

## **Coaching and learning processes on personal development**

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**Abstract:** *The coaching industry employs a large number of people directly and indirectly worldwide and is one of the most globalized industries in the world. Given the scale of the coaching industry in the global economy, it requires continuous attention from entrepreneurship researchers. Based on the importance of coaching, it is essential that researchers in the field of entrepreneurship analyze the influence of coaching on the growth of the role of entrepreneurs in sustainable business development for an economy strongly connected to the technological environment and in which the jobs for the workforce that has a limited and constant level of specific digital and technological knowledge are increasingly low.*

**Key Words:** *coaching, learning, educational process.*

**JEL Classification:** *I20, I25.*

### **Introduction**

One of the most important challenges that people face today is how they can transfer their knowledge into skills and adapt to changes. When changes occur at a rapid pace, there is little time for individuals to react and adapt to new circumstances. In the current era, people have to deal with changes in their thinking skills, learn the right way to solve problems and make appropriate decisions. The inevitable reality is that human progress depends on learning. Therefore, the principle of learning can help explain a large part of our daily behavior. Learning is a very well-known topic in today's psychology. Educational psychologists are concerned about using psychology to increase the effectiveness of the learning experience, including facilities, curriculum, teaching techniques. On the other hand, we are faced with different cognitive and behavioral educational theories in the educational field. Both the cognitive and behavioral theorist use the scientific method in exploring the learning process, but they are different in hypotheses, principles, goals and methods. In general, each of these approaches tries to provide a model for increasing the quality of education.

### **The analyses of coaching for the society**

Coaching as a profession emerged from the world of sports to the business world in the early 1980s. At this stage, the development of professional coaching was carried out in top companies around the world. Currently, any multinational company offers coaching programs to its executives. Top politicians and government officials have also become regular users of coaching services. In its 30-year history, coaching has grown like a snowball rolling down a hill by acquiring concepts and skills from a wide range of other disciplines, including management consulting, psychology, psychotherapy, linguistics, anthropology, and meditation. As a result, the developing profession has many different subgroups, including business coaches and many others, linked by a common thread that tries to help their clients become more self-aware and self-responsible by pursuing SMART goals (specific, measurable, achievable, realistic, timed) for their future actions. The professionalization process is still ongoing and involves better accreditation and steps towards the adoption of a common code of conduct.

Coaching is a strong relationship for people who make important changes in their lives. Coaching is a targeted approach due to the integration of different points of view into an operational one being ideal for the current century and it has been shown that it will be effective in converting knowledge into skills and will lead to transformative learning if used effectively. The voice of the global coaching profession, identifies, "facilitating learning and outcomes" as one of the four basic competencies of the coach.

Goal-oriented coaching has its own unique philosophy, based, among other things, on objective theories and self-regulation, which is worthy of serious exploration. Numerous coaching texts and studies refer to the implicit nature of coaching learning, which paves the way for achieving goals and manifesting change.

The hallmark of coaching is the integration of tools from other fields (e.g. psychology, management, philosophy, social sciences, etc.), as well as its proclivity for innovation. In turn, the contribution of psychology brings a significant influence to the conceptual understanding and practice of coaching, given that many coaches and coaching manuals use techniques that have borrowed behavioral and cognitive theories that have taken root in current practices. Zeus and Skiffington mentioned that without understanding the theories of learning, the practice of coaching hangs in a theoretical abyss. Thus,

what clients constantly learn from a coaching experience can be structured as follows: increased self-knowledge, self-acceptance and a sense of well-being; improving goal setting and goal-setting, life balance and lower stress levels; increased self-discovery, self-confidence and self-expression; better communication and skills management issues; improving the quality of life; and broader prospects for labour market integration. Therefore, such results are achieved only through a learning process.

Whitmore proposes the following definition: "coaching is unlocking a person's potential to maximize their own performance and help the client learn by reference to the skills and desire for continuous learning." Coaching has a positive effect on students' achievements in a large-scale assessment of early learning. Joyce demonstrated that student accomplishments increased when coaching was part of a professional development program. Lyons and Pinnell have found a link between literacy coaching and increasing achievements in reading and writing. Norton reported positive results from the national reading initiative, which includes a strong literacy coaching component. Coaching has led to a significant improvement in student test scores. As a result of research by Lapp, Fisher, Flood, & Frey, student literacy achievements have increased significantly during the coaching process. On the other hand, Hurd's phenomenological research on nine organizational coaching clients showed that "coaching creates the conditions for learning and behavior change." In addition, Olivero, Bane and Kopelman found that training followed by one-on-one coaching significantly increased productivity compared to individual training.

The academic coaching literature has advanced considerably over the past decade. However, a review of the existing knowledge base suggests that coaching practice and research remain relatively independent of the relevant psychological theory.

Currently, the coaching process addresses some of the major psychological theories that locate behaviorism and cognitivist in its epistemological roots by adopting a historical perspective. Learning psychology and associated fields of study are used to facilitate the relevant coaching literature.

There remains still a lack of clarity between the root and the concepts, as well as the coaching framework in other areas. Thus, the relevant definition of coaching becomes "partnering with clients in a creative and thought process that inspires them to maximize their personal and professional potential".

Douglas & McCauley mentioned that the purpose of coaching is supported by cognitive, emotional and behavioral changes that facilitate the achievement of goals and the improvement of performance.

Kimble shows that learning is a process of "permanent change in behavior or the potentiality of behavior that occurs as a result of experience." On the other hand, it took into account the cognitive and emotional changes that are observed in cognitive learning. According to Grant: "Coaching is a collaborative process, focused on methodical results-oriented solutions in which the coach facilitates the improvement of the apprentice's life experience and performance in various fields and favors self-directed learning, personal growth and the achievement of the apprentice's goals."

Support coaching

Element	Description
Active listening	<p>Listen: by observing the movements of the client's body, gestures, tone of voice, rhythm of speech, pauses and eye movements. Coaches can pay attention to the congruence of the words and nonverbal behavior of the disciple.</p> <p>Listening confers possibilities, goals, dreams, aspirations, discovery, capitalization and vision, values, commitment and purpose of customers in their words and behavior to expand their strengths and tools.</p> <p>Listening with the heart notices what emotions arise as they resonate with customers.</p> <p>Listening with intuition, which pays attention to images, metaphors and internal words or phrases that appear from within as an intuitive connection.</p> <p>Listening with the body, the coaches notice where they react in their body what they hear or feel from the presence of the client.</p>
Asking questions	<p>Coaching uses powerful questions to make it easier for coaches to find their own answers. Coaches ask questions instead of giving answers.</p> <p>Coaches ask open questions instead of close ones.</p>

<p>Providing feedback</p>	<p>Coaches serve as a mirror to help coaches see themselves.</p> <p>Coaches get feedback. While I see or hear any hints of possibilities, goals, dreams, aspirations, possibilities, discovery, capitalization, and customer vision, values, commitment, and purpose through backtracking (e.g.: repetition of words and sentences), mirroring and reflecting body language, gesture, posture, tone of voice and even breathing style.</p> <p>The coaching relationship includes active listening; by asking questions, positive feedback is obtained to facilitate learning and changing the disciple.</p>
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Source: author's own interpretation based on the literature studied

**Conclusion**

Coaching is increasingly used to support entrepreneurs at different stages of the entrepreneurial process. Due to its personalized, active and reflective approach, it has been suggested that it is particularly suitable for the complex job requirements of entrepreneurs. However, in the entrepreneurial context, the term Coaching does not have a clear definition and is frequently used interchangeably with other types of support. Therefore, we sought to characterize entrepreneurial coaching and position it in relation to related interventions.

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