

Kamila Lasocińska^{*}, Kamila Witerska^{},
Andrzej Zbonikowski^{***}**

Coaching skills of adult education professionals

Introduction

Coach4You – COACH4U – coaching skills for education professionals was an international project developed in the years 2014–2015 by a consortium of six European countries: Sweden, Poland, Bulgaria, Cyprus, Spain and UK. There were six different institutions represented: Wandsworth Council Lifelong Learning (WCLL) – UK, ILC Inspired Learning Centre Ltd. – Cyprus, Akademia Humanistyczno-Ekonomiczna w Łodzi (University Of Humanities And Economics in Lodz) – Poland, Asociación de Servicios a las Empresas y Actividades Diversas de Madrid – Spain, Shumenski universitet “Episkop Konstantin Preslavski” (Konstantin Preslavsky University) – Bulgaria, Folkuniversitetet Kursverksamheten vid Lunds Universitetet – Sweden.

In Coach4You we aimed to demonstrate the ways coaching can be an invaluable skill for educators and to facilitate their access to learning coaching skills and thereby make coaching available to a larger population. In the countries participating in this project coaching has been applied in adult education mainly in relation to career guidance. In recent years coaching has been mainly applied in relation to work and leadership. Through this project we have explored the possibilities of applying it in broadly understood personal development and have taken measures to make it accessible not only to leaders and people searching for career guidance but to everyone interested in personal and professional ‘growth’.

^{*} Kamila Lasocińska Ph.D. – Department of Pedagogy of Creativity, University Of Humanities And Economics in Lodz, Poland.

^{**} Kamila Witerska Ph.D. – Department of Pedagogy of Creativity, University Of Humanities And Economics in Lodz, Poland.

^{***} Andrzej Zbonikowski Ph.D. – Department of Psychology, University Of Humanities And Economics in Lodz, Poland.

The motivation for pursuing this project arose from an understanding of the principles of adult learning theory, especially the fact that adult learners in order to learn effectively need to have a sense of being in control of their lives, believe in the possibility of succeeding and need to understand the difference that the learning will lead to. Adults learn best when the results help them deal more effectively with their personal lives or work (Łaguna, 2004: 26–28; Low, Ireland, Hussain, 2010: 84–85). In order to assist adult learners better and create an holistic paradigm of education the educators, apart from the knowledge of their subject and the methodology of teaching this subject, need to develop new skills that will allow them to respond to a wider spectrum of learners' needs. The experience of the partners of this consortium (who work directly with adult education professionals) has shown that educators recognize the need to acquire new skills that will enable them to help learners to be empowered leaders. The success of education relies heavily on the quality of the interaction between a teacher/trainer and students. It puts lots of pressure on the educator, especially when she/he does not have adequate tools to respond to learners' needs. The partners of this consortium could see the high potential of applying coaching skills in the context of adult education. "Coach does not advise, transmit any methods to the client, but only helps to create individual tactics of problem solving" (Jatkauskienė, Jatkauskas, and Jovarauskaite, 2008: 139). And coaching is "a method which aims to achieve self-actualization by facilitating learning and developmental processes to promote the resource base of another person" (Moen, Allgood, 2009: 32). Through gaining basic coaching skills the educators will be able to empower learners and assist them in finding their own solutions. Coaching, as we see it, is a very powerful method to help people to better get to know their own strengths, to be able to use their inner resources of which they might not know they have, to make them take charge over their present situation and to be able to make an action plan. Coaching is a comprehensive approach to promote development through the use of a number of various techniques to increase the efficiency of potential skills and helps in the assimilation of new knowledge and improvement activities (Marciniak, 2009: 4).

This project is beneficial for all organizations involved in the consortium as well as for their networks, stakeholders and end users to which the project outputs will be disseminated and easily accessible. This project also aims to improve the quality and to increase the volume of co-operation between organizations involved in adult education throughout Europe. The project was built on the grounds of collaboration of organizations involved in adult education from 6 different countries (Sweden, Poland, Bulgaria, Cyprus, Spain and UK).

The project comprised of 10 work packages (WP) and every work package included several tasks.

- WP 1: Project Management. This WP ensured successful completion of all tasks, given the agreed resources and timeframe and also effective communication with the contracting European body and all Partners involved.

- WP 2: Needs Analysis. This WP examined: 1. level of awareness regarding coaching and basic coaching skills in adult education professionals on national and European level 2. Define key needs related to developing new skills in the professionals 3. Define key needs of adult learners regarding the support they expect from education.
- WP 3: Best Practices in Coaching. This WP involved coaching professionals from 6 countries in debate and identified the most effective practices in coaching.
- WP 4: Adaptation of Coaching Tools to Adult Education. This WP examined and identified the most effective, relevant and appropriate way of applying coaching skills in the context of adult learning.
- WP 5: Coaching skills for adult education professionals. This WP aims at creating high quality seminars for adult education staff. Conclusions from WP 2,3,4 were the foundation for the design of the seminars.
- WP 6: Pilot implementation. This WP focused on conducting pilot courses (designed in WP 5) for adult education staff in the home organizations of all partners. Also an evaluation of the pilot courses and design of final in service seminars for educators will be part of this WP.
- WP 7: Training aids. This WP centered on creating training aids: a guidebook for adult education professionals, leaflets, virtual learning environment including a platform for the exchange of experiences for professionals, coaching cards etc.
- WP 8: Quality assurance and evaluation. This WP ensured the high quality of all actions undertaken. It dealt with the quality of plans, evaluation of tools, methodology, products, results etc.
- WP 9: Dissemination. This WP drew from all the work packages and managed communication with EU bodies and adult education institutions that could benefit from the project. Dissemination is an ongoing process throughout the whole project in terms of bringing feedback as well as disseminating the results.
- WP 10: Exploitation. This WP ensured sustainability of the project beyond its life through effective exploitation of results in all countries involved and, most importantly, on European level. Policy makers are involved in order to ensure best impact.

The implementation phase of the project we started with transnational needs analysis. This had two general aims:

1. To examine the needs of adult education professionals (teachers and trainers working with adults, management and administrative staff from adult education organisations) in the field of “coaching skills”, in particular to assess their level of “coaching skills” and specific needs in terms of improving these skills;
2. To examine the needs of adult learners in particular to find out what kind of support in terms of setting and pursuing their goals, leveraging their learn-

ing ability and dealing with challenges they receive from adult education organizations and what kind of additional support they would like to receive and think would make a big difference to them.

The results of the transnational need analysis are presented on the project website: <http://www.coach4u-project.eu>. The report summarizes the results of research carried out in each partner country. The report presents the needs of two target groups (adult education professionals and adult learners) with relation to “coaching skills”.

In this paper we are going to present the results of research concerning the needs of adult education professionals only.

Materials and methods

The general aim of the study was to examine the needs of adult education professionals (teachers and trainers working with adults, management and administrative staff from adult education organizations) in the field of “coaching skills”, in particular to assess their level of “coaching skills” and specific needs in terms of improving these skills.

There two research questions were:

1. What are the coaching competences of adult education professionals?
2. Does the country of residence influence the level of coaching competence of adult education professionals?

The six variables, based on ICF Core Competencies (<https://coachfederation.org/files/FileDownloads/CoreCompetencies.pdf>; accessed on: 25.07.2016) were:

1. full participation in the interaction and focus on the other person;
2. referring to the student’s resources,
3. having communication skills,
4. creativity – flexibility of thinking, openness,
5. the use of coaching methods and tools,
6. constructive and stimulating to face challenges (skills to help and motivate learners to change and positive attitude to the challenges).

The study used two surveys. The first was a questionnaire that was used for collecting data and consisted of six scales based on ICF Core Competencies (Appendix 1). The second survey made use of semi-structured interviews. (Appendix 2).

Data has been collected in six countries by all project partners. Then a transnational needs analysis report - cross national data analysis - has been written by AHE with support from all partners.

The research group has consisted of 136 people: teachers, educators, trainers. The researched included the following: 25 educators in Bulgaria (19 females, 16 males; mean age=44), 25 in Cyprus (12 females, 13 males; mean age=40,4), 10 in the UK (9 females, 1 males; mean age: 41,25), 25 in Poland (21 females, 4 males; mean age=40,7), 26 in Spain (15 females, 11 males; mean age=42)

and 25 in Sweden (15 females, 10 males; mean age=42). The research included a selection of the sample for testing.

Descriptive statistics and 1-way analysis of variance (ANOVA) were used in the analysis of the results

In the second, qualitative part of the research semi-structured interviews with adult education professionals were conducted. The interviews were designed to supplement the data from the questionnaire. There were 5 interviewees in each partner country (Poland, Bulgaria, UK, Sweden, Cyprus and Spain). These interviewees had earlier responded to the questionnaire. The general aim of this interview was to examine the needs of adult education professionals in the field of “coaching skills”, in particular to assess their level of “coaching skills” and their specific needs in terms of improving these skills.

Results

General findings for all partner countries

The questionnaire for teachers contained 24 statements attributed to six variables (analyzed scales). The results concerning the teachers are in the scale of 1 to 5. In the course of statistical analysis the results have been encoded in such a way that a score of 1 meant a low level of teacher competence in the field of coaching skills, and the strong need to support teachers in that area. A score of 5 meant high level of teacher competence and a low need to support it.

The following table presents descriptive statistics for all subjects (all countries).

Table 1. Results obtained in the different scales for all partner countries – educators

Variable (scale)	Minimum	Maximum	Mean – M	Standard deviation – SD	Average for a single response
Full participation	9	15	13,70	1,335	4,57
Referring to the resource	8	15	12,65	1,617	4,22
Communication skills	10	24	18,36	2,514	3,67
Creativity	13	28	22,04	2,786	3,67
The use of coaching methods	4	20	14,45	4,482	3,61
Stimulating to face challenges	4	15	12,06	2,193	4,02
Total	60	113	93,26	11,158	3,89

Source: own research.

The results of this study indicate an average and a good level of competence of teachers in coaching skills, and so on the basis of the study it can be concluded there is a need to support teachers in the field of coaching, especially for variables that did not exceed 4.0: the use of coaching methods (3.61), communication skills (3.67) creativity (3.67). The average for all variables for all the countries surveyed did not exceed 4.0 and amounted to 3.89.

The highest score obtained these variables: full participation in the interaction and focus on the other person (4.57) and appealing to the learners' resources (4.22). The variables full participation in the interaction and focus on the other person ($SD = 1,335$) to refer to a learner's resources ($SD = 1,617$) were consistent. Respondents exhibited less consistency in relation to the application of the methods and tools of coaching (4,482).

Based on the test results it can be concluded that the surveyed teachers represent a fairly consistent position regarding the nature of learner – teacher interaction, and drew attention to the need to maximize the resources and potential of a learner in the learning process. However, in the case of knowledge and the application of coaching methods there is a large discrepancy in the answers given. This indicates that some teachers know and may apply coaching methods in their teaching but not all. Thus, it seems reasonable to provide teachers with coaching methods, techniques and tools to support them in the realization of the principle of full participation in the interaction with the learner to support their development.

Further analyzes were performed in order to compare the average results obtained in different countries for each variable. In order to compare the mean one-way analysis of variance was performed (ANOVA) based on the Brown-Forsyth test (in the absence of homogeneity of variances in the compared groups) and the F test (in the case of equal variance).

The F-test was used for scales: *Referring to the student resource* and *Constructive stimulating to face challenges*; for the other scales Brown-Forsyth test was used. Results are presented in the table 2.

The research showed that the coaching skills of educators from different countries varied. This impacted on the overall result and the results obtained by the teachers at all scales.

In the area of the global result the highest score achieved Sweden ($M=105,28$), and the lowest score obtained Cyprus ($M=87,40$). The results for individual scales confirmed the above tendency: Sweden obtained the highest scores for all of the variables examined, While Cyprus received the lowest scores on 3 scales (*Full participation*, *Referring to the resource*, *Communication skills*) and the other two scales were close to the lowest. On the scale *The use of the coaching methods* the lowest score received Spain, while on the scale *Stimulating to face challenges* the lowest score concerned Bulgaria.

Table 2. Results obtained in individual countries (mean and standard deviation) – taking into account each country

Variable (scale)	Poland		Bulgaria		Cyprus		UK		Spain		Sweden		p
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	
Full participation	13,48	0,918	14,00	1,323	13,04	1,620	13,20	1,751	13,69	1,379	14,48	0,586	B-F= 3,595; 0,006
Referring to the resource	12,76	1,451	12,52	1,636	11,96	1,594	12,00	1,764	12,19	1,470	14,08	0,954	F= 6,826; 0,000
Communication skills	18,48	2,600	17,36	2,325	17,20	2,723	19,20	1,549	18,19	2,743	20,24	0,879	B-F= 6,225; 0,000
Creativity	23,04	3,142	21,16	1,818	21,28	2,762	21,10	2,079	21,00	3,250	24,16	1,248	B-F= 6,757; 0,000
The use of coaching methods	15,60	3,719	13,84	3,508	12,32	4,871	13,20	3,706	12,19	4,775	18,88	1,054	B-F= 10,919; 0,000
Stimulating to face challenges	12,28	2,319	11,32	2,358	11,60	2,566	11,80	2,044	11,77	2,026	13,44	0,870	F= 3,174; 0,010
Total	95,64	11,165	90,20	7,194	87,40	11,456	90,50	8,182	89,04	11,459	105,28	2,525	B-F= 12,686; 0,001

M - arithmetic mean; SD – standard deviation; p – level of statistical significance (analysis of variance test – Brown-Forsyth test or F-test); F – value of statistic F;
B-F – value of Brown-Forsyth test.

Source: own research.

The results obtained by individual countries

In the next stage the results obtained in the various scales were compared successively in each country. Table 3 presents the results for Poland.

Table 3. Results obtained in different scales for Poland

Scale	Mean – M	Standard deviation – SD	Average for a single response	Average for a single response for all the countries
Total	95,64	11,165	3,99	3,89
<i>Full participation</i>	13,48	0,918	4,49	4,57
<i>Referring to the resource</i>	12,76	1,451	4,25	4,22
<i>Communication skills</i>	18,48	2,600	3,70	3,67
<i>Creativity</i>	23,04	3,142	3,84	3,67
<i>The use of coaching methods</i>	15,60	3,719	3,90	3,61
<i>Stimulating to face challenges</i>	12,28	2,319	4,09	4,02

Source: own research.

Referring to the given scales, the average scores obtained in Poland were highest for dimension *Full participation*, and lowest for *Communication skills*.

Research indicated the results slightly higher than the average for all countries for the majority of variables. Only for the variable: *full participation in the interaction and focus on the other person* resulting number of points is less than the average for all countries. The overall result for Poland is slightly higher than the average obtained for all countries.

The next analysis concerned teachers from Bulgaria. The results are presented in table 4.

Table 4. Results obtained in different scales for Bulgaria

Scale	Mean – M	Standard deviation – SD	Average for a single response	Average for a single response for all the countries
Total	90,20	7,194	3,76	3,89
<i>Full participation</i>	14,00	1,323	4,67	4,57
<i>Referring to the resource</i>	12,52	1,636	4,17	4,22
<i>Communication skills</i>	17,36	2,325	3,47	3,67
<i>Creativity</i>	21,16	1,818	3,53	3,67
<i>The use of coaching methods</i>	13,84	3,508	3,46	3,61
<i>Stimulating to face challenges</i>	11,32	2,358	3,77	4,02

Source: own research.

As in Poland, the average scores obtained in Bulgaria were highest for dimension *Full participation*, and lowest for *The use of coaching methods* (at similar level were also the results for *Communication skills*).

Research in Bulgaria indicated the results slightly lower than the average for all countries for the majority of variables. Only for the variable: full participation in the interaction and focus on the other person, resulting number of points is higher than the average for all countries. The overall result for Bulgaria is slightly lower than the average obtained for all countries.

The following analysis relates to Cyprus. The results are presented in table 5.

Table 5. Results obtained in different scales for Cyprus

Scale	Mean – M	Standard deviation – SD	Average for a single response	Average for a single response for all the countries
Total	87,40	11,456	3,64	3,89
<i>Full participation</i>	13,04	1,620	4,35	4,57
<i>Referring to the resource</i>	11,96	1,594	3,99	4,22
<i>Communication skills</i>	17,20	2,723	3,44	3,67
<i>Creativity</i>	21,28	2,762	3,55	3,67
<i>The use of coaching methods</i>	12,32	4,871	3,08	3,61
<i>Stimulating to face challenges</i>	11,60	2,566	3,87	4,02

Source: own research.

Teachers from Cyprus obtained the highest average score for scale *Full participation*, and the lowest for *The use of coaching methods*.

Research conducted in Cyprus showed slightly lower than the average for all partner countries in respect of all variables. The overall result for Cyprus is therefore lower than the average obtained for all countries.

The next analysis concerned teachers from the UK. The results are presented in table 6.

Table 6. Results obtained in different scales for the UK

Scale	Mean – M	Standard deviation – SD	Average for a single response	Average for a single response for all the countries
Total	90,50	8,182	3,77	3,89
<i>Full participation</i>	13,20	1,751	4,40	4,57
<i>Referring to the resource</i>	12,00	1,764	4,00	4,22
<i>Communication skills</i>	19,20	1,549	3,84	3,67
<i>Creativity</i>	21,10	2,079	3,52	3,67
<i>The use of coaching methods</i>	13,20	3,706	3,30	3,61
<i>Stimulating to face challenges</i>	11,80	2,044	3,93	4,02

Source: own research.

Referring to the given scales, the average results obtained in the UK were highest for dimension *Full participation*, and lowest for *The use of coaching methods*.

Research conducted in the UK showed the results slightly lower than the average for all countries for the majority of variables. Only for the variable communication skills was the number of points higher than the average for all countries. The overall result for the UK is slightly lower than the average obtained for all countries.

The next analysis concerned teachers from Spain. The results are presented in table 7.

Table 7. Results obtained in different scales for Spain

Scale	Mean – M	Standard deviation – SD	Average for a single response	Average for a single response for all the countries
Total	89,04	11,459	3,71	3,89
<i>Full participation</i>	13,69	1,379	4,56	4,57
<i>Referring to the resource</i>	12,19	1,470	4,06	4,22
<i>Communication skills</i>	18,19	2,743	3,64	3,67
<i>Creativity</i>	21,00	3,250	3,5	3,67
<i>The use of coaching methods</i>	12,19	4,775	3,05	3,61
<i>Stimulating to face challenges</i>	11,77	2,026	3,92	4,02

Source: own research.

As in the UK, the average scores obtained in Bulgaria were highest for the dimension *Full participation*, and lowest for *The use of coaching methods*.

Research conducted in Spain indicated that in Spain the results are slightly lower than the average for all countries in respect of all variables. The overall result for Spain is therefore lower than the average obtained for all countries.

The following analysis relates to Sweden. The results are presented in table 8.

Table 8. Results obtained in different scales for Sweden

Scale	Mean – M	Standard deviation – SD	Average for a single response	Average for a single response for all the countries
Total	105,28	2,525	4,39	3,89
<i>Full participation</i>	14,48	0,586	4,83	4,57
<i>Referring to the resource</i>	14,08	0,954	4,69	4,22
<i>Communication skills</i>	20,24	0,879	4,05	3,67
<i>Creativity</i>	24,16	1,248	4,03	3,67
<i>The use of coaching methods</i>	18,88	1,054	4,72	3,61
<i>Stimulating to face challenges</i>	13,44	0,870	4,48	4,02

Source: own research.

Referring to the given scales, the average results obtained in Sweden were highest for dimension *Full participation*, and lowest for *Creativity* and *Communication skills*.

Research conducted in Sweden indicated scores higher than the average for all countries for all variables. The overall result for Sweden is therefore higher than the average obtained for all countries. Noteworthy is the low value of the standard deviation for all variables.

Results of the interviews with educators (adult education professionals)

The questions in the interview were related to the idea that educators should support learners' self-development and we asked them about their relationships with learners, what they wanted to improve to be able to help them to be more independent and what kind of coaching tools they preferred to use for improving learners creativity. The questions were open enough to allow respondents to present their point of view. We wanted to know their needs connected with using a coaching approach in adult education.

Generally educators believe that they help adult learners develop their potential, most often by active intervention and involvement in the process of education, by giving them the occasion to experiment and to try something new. Educators want to give more space to the activities of learners. Teachers pay attention to the potential and needs of their adult students and they want to give them support in self – develop-

ment. So, they motivate adults to self-reflect and to draw their own conclusions. It is important that learners come out of their “comfort zone” and face unknown and problematic situations. Educators appreciate adults learners’ independent thinking and work to improve it. They share their experiences, possibilities and successes; they are free to present their potential – professional and personal. They use interactive methods to inspire self-reflection processes and support the independence of adult learners. They also want to know more techniques for improving the self-development of learners and become better in using coaching techniques (generally they don’t know many of them). The coaching part is seen as a complementary feature to their daily work, as a way, or method, to get the sought after shift in the way the learners approach their reality, their situation.

Conclusion

The study showed that coaching skills among European adult education professionals are at a level that can be assessed as medium (average total score is 3,89, while the result from 4,0 can be regarded as indicating a good mastery of the competencies. It means there is a clear need to improve coaching skills by educators. Three categories of competencies require special attention in this regard: communication skills, creativity (flexibility of thinking, openness) and the use of coaching methods and tools.

Improving these areas can be done effectively by participating in workshops and training that makes use of the personal resources of educators, practical learning tools and the methods of coaching. A good basis for such work may be a high level of competence in the following area: full participation in the interaction and focus on the other person. This was identified in this study as the most important resource of coaching skills subjects.

This study also established that the competence of adult education professionals in coaching was different in different countries. Leaders in master coaching skills are educators from Sweden, while the weakest results presented educators from Cyprus. One explanation for this state of things may be the status of coaching in European countries. In all partner countries coaching is a relatively young profession, and still not an official, or a regulated one. Only in the UK it is possible to obtain Masters or a specialized professional Doctorate or PhD in coaching and/or mentoring. In the other partner countries, in order to become a certified coach, one needs to undergo training at a private institute. Moreover, there is the lack of professional standards within these countries.

Coaching is least popular in Bulgaria and Cyprus. In these countries two types of coaching are predominant – life and business coaching. Coaching seems to be most developed in the UK and Sweden, where there are numerous types of coaching available. Most of the coaches practicing in Cyprus and Bulgaria received their training abroad.

Taking into account the quantitative and qualitative part of the study, it can be concluded that coaching may support education. The main idea is to encourage people to think in a different way, to explore their inner strengths and to be able to utilize those strengths in a way that benefits their situation. Coaching skills can help some educators develop individual learning plans as they emphasize the notion of a teacher as a facilitator rather than fostering a top down teaching and learning model.

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Appendix 1: Questionnaire for collecting data



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Questionnaire For target group 1: Educators

Gender		Age	Country	Job
Male				
Female				
Name of the institution				Years of experience
Profile of your employer				
Adult Education Centre				
Univesity of the Third Age				
Private Bussines				
Other:				
Please specify the teaching/training subject				
Health education: (specify)				
Psychology: (specify)				
Pedagogy: (specify)				
Social studies: (specify)				
Foreign language: (specify)				
ICT: (specify)				
Art: (specify)				
Other:				

The purpose of the questionnaire is to examine the needs of adult education professionals in the field of developing “coaching skills”.

For each statement, please mark the answer that characterise you most.

INTRODUCTION:

– Did you know what coaching is?

a) No

b) I read a book/an article about coaching

- c) I attended a seminar/workshop on coaching
- d) I am a certified coach
- e) I had coaching sessions with a professional coach

– Have you had any experience with coaching before?

- a) No
- b) I read a book/an article about coaching
- c) I attended a seminar/workshop on coaching
- d) I am a certified coach
- e) I had coaching sessions with a professional coach

“Coaching is a process that helps individuals and teams to achieve to the very best of their abilities and to develop specific action plans in order to achieve their goals. It is different from mentoring, counseling and other forms of assistance, because coaching is an in directive method in which the coach does not provide advice or direction but, mainly by using questions, assists an individual or a team in gaining clarity, accessing their resources and finding their own solutions.”

PLEASE MARK THE STATEMENTS 5-1

1 = strongly agree; 2 = agree; 3 = neither agree or disagree; 4 = disagree; 5 = strongly disagree

1. I am able to be present and focused on the other person	1	2	3	4	5
2. I am able to listen carefully and to recognize my learners' needs	1	2	3	4	5
3. I don't care about learners' needs	1	2	3	4	5
4. I recognize learners' potential	1	2	3	4	5
5. I build learners' adequate self esteem	1	2	3	4	5
6. I am aware of and value the different life experiences that learners bring to their learning	1	2	3	4	5
7. I am a good listener	1	2	3	4	5
8. I can clarify people's thoughts	1	2	3	4	5
9. I am able to ask questions that raise learners' awareness	1	2	3	4	5
10. People come to me to tell about their problems	1	2	3	4	5
11. I would like to improve my communication skills	1	2	3	4	5
12. I encourage learners to change their behaviors	1	2	3	4	5

13. I am a creative person in my professional life	1	2	3	4	5
14. I am able to improve my learners' creativity	1	2	3	4	5
15. I have the competences to help and motivate people to change	1	2	3	4	5
16. I care about encouraging my learners' independence in thought	1	2	3	4	5
17. I would like to improve my creativity	1	2	3	4	5
18. I know simple coaching techniques and I use them	1	2	3	4	5
19. I understand the differences between coaching and counseling	1	2	3	4	5
20. I understand the differences between coaching and mentoring	1	2	3	4	5
21. I know when to use coaching, mentoring and counseling skills as part of my teaching	1	2	3	4	5
22. I am able to make people searching for new solutions	1	2	3	4	5
23. I am able to make people searching for new tools	1	2	3	4	5
24. I am able to create the environment which supports and encourages individuals to learn from each other and from their daily activities	1	2	3	4	5

Appendix 2. Semi-structured interviews instructions



Lifelong
Learning
Programme

Interview

List of suggested questions – the final selection of the questions is made by the interviewer

- How do you develop your learners potential?
- Would you like to motivate them to self development during your classes?
What is the best way for you to do that in your opinion?
- What kind of questions do you use to trigger self-reflection of learners?
- What is important for you in your relation with learners?
- How do you support your students in such areas as: time management, stress management, motivation to learning and self development? What are your methods?
- How do you encourage your students to explore more their resources, use them and introduce important changes in their activities?

- Do you use any special techniques and tools to inspire learners creativity, innovation and openness?
- What kind of interpersonal skills do you want to develop?

Summary

Coaching skills of adult education professionals

The article presents studies carried out within the European project Coach4You – COACH4U, developed in the years 2014 to 2015 by the consortium of six European countries: Sweden, Poland, Bulgaria, Cyprus, Spain and the UK. The research group has consisted of 136 people (81 females, 55 males): teachers, educators, trainers. The study investigated the coaching skills necessary to work effectively with adult learners, based on ICF Core Competencies: full participation in the interaction and focus on the other person; referring to the student resource; having communication skills; creativity – flexibility of thinking, openness; the use of coaching methods and tools; constructive and stimulating to face challenges. The study showed that the teachers' level of coaching skills were average, which implied the need for improvement in this area. Specific training needs were identified in following areas: communication skills, creativity (flexibility of thinking, openness) and the use of coaching methods and tools. The comparison of representatives of individual countries indicated the highest level of competencies among educators in the UK and lowest (and highest need for this training) among educators in Cyprus.

Keywords: core competencies, coaching skills, adult education

Słowa kluczowe: kompetencje kluczowe, umiejętności coachingowe, edukacja dorosłych