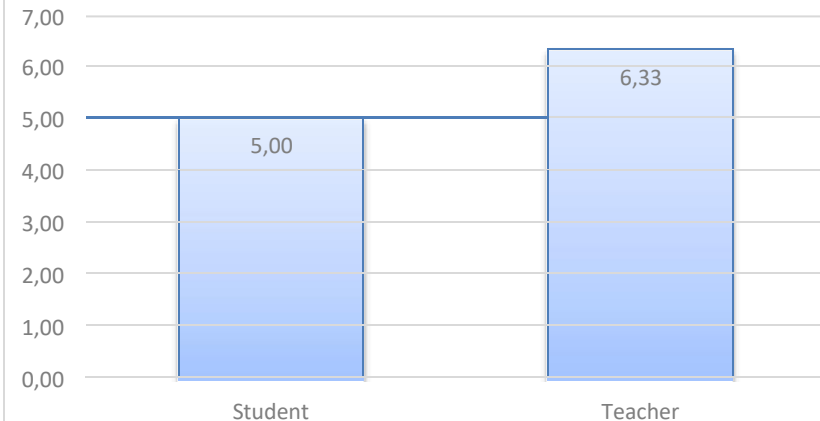
According to you, how important is the motivation to achieve a goal?



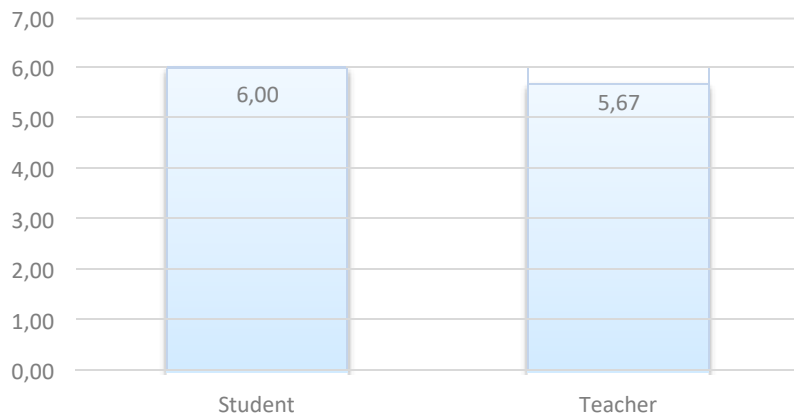
According to you, how important is to understand how to get to the development of a competence?



How important is for you to quickly achieve a goal?

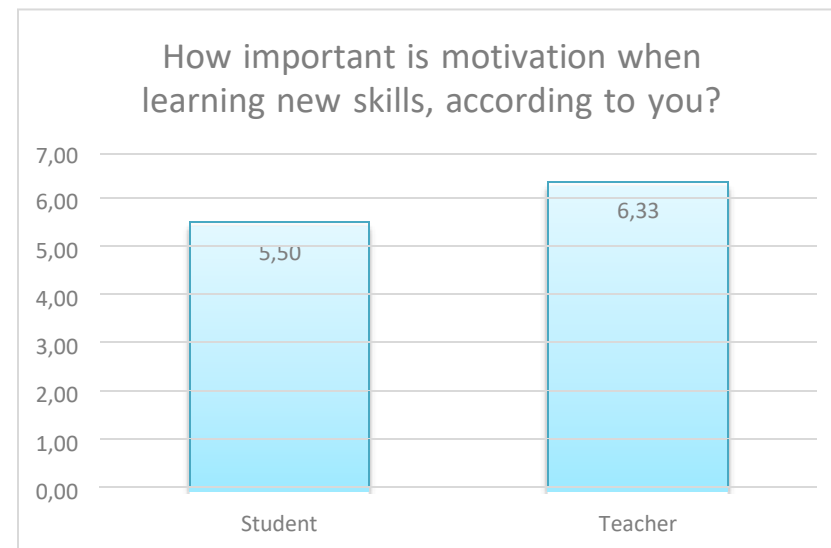
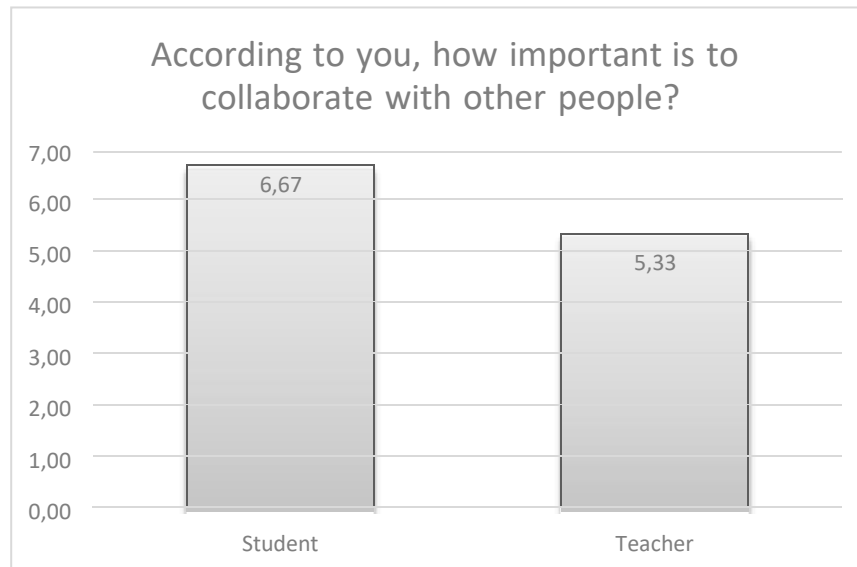
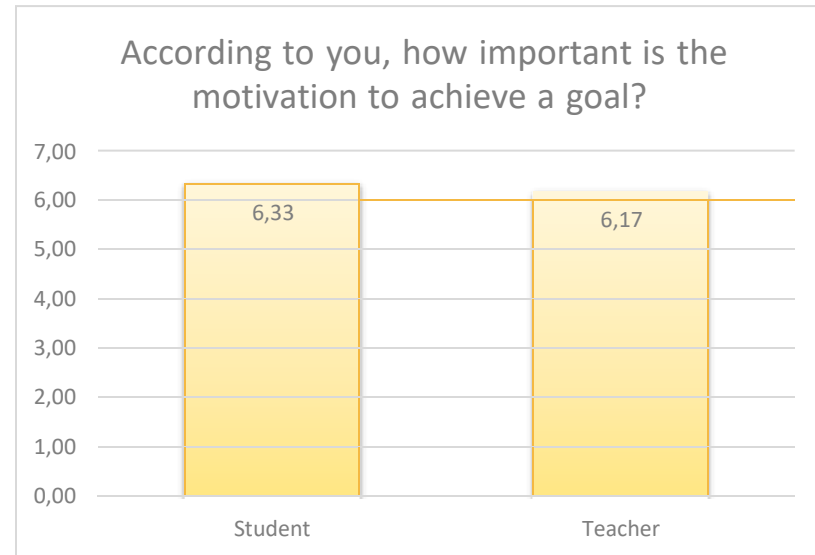
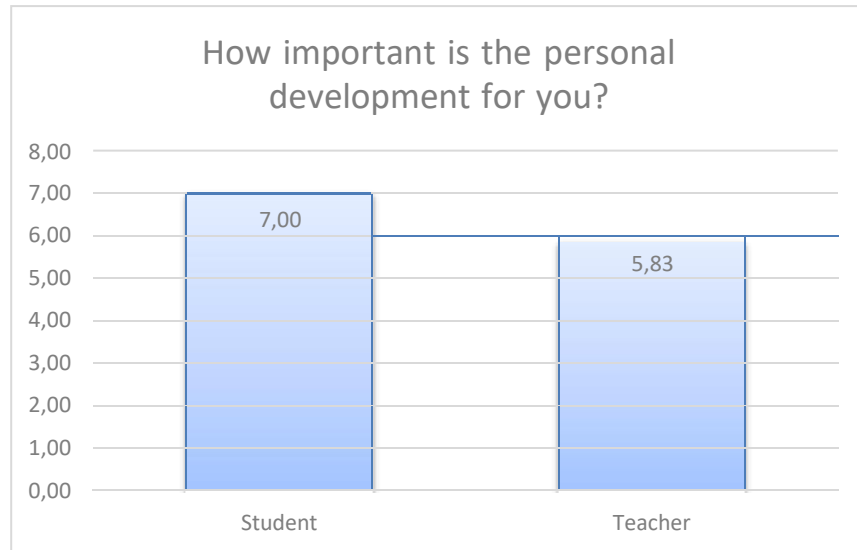


How important do you think it is to understand how to achieve a goal?

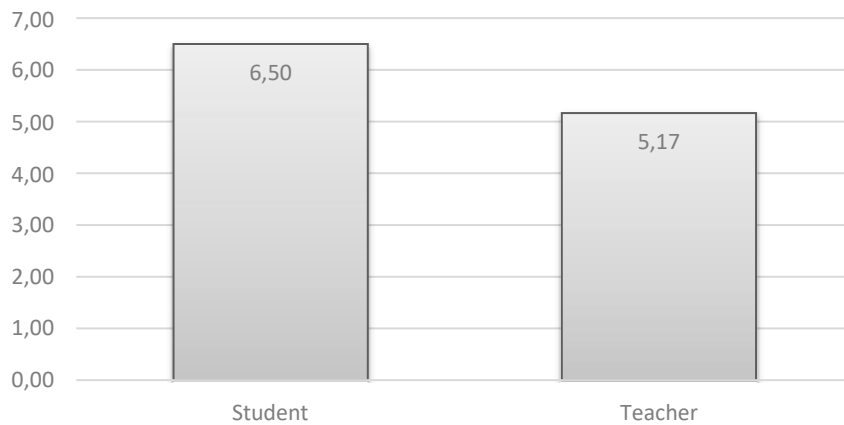


In Turkiye, both students and teachers give very high importance to personal development and to the motivation to achieve a goal. Students give less importance than teachers to the collaboration with other people, to the motivation in learning new skills, to the understanding of how to achieve a goal, to the fastness in reaching a goal, but they gave higher importance than teacher on the understanding of how to achieve a goal.

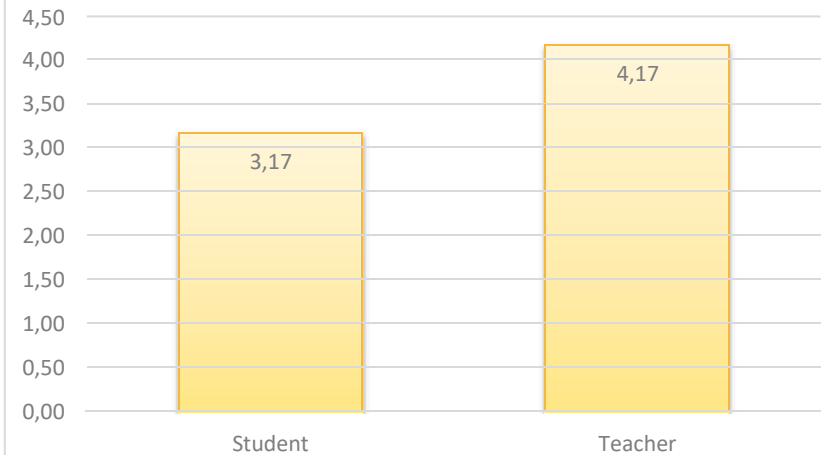
## Sweden



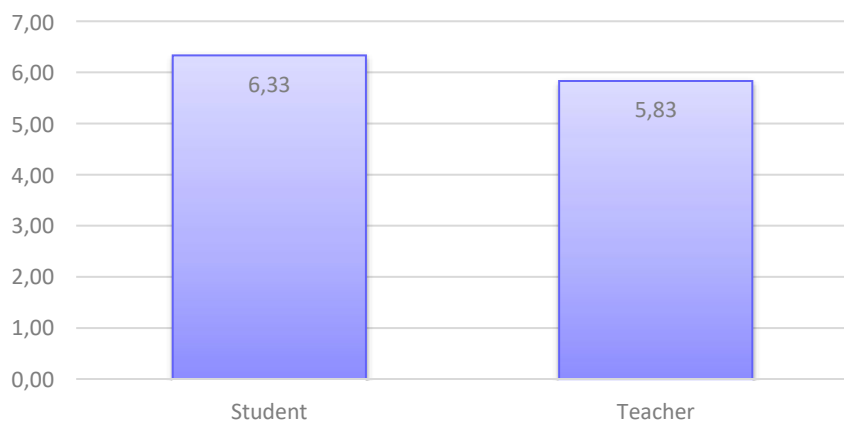
According to you, how important is to understand how to get to the development of a competence?



How important is for you to quickly achieve a goal?



How important do you think it is to understand how to achieve a goal?



In Sweden, personal development was rated lower by teachers than students, who gave the maximum evaluation. The same pattern was observed with the collaboration with other people, the understanding of how to get to the development of a competence and of how to achieve a goal. Students and teachers similarly rated the motivation to achieve a goal. Finally, teachers rated as more important the motivation when learning new skills. The fastness when achieving a goal was rated low by teachers, and very low by students.

## Discussion

The results of this part of the survey show a general tendency to give importance to the acquisition of new skills and competences. Specifically, personal development was rated high in all the countries, both from students and teachers, as well as cooperation with other people. The highest rate was reported in Sweden and Turkey, where all the students voted "Absolutely important". A high importance was given also to understanding how to get the development of a competence and the role of motivation when acquiring new skills.

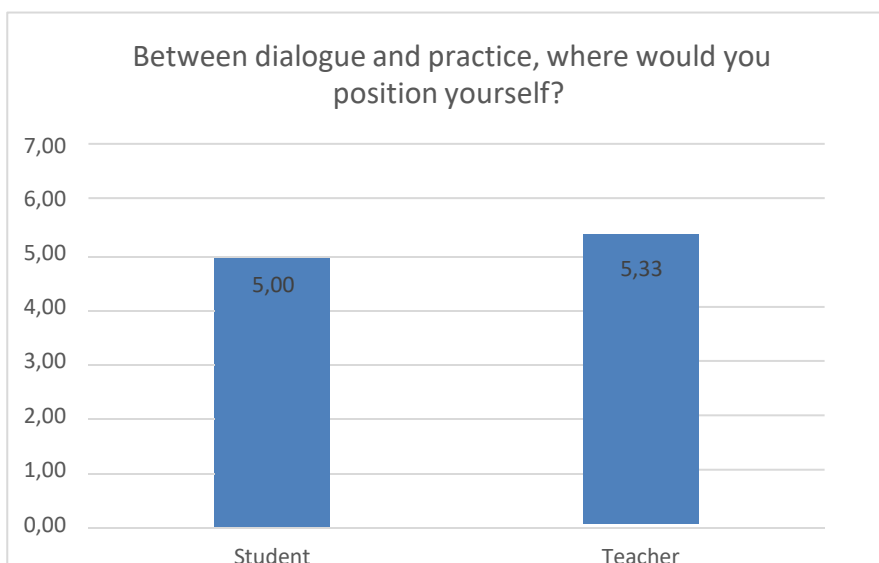
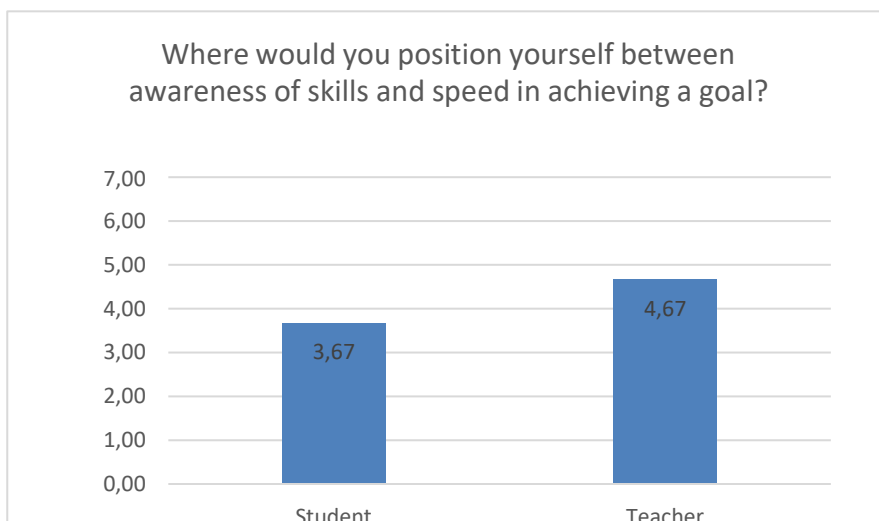
Similarly, a great emphasis is given to the motivation of investing time and resources to personal development. Interestingly, the role of motivation in reaching a goal was rated high in all the countries, while the fastness in reaching a goal was generally rated lower in all the countries, for students in Sweden who averagely rated as 3 ("low").

Concerning to differences between students and teachers, the rates were similar, except from personal development in Sweden, where teachers rated it as less important than students. This difference is justified by the different positions of teachers and students: while teachers already have a career and their skills are consolidated, so personal development is a process already started, students still need to focus on it.

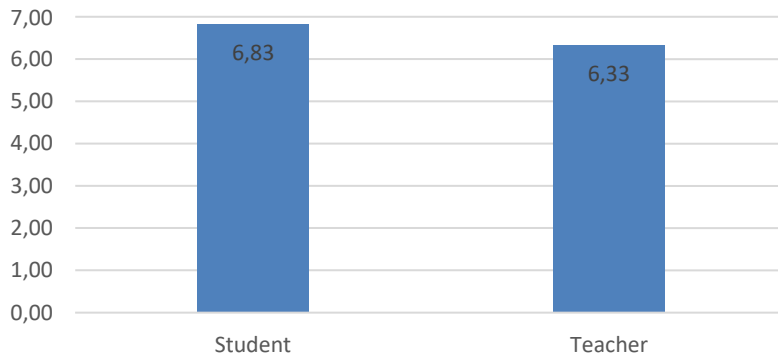
The following graphs present the answers to the sample's opinions related to different aspect that can help to chose the coaching approach that best fit with our target (HE Teachers and students).

### Greece

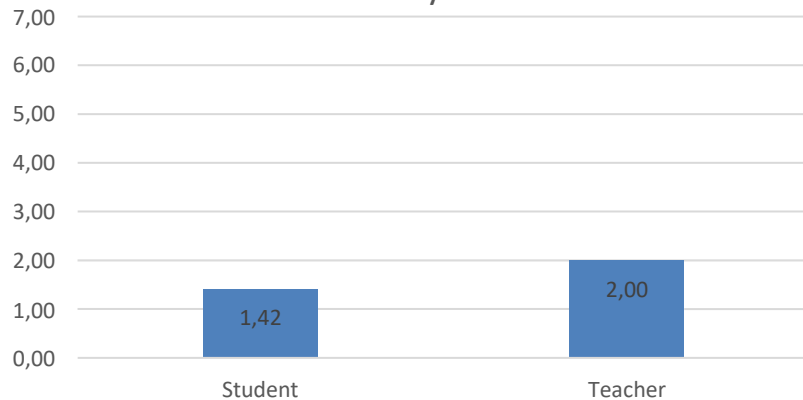
In Greece, students collocate themselves in skills awareness than speed in achieving a goal, while teachers collocate themselves in the middle. Similar rates were given for the continuum dialogue/practice, where both students and teachers positioned themselves slightly more in practice than in dialogue. Both students and teachers prefer to reach the goal with their abilities and would like to learn coaching techniques.



### How useful would it be to know these techniques?



### Do you prefer to reach a goal with your abilities or do you prefer someone to do it for you?



## National Report

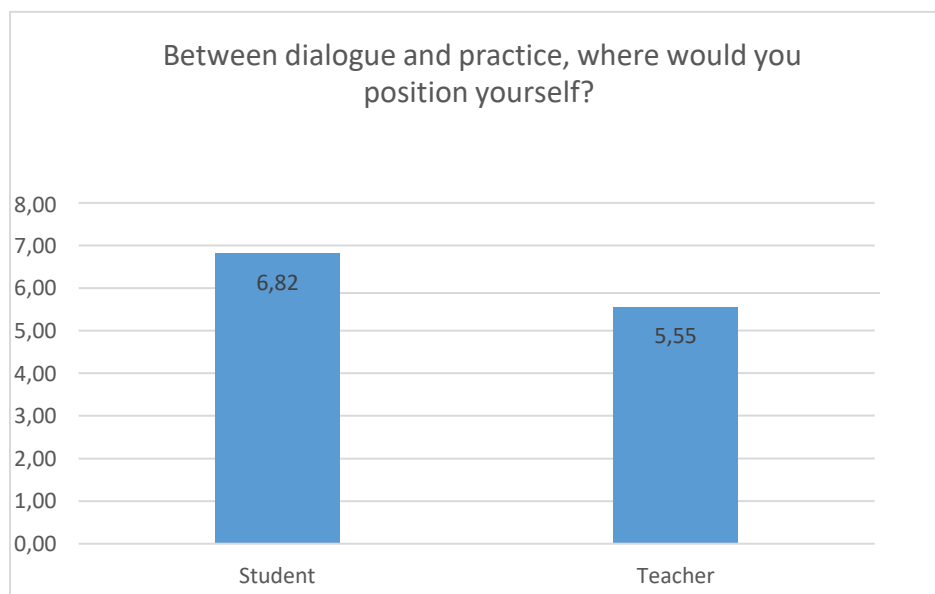
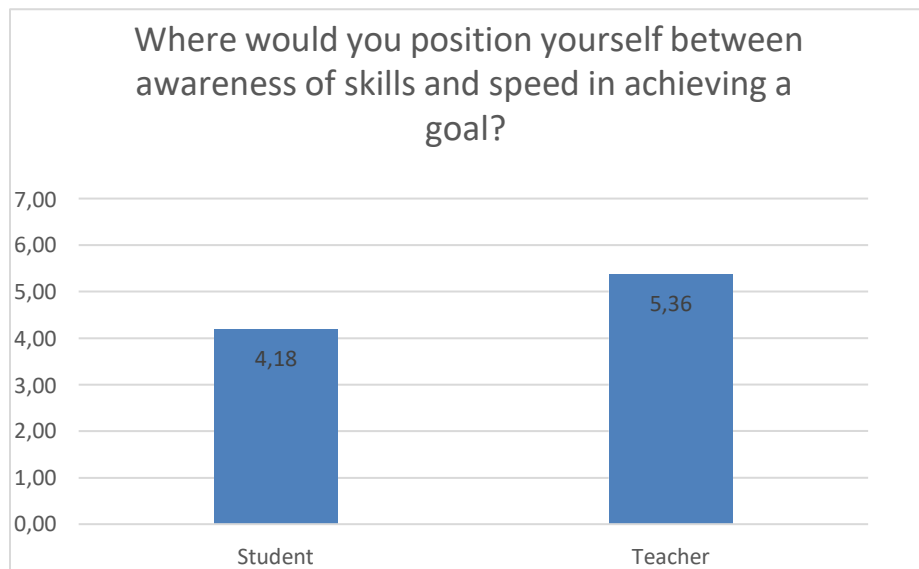
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## Italy

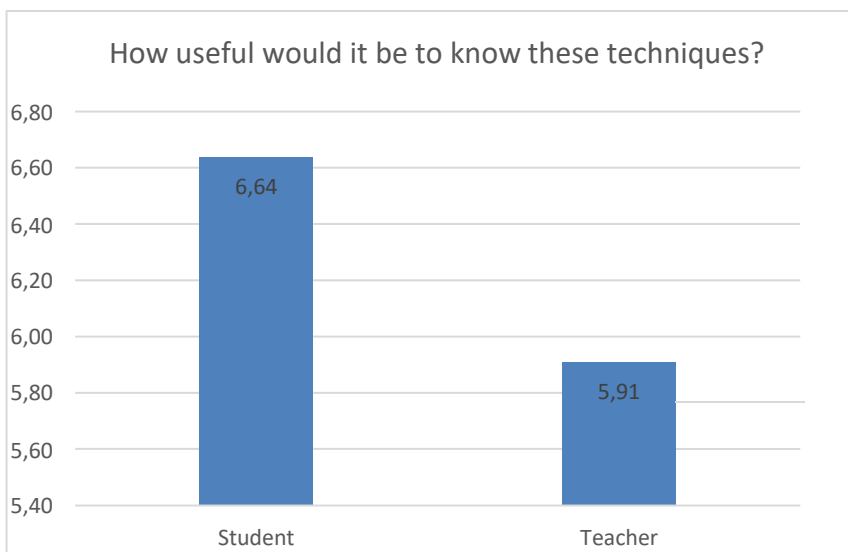
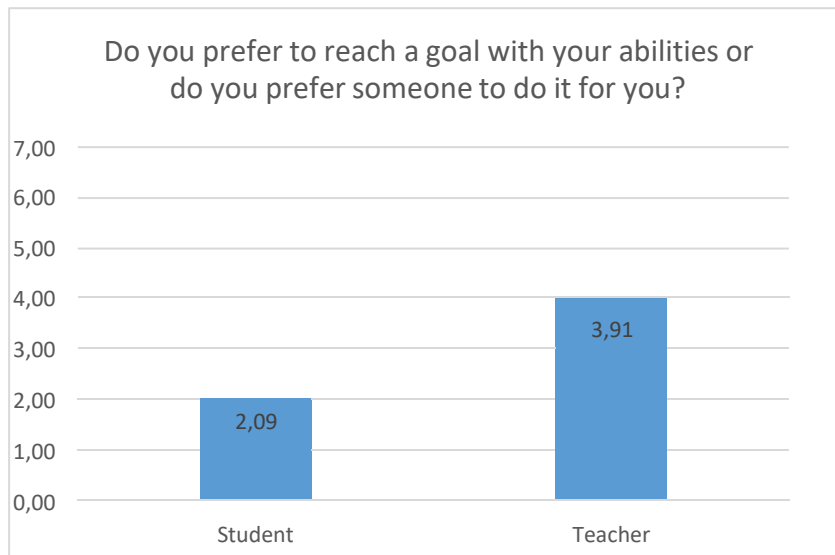
In Italy, concerning the continuum awareness of skills/speed in achieving a goal, students positioned themselves in the middle, while teachers considered a bit more the speed in achieving goals.

Between dialogue and practice, students preferred dialogue, as well as teachers, but in a less extent. Moreover, teachers preferred halfway between reaching the goal alone or with the help of other people, while students declared to rely more on their competences.

Finally Italian teachers declared to be a bit less interested than students in learning coaching.



## National Report



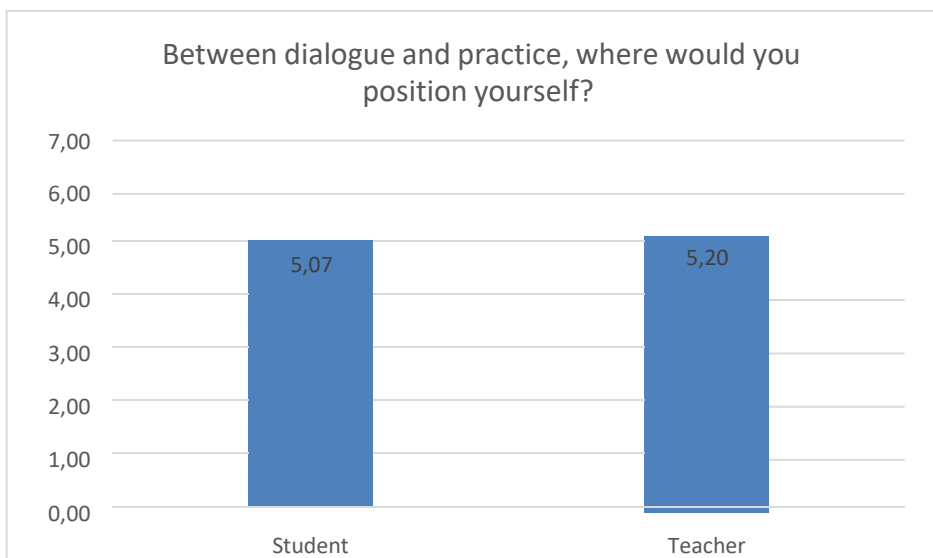
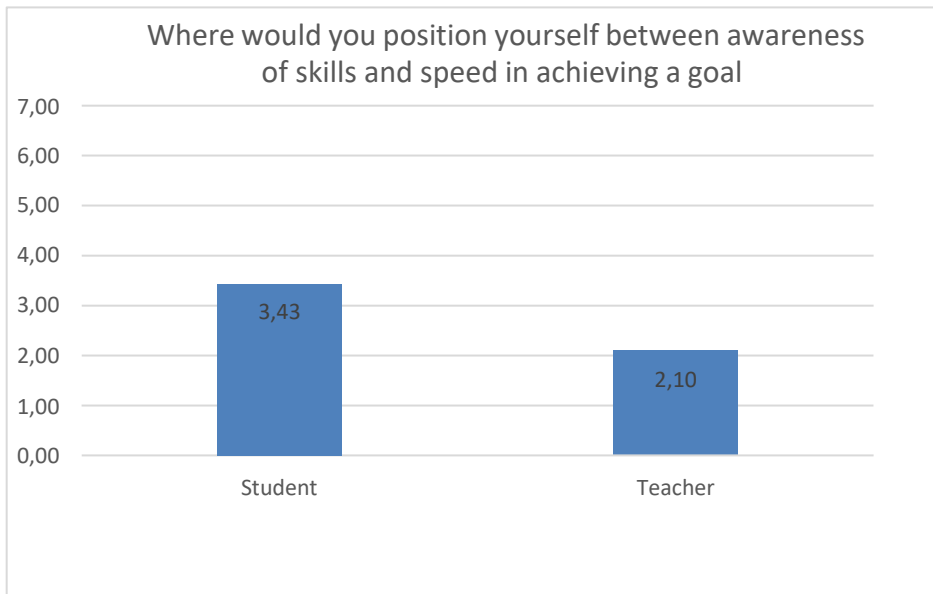
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## Portugal

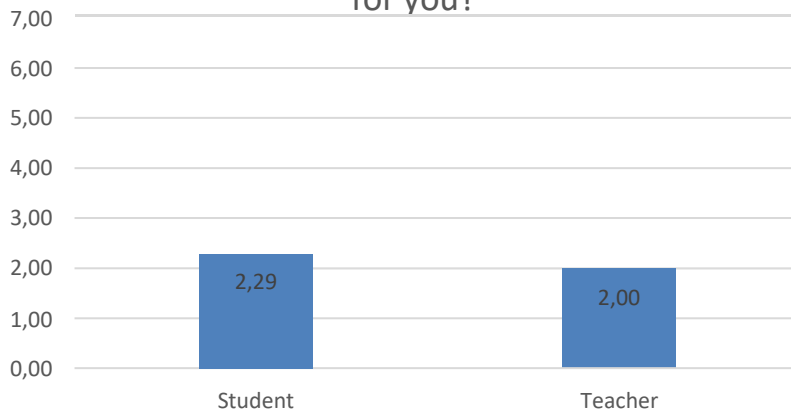
In Portugal, a big emphasis is given by teachers on the awareness of skills rather than speed in achieving a goal, while students are more neutral between these two aspects. Concerning dialogue and practice, both teachers and students are more practice-oriented. Similarly, teachers and students prefer to rely on their own skills to reach a goal, and are very interested in knowing more about coaching techniques.



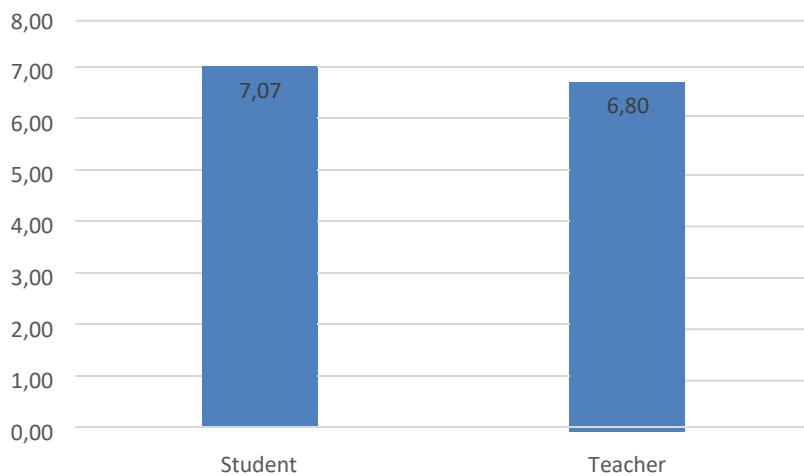
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Do you prefer to reach a goal with your abilities or do you prefer someone to do it for you?



How useful would it be to know these techniques?

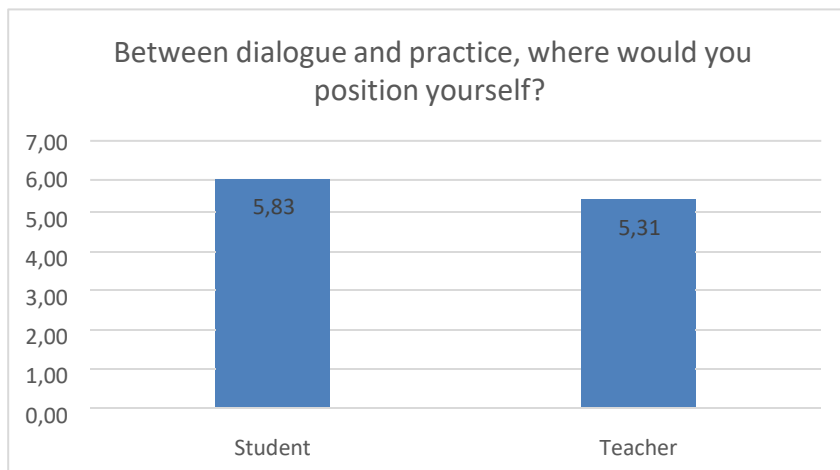
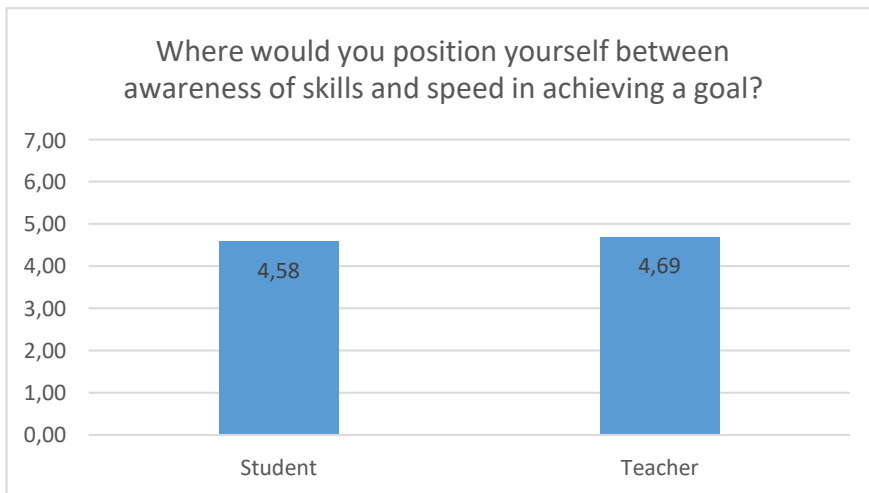


### National Report

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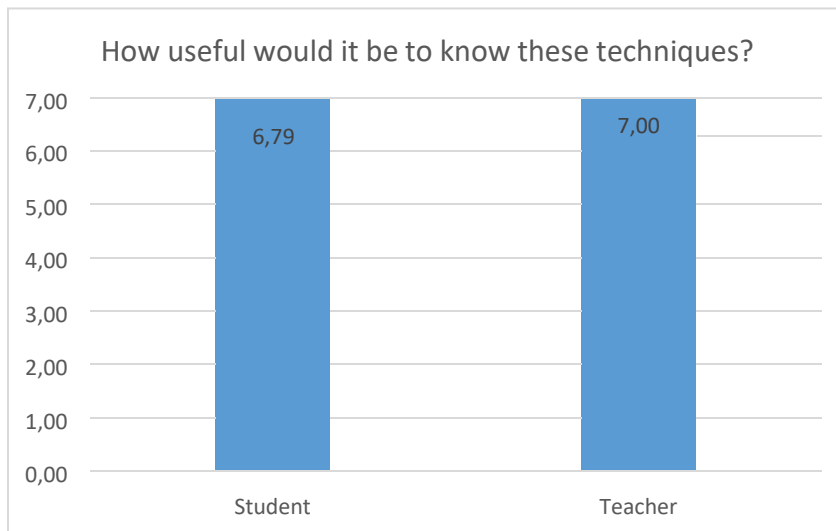
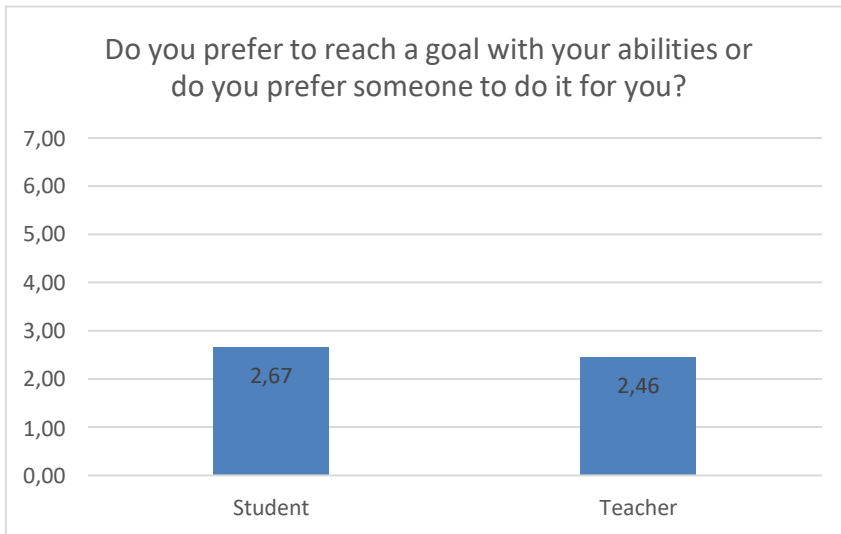
## Romania

In Romania, both teachers and students are neutral between skills awareness and speed in achieving a goal. Concerning dialogue and practice, both teachers and students are more practice-oriented. Similarly, teachers and students prefer to rely on their own skills to reach a goal, and are very interested in knowing more about coaching techniques.



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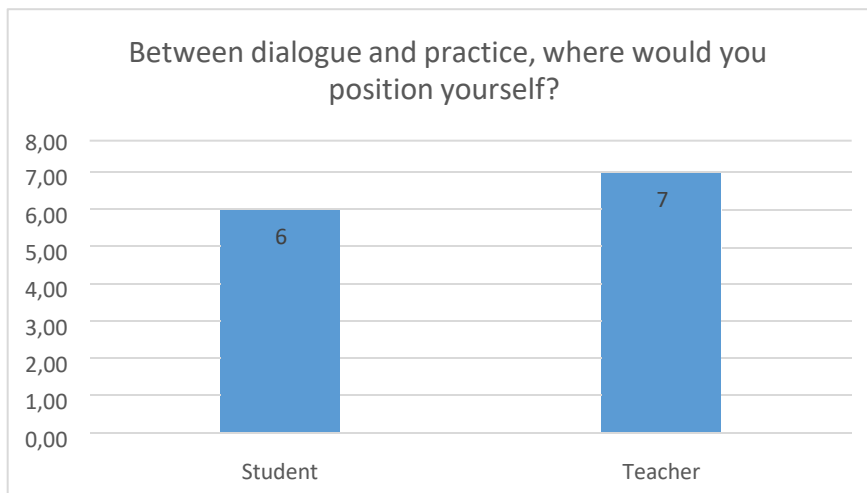
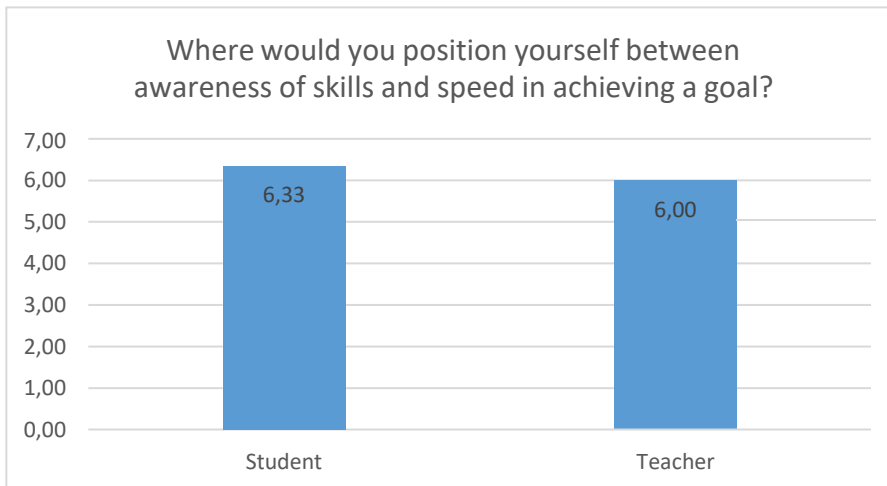


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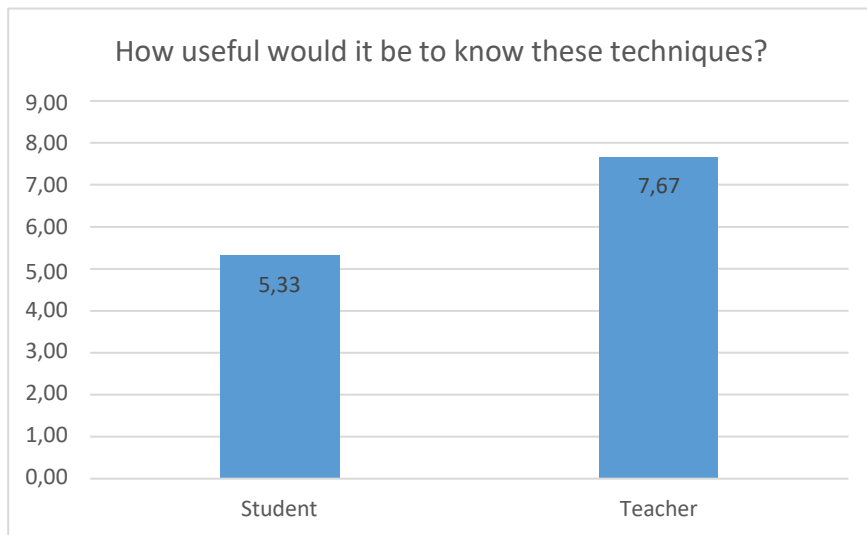
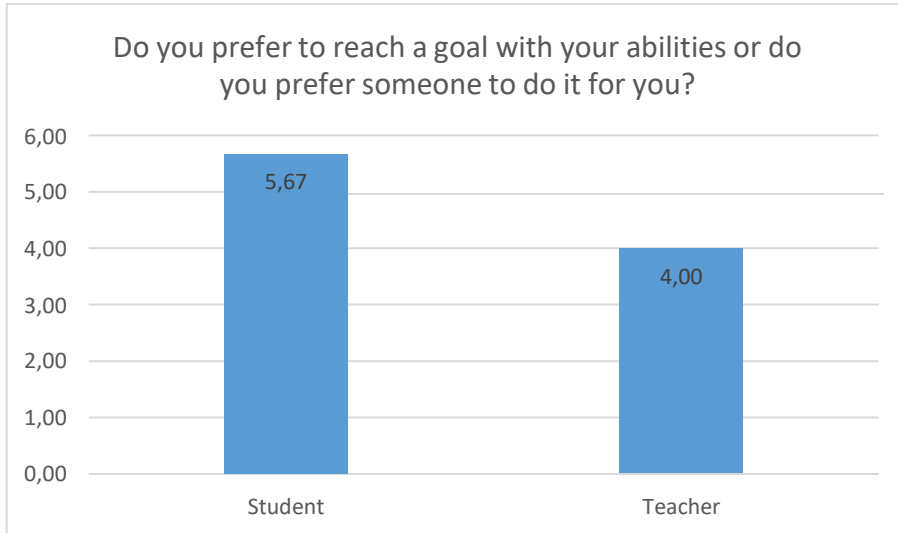
## Turkiye

In Turkiye, both teachers and students are more oriented to speed when reaching a goal and are more practice-oriented. Students, and teachers in a less extent, prefer that someone helps them out in reaching a goal. Nevertheless, while teachers are more interested in knowing more about coaching techniques than students.



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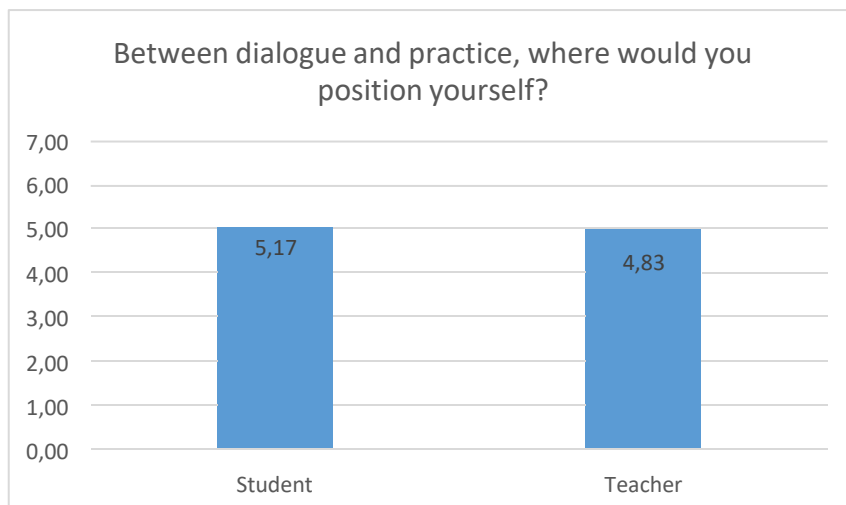
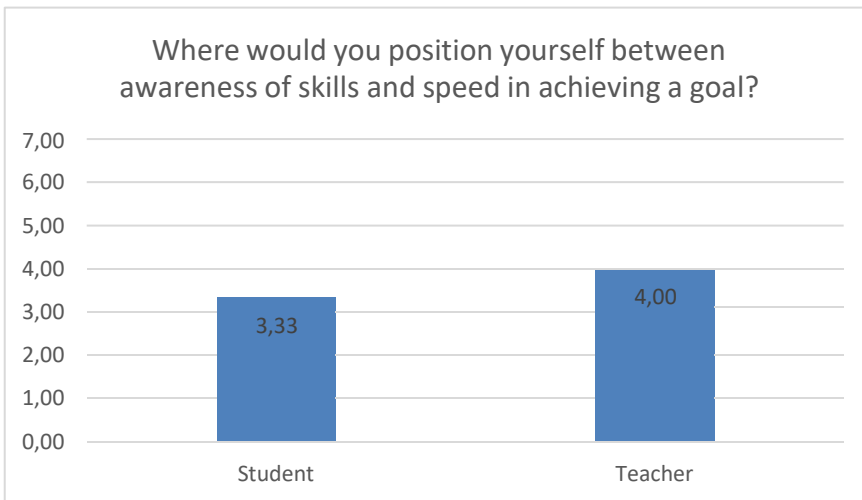


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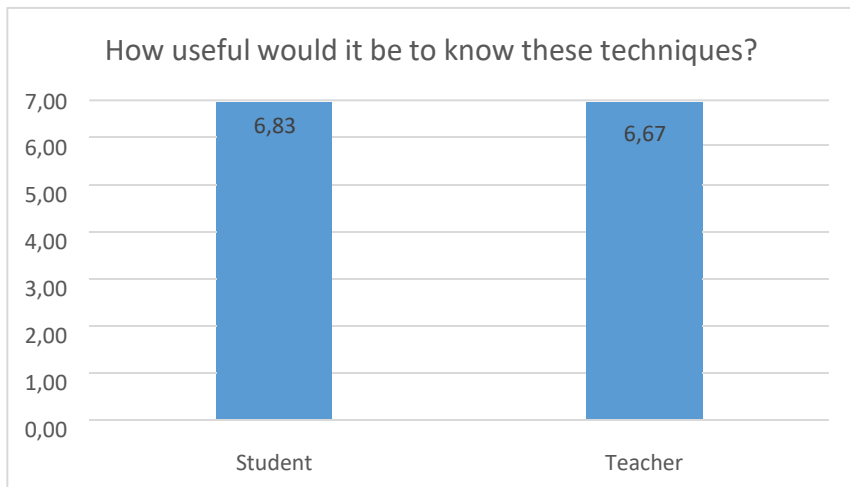
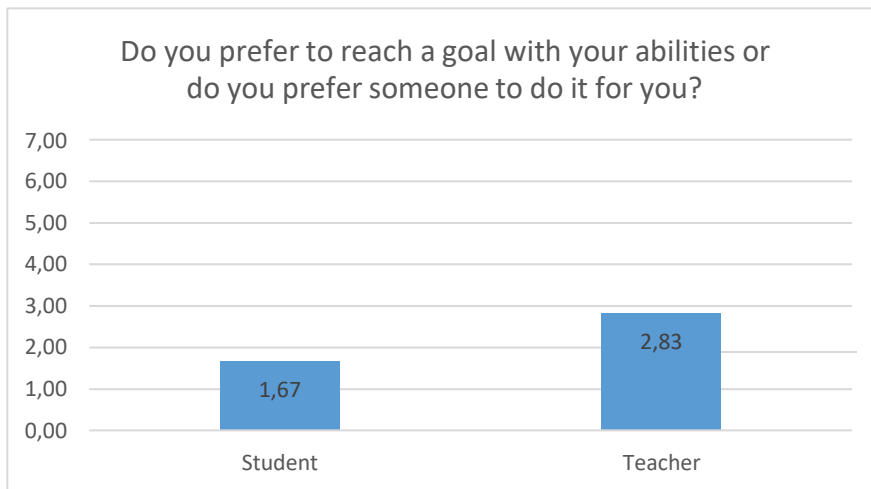
## Sweden

In Sweden, teachers and, in a less extent students, are oriented towards skills awareness than speed in achieving a goal. Concerning dialogue and practice, both teachers and students are slightly practice-oriented. Similarly, teachers and students prefer to rely on their own skills to reach a goal, and are very interested in knowing more about coaching techniques.



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## Discussion

In relation to the skills awareness, all of the respondents collocated themselves in the middle between skills awareness and achieving goals. In Portugal and Sweden, teachers give more emphasis to the skills awareness than speed in achieving a goal, while in Turkiye is the opposite.

Greek, Portuguese, Turkish, and Swedish participants responded to be more practice-oriented, while Italian respondents declared to be a bit more dialogue oriented.

Similarly, Greek, Portuguese, and Swedish participants declared to prefer to reach the goal with their abilities, while Italian and Turkish respondents preferred to be helped out by other people in reaching the goals.

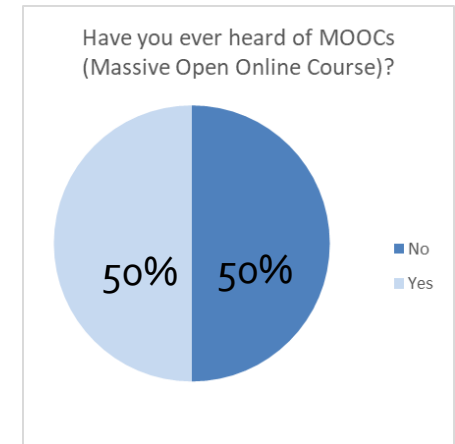
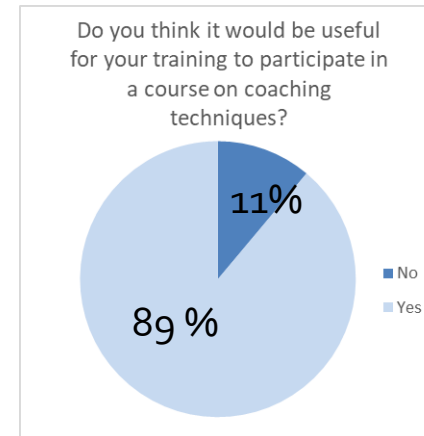
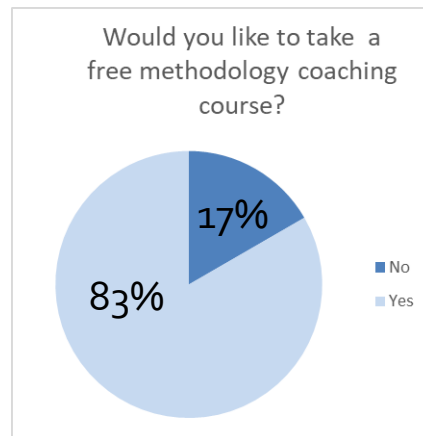
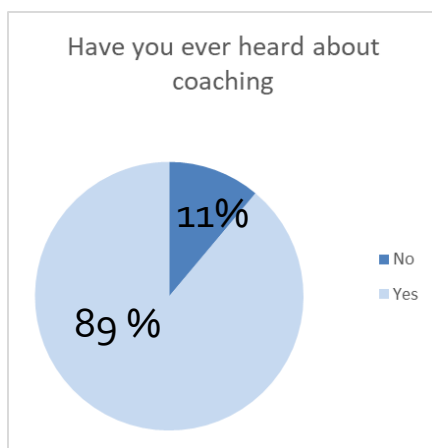
All the participants declared that it would be useful to know the coaching methodologies, and in a less extent Italian and Turkish respondents.

These results seem to be culturally oriented, specifically to what concerns the goal achieving and the interest towards coaching methodology. Specifically, Italian culture inside HEI institutions rely more on cooperation when achieving a goal, instead of pursuing a goal alone.

These aspects should be then considered when implementing a coaching course, so a big emphasis should be given to cooperation in Italy and Turkey.

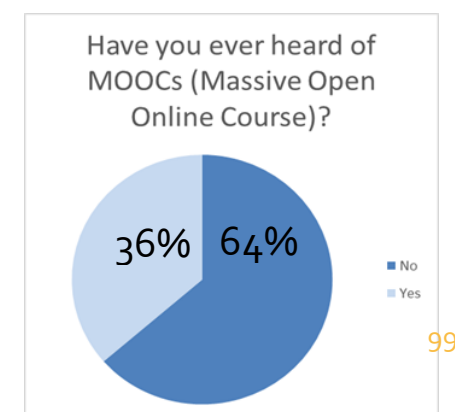
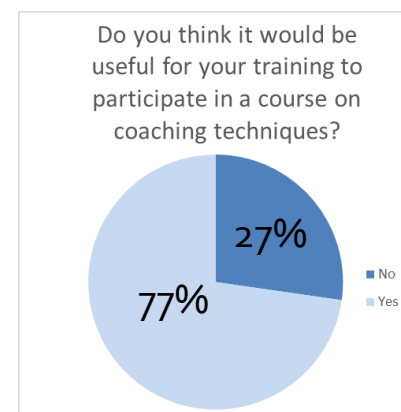
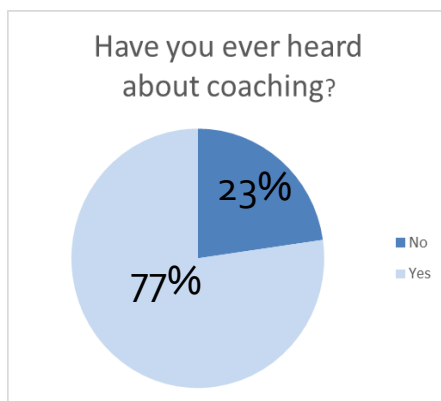
## Greece

Greek respondents knew about coaching and are interested to undertake a free coaching course, since it would be useful for them. Half of the respondents know what a MOOC is.



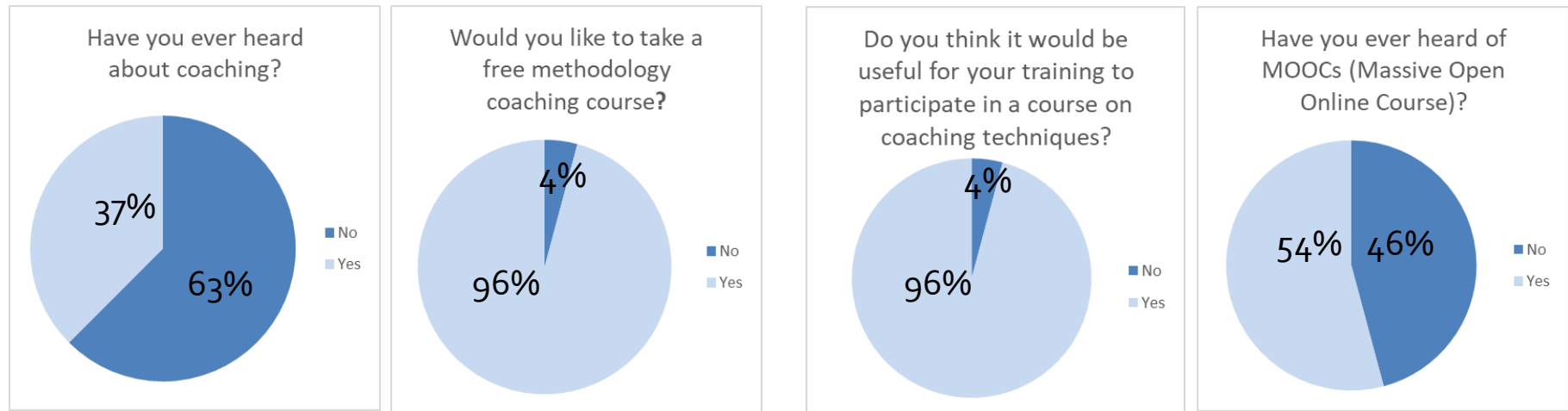
## Italy

Most of the Italian respondents know about coaching, and more than half of the sample would like to undertake the course, because they think it would be useful. More than half of the sample does not know what MOOC course is.



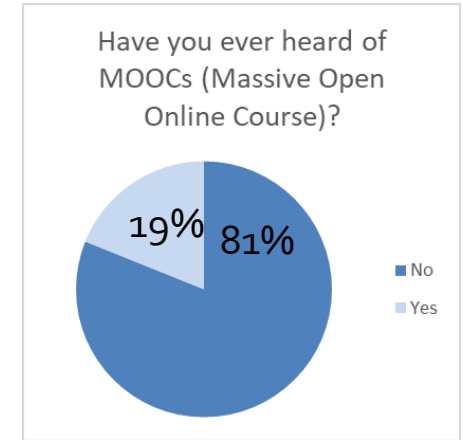
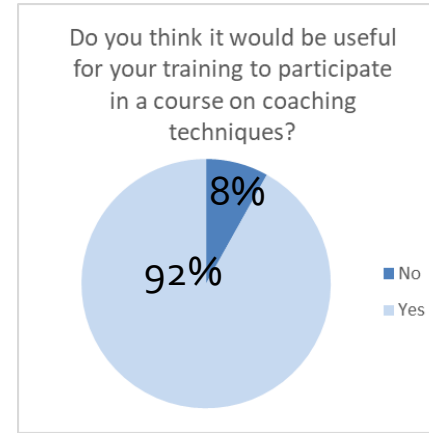
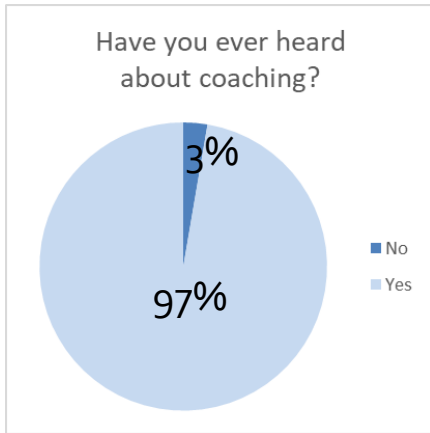
## Portugal

In Portugal, more than half of the respondents does not know what coaching methodology is, and would like to undertake a training for the coaching techniques. Half of the sample knows what MOOC is.



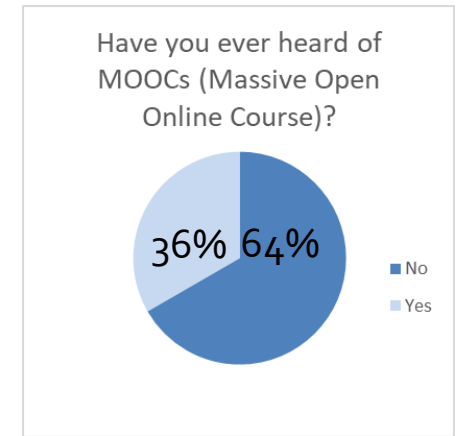
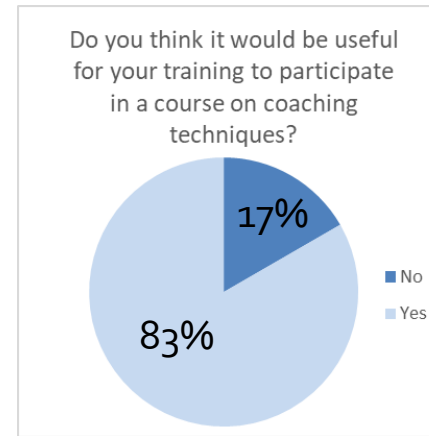
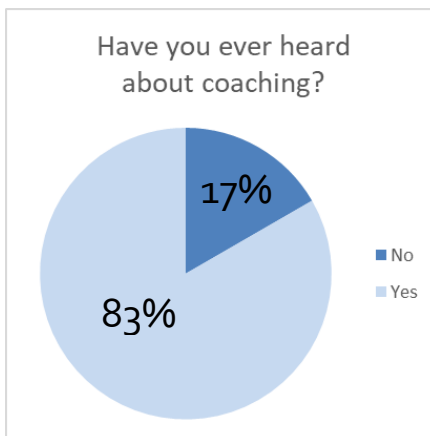
## Romania

In Romania, almost all of the respondents knew what coaching methodology is and would like to undertake the course, because they think it would be useful for them. Most of the sample does not know what MOOC is.



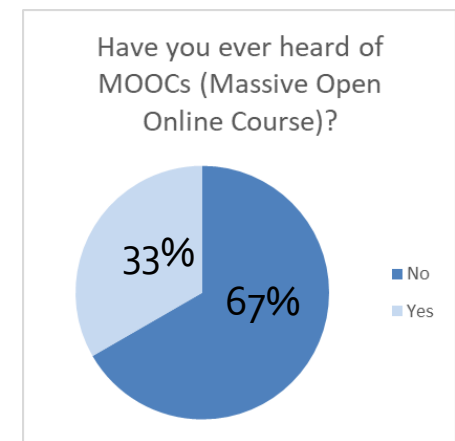
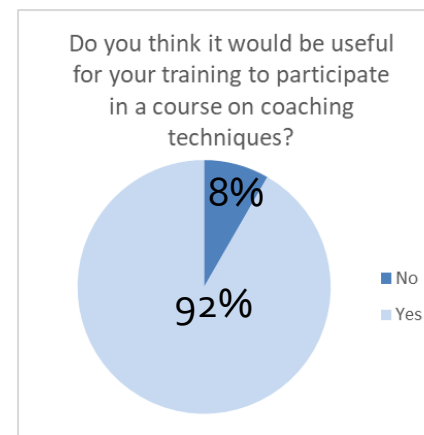
## Turkiye

Also in Turkiye most of the sample knows about coaching, and would like to take a free methodology coaching course, because it would be important. However, more than half of the sample does not know what MOOC is.



## Sweden

In Sweden, all of the respondents know about coaching, but only half of the sample would like to undertake a course about this methodology. Despite this, they recognize the importance of taking a course on these topics. Finally, more than half of the sample does not know what MOOC is.



## Discussion

In most of the countries, except from Portugal, the respondents know about coaching. All the countries know about the importance of undertaking a course about coaching methodologies. Despite this, not all the respondents would like to join a course about coaching, especially in Italy and Sweden. Finally, few respondents know about what MOOC is.

Therefore, a targeted awareness campaign should be addressed to Portugal participants, while the advantages of coaching should be illustrated to Italian and Swedish participants.



# CONCLUSIONS

The coaching approach to teaching, and more generally in everyday contexts, is not widespread in Europe considering also its quite recent appearance on the educational scene.

The present coaching techniques and theories are the result of the integration of knowledge belonging to different fields such as psychology, sociology, language, and communication.

These desk and field research have shown that there is a common direction towards a cognitive approach to these methodologies.

Rereading the results of the field research, some points are of paramount interest to the participants. Among the most requested issues to be treated, we can note the development of skills, the lack of propensity to delegate and, therefore, building good foundations for teamwork processes.

Finally, in the sample, a general tendency towards practical lectures and an almost total lack of knowledge of what MOOCs are as learning tools emerged.

The model that could satisfy this type of need is the S.M.A.R.T. coaching model (Specific, Measurable, Actionable, Realistic and Timebound), used in many contexts and focused on the development of skills, applied to the school and higher education context. The development of the project on the platform using the MOOC will also shed light on what this approach to learning is.

From the results of the National Reports, the country where coaching is known and implemented is Greece, where the interest relates also the governmental level. Except for Greece, in all the partners country, the interest in coaching methodology is mainly linked to private and bussiness area. In HEI field, the development of coaching is not enough widespread due to the novelty of this application in variuos contest and due to not specific governance and legislation regarding the argument.

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 partecipants 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;
- A clear dissemination about the aim and the use of the MOOC tool should be implemented,

## National Report



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.

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## ANNEX

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### Desk research questionnaire

We kindly ask you to answer the following question for the optimal development of a good coaching tool.

- Is coaching methodology implemented in private society, schools, or public contests in your country? *If yes, please provide some examples.*  

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- What professional figure is related to coaching in your country and what is the school level? *Please try to identify the professional figure and what is their education background. For example: managers, psychologist, Diploma in coaching, graduation course in coaching methodology etc.*  

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- Is there a specific training for becoming coach in your country? *Please provide some information about coaching training in your country.*

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- Do the universities in your country offer a specific training on coaching? *If yes, please provide the training offer (credits, hours, subjects, materials)*

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- Are there free coaching courses in your country? *If yes, please provide the training offer (credits, hours, subjects, materials).*

- What is the core topic of the coaching courses in your country? *(For example, self- improvement, self-capacity improvement, skill growth, relationship development, team worksetc.).*

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- Approximately how many people participate in a coaching course? *If the information is not available, type "unable to determine".*

- Is there a government plan to develop coaching courses in your country?

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- 
- Is there an e-learning platform where coaching courses are developed? *If yes, please provide links and a brief description.*
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- Can you provide some e-learning MOOC platforms for coaching courses? *If yes, please provide links and a brief description.*
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## Field research questionnaire

Dear Respondent,

through this questionnaire, we would like to know how you would rate some specific aspects of work and training motivation.

Please answer the following questions referring on what you honestly think.

There are not right or wrong questions, but only your opinion.

We would like to thank you for your contribution!

ClassTHIFA team

Country: \_\_\_\_\_

Your age: \_\_\_\_\_

Education level:

- Undergraduate
- Bachelor's degree
- Master's degree
- PhD

Gender:

- Male
- Female
- Non-binary
- Prefer not to declare

You are...

- Teacher
- Student

**How important is the personal development for you?** (From 1 – Not important to 7 – very important)

**According to you, how important is to collaborate with other people?** (From 1 – Not important to 7 – very important)

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**How important is motivation when learning new skills, according to you?** (From 1 – Not important to 7 – very important)

**According to you, how important is to understand how to get to the development of a competence?** (From 1 – Not important to 7 – very important)

**How important do you think it is to understand how to achieve a goal?** (From 1 – Not important to 7 – very important)

**How important is for you to quickly achieve a goal?** (From 1 – Not important to 7 – very important)

**Where would you position yourself between awareness of skills and speed in achieving a goal?** (from 1 – Awareness of skills to 8 – Speed in achieving a goal)

**Between dialogue and practice, where would you position yourself?** (from 1- Dialogue to 8- Practice)

**Do you prefer to reach a goal with your abilities, or do you prefer someone to do it for you?** (from 1 – with my abilities to 8 – someone to do it for me)

**Have you ever heard about coaching?**

- Yes
- No

**Coaching is a training strategy that involves the functional development of new skills in its learners. The achievement of a goal, both in work and training, through these methodologies, allows you to generate holistic skills and not bound to the main purpose.**

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**How useful would it be to know these techniques? (From 1 – Useless to 8 – Very useful)**

**Do you think it would be useful for your training to participate in a course on coaching techniques?**

- Yes
- No

**Have you ever heard of MOOCs (Massive Open Online Course)?**

- Yes
- No

**Would you like to take a free methodology coaching course?**

- Yes
- No

**Email** (optional: we will share with you our results about the project): \_\_\_\_\_

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