Knowing and using coaching tools enhances

the success and commitment of Generation Y and Z

E-MANUAL

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SUMMARY

The lecturer is the foundation of the education process. It is important that the lecturer feels good about his work and that he is motivated for it. It is also important for the lecturer to master the skills of imparting material to the students and to be able to activate students during the teaching process, as this affects student satisfaction and the amount of knowledge imparted and completed tasks. The last period is the period of turbulent adjustments and changes. The question arose as to how to adapt to the situation. Based on this, the decision was made to carry out research as part of the ŠI:UM project on how to introduce innovative teaching methods into the teaching process in a new era of teaching, the times of the pandemic, in order to ensure the success of Generation Y and Z. The research is based on the application of theory, which is adapted from Slovenian and foreign literature, sources and empirical research using statistical methods. Considering the time period, the research is retrospective as it deals with past influences or situations. Based on what has been written, we can conclude that the topic is extremely relevant, and its results will enable lecturers to understand the positive importance and impact of the introduction of coaching into the pedagogical process. The results of the research will enable institutes to learn about a new type of method that will serve to bring the activities of coaching closer to the teaching process. With the help of coaching students will be more motivated to carry out current work, as it will be easier for them to follow their own progress and quickly detect potential problems, they will progress to the completed task and feedback from the professor, the coach more quickly. However, we must not forget that it is not only the lecturer who influences the success of the introduction of coaching, but it also depends on the student, how much effort, energy, knowledge, and persistence he is willing to put in to achieve the set goal.

Keywords: coaching, lecturer, student, pedagogical process, innovative learning method

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I THEORETICAL PART

1 Introduction

The beginning of coaching in the business world and the world of sports has been going back for years. The founder is W. Timothy Gallwey (1974). He wrote the *book Inner Game of Tennis*. The contents of the book are about the tennis coach asking open questions. The coach didn't correct their mistakes, the players were given the chance of correcting themselves. It has been proven that players' performance decreases when they listen to coaches' advice. However, when the players were more nonchalant and had a sense of the desired results in their heads, they were consequently more successful. The main message of the book is that in order to master a certain skill, it is necessary to pay attention to the "inner game" that takes place in the individuals mind (Cajnko, 2014).

Advisory mentoring/coaching in education, and in the pedagogical process, cannot be detected. That is why we on the project decided to deal with a problem that, according to the literature available to us, has not yet been dealt with. We did not find any data that carried out a survey on the topic of inclusion of coaching in the teaching process in Slovenia. We also found no information that research has been done on the impact of coaching/mentoring tools on performance and success in the integration of students into the labor market. Therefore, the result of the ŠI:UM PROJECT is an e-manual, in which we will present:

❖ Basic definitions of coaching.
❖ General facts about coaching.
❖ Dividing lines between different methods (between coaching, counselling, legal advice, mentoring, interview, conversation, and school counselling work...).
❖ About rights to education.
❖ Coaching in education.
❖ Coaching in entrepreneurship.
❖ Coaching in sports.
❖ Comparison between coaching in education, entrepreneurship, and sport.
❖ Coaching abroad.
❖ Coaching in Slovenia.
❖ Empirically checked - If pedagogical staff wants to introduce innovative learning methods into the pedagogical process.
❖ Summary of theoretical knowledge; student insights, recommendations for students, management, recommendations for future research.

The project was therefore designed in such a way that both theoretical and practical questions related to models, tools and methods of coaching were addressed.

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2   Basic definitions of coaching

There are different definitions of coaching (European Coaching Institute 2007; Čeč 2006; Megginson in Clutterbuck, 2007; Sperry 2004; Slovenian Coaching Association 2022; Crnek 2016; Lampič 2016 and others). It would be better to say that there are as many different definitions of coaching/mentoring as there are schools for it. So, let us highlight only certain ones.

The International Coach Federation (ICF) defines coaching as an easy but extremely effective form of personal development in which a mentor and a trained person create a trusted relationship that maintains and prioritizes the personal growth and development of the competences of the trained person.

Čeč (2006) writes that coaching generally means helping an individual to use resources in order to achieve a specific goal. Coaching is always targeted, but it also states that the focus is on the individual and that it is important for the individual to use their own resources, which include both external resources (time, money, equipment) and internal resources (ability and confidence).
In a way coaching also advances emotional intelligence, which allows for a greater level of understanding and ability to use our emotions in a constructive way.

Megginson and Clutterbuck (2007) state that coaching is primarily related to improvements in the efficiency and effectiveness of work in a particular field. The goals and sub-goals are proposed by the coach. The individual undertakes to achieve the goal. The task of the coach is to focus on the coaching/mentoring process itself. In most cases, coaching involves feedback that the coach and the individual participant give each other.

Sperry (2004) argues that the coaching is an interpersonal relationship between the mentor and the individual who wants to achieve progress. The expected results of coaching are more successful actions and an increased ability to learn.

Coaching is a goal-oriented, systematic, collaborative, and an interactive process between a coach and an individual (or group) with the aim of developing an individual or group. With the support of a coach an individual or a group can grow personally and can overcome their internal limitations so that they can fully realize and live their potential and achieve the desired balance in the areas of life that are important to them. The essence of coaching is: (i) awareness, (ii) research, (iii) understanding, (iv) learning, (v) change, (vi) creating new patterns of thought and action.

Crnek (2016) states that coaching is an interactive process that, with the techniques and tools of coaching, helps individuals and organizations to achieve their desired goals faster, more efficiently and with less effort.

Finally, we cite a definition from Lampič (2016), who says that the essence of coaching is in asking the right questions and not in providing answers. Coaching supports change, transformation, supports the ability to grow, the ability to change bad behavior and generate new adaptive and successful actions.

3   General facts about coaching

We begin the chapter with the thought of Dr. Theodore Zeldin, who says, *"Can people be as quick to deal with each other as we do in technology?"* The answer in our opinion is yes since we see a solution in the process of introducing coaching into our personal as well as our business/learning environment and life.

The word "coaching" is derived from the English medieval word for "*chariot" or "carriage"* what constitutes a means of transport that drags a group or an individual from a specific starting point to the final desired destination. The word *"coche"* is derived from the French language, namely from the name of the Hungarian village of Kocs, where the first carriage was made in the 16th century (adapted from Čeč and Grošelj, 2007, p. 10).

Coaching is not about working for others or working for them, but just helping others to get the job done. The measure of the success of a coach is not what he knows, but whether what he knows can really bring about changes in the knowledge of others. Coaching is essentially a relationship; therefore mentors/coaches must be credible and trustworthy (Gruban B, 2019).

Coach is a person who provides experiential learning to a client with the goal of increasing their abilities in the future. A coach is trained and committed to guiding others on the path of increasing their competence, performance, and self-awareness (Hudson 1999, p. 15).

In the Australian Study by Blackman (2010), the idea was developed that coaching represents a potential way to encourage teachers with leadership potential to develop their leadership skills. It also allows a development of additional talent, which can have a positive impact on maintaining the competence of the profession and enabling self-development.

In their research, Veenman et al (2001), show that coaching and feedback can help encourage self-reflection, self-analysis, and self-directional assistance. In their study (2006), Quinn et al advocate coaching as a positive means of influencing self-awareness. In the second study, Peterson (1996) reported that coaching can be beneficial in promoting perseverance in an individual whereas Margolis (2005) suggested that self-efficacy is an indirect variable that is strongly related to motivation and the desire to achieve goals and to maintain the achievement of the goal (adapted from: Rhodes, C. and Fletcher, S. 2013). As a coach, it is necessary to be aware of the importance of the management path and it would also be

important to understand exactly what coaching represents and also what to encourage in order to achieve your desired goal through coaching.

The discovery of coaching dates to the late 1980s, beginning in the United States. Since then, the training of mentors/coaches has grown significantly, with about 100 organizations in the United States that specialize this type of training. With the establishment of the International Coach Federation (ICF), there has been a drastic increase in the number of professional coaches worldwide (Results Coaching Systems, 2008).

Coaching massively began to develop as a result of the need for ever greater innovation of companies, that put emphasis on the value of human resources. However, who also put emphasis on sociological trends, such as a change in values towards a career and career orientation in other areas of life (Radeljak, 2008).

In the following we quote Gruban (2019, p. 15), who says: "With a greater interest for coaching managers there have also emerged philosophies, approaches, styles, and specializations of coaching methods. They are often characterized by abandoning the idea of a one-time educational event and committing to processes that enable the individual to function more effectively in his or her "natural environment" or situations, with the process taking place in "real time" and "real interactions" with colleagues. The focus is on what needs to be changed and how. In this case, awareness is not enough but also focusing on actions, new behavior, and practice".

Coaching certification has already been established abroad. Anžur Černič (2019) notes that coaching is a rapidly developing industry, that is growing by more than 50% per year, the fastest development has been seen in the United States, whereas in Europe it is most strongly developed in Great Britain. Its influence is rapidly expanding in all European countries and in the Middle East. It notes that countries strive to regulate comparable standards of labor quality. That's why various organizations across Europe and the USA are working to implement the certification of coaching.

4 Division between different methods of verbal communication

It is often that he replaces the role of coach with the role of speaker, counselor, psychologist, etc. Below we will describe the fundamental differences in the approaches of secret methods (Strmčnik, 2001).

Consultancy
Coaching is characterized by the fact that the coach has expertise in solving individual or group problems. The coach deals with problems at the level of the entire group and not at

the level of an individual (Čeč, 2006 and Strmčnik, 2010). The coach transmits his/hers expertise to the individual or a group. Here we are talking about one-way communication, which individuals must accept if they want to perform tasks of quality and quality (ibid, p. 10). The dictionary of The Slovene Literary Language (hereinafter SSKJ, 2022) defines coaching as expressing an opinion how someone should act or work, especially in an unpleasant or unfavorable situation (SSKJ, Counseling, 2022). We must distinguish informal coaching (e.g., a friend advises us about buying a bicycle) from formal advice from a specific expert (e.g., a lawyer suggests a certain legal option).

In counseling, individuals turn to a counselor when they seek advice or a professional opinion. The consultant recognizes the client's problem and provides them with a solution. Sometimes it is a matter of solving teaching problems in a way that an individual or group solves the problem with the help of a coach or counselor (Fink, 2022). Therefore, counseling means giving advice to the person who needs it, with the counselor giving a concrete answer to that person's question or controversy. In contrast, the mentor does not give a specific answer to the question or advice, but provides guidance and, with using special techniques, initiates creative thought processes, with the aim that the individual himself comes to a conclusion and in doing so maximizes his personal and professional potential.

LEGAL ADVICE

Legal advice is the provision of an expert opinion on substantive or procedural law in relation to a concrete factual situation. A legal professional has a duty to ensure that the parties, under a competent legal opinion based on the sufficient knowledge of the relevant facts, due consideration of the applicable law and[1] their own experience and expertise (Law Society of Ontario, 2007)

First and foremost, legal advice includes a detailed analysis of the factual situation and then the phase of giving legal advice (Alberta Public Legal Education Centre, 2018). As a part of analyzing the actual situation, the legal expert must first be aware of all key information - what happened, when, who are the people involved, whose interests the client is pursuing, etc. The parties often give broad interpretations of what happened, leaving out the most legally relevant events, so the legal professional is forced to ask the client a lot of questions. It is important that the client tries to answer the questions as accurately as possible. Based on the exact factual situation and knowledge of legal norms, the legal expert provides the client with legal advice. Legal advice means the portrayal of all legal paths that the client can choose from (Maughan and Webb, 2012).

Therefore, the differences between coaching and legal advice are that it is the legal professional who is able to ask himself legal questions and look for issues that would be in the client's best interest. In doing so, it can offer several different answers (legal options) from

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[1] Your dictionary. *Definition of legal advice*. Derived from: https://www.yourdictionary.com/legal-advice.

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which the client is free to choose. In the context of coaching, the coach is the one and only who can ask questions, and the client answers them himself (Kolar and Cmiljanič, 2019). It is also worth mentioning the concept of *"legal information",* which is often confused with the concept of legal advice. Legal information is information that anyone can read on a website, article or book can then be used to analyze its own situation and on that basis, it can take a legal decision (Larson, 2018). Legal information explains the law and the legal system in general, i.e., not adapted to a specific case. However, when examining legal information, the individual does not receive any feedback and consultation, which is crucial in coaching[23]. Therefore, it is necessary to separate legal advice from legal information. We can conclude that legal advice is close to counseling and yet they contain key differences.

MENTORING

Brockbank and McGill (2006, p. 63–64) argue that mentoring is a relationship between a mentor and individuals with the aim of the individual learning new knowledge. Crane (2007, p. 37) explains that mentoring is a process in which mentors transfer their experiences to individuals. It is mostly carried out according to a predetermined program to clarify interpersonal relationships within a group. In the Dictionary of Slovene Literary Language - SSKJ (2022), mentoring means guidance, leadership of the young, providing inexperienced individuals with advice and explanations.

Mentoring is a relationship between two people where an individual with more experience, knowledge, and connections (i.e., mentor) is able to convey what he has taught to an individual in a particular field. Mentoring benefits the individual as well as the mentor. Mentoring for a mentor means being able to guide the next generation and ensure that the best practices are passed on; meanwhile, mentoring is beneficial for the individual, as it means that he is willing to take a step forward in his career. Also, in these ways, individuals receive additional assistance, which is necessary for advancement. Mentoring has become an indispensable part of everyday life in companies and other institutions (Oshinkale, 2019).

The difference between coaching and mentoring is that the essence of mentoring is to transfer some skills, knowledge, and competences from the mentor to individual, so that the individual is able to independently carry out certain task and duties. In mentoring, the mentor provides answers or solutions. Possible questions are asked by individuals, but they are rather closely related to the subject matter of the work. It is therefore not about the mentor asking questions that would encourage the personal development of the individual, but rather about the flow of information from one direction (from the person imparting knowledge) to the another (to the person absorbing knowledge). Of course, the individual gets a lot of

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[2] An example of such a book with general legal information is the book Matjaž Ambrož et al., 2006. *Personal legal counsel.* Ljubljana: Cankar's publishing house. More about the book at: Miro Cerar, 2006*. Personal legal adviser*. Legal practice, No 28, 2006, p. 26–27.

[3] For more see: Alberta Public Legal Education Center (2022). Legal *Information vs. Legal advice: What's the difference?* Derived from: https://www.cplea.ca/legal-information-vs-legal-advice-difference/.

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knowledge, but the broader purpose is not pursued. The purpose of coaching is broader than the purpose of mentoring. In any case, mentoring, as the phrase itself suggests, is the basis or a predisposition to coaching.

At this point, we state that coaching and mentoring are increasingly regarded as important professional development mechanisms of professional development that are of particular importance in the development of school leadership in various countries (Rhodes et. al., 2004; Kennedy 2005; Bush, 2008; Rhodes, 2012).

CONVERSATION IN CONVERSATION

The method of conversation is the dialogical method between teachers and learners and between the learners themselves. The communication between subjects is a two-way communication, which means that the teacher and pupil are speaking directly with each other. At the same time, communication must also be balanced, which is reflected in the frequency of pupils' participation in speech and in the teacher's promotion and consideration of this participation (Kramar, 2009). This method is appropriate to apply when the participants have prior knowledge of the topic, that the topic is close to them, and they are invested. In addition to the speaker, listeners be must well-prepared for such a conversation. However, the method is not suitable for dealing with completely unknown content that is difficult for listeners to understand (Kramar, 2009).

In didactics, various Slovenian authors (Tomić, 2003; Kramar, 2009; Resnik Planinc, 2021...) used the term interview method or conversation method. In recent literature, these terms have been replaced by a learning conversation, which refers to a conversation between a teacher and a pupil that takes place in school. With this, the term of the conversation is clearly defined as a conversation between the teacher and the pupil in the classroom.

In the SSKJ conversation and interview is defined as an (official) exchange of opinions or thoughts. For a conversation we need at least two people who create a space of confidentiality together, which is the basis for their conversation. The key to open and high-quality communication is that we are open, that we are not afraid to express our opinions and our feelings. At the same time, we often face the fear of being misunderstood, rejected, pushed away of even ridiculed, because the response of the interlocutor can have a strong impact on us. A good foundation for establishing a safe environment in which the conversation will flow to the mutual satisfaction of both participants is a genuine interest in the interlocutor, his needs, and thoughts ([4]Lapornik, 2017).

From the above, it can be summarized that conversation (interview) is a key basis and a fundamental element for successful collaborative mentoring. Regardless, coaching is

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[4] SSKJ. *Conversation.* Derived from: https://fran.si/iskanje?FilteredDictionaryIds=130&View=1&Query=pogovor.
SSKJ. Talk. Derived from: https://fran.si/iskanje?View=1&Query=razgovor.

different from a conversation that usually starts naturally/casually. Coaching is highly focused and follows a certain goal, while the conversation is friendly and informal. In the context of coaching, the emphasis is on the interlocutor – on his strengths, challenges, and attributes that he brings to the conversation. Lastly, the purpose of coaching is to encourage growth and change, and the conversation does not necessarily have such purpose, but primarily aims to convey some information or to seek the opinion of the interlocutor (Gross Cheliotes and Reilly 2010).

CONSULTING WORK AT SCHOOL

Counseling work at the school carried out by counsellors who are psychologists, pedagogues, social workers, social pedagogues and defectologists. The purpose of the counseling is to help, advise and participate in the educational process with the aim of making students, teachers, parents, and the institution as successful as possible, while achieving general and specific educational goals (Programme Guidelines, 2008).

The school's counseling service reflects its professional expertise through a consulting relationship and is thus involved in a professionally autonomous way which includes complex solutions of pedagogical, psychological, and social issues of educational work in school. Counseling is primarily focused on the optimal development of the child, with the fundamental aim of supporting all participants to achieve a common goal (Programme Guidelines, 2008).

Therefore, the principal of counseling at school is very similar to the principle of coaching, since both involve a long-term process aimed at a primary goal that is proportional to the development of the individual. School counseling as a professional service deal with disruptions in the education process, and the counselors are primarily the "service" of education, they must remove possible disruptions that may occur in the educational process as well as disruptions that occur with individuals (Musek, 2022). In a similar spirit (as a kind of "service" changes (for the better)), coaches operate, who, like counselors at school, guide the individual, encourage self-initiative, and provide support for development and progress with constant insights into changes and feedback.

4 Educational rights

Access to education is given to everyone in Slovenia, as well as in every other member state of the European Union. It is a privilege that must be protected by the state. The State must use various techniques to enable pupils, citizens, and foreigners to ensure that the education system is strong and built through people who meet the conditions for the development of quality education and thus bring additional value to the country. Without such fulfillment, the teacher cannot be the one who encourages, develops, and helps.

Knowledge is the prosperity that helps the country become a place of cooperation. An educated persona should be fully capable of participating in the social, cultural, economic, and political space (Holcman, 2022).

The importance of education for the country is also reflected in the recognition of the right to education in many legal acts:

❖ Article 2. Of the 1st Protocol to the European Convention on Human Rights ('the ECHR') refers to the right to education and reads: "No one shall be deprived of the right to education. When performing functions related upbringing and education. In carrying out the functions related to education, the State must respect the right of parents to provide their children with such education, which are in accordance with their own religious and philosophical beliefs." [5]

❖ Likewise, Article 14 of the Charter of Fundamental Rights of the European Union ('the Charter') guarantees the right to education. This Article is based on the constitutional traditions common to the Member States of the European Union in Article 2 of the Protocol to the ECHR. Compared with the ECHR provision, the Charter provision is of a broader scope since it also ensures access to vocational and further training and introduces the principle of free compulsory training. The latter simply means that with compulsory education, every child has the opportunity to attend an institution, which offers free education. This does not require that all institutions offering education or vocational and learning education be free of charge. The right of parents to provide their children with education in accordance with their religious, worldview, and

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[5] The Law on ratification of the Convention for the Protection of Human Rights and Fundamental Freedoms, as amended by Protocols No 3, 5 and 8 and supplemented by Protocol No 2, and its Protocols No 1, 4, 6, 7, 9, 10 to 11, page 215, 8.6.1994. Derived from: https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/1994-02-0041?sop=1994-02-0041 (accessed on 22.4.2022).

pedagogical beliefs must be respected and must be interpreted in connection with the provisions of Article 24 (rights of the child).[67]

❖ The right to education and schooling is also recognized by the 57th Article of the Constitution of the Republic of Slovenia. The State imposes the duty to enable an individual to take a non-discriminatory approach to the existing types and levels of education and to offer him a minimum standard of the quality of this education.[89]

In addition to the aforementioned provisions, the question arises as to how the practice of the right to education in a broader sense is in practice and where there are opportunities for improvement. First of all, it should be pointed out that the word "appearance" is hidden in the word "education" – teachers should help us shape our personality. So today it is no longer just a question of access to education, but a question of how broad and what kind of education and school space should be. If we want an elementary school learner to feel how important it is to be educated, he must first and foremost have the feeling that he is worth something and that the person who transfers the knowledge (the teacher) appreciates, respects, guides and encourages him. He must feel that he is valuable and that he has opportunities to follow his dreams. The teacher has a significant influence on the child's/student perception of himself and his desire to develop his potential. Every teacher should be aware of those responsibilities. Schools should not represent a place to just pass on knowledge, like they were perceived as such for a long period of time.

The first assumption for a good teacher is exactly the same as any other first assumption in any other profession, i.e., that the teacher enjoys it in the work he performs. A reluctant teacher is not necessarily a bad teacher, but the question that arises is how the student will be impressed by such an approach. Surely, the teacher must represent a "motivator" who encourages the pupil/student to learn and learn new things, ultimately also to discover his own worth and finding his own "I" in the world. As the philosopher Umberto Galimberti writes in one of his books, every teacher must have a small amount of charisma. Every educator who chooses to become a teacher must have the ability to show students that they are worthy and deserve to realize every dream they dare to dream of. They must implement the mindset

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[6] Charter of Fundamental Rights of the European Union, 2012/C 326/02, 26.10.2021. From: https://eur-lex.europa.eu/legal-content/SL/TXT/?uri=CELEX:12012P/TXT (accessed on 12.4.2022).

[7] Explanatory notes (1) to the Charter of Fundamental Rights, Explanatory note to Article 14 — Right to education. Official Journal of the European Union of 14.12.007, C 303/17. From: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32007X1214(01)&from=EN (accessed on 21.4.2022).

[8] Constitution of the Republic of Slovenia (Constitution), Official Gazette of the Republic of Slovenia, No. 33/91-I, 42/97 — UZS68, 66/00 — UZ80, 24/03 — UZ3a, 47, 68, 69/04 — UZ14, 69/04 — UZ43, 69/04 — UZ50, 68/06 — UZ121,140,143, 47/13 — UZ148, 47/13 — UZ90,97,99, 75/16 — UZ70a and 92/21 — UZ62a. From: http://pisrs.si/Pis.web/pregledPredpisa?id=USTA1 (accessed on: 21.4.2022).

[9] Decision of the Constitutional Court of the Republic of Slovenia, U-45/16-50 of 16.9.2021. From: http://www.pisrs.si/Pis.web/pregledPredpisa?id=ODLU1920&fbclid=IwAR1zA6f4sWm8lUCKWnoOx6ubA68Qcl LWyFyGMzc9Yq1nZ1dVBKeerJ1zWko (accessed on 22.4.2022).

that knowledge is of great value and at the same time to trust that it is "worth" investing in this value (Žibret, 2018).

Dr. Fred Korthagen created the onion model in which he compares the teacher's professionalism to an onion which has several sides. The first layer is visible at first glance and represents an insight into how the teacher communicates and what his teaching techniques are. The next layer is his belief and the key question – whether he is just a transmitter of knowledge or also a promotor of pupils' activities and a listener to their knowledge and interest. The most important is his core, which represents a metaphor for his personality traits. These layers influence each other, and the best teachers know how to coordinate them (Žibret, 2018).

Therefore, we need "coaches" in education, not just lecturers. Participants on the project agree with the opinion of Prof. Dr. Borut Holcman, who says that an excellent teacher represents a fundamental starting point for the realizing the right to education (Holcman, 2022).

5   Coaching in education

Coaching in the field of education is occurs both in Slovenia and in the USA, and in some places in Europe as well (Cajnko, 2014).

In their paper Devine, Meyers and Houssemand (2012) agree that to meet the challenges of the 21st century, a comprehensive reform of education is needed. They proved that coaching is a powerful tool that can be used for: (i) learning support, (ii) student development, (iii) development of teachers, lecturers, (iv) development of institute management and, consequently, (v) the development of institutions itself. All these coaching approaches make a valuable contribution to all of the listed benefits. Unfortunately, there will be no benefit if coaching remains at an individual level. Therefore, it is absolutely necessary to do everything in one's power to develop and implement coaching.

A review of the educational literature for past two decades finds that some lecturers strive to reconcile good teaching with the model of a good coach. The most common question is: "How to learn skills?" The answer is through experience. So how do you learn best? With the help of coaching? (Sizer 1984, p. 106).

We have found a paper based on a review and analysis of literature and that highlights the benefits of introducing coaching into the education system in Singapore. The paper concludes that coaching is implemented in several areas of professional development of the teaching staff in Singapore. These include coaching for: (i) trainee teachers, (ii) beginning teachers, (iii) heads of institutions. However, since the paper is based on a review and analysis of literature,

empirical research on the inclusion of coaching into the education system in Singapore is recommended. They especially recommended research on: (i) the impact of coaching on teaching in different contexts, (ii) the experiences of coaching participants, (iii) the appropriate number of coaches to meet the requirements for coaching in institutions and (iv) the formalization of the coaching system with the aim of examining the promotion of innovation in the field of education (Tee Ng, 2012).

In his contribution, Lofthouse (2018) states that in England coaching has been developing for several decades as a form of professional development for teachers and school leaders. His research focused on the work of six coaches from England. Through research, he proved the importance of relationships and communication in coaching, as well as the tools and models that support this. It confirms that coaching is appropriate to helping individuals who are struggling with real challenges. We also understand that coaching is one of the valuable means that serves to support the education system, insofar as this is exposed to a discrepancy between lecturers and the management of institutions.

The usefulness of coaching has been pilot tested in the Slovenian area, in the field of primary and secondary education for the last two years. It tested itself according to international examples and was implemented in the form of team coaching and collegial coaching. We have noticed that individual coaching, carried out by an external coach for headteachers and teachers, may also be considered. However, it is used for both didactic-pedagogical purposes (e.g. as a method of critical friendship in collegiate internships for didactic implementation of lessons - for this purpose, for example, the BRSU instrument used by teachers Danielson, Marzane, Pressley, Thompson and Wong - or for reflection intervention regarding students' behaviour – for example, the Teacher2Teacher within the CPD programme is intended for this) as for relationships and career challenges (Rutar Ilc, 2014).

The results of the pilot project, which involved 17 high schools and 2 elementary schools, show that the introduction of coaching in the field of education positively impacted all participants in the process. The participants also suggested that it would be useful to extend the introdution of coaching to the entire the teachers' collective (Rutar Ilc, 2014). Unfortunately, no further activities took place.

5.1   Why should coaching be introduced into education?

The shift in the role of the teacher in educational environments, from the classical role of "instructor" to the coach is of great importance. This can be achieved through the use of coaching tools. Coaching is close to the Socratic approach where teachers help listeners "learn instead of being taught" and how to learn to be successful. Historically speaking, coaching comes from Aristotle's approach to philosophy and science, who was the first to use something like "citing resources" and "stringing arguments " and making decisions based on

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them (Plato, 2004). The aim of introducing coaching into education is to support the development of pupils, teachers, school leaders and educational institutions.

Plato concluded that "education" is not a transmission of knowledge and that the task of a "teacher" – i.e., the coach – is not to instill knowledge, but rather to guide the listeners so that they come to their own realization of the truth:

> »... education is not what it should be according to some people's assurances. They somehow claim that they themselves put knowledge in the soul that is not there – just as if they were implanting sight into blind eyes… but the present reflection shows ... that this ability is present in the soul of every man: it is a tool that everyone perceives, just as, for example, the eye alone cannot turn from dark to the light, unless the whole body turns: so must the whole soul turn away from everything that is becoming until the soul becomes able to bear the Being and the Most Bright… in short, there is a kind of turning skill for this… namely, in what way (someone) will turn around the easiest and most effectively: not to this a way to give him sight, but in such a way as to achieve it as with someone who already has sight, but does not direct it properly or look where it should" (Plato 2004, p. 1165 [518c-518d]).

As we can see in this meaningful passage, "education" ("παιδεεα") for Plato is thus a "the art of reversal" ("ττ τ περιαγων"), and its task is to tell us how we can most effectively guide people to come to their knowledge. Therefore, for Plato education or "iz-obrazba" (lat. » e-ducatio", or German. Bild-ung") is not simply a build-up of information, but something more, something categorically different from simple familiarization with the facts of the world. According to Platonic education, at the end of the pedagogical process, the listener will not only know something more about the world, but the world will be perceived in a completely different way. Precisely for this reason, platonically conceived education is not what is most fashionable today in the "information society", namely the accumulation of processing of information, but rather transformation or re-education. No one articulated this better than Martin Heidegger in his famous work Plato's Doctrine of Truth: "... the essence of paideía is not to implantation of bare knowledge in an unprepared soul as in some empty, arbitrarily presented vessel. Authentic education, on the contrary, captures and transforms soul only in its entirely, by first transferring a man to the place of his essence and accustoming him to it" (Heidegger 1991, p. 15).

In the pedagogical process, the pedagogical worker is a key factor that influences the success of the listener. The sooner the pedagogical worker accepts this, the sooner he follows the transformation from teacher in title to a teacher with soul. It is necessary to make decisions and influence the future with these decisions. If the innovation is accepted by the pedagogical worker, the listener will also accept the innovation. Innovations can only be achieved through

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movement, and the process of education is a movement that leads the pedagogical worker, as well as the listener, to the desired goal.

Our idea was to include coaching in the education process with the aim that the teacher and the listener take significant progress in reaching the set goal. Based on coaching the listener would be able to follow progress more easily and would also have the opportunity to learn something new. A pedagogue, who would implement coaching in his pedagogical process would immediately upgrade the quality of education which such action. We implemented the idea and checked it with empirical research as a part of this project: Does the teaching staff even want to introduce innovative teaching methods into the teaching process? The answer is yes, and we will present the results in the empirical part of this e-manual.

6 Coaching in entrepreneurship

Coaching offers progress and development to the individual and the company in which he works. It enables the individual to continuously study independently, improve his skills and thereby personal progress, which ultimately leads to better a netter performance and adaption to a specific workplace in the company (Kilburg, 2004) and a successful career path. The slogan [10]*'Improve your life' sums up the* essence of coaching (Peas, 2009), but we dare to argue that the essence of business coaching is mirrored *through the saying 'Just as we will talk to them, they will talk to themselves in time'*. On the other hand, the company's coaching makes it easier to do business and to achieve better business results.   Business coaching [11] therefore represents one of the best growth factors at the company level, as the company's growth starts with a particular employee. Coaching helps the employee to balance personal and business life, thus promoting faster achievement of the set business goals (Fink, 2019).

In recent years, many companies in Great Britain and Western Europe have started the implementation of coaching with the aim of contributing to personal and professional development of employees, building more pleasant relationships, employee's careers, company management, development planning, setting strategic goals, setting business plans, building values and, last but not least, satisfaction of employees in the workplace (Cajnko and Kraljić, 2018).

Coaching is always goal-oriented, which in the business world means focusing on business goals. In the center is always the individual, who, in the light of ensuring the company's business goals, makes his contribution in the form of external (time, money, equipment) and also internal resources (self-confidence) (Čeč, 2004).

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[10] Grant vs. Cavanagh, 2007.
[11] Dexter, Dexter vs. Irving, 2011.

7   Coaching in sport

Coaching is a professional strategy that involves two individuals with different experiences and knowledge who strive to achieve a common goal. Among all areas, it was first established in sports, as it proved to be an excellent tool in eliminating psychological blockages and frustrations of individual players in the team, which consequently let to the excellence of the team as a whole.

The vast majority of athletes and coaches nowadays have no problem acknowledging that they have been sought the help of a mentor in the past. Even more interesting is the fact that many of these coaches only years later realize how much past mentoring has affected not only their coaching success, but also their personal lives. On the one hand, the coach helps coaches gain better technical, tactical physical abilities, and on the other hand, they guide coaches to better communicate with athletes on their team and resolve conflicts (Robyn, Harris, and Miles, 2009).

Essential to the development of a successful relationship between mentor and protégé (in our case a coach) is, of course, good mutual trust, which must be such that both share professional and personal deficiencies and successes in the relationship. They must focus on achieving common goals and periodically checking the success of their collaboration whereby it is essential that at no point the wishes of the mentor prevail, even though he may have more knowledge and experience in this field (Robyn, Harris, and Miles, 2009).

Mentoring within sports can be formal or informal. Formally, it means that it is supervised by the sport's governing bodies ("Sports Governing Bodies") and that both the relationship between the mentor and the protégé is structured, supervised, and evaluated. Whereby it is important that mentors advise only in the field for which they are qualified for. Informal mentoring, on the other hand, develops outside of organizational control - in this case, mentors are individuals who have no professional expertise, i.e., teachers, relatives, other athletes, and coaches (Leeder, Russell, and Beaumont, 2021).

Mentoring is a two-way process in which it is a reciprocated exchange of ideas and experiences. Although it is true that the mentor is usually the one who has more knowledge, experience, and strength in the field of counseling, the coach can teach him his values and skills, which can benefit him in a further coaching career. The most successful strategy in establishing a quality relationship is undoubtedly good communication between a mentor and a coach. The relationship should not be authoritative but should be a dialogue between the parties. A sufficiently long-time frame is also important for the greater success of mentoring, because the longer the mentoring last, the more visible the results will be. The guidelines advise that mentoring should last a little from 1 year to 18 months. Some "barometer" of coaching performance, in the final stage, a good relationship between a coach

and an individual athlete within the team. The overall performance and success of a team depends on good and close relationships, trust and a strong bond between the players and coach. This ultimately affects the overall unity of the team, which is of great important in sports (Haugan, Moen, Østerås, Stenseng, 2021; Psychology, 2022).

Although there is great coaching potential in sports, it is not yet well established in practice, because despite a variety of evidence of effectiveness of this method, doubts still remain. Mentors often face the problem of establishing a good relationship and trust with coaches, because they do not find time for meeting (or they do not take time) and do not carry out the tasks that are given to them by the mentor. At the beginning, coaches usually do not believe in the usefulness of mentoring and do not make an effort to participate, but when they realize that the team's low ability only requires little consulting and when the first more serious results begin to appear, they then finally start to show confidence in the mentor. The mentor asks the coaches questions and encourages them to think. It teaches the coach that the first step to the team unity and success is essentially understanding the needs and requirements of each athlete individually (Rodrigues, Garcia Filho, J. Woodburn, and Cundari, 2020).

Studies have shown that the effectiveness of mentoring depends on how well the mentor is able to guide and support the coach in self-identification, in analyzing the weaknesses of his coaching style and introducing improvements. In doing so, it is essential that the mentor does not offer the coach a solution, but that he encourages his own thoughts and stimulates his decision-making abilities. When the mentor recognizes potentials and shortcomings in the coach, it is his task to improve these weak points. When a coach starts to realize his own mistakes, the second part of coaching follows, i.e., resolving the coach's interpersonal relationships with players in a sports scenario – with the athletes, the technical committee, and the board of directors. Mentors guide coaches to explore the nature of the relationship and disagreements and their resolution (Rodrigues, Garcia Filho, J. Woodburn, and Cundari, 2020).

However, coaching has, in our opinion the greatest potential in "coaching" of coaches involved in training children. As long as the coach notices the potential in the children, allows them to experiment and help develop a love of sport, the children therefore prefer to play sports and the probability that they will continue to do so is greater than if the coach did not do his job with heart. A good coach, guided by a mentor, can encourage children to do extraordinary things, which is the key to top-notch results.

Finally, we summarize the qualities that a good coach in the sport should possess:
- ❖ Detailed knowledge and understanding of sport activities.
- ❖ The desire for one's own constant education.
- ❖ Ability to impart knowledge.
- ❖ Motivational techniques.

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❖ Ability to communicate (transmission and reception).
❖ Discipline.
❖ Leadership ability and dedication to sports (Qualities of a great sports coach, 2022).

8 Comparison between coaching in education, entrepreneurship, and sport

The first days at work are crucial for employees to form their relationship with the company, colleagues, and superiors. A good first impression affects satisfaction, performance, and a feeling of "acceptance" or even "second family" in the employee. Similarly, it could be argued that the first (real) school days are the same for a toddler. The way in which the teacher, the principal and other employees of the school will approach the child will mark his view of the school as an educational institution and, first, his desire for knowledge, and then a desire for personal growth, development, and career path. The first days at work as well as first days in the school therefore depend on the people who surround us. Coaching in the company and in education helps to ensure that learning, personal growth, and bonding is a daily process for employees, which in the company affects the achievement of the goal that they want to achieve, and in education affect the student "takes in" every action and word of a teacher or school employee.

Jarvis (2004) lists several types of coaching: coaching performance: performance coaching, which is aimed at improving an individual's performance in the workplace; coaching skills (such as. Skills coaching), which primarily focuses on the key skills that an employee needs in their role and at the same time provides a flexible, adjustable and "just-in-time" approach to the development of skills and knowledge; career coaching (as. Career coaching) which focuses on the individual's professional career in a process that should lead the individual to greater clarity, personal change and active action by the individual; personal coaching (Personal or life coaching), which provides support to individuals who want achieve significant changes in their lives and fulfill their needs; business coaching, which takes place within an organizational context, i.e., any coaching that takes place in a business environment; executive coaching, which follows the idea of improving the efficiency of the most influential people in the organization, therefore business results should also improve.

Coaching in education, entrepreneurship as well as in sport is still in the phase of introduction to the market. It is becoming increasingly popular due to all the positive effects, however, the awareness of organizations and individuals about the content and benefits of coaching are still too low.

Coaching does not follow pre-scripted steps or even a protocol - each coaching is a highly individualized process, guided by the participating individual. The coach at school can work with students individually, especially in newer forms of learning, such as independent learning. The task of the coach is to define goals for the participant and thus develop his skills

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and abilities to help him achieve them. When a participant encounters an obstacle, he or she can turn to the coach for help. The task of the coach in this case is not to solve the problem, but to help activate internal and external resources to help them solve this problem. Coaching is an excellent approach to both education, business, and sports when motivation runs out. On the other hand, the coach can also work with his colleagues individually or in a team (Rutar Ilc, 2014).

The success of a conversation with the help of coaching mostly depends on the ability to listen. Thus, the listener enables the interlocutor to articulate what is happening with him. "The characteristics of this kind of listening are: the coach is not concerned with what he will say in response or what he will ask but listens. He not only hears words but also understands hidden messages, he "listens" with his eyes (what the interlocutor is doing, facial expressions, silence, etc.), checks whether he understood what was said correctly, takes what is said seriously, but does not "buy" everything, and therefore asks appropriate questions. He tries to understand every aspect of the interlocutor's life but does not interfere with his feelings or beliefs. He respects the feelings, attitudes and story of the interlocutor and knows how to summarize what has been said" (Rutar Ilc, 2014, p. 30).

Professional sports teams and companies have a lot in common. Both heavily rely on the highest productivity and "performance" of the people involved in the work process. Both business leaders and coaches are leaders in making important and essential team decisions, while at the same time, both encourage the team to achieve the best possible common goals. The difference is that coaching in entrepreneurship is considered as a newer approach compared to coaching in sports (Ryan, 2020).

If you think about it, every manager is also a "coach" to his employees. Their job is to bring out the best potential of employees, inspire them and encourage them to work with the best desired results. Both sport and business coaches need to understand the strengths of each individual of a particular team in order to properly assign them roles and help them overcome obstacles on the path of the desired results (Ryan, 2020). Even though an individual may be the best in their field in the world, there are still areas where coaching can help them improve. Doubt, or just the inability to lead a team in a stressful situation, is enough for someone to decide to get the help of a coach (BCF Group, 2022).

At the end of the day, both in entrepreneurship and sport, the main task for the coach is to maximize the team's potential. In sports, a coach must understand the team's short-term needs, such as playing tactics against a specific opponent and strategies in the event of an injury, while at the same time guiding coaches to prepare the team for the entire season. In companies, mentors must direct managers to raise morale to retain employees, while looking at the future organization and budget distribution (Ryan, 2020; BCF Group, 2022).

Coaches in both industries need to use techniques to trigger the thinking and creative processes of individuals so that they can then find a way to focus on the goals of the whole

team rather than their individual goals – they need to learn how to look more broadly. Both must be able not only to teach specific skills, but must also have certain knowledge, especially in the field of psychology of motivation and learning (Ryan, 2020).

Boyce and Showers (1982) interviewed a university's football coach at the University of Oregon, Rich Brooks, to compare their team model for personnel development with their coaching practices and concluded that the concept of teaching and coaching is remarkably compatible and similar.

Similarities can be found in both models namely: (1) provision of camaraderie, (2) provision of technical support, (3) analysis of use, (4) adaptation to students and (5) personal facilitation.

In addition, the teachers can compare themselves to athletes: *"Like athletes, teachers will be able to use newly learned skills if they are coached"* (summarized by: Stellwagen, 1997).

Coaching in education can therefore be compared to coaching in sports. We believe that the impact of introducing coaching into education is as important as introducing coaching skills into sports. Both teachers can help their listeners and coaches can help their athletes by encouraging learning of skills according to their personal willingness to work. It is known that a six-year-old cannot use the correct technique to shoot a basketball, but there are skills (coaching) that can be learned at that age that will help the child to eventually achieve this goal (adapted from: Stellwagen, 1997).

Figure 1: The role of coach in professional development
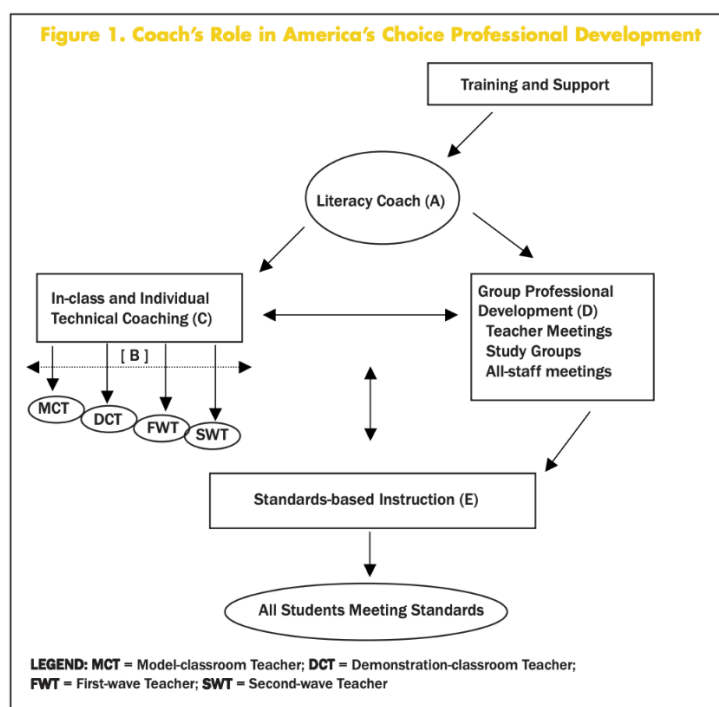
Source: Stellwagen, 1997

We can conclude that coaching in the company, in education and in sports is related closely, and we can also state that they perfectly mirror each other through the saying: *"Just as we will talk to them, they will talk to themselves after some time."*

9   Coaching abroad

Abroad, coaching has been on the rise for several years, but here it has become more recognizable in the last three years. We still understand each other differently, in the sense of a good manager as a coach, interchangeably with mentoring, with training and with consulting. As in any developing industry, in the field of coaching there are initially many interpretations of what coaching is and how it can contribute to the success of companies as well as individuals. Slowly, the general understanding of coaching is becoming more and more unified here as well. The more coaches there are on the market, the more important clear standards are.

There are three key organizations in the world for the accreditation of coaching and one specialized in business coaching. ICF – International Coaching Federation is a global organization that sets high professional standards, awards independent certificates, and creates a strong network of qualified coaching mentors. IIC – International Institute for Coaching is an organization that was originally founded with the aim of setting coaching standards in Europe. Due to the interest of Australia and South Africa, it was later renamed from the European Institute for Coaching to the International Institute for Coaching. It provides coaches with the information regarding education, grants independent accreditation and entry into the international register of coaches. ASC – Association for Coaching is an organization founded to raise the profile of coaching, high standards in coaching, and is a source of information for coaches. WABC – Worldwide Association of Business Coaching is an organization dedicated to coaches who are involved in in business coaching. Accreditation and standards are specifically adapted for business coaching (Cukljati, 2022).

A global survey on the state of coaching was conducted in 2008/2009 by Frank Bresser Consulting. It was carried out in 162 countries and indicated that there are between 43,000 and 44,000 business coaches working in the world. The surveyors identified the strongest association in each country and sent them a questionnaire on the prevalence of coaching. Globally, coaching is a phenomenon. Europe, North America, and Australia employ 80% of coaches, while these countries make up 20% of the world's population. The countries with the highest number of coaches are the United States, Great Britain, Germany, Australia, Japan, Canada, and the Republic of South Africa. Coaching is widely accepted in 28 countries, of which 14 are European countries. In 33 countries coaching is in the growth phase, the next 50 countries are in the phase of deployment (Slovenia is in this phase), in the other 77 countries coaching has not yet developed at all. However, in two countries, Norway and the

Netherlands, coaching is already in the maturity phase. National and international coaching associations operate in North America, Europe in Australia. Some can also be observed in South America, South Africa, Asia in Africa, but without a significant role. In almost all countries that participated in the survey, not a single coach is a member of the ICF (Bresser, 2013).

Figure 2: Worldwide ubiquity
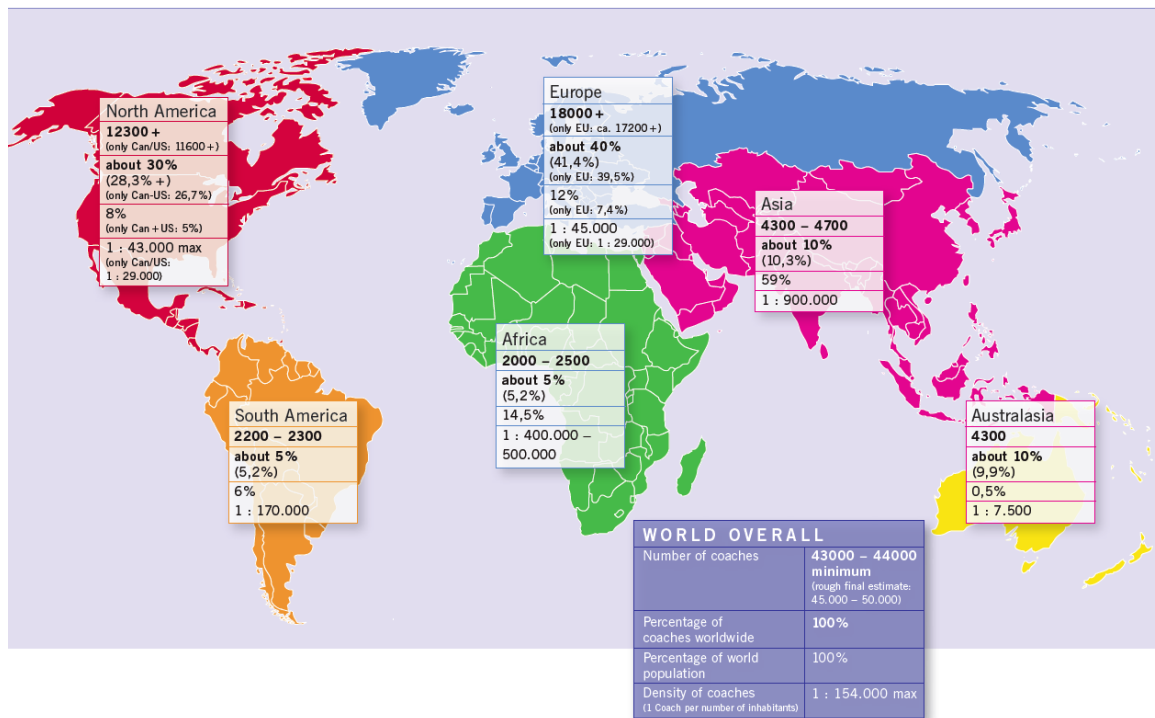
Source: Bresser F., 2013

The analysis that provides the most recent global trends among users of coaching, is the analysis of the International Association for Coaching conducted in 2014 (Global Consumer Awareness Study). They received 18,810 responses from individuals from 25 countries, including accredited ICF coaches, which belong to the so-called "League of States", representing 89 percent of all memberships in the ICF. These countries are the United States, Great Britain, Germany, France, Sweden, Switzerland, Canada, South African Republic, ... The analysis showed that 58% of respondents are familiar with coaching, 17% have already benefited from coaching, of which 51% are coaches and had official accreditation, while 36% of coaches were members of a professional association. 33% of respondents who have not yet participated in the coaching process would like to participate in the future. The importance of certificates/official accreditation was confirmed by 83% of respondents. As the main reason for the use of coaching, respondents state optimizing individual and team efficiency, expanding career opportunities, increasing self-esteem and self-confidence (ICF, 2014).

Given the high prevalence of coaching in developed countries coaching globally generated 2 billion USD in revenue in 2011 (a total of 47,500 coaches), including 707 million USD in North

America alone (ICF, 2012). In Germany, a conservative estimate of coaching revenue was estimated at 450 million EUR in 2012 (DBVC, 2013, p. 6).

10 Coaching in Slovenia

In Slovenia, the development of coaching is still at an early stage, but it officially exists since 2005 (Lampič, 2016). Glotta Nova d.o.o. was the first organization in Slovenia to obtain accreditation from the International Coaching Federation (ICF) for the implementation of coaching training.

In Slovenia, there are currently only two programs for the education of coaches that have obtained ICF accreditation – the company Glotta Nova and Pro Acta (Proacta, 2022). Other providers of coaching in the Slovenian business space are Planet GV, AMBSS, BMC International and BB+ Advising. The users of the services are mostly companies connected to foreign countries or companies that are part of multinationals. They choose coaching in order to improve the organizational climate and communication (Lampič, 2016).

The fact that there is a small share of those in Slovenia for whom coaching, and mentoring is the only source of income is not surprising. In addition to coaching, the coach also has other (related or unrelated) activities. The main reason for this could be sought in Slovenian culture, which is still very reluctant to openly discuss personal matters in the group. Another reason is that the price of coaching for one meeting, which lasts from one to two of hours, reach a price level between 240 and 250 euros. And that's what many companies, let alone individuals, may not be able to afford it (Lampič, 2016).

The awareness of organizations and individuals about the content and benefits of coaching in Slovenia is still too low. However, there is also a lack of general overview of what is happening in coaching (Porenta, 2020). For this purpose, in 2014 the Slovenian Association of Coaching was established, which carries out activities to validate the professionalism of coaches and the award of accreditations and certificates of their competence, as well as cooperation with educational organizations at home and abroad in activities that support the development of coaching – coaching as a profession. It is part of the global network of the European Association for Coaching Mentoring (EMCC). The Association operates in accordance with the principles of volunteering and is free of charge (Slovenian Coaching Association, 2022).

The life cycle of coaching is divided into five phases: the pre-implementation phase, the introduction, the growth, maturity, and the decline phase. In Slovenia the activity of coaching is on the rise but are we still behind the countries of Western Europe. Together with Russia, Croatia, Greece, and Hungary, we are only in the introduction phase (Porenta, 2020).

The potential for development of coaching in the Slovenian area is great, the only question is the time and willingness of individuals to explore their potential.

11 Empirical verification: Does the teaching staff want to introduce innovative learning methods into the pedagogical process?

An in-depth study of the literature on coaching is followed by empirical research on a sample of 637 randomly selected individuals (pedagogical staff) employed at public institutions in Slovenia.

The aim is to present qualitative findings of empirical research. Based on the findings of an in-depth study of the literature and already known measurement scales, two studies follow:

1. quantitative research[12] on a sample of 637 randomly selected individuals (teaching staff) employed by public institutions in Slovenia
2. qualitative research[13] on a sample of participating students in the project.

The fundamental goal of the research is to check the knowledge of the concept of coaching with the help of a questionnaire, both on the basis of quantitative and qualitative research. The course of the research, which we presented below, is based on the acquired theoretical starting points, which we presented in more detail in the theoretical part of the e-manual. With this, we acquired and provided assurance on the basis for the design of the survey questionnaire. The empirical research was based on measurement in a specific time interval (duration of the research over a period of 4 months) and is therefore a cross-sectional study. With the help of platform 1KA, we used the data that we processed with Excel program. Then we asked the participants in the project to give their opinions, based on the results obtained by the survey questionnaire.

We have also confirmed the object's validity of the measurement instrument through theory and already known measurement instruments. The substantive validity is based on the characteristics that all units and measuring instruments must have in order to be the result of

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[12] Quantitative research *(i.e., quantitative method)* is to interpret phenomena by collecting various data using mathematical methods. Numerical results are the result of quantitative research, which are carried out with the help of experiments, observations, and surveys. This tries to provide the answers to the questions: how often, how much and for how long the research thesis appears. In comparison with the qualitative analysis, quantitative deals with quantity and focuses only on testing, scales, and questionnaires, while qualitative analysis deals with quality and focuses on the researcher as the primary instrument, interview, and observation only (Selič, 2016).
[13] Qualitative research reveals areas that would remain hidden to researchers if only quantitative methods were used (Duggan and Dijkers, 2001). Qualitative research is directed towards: (i) the perspective of the explored subject, (ii) understanding of life, interactions, research, (iii) research, interpretation, insight, for a deeper understanding of the phenomenon,...
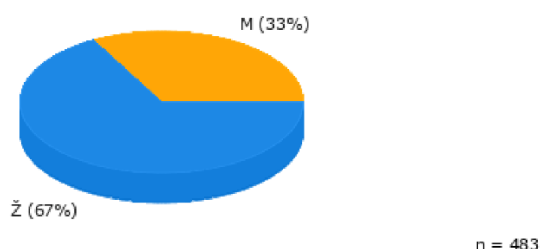
measurement as an expression of what the researcher wishes to measure (Aaker, Kumar, and Day, 2001).

11.1 Quantitative and qualitative analysis of survey questionnaires

11.1.1 Demographic issues

483 respondents answered this question in the questionnaire, of which 67% were female and 33% male, which is also shown in the graph below.

Graph 1: Gender of respondents

Source: own

The next question in the survey referred to the institution in which they are employed. The table shows that 96 respondents (i.e., 20% of all respondents) are employed at primary schools, 31 respondents (representing 6% of all respondents) are employed at high schools, the most participants being the university employees (UM, UL, UP), namely 350 respondents representing 72% of all respondents in the survey. However, there where 8 respondents (i.e., 2% of all participants) who marked out the fourth option "other" as employment. The rest are represented by the private institutions (Gea College and Alma Mater Europaea). It is visible that the sample that affects the participants from private institutions is poor, so we suggest that in future research, some attention should be paid to this group.

Table 1: Employment of respondents

		EMPLOYEES AT:			
	Answers	Frequency	Percentage	Valid	Cumulative
	1 (OS)	96	15 %	20 %	20 %
	2 (SŠ)	31	5 %	6 %	26 %
	3 (UM/UL/UP)	350	55 %	72 %	98 %
	4 (other)	8	1 %	2 %	100 %
Valid	Together	485	76 %	100 %	
		Average	2,6	Std. deviation	0,8

Source: own

11.1.2 Assessment of job satisfaction

Respondents were then asked a question, which focused on self-assessment of their job satisfaction. How would you rate your work (in terms of satisfaction/motivation/engagement) on a scale of 1 to 5, with 1 being completely dissatisfied and 5 meaning completely satisfied?

Graph 2: Job satisfaction rating
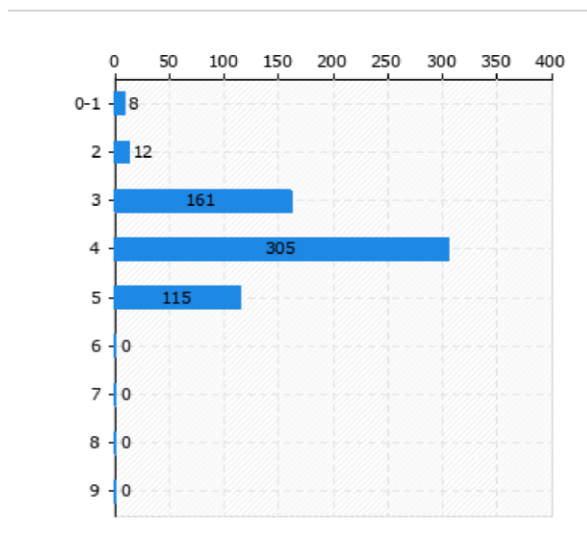
Source: own

The average self-assessment of their work of the respondents was 3.8. 601 respondents' answers were taken into account. We believe that that the given rating reflects the fact that the teaching staff is not fully aware that they represent a role model to the listeners.

11.1.3 Activities in the teaching process

The following set of questions relate to the self-assessment of activities carried out in the teaching process.

Table 2: Self-assessment of activities carried out in the teaching process

ACTIVITIES IN THE TEACHING PROCESS We ask for self-assessment of activities carried out in the teaching process. At the time of the implementation of the teaching process:										
Sub-questions	Answers						Valid	Units No.	Average	Std. Deviation
	1 - I totally disagree	2 - I disagree	3 - neither-nor	4 - I agree	5 - I totally agree	Together				
I always have the same teaching process, I don't adapt.	229	263	44	18	5	559	559	637	1,8	0,8
	41 %	47 %	8 %	3 %	1 %	100 %				
	3	8	29	327	193	560	560	637	4,2	0,66

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I include more tools in the teaching process in order to facilitate its implementation.										
	1 %	1 %	5 %	58 %	34 %	100 %				
I am aware that I am a key element responsible for the success of the listeners (pupil/learner/student).	9	22	85	255	187	558	558	637	4,1	0,89
	2 %	4 %	15 %	46 %	34 %	100 %				
I realize that communication with the listeners is the essence of success.	4	3	18	202	331	558	558	637	4,5	0,66
	1 %	1 %	3 %	36 %	59 %	100 %				
I'm asking the listeners questions to encourage them to participate.	4	2	16	239	297	558	558	637	4,5	0,64
	1 %	0 %	3 %	43 %	53 %	100 %				
I constantly check whether the listeners understood what was said.	4	4	55	277	219	559	559	637	4,3	0,72
	1 %	1 %	10 %	50 %	39 %	100 %				
On the way to the goal, I work with the listeners in stages/ in groups, so that they can acquire knowledge more easily.	6	9	75	262	203	555	555	637	4,2	0,8
	1 %	2 %	14 %	47 %	37 %	100 %				

Source: own

In the following, Table 2 is presented qualitatively.

229 people, which is 41% of participating respondents, do not agree with the statement: "I always have the same teaching process, I don't adapt." However, nearly half of the respondents disagree with this statement. As the ratings increase, the percentage of agreement decreases.

The majority of respondents, 46% agree that they are the key element responsible for the success of the listeners. Only a small share of 2% does not agree with this at all. We conclude that more than half of the respondents agree or completely agree with this statement.

More than half of respondents agree that it is necessary to include various tools to make teaching easier, the majority agrees or completely agrees with this, except for a small percentage of 15%, who believe that the use of various tools does not affect teaching.

Almost half of respondents are aware that they are a key element responsible for the success of the listeners, i.e., pupils, learners, or students. There are only a few respondents with the opposite opinion. More than half, or 59% of respondents, fully agree that communication with listeners is the essence of success. 36% of surveyed teachers agree with this statement. Only a few respondents have the opposite opinion.

Almost all interviewed teachers agree or completely agree with the statement that they ask listeners questions, which helps to encourage them to participate.

Half of those respondents agree with the statement that they constantly check whether the listeners understood what was said. A few of them fully agree, namely 39% and 10% neither agree nor disagree.

Almost half of the surveyed teachers work with students in phases or in groups to make it easier for them to acquire knowledge. A few of them fully agree with this statement, and a good 14 % are unsure, so they neither agree nor disagree.

Graph 3: Activities during the implementation of the teaching process
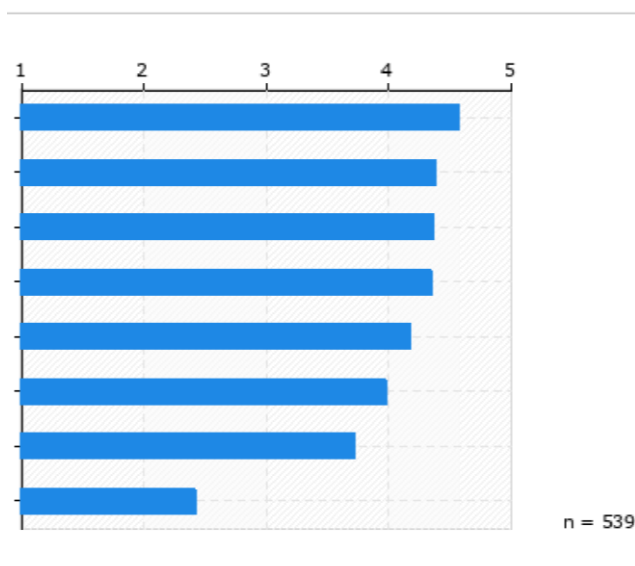
Source: own

Out of the participating 637 respondents, 539 respondents gave a valid response to the first statement. Three of the respondents did not agree with the statement at all, which is 1%, which makes them seven respondents who disagreed. 51 respondents were undecided and answered neither (9% of participants), while the majority. 311 to be exact, answered that they agree with the statement. 167 respondents completely agree with the statement with represents 31% of all respondents. The average of the statement is 4.2, with 1 – I totally disagree and 5 – I completely agree. The standard deviation is 0.69. Out of the participating 637 respondents, 537 gave a valid answer to the second statement. 9 respondents marked that they do not agree with the statement at all, 28 of them marked that they agree with the statement, 155, which is 29% marked neither-nor, the maximum, 257 respondents or 48% marked that they agree with the statement. 88 participants or 16% completely agreed. The average of the statement is 3.7. The standard deviation is 0.86.

To the third sub-question, both 3 respondents out of 539 indicated that they do not agree with the statement at all, 2 indicated that they agree with the statement, 24 participants indicated neither-nor, at most, 273 respondents or 51% indicated that they agree with the statement. A total of 234 or 44% agreed with the statement. The average of the statement is 4.4. The standard deviation is 0.64.

Out of 637 respondents, 535 respondents gave a valid answer to the 4th sub-question. None of the respondents marked that they do not agree with the statement at all, 14 respondents do not agree with the statement. 186 respondents did not define themselves and answered neither-nor – 35% of the participants, 332 respondents agree with the statement which is 62%, the maximum, and 332 participants indicated that they completely agree with the statement, which represents 62%. The average of this statement is the highest among question 3 and is 4.6. The standard deviation is 0.6.

The 5th sub-question followed: "In the case of negative feedback from the listener, I accept it in a way to improve myself in the teaching process." Of the participating 637 respondents, there were 539.2 valid answers to this sub-question. 2 respondents indicated that they did not agree with the statement at all, 3 indicated that they agreed with the statement, 19, which is 4%, indicated neither-nor, at most, 296 respondents or 55% indicated that they agreed with the statement. 88 participants or 16% completely agreed. The average of the statement is 3.7, with 1 – I totally disagree and 5 – I completely agree. The standard deviation is 0.86.

To the 6th sub-question: "If any of the listeners did not manage to conquer the goal, I am happy to help them again," of the 637 respondents, 539 responders to this sub-question were valid. 2 respondents indicated that they disagree, 34% indicated that they agree with the statement, 36, which is 7% indicated neither-nor, 243 respondents or 45% indicated that they agree with the statement. A maximum of 253 respondents completely agreed, which represents 47%.

To the penultimate sub-question of this set, which reads: "I only assess the students theoretically (oral/written exam)", there were 534 valid answers from the participating 637 respondents. 145 respondents marked that they totally disagree with the statement, which means that they are not only evaluating the students theoretically. 166 respondents which is 31% marked that they disagree with the statement, 112 which is 21%, marked neither-nor, 79% respondents marked that they agree with the statement. 31 participants completely agree, which represented 6%. The average of the statement is 2.4. The standard deviation is 1. 2. To the last sub-question of this set, 537 valid answers were given from the participating 637 respondents. 16 marked that they did not agree with the statement at all, 46 of them marked that they agree with the statement, 69, which is 12% marked neither-nor, at most 22 respondents or 42% marked that they agreed with the statement. 189 participants or 35% completely agreed. The average of the statement is 4, where 1 – I completely disagree and 5 – I completely agree. The standard deviation is 1.04.

The was followed by the question: "How would you rate the level of activity (in terms of answering the questions/giving feedback) of your listeners during the teaching process, on a scale of 1 to 5?" The question was answered correctly by 462 out of 637 respondents. The

average of all ratings from 1 to 5 was 3.4. The minimum was 1, which meant zero activity, and five was the maximum, which represented very high activity of the listeners. The standard deviation is 0.95. This is also presented in Table 3.

Table 3: Self-assessment of activity levels in the teaching process

How would you assess the level of activity?					
Valid	Units No.	Average	Std. Deviation	Minimum	Maximum
462	637	3,4	0,95	1	5

Source: own

11.1.4 Self-assessment of the emotional state of the teaching process

A series of statements followed which relate to the emotional states of respondents. We present them in more detail below.

Table 4: Self-assessment of the emotional state of the teaching process

| SELF-ASSESSMENT OF EMOTIONAL STATE IN THE TEACHING PROCESS. Before you are a series of claims that relate to emotional states. At the time of the implementation of the teaching process:										
Sub-questions	Answers						Valid	Units No.	Average	Std. Deviation
	1 - never	2 – rarely	3 – occasionally	4 - often	5 - always	Together				
I ask the listeners (students) how they feel.	5	47	160	202	111	525	525	637	3,7	0,93
	1 %	9 %	30 %	38 %	21 %	100 %				
I can detect from the listeners that they are more positive at the beginning of the teaching process than at the end.	13	83	232	159	35	522	522	637	3,2	0,88
	2 %	16 %	44 %	30 %	7 %	100 %				
I'm happy to motivate the listeners if their motivation drops.	0	16	104	259	145	524	524	637	4	0,77
	0 %	3 %	20 %	49 %	28 %	100 %				
I communicate positively because I am aware that such communication affects the performance of listeners.	0	3	32	207	283	525	525	637	4,5	0,64
	0 %	1 %	6 %	39 %	54 %	100 %				
It's important to me that the listeners feel good.	0	2	32	183	307	524	524	637	4,5	0,63
	0 %	0 %	6 %	35 %	59 %	100 %				
I'm proud to be a teacher.	1	10	67	154	293	525	525	637	4,4	0,79
	0 %	2 %	13 %	29 %	56 %	100 %				

Source: own

Regarding the first statement from this set, 68% of respondents occasionally or often ask listeners about their well-being, while 21% always ask them - 47 respondents or 9% rarely use it, while 5 respondents never do. Regarding the second statement, 232 respondents or 44%

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of occasionally perceive that their listeners are more positive at the beginning of the teaching process, while 159 (30% of the respondents) often perceive this, and always represents only 7% of the respondents. 83 respondents or 16%, perceive this rarely, while 13 of those surveyed never perceive it. From the third statement, we learn that, according to the question, teachers also like to use motivational approaches. These approaches are always used by 28% of respondents, 49% often and 20% occasionally, while motivation is rarely used by 3% of respondents. On the question of positive communication with the listeners, the majority of respondents gave a positive opinion. More than half, precisely 54% always communicate positively, while 39% of the respondents often communicate in such way, 32 respondents or 6%, indicated that they only occasionally communicate positively, while 3 indicated that they do it rarely.

The well-being of their listeners means a lot to the respondents. As many as 59% of respondents always have this in mind, 35% of the respondents more often, 32 or 6% of respondents consider it important only occasionally, and only 10 respondents rarely think about the well-being of the listeners. From the last statement, we can learn that the majority of the respondents are proud of their mission and the performance of the educational profession, while 56% of respondents always have this opinion, 29% often, occasionally 13%, 10 respondents indicated rarely, while just 1 indicated never.

Graph 4: At the time of the implementation of the teaching process
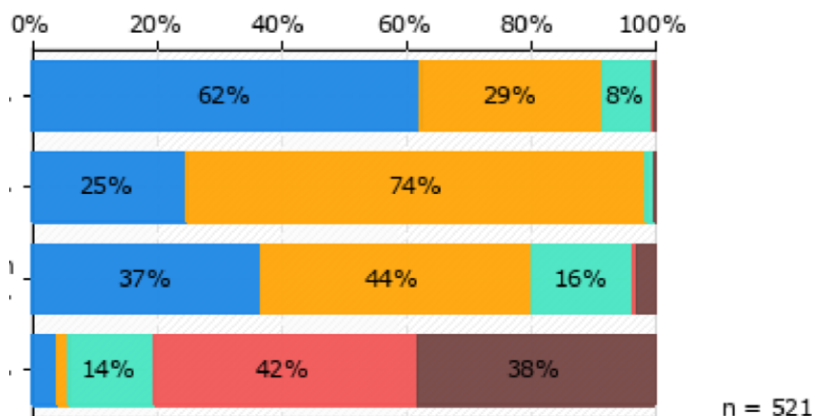
Source: own

62% of respondents, which is 325 answered the question about carrying out the learning process with enthusiasm with often. Significantly fewer respondents answered that they only occasionally approach the learning process with enthusiasm, which represents 42 of those surveyed.

We see that respondents value the importance of mutual respect. When asked about respect for the listeners, 3/4 of those surveyed (74%) answered that respect and equality is always present. Praise is an important means of motivation for listeners. Therefore, among the

respondents as many as 44% always use praise, 37% use it more often, 16% or 85 of those surveyed only occasionally use it, while 15 respondents (3%) use praise rarely, and 3 never use it. According to the results of the survey, respondents are reluctant to use reprehension. Thus, as many as 80% of respondents (419) never or rarely use reprehension on their listeners, while 72 or 14% of respondents only use it occasionally.

In the next question, the respondents had to assess the level of positive attitude/motivation of their listeners throughout the teaching process. On average, they answered with a score of 3.6, with a score of 5 representing a strong positive attitude. There were 421 valid responses.

*Table 5: Self-assessment of the positive attitude/motivation level*

In general, how would you assess the level of positive attitude/motivation for village listeners throughout the teaching process on a scale of 1 to 5, with 1 being a weak positive stance and 5 being a strong positive stance? Confirm the selection by clicking on the selected number. Please provide an assessment.				
Answers	Frequency	Percentage	Valid	Cumulative
1	4	1 %	1 %	1 %
2	19	3 %	5 %	5 %
3	162	25 %	38 %	44 %
4	202	32 %	48 %	92 %
5	34	5 %	8 %	100 %
Together	421	66 %	100 %	

Source: own

11.1.5 Healthy, strong authority

This was followed by a series of statements, which relate to the degree of attainment of authority.

Graph 5: Degree of achievement of authority
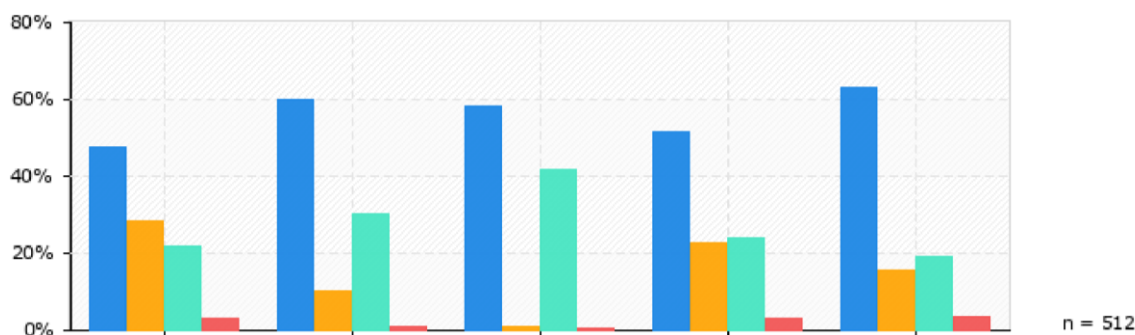
Source: own

With the sub-question that in the teaching process or after the teaching process: "I assert myself as an authority (to a healthy extent, which is necessary for a successfully conducted

teaching process)". We found that 243 respondents, representing 47% of all respondents, often assert their authority, a significantly smaller proportion, namely 28% respondents or 145 of those surveyed, rarely asserted themselves as authority, 110 respondents, representing 21% of all respondents always asserted their authority, and 3% of all respondents, which represents 14 participants, never assert their authority.

With the sub-question that during the teaching process or after the teaching process: "I distribute tasks to listeners (pupils/learners/students) sensibly according to individual phases within the teaching process", we found that 305 respondents, representing 60% of all respondents, often appropriately distribute tasks to the listeners according to individual stages within the teaching process, a significantly lower proportion, more precisely 30% or 154 respondents, always distribute task to the listeners appropriately, while 51 respondents, representing 10% answered the sub-question with rarely.

With the sub-question that in the teaching process or after the teaching process: "My communication method is clear and understandable according to the responses of the listeners", we found that 58% of respondents, representing 297 of all respondents, answered that often their communication method is clear and understandable according to the responses to the listeners, a slightly smaller share, more precisely 41 % respondents or 112 of them, the method of communication according to the responses of the listeners it is always clear and understandable, a significantly smaller share, 3 respondents, representing 1% of all respondents, answered this sub-question with rarely.

With the sub-question that in the teaching process or after the teaching process: "I can identify at least three factors that influence my level of authority", we found that 261 respondents, representing 51% of all respondents, often know how to identify at least three factors that affect their level of authority, a significantly lower share of 24% or 121 of them, always identify at least three factors, a slightly smaller share, representing 22% or 114 of them, rarely know how to identify at least three factors and only 3% of all respondents representing 14 of them, never know how to identify at least three factors that influence their level of authority.

With the last sub-question that during the teaching process or after the teaching process: "The students did the tasks perfectly, based on this I conclude that my authority is healthy", we found that 319 respondents that make up 63% of all respondents, often think that their authority is healthy, a significantly smaller share, which represents 19 % respondents or 96 of them, believe, that their authority is always healthy, a slightly lower share, representing 15 % or 78 of them, believe that their authority is rarely healthy, and only 3 % of respondents answered the question with never.

Table 6: Degree of at-stage of achieving authority in and after the teaching process

In the teaching process or after the teaching process:									
Sub-questions	Answers					Valid	No. Units	Average	Std. Deviation
	1 - never	2 – rarely	3 - often	4 - always	Together				
Most of the listeners have reached the goal, so my authority is healthy.	14	52	324	95	485	485	637	3	0,65
	3 %	11 %	67 %	20 %	100 %				
I invite the listeners, if they are interested, to write a research paper/article/chapter together…	70	221	155	47	493	493	637	2,4	0,84
	14 %	45 %	31 %	10 %	100 %				
I ask the listeners to provide me with feedback about the satisfaction with the way I work (anonymously, after the teaching process).	22	118	204	149	493	493	637	3	0,85
	4 %	24 %	41 %	30 %	100 %				
I realize that the positive opinion of the listeners affects my existence.	33	94	243	122	492	492	637	2,9	0,84
	7 %	19 %	49 %	25 %	100 %				
If the listeners rate me well after the teaching process, it means that my authority is healthy.	25	62	280	122	489	489	637	3	0,76
	5 %	13 %	57 %	25 %	100 %				

Source: own

With the sub-question that during the teaching process or after the teaching process: "Most of the listeners have reached the goal, so my authority is healthy", we found that 324 respondents representing 67% of all respondents, often achieve the goal of the majority of the listeners and that their authority is consequently healthy, a significantly smaller share of 20%, which represents 95 of them, always achieves the goal, a smaller share or 11% representing 52 of them, rarely achieves the goal and only 14 respondents , representing 3% of them, answered the sub-question with never.

With the following sub-question: "I invite listeners, if they are interested in writing a research paper together/article/chapter,..." we found that 221 respondents, representing 45% of respondents , rarely invite listeners to write a research paper/article/chapter together, a smaller share representing 31 % representing 155 respondents, invite their listeners often, an even smaller share, which represents 14% or 70 of them, never invites listeners, and only 10% or 47 of them always invites their listeners to participate. We advocate that it is necessary to work on the importance and agreement between the teaching staff and students to achieve a "written cooperation". In consequence, if we redirect students, they can gain a beneficial acknowledgment that they can claim as one of the criteria for obtaining a Zois scholarship[14].

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[14] See: https://e-uprava.gov.si/podrocja/izobrazevanje-kultura/stipendije/zoisova-stipendija.html

With the sub-question that in the teaching process or after the teaching process: "I ask the listeners to provide me with feedback about the satisfaction with the way I work (anonymously, after the teaching process).", we found that 204 respondents, representing 41% of all respondents, often ask listeners to give them back feedback on satisfaction with the way they work, a slightly smaller share of 30% of the respondents or 149 of them, always ask listeners to provide them with feedback, an even smaller share of 24 % or 118 of them, rarely ask listeners for feedback, and only 4% or 22 respondents answered the sub-question that they never ask their listeners for feedback.

With the sub-question that in the teaching process or after the teaching process: I realize that the positive opinion of the listeners affects my existence.", we found that 243 respondents, representing 49% of all respondents, are often aware that the positive opinion of the listeners has a positive impact on their existence, almost half of them, more percisely 25% of respondents or 122 of them, always realize that a positive opinon affects their existance, a slightly smaller share, 19% or 94 of them, rarely realize that a positive opinion affects their existance, and only 7% or 33 respondents answered the sub-question with never.

With the sub-question that in the teaching process or after the teaching process: " If the listeners rate me well after the teaching process, it means that my authority is healthy. ", we concluded that of 280 respondents, representing 57% of all respondents, often think that if the listeners rate them well after the teaching process, it means that their authority is healthy, a significantly smaller proportion of 25% or 122 of them, always think that, in such a case, their authority is healthy, a slightly smaller share of 13% or 62 of them, rarely believe that their authority is healthy, and only 5% representing 25 respondents represent the opinion that if they receive a good evaluation after their teaching process, they never believe that their authority is consequently healthy.

With the following question: How would you self-assess the level of your authority on a scale of 1 to 5, where 1 represents a weak level of authority and 5 being a strong level of authority?, we found that 231 all respondents have a fairly strong level of authority, a slightly smaller proportion, representing 118 respondents are on the borderline between a weak and a high level of authority, a significantly smaller proportion, representing 62 respondents, believe they have a high level of authority, while only 17 of them believe they have a weak level of authority and only 3 respondents belive they have an extremely weak level of authority.

Graph 6: Self-assessment of the level of authority
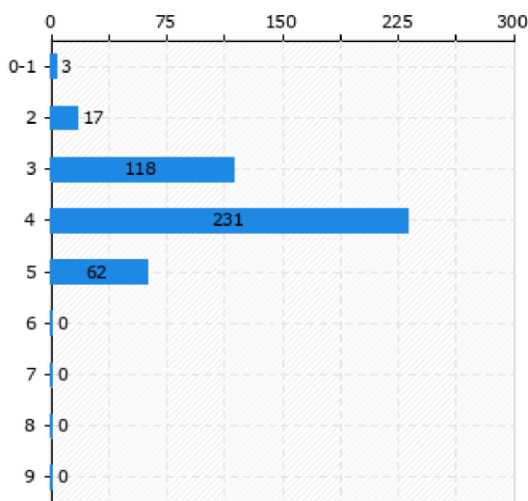
Source: own

The last question of this set was uncommon, as we asked respondents to sort the terms from the left column into the right column, according to importance. By 1 meaning it is the most important and is therefore more important that what is in 2 and 3.

Table 7: Sorting expressions by character

Sort the following expressions from the left column to the right column, based on importance. By being 1, it means it's more important to you than what's at 2 and 3.								
Sub-questions	Answers				Valid	Units No.	Average	Std. Deviation
	1	2	3	Together				
The listener makes significant progress in reaching the set goal – the activities are successfully completed in the given timeframe.	255 55 %	183 40 %	23 5 %	461 100 %	461	637	1,5	0,59
Together with the listener, I make significant progress in reaching the set goal - with this way of working we have a guaranteed existence.	192 42 %	242 53 %	25 5 %	459 100 %	459	637	1,6	0,58
I am making significant progress in achieving the set goal- with my way of working, I have a guaranteed existence.	14 3 %	34 7 %	406 89 %	454 100 %	454	637	2,9	0,42

Source: own

With the sub-question that the listener is making significant progress towards the set goal - the activities are completed successfully in the given timeframe, we have found that 255 respondents, representing 55% of all respondents, find the process and progress of the listener significantly important, a less significant proportion of 40% or 183 of respondents find it less important, and only 5% or 23 of them, think that it is irrelevant.

With the sub-question that with the listener, I make significant progress in reaching the set goal - with this way of working we have a guaranteed existence, we have found that 242 respondents, representing 53% of all respondents, consider it less important to achieve the set goals with the listener together, 42% of respondents or 192 of them consider it more important, and only 5% representing 25 of respondents think it is inconsequential.

With the sub-question that I am making significant progress in achieving the set goal- with my way of working, I have a guaranteed existance , we found that 406 respondents or 89% of all respondents, consider that making a significant progress in achieving the set goal is irrelevant, only 7% or 34 of them think this is fairly important and only 3% or 14 of respondents considers this to be of great importance.

The final set of questions and the presentation of the results are obtained follow. The last set of questions concerns the introduction of innovations in the teaching process.

11.1.6   New learning method

To the statement: "In the past, I have already transferred an innovative idea from elsewhere (e.g. from abroad) and incorporated it into my teaching process."

Table 8: Introduction of innovations in the teaching process

|					
	NEW LEARNING METHOD Introducing innovations in the teaching process in the past I have already transferred an innovative idea from elsewhere (e.g., from abroad) and incorporated it into my teaching process.				
	Answers	Frequency	Percentage	Valid	Cumulative
	1 (YES)	399	63 %	82 %	82 %
	2 (NO)	86	14 %	18 %	100 %
Answers	Together	485	76 %	100 %	
		Average	1,2	Std. Deviation	0,4

Source: own

To the statement: "I am ready to introduce a novelty in my teaching process, a new method that would result in gaining a healthy/strong authority, and the listeners would be more motivated and successfully complete more activities.", there are 414 respondents, representing 86% of all respondents who are ready to introduce innovations in the teaching process, an almost negligible share, more precisely 1% or 3 respondents were not ready to decide on this, and 64 respondents, representing 13%, answered the statement with the answer possible. Based on the answers of this statement, we can confidently argue that it is the time to make a shift in the pedagogical field and introduce a novelty, coaching. Respondents have shown an interest in cooperation, in new knowledge, and a request of new methods, and now it is up to all of us to internalize the words and introduce new learning methods that will increase the satisfaction of the teaching staff, students and, consequently, heads of institutions.

7: Through the introduction of innovations, getting on healthy/strong authority
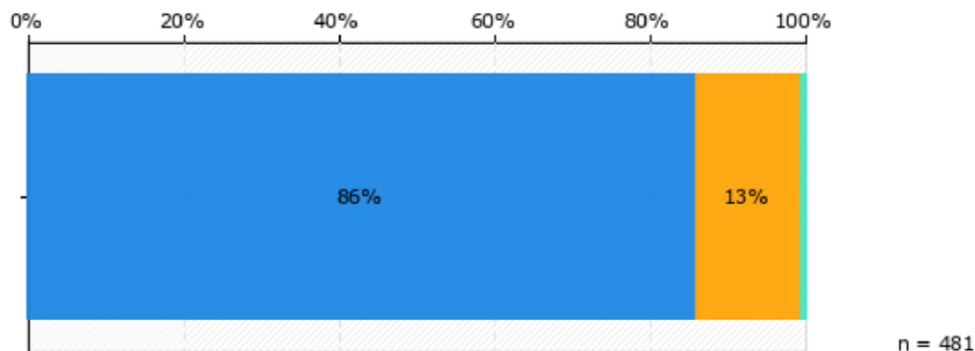
Source: own

When asked: "Are you willing to further improve/educate yourself, in order to achieve what is written above?" 415 respondents, which represents 86% of all, answered that they are prepared to receive further education in order to achieve what is written above. On the other hand, there are 5 respondents, representing 1% of all respondents, answered that they are not willing/ready to be further educated for this purpose. However, 64 respondents were unconvinced, which represents 3% of all who answered the question with "possible". We conclude that the vast majority of people therefore wants to receive additional education in this direction, so we propose to take action and create a workplan on how to realize it.

Graph 8: Stands to further refine/educate
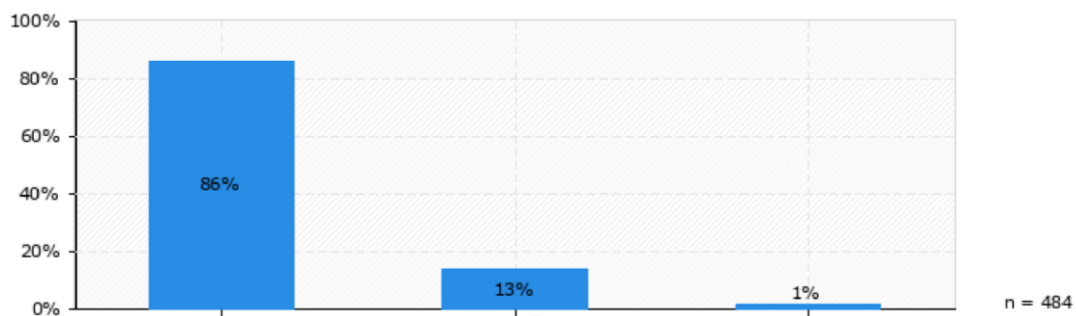
Source: own

And as the last question in this set, we were interested in: "Do you dare to realize innovative ideas?" We concluded that as many as 475 respondents, which represents 98% of all, hope to implement innovative ideas. Meanwhile, 10 respondents, representing 2% of all respondents, answered this question with negative.

Based on the information we have obtained; we can confirm that we are on the right track. And that our project covers an extremely important topic.

Table 9: Dare to realize innovative ideas

And lastly (in this set) we are interested in if you dare to realize innovative ideas?				
Answers	Frequency	Percentage	Valid	Cumulative
1 (YES)	475	75 %	98 %	98 %
2 (NO)	10	2 %	2 %	100 %
Together	485	76 %	100 %	

Source: own

11.1.7 Summary of the students' findings based on the survey questionnaire

"I believe that self-motivation is the key to the success of every individual, because everybody needs to set a bar either big or small for even the smallest movement in life to achieve a certain goal. With a good plan, half of the steps are already conquered. In order to overcome the second half within the framework of education the presence and performance of the lecturers is of great importance. I am already noticed that a good lecturer (i.e., one who approaches the material in an interesting but professional way) motivates me a lot. I think that's the same case with other students. The overwhelming majority of respondents of the questionnaire on the topic 'job satisfaction' were university professors, so I will give my opinion from my point of view – a student. Undoubtedly, a good lecturer is one who often tries to step outside his teaching framework and adapts accordingly to the audience. The results of the survey show that lecturers adapt their teaching process to the needs of the group of listeners. The lecturer's attitude towards the listeners is also very important. It is good that the lecturer gets close to them and that the listeners do not feel that the lecturer pressures them with authority. Of course, to some extent. However, the listeners follow the lecturer much more relaxed and with interest, who lectures in such a way that the listeners can identify with the material. It is therefore important that the lecturer, for example, gives everyday examples from his life, with which he brings the material closer to the listeners and tries to lecture academically, but still in a relaxed manner. It is also a good gesture for the lecturer to ask the listeners how they feel. Based on the survey, most lecturers do this. Such "small talk" at the beginning of the lecture helps the lecturer to introduce himself in the light of an everyday person. Many listeners, both in primary schools and in high and further on in universities, have a fear of lecturers. I would also like to mention that it is important that lecturers bring ideas for conducting lectures from elsewhere – that is comparable from other schools, other faculties in Slovenia, as well as from other EU countries. As many as 82% of lecturers, according to the results of the survey, do so. In particular, this innovation, adaptability, and the ability to change the way the material was presented was seen during the (COVID-19) pandemic. Many universities have introduced recorded "online" lectures, which means that the recordings were saved so the students could watch them several times and stop, listen again if the lecturer said something too quickly or if it was not understandable, while listening to the lecture for the first time. These teaching

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techniques have been around for a decade in Austria. And they also proved to be very good, which was also shown here. The criticism of these "online" recordings are that in a few years we will no longer need lecturers. Which is certainly not the case. I believe that these recordings should be deleted at the end of each academic year and the following year new ones should be re-shot and updated. Considering that every year, lecturers receive additional education and training, so each year they present the material to the students differently, perhaps in a little more in-depth way. The results of the survey show that according to the lecturer, communication with the audience is the essence of success. I agree with that, it is important for the lecturer to lecture in sections and during these asks listeners questions to see if they really understand the material. It is also a good idea for lecturers to introduce on-the-spot test or quizzes so that the listeners get a sense of what is the key part of the material and whether they understand they fully understand the material." **Anamari Grušovnik, PF UM student.**

"As part of the project work, we learned a lot of new facts and gained a different insight into the teaching process. Our task was to detailed analysis of all 17 questions and their sub-questions. The part of the survey that my colleague and I analyzed was related to authority. Even there, I was surprised by the answers, because of the fact that it's easiest for all teachers and professors to assert themselves as an authority. Nevertheless, I did not t expect such answers. I was extremely surprised by answers to the last question in the self-assessment of emotional state. Many teachers are not proud of being lecturers – and this can often be felt. During my years of education, I have crossed paths with lecturers who became lecturers from some negative circumstances. Many then take their frustrations out on their students and try to make their lives miserable within that subject. Thus, students develop an aversion to this particular subject, which can possibly last for life. I also found the answers to the fact that listeners are evaluated in a combination of theoretical and practical knowledge, and attitudes interesting. As many as 16 respondents (3%) totally disagree with this type of assessment, 46 respondents (9%) disagree, and 62 respondents (12%) answered neither-nor. This means that as much as 26%, more a quarter are still lagging behind with old-fashioned forms of assessment that do not reveal the learner's potential or allow growth in all areas. During our education, each of us students had one such professor who has been giving the same tests for more than 10 years and does not even know what exactly he is teaching within that subject. As a rule, they are the ones who find this form of assessment unnecessary and superfluous. I was very pleasantly surprised by the positive responses to the inclusion of innovations into the teaching process, with as many as 63% (399 respondents) have already tried some new innovative ideas. These days, all areas are changing almost at the speed of light, chances can occur from day to day that literally turn the whole world upside down. Thus, all teachers and professors should be comfortable to see the positive effects of some innovations and they should have the desire to introduce them into their teaching process. It should be characteristic of every good lecturer to strive for the best for his students and the learning process, while must also being able to experiment and explore novelties. Not every state school system is changing as various trends change, so it's important that we're up-to-date and have a desire

to build and upgrade our knowledge. Therefore, due to our own desire to succeed in our work, we should strive for innovations and thereby give our own and other people's potential to shine in the most suitable environment. At the same time, it is worrying that 86 teachers or professors answered NO to this question. Almost a quarter of those surveyed never included any ideas from abroad in their teaching process. Already in my first year of study, I have seen a lot of advantages and disadvantages of various education systems across Europe, with which many students got various ideas. With these 86 teachers or professors I would like to discuss about such answer, to find the reason of their reluctance because I do not understand it.' **Kaja Žvan, student of FF UM.**

"Based on the survey questionnaire, we learned a lot of new facts, and, above all, we were presented with a different aspect of the entire teaching process. In the following, I will briefly describe the findings based on the survey questionnaire and the analysis of the findings. After reviewing the entire analysis of the questionnaire, we concluded that a large number of respondents feel good, safe and that they can build a professional relationship with their pedagogical mentor. What surprised me the most was the fact that most professors or pedagogical mentors gave feedback to their listeners and try to monitor the teaching process formatively. It also surprised me that in case of negative feedback, they try to improve their teaching method. When asked if they would be willing to help again, in the event that the listener does not achieve his goal, the respondents answered that they would be happy to help again. I was surprised by the fact that a huge proportion of respondents answered that they transferred an innovative idea from abroad into their teaching process, and at the same time I was surprised by the fact that 86% of all respondents were ready to introduce innovations into their teaching process, because in practice this is often not the case nor visible. In the following finding of the questions, we found that when asked about the use of motivational approaches, the respondents use it many times and use motivational approaches in their teaching process. This information did not surprise me, but I think it is extremely important to motivate one's listeners for further work before beginning with the work. On the question of positive communication with the listeners, the majority of respondents gave a positive opinion, but I was surprised by the fact that the majority of them defined positive communication as often, which amounts to 39%, and 6% of respondents stated that they use it occasionally. These data findings surprised me greatly, because the answer to the statement: "I communicate positively because I am aware that such communications affect the performance of the listeners" should always represent the answer that they are aware of this and use it successfully in practice, since negative communication, or worse, does not contribute to the success of the listeners. I am happy that how many lecturers are aware of their good work, that this importance is attached to inclusion and to a positive working environment, and that the importance of adaptation and constant monitoring of innovations in the field of teaching, and changes in the pedagogical process itself are evident." **Nina Ferlič, FF UM student.**

"I'm glad that the vast majority of respondents answered that they disagree or totally disagree with the *claim "I always have the same teaching process, I don't adapt." It is extremely important that teachers are aware of the changes that are happening in the field of teaching and that they update or change their content and the way they lecture accordingly. Because the worst thing to do, in terms of development, is to stick to the old phrase: "We will work this way, because we have always done it this way" and do not look at whether there is something that could be improved. I am surprised that 89% of respondents said they (completely) agree with the claim: "I always check whether the listeners understood what was said." Because, from my own experience, the vast majority of lecturers do not check whether that they are understood. Certainly, after the end of the lecture, many professors ask whether the listeners have any questions, but often people who did not understand the initial material do not dare to ask anything, as to not make a fool of themselves. Of course, this is not an environment that is based* on *coaching and for this requires radical changes in the school system. I am pleased that 97%* of respondents have said *they (completely) agree with the claim: "I can accept, and I am happy to receive feedback from the listeners." This is the essence of coaching, and it represents a good basis for advancement in this regard. The result does not surprise me, because I too note that many professors and assistants know how to accept feedback from students, which they receive in the form of a response to an anonymous student survey, which a student must complete at the end of this year. Therefore, it is important that students take the time to complete this survey, as this helps future generations as well as lecturers themselves. This is also confirmed by the fact that 96% of respondents (completely) agree with the claim: "In the case of negative feedback from the listener, I accept this in a way to improve myself in the teaching process." I am surprised that as many as 45% of respondents answered "rarely" and 14% answered "never" to the statement: "I invite listeners, if they are interested, to write a research paper/article/chapter together". I believe that professors (especially at faculties) should encourage students to help them write a research paper/article/chapter, etc. By doing this, a bond is established between the professor and the student, which is important for the student to feel included and worthy of writing, e.g., research assignments together with the professor. It is interesting that 85% of* respondents *responded affirmatively to the statement: "In the past, I have already transferred an innovative idea from elsewhere (e.g., from abroad) and included it in my teaching process." I myself have rarely come across a professor who would use innovative ideas from elsewhere, so I am very surprised by this result, but it is certainly an encouraging result. We can hope that this is not just a one-time issue, but that respondents will decide to introduce innovative methods into their teaching process. However, we can be sure that the survey has at least slightly inclined them towards this."* **Iza Beširević, PF UM student.**

"I thought the most surprising data was that 59% of the professors circled in the survey that the well-being of their listeners means a lot to them and that they always have this in mind. As a student I simply cannot agree with this. I get the feeling that professors are delivering the material monotonously, without enthusiasm and without any interest in order to make the

material of the lecture interesting and to make the method that was used for the lecture appropriate for listeners. In reality, students do not attend lectures in a larger proportion, because we find certain professors monotonous, certain decide not to come to the lecture at all (and do not even inform us of this), and certain teach the material too long and without emphasizing what is important in the pile of data they have given us. What I find even more surprising is the fact that 62% of those surveyed answered with 'always 'to the statement that they appear with enthusiasm in front of the listeners. The least surprising piece of information seemed to me to be that during the teaching process or after the teaching process, the way professor's communicate according to the responses of the listeners is clear and understandable, and perhaps only 58*% of respondents , which is a rather small percentage, but it does not surprise me, because I also encounter to a problem when the professors do not know how to communicate well with the students. Communication is poor both during lectures and after, the transfer of knowledge to us is poor, and problems also arise in communication outside of college. I am not even surprised by the fact that there is a dominant share of those professors who rarely invite listeners, if they have an interest in writing a research paper/article/chapter together, ... This fact does not surprise me, again, due to my personal experience at our faculty, where the student himself has to write requests to each mentor separately if he/she could participate in a research assignment, and many times it is too late because other classmates somehow found out about these research assignments earlier, or professors simply reluctant to respond to e-mails. It would be much easier for everyone if the mentors invited the listeners to write a chapter or assignment together, if anyone was interested in doing so."* **Sara Lazar, MF UM student.**

As part of the preparatory work for "Coaching" project, a survey was conducted on the subject of Innovative Teaching Methods, which was completed by the pedagogical staff. The questions related to the following areas: the satisfaction of the pedagogical worker in his work, the use of activities in the teaching process, the general course of the pedagogical process, the emotional state while teaching, the motivation of the students, the teacher's authority, and the use of innovative teaching methods. The survey was completed by hundreds of teachers, 67% of whom were female and 33% male. The majority (72%) of respondents were employed in higher education and 20% of them came from primary schools. The following conclusions can be drawn from the respondents' answers: (i) The majority are satisfied with their pedagogical work. (ii) Educators regularly adapt their learning process, are aware of their responsibilities towards students and try to involve them regularly into active participation (the student is the main element of the process) which is aimed at their learning success. The majority *are satisfied with the level of activity of the students. (iii) Educators carry out their teaching process with a great deal of positivity, which they also try to apply to the students, so the emotional state of the students is also an important content, which they try to regulate through mutual respect and praise, while most do not resort to using scolding. (iv) Pedagogical workers are aware of the importance of the teacher's authority, without which the learning process does not run smoothly. Most educators believe that if they achieve a high level of*

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authority, there is still room for improvement. (v) Most of them are open to new ideas/learning methods and have already used them and are also prepared to import new innovative learning ideas through additional training. The most surprising data obtained from the survey is undoubtedly that as much as 80% of respondents never or rarely use reprehension in front of the entire class, because from their experience and views, pedagogical workers are the only ones who use them more often." **Matej Meško, student FF UM.**

"I will point out the things that surprised me the most in the questionnaire." I found it interesting in with the first question and also in some of the following questions, that the lecturers were not very critical of themselves. Thus, the average job satisfaction was 3.8, which I think is quite high. Although, I have the experience that the teaching process is always the same, 41% of lecturers indicated that they disagree with this statement. I was surprised that 58% of the responses answered that they use different tools while teaching, because I do not think it is true. According to my faculty, the data did not seem very realistic to me, because when asked the question of whether the listeners are only evaluated theoretically, more than half of the answered no, and they disagreed with this. Most of the exams are only oral or written, i.e., theoretical. When assessing the level of activity of the listeners, I found the answers quite realistic, as the average was 3.4, which I would agree with based on my own experience. When claiming that the listener is praised in front of the whole class, I certainly thought the average was too high, especially from the point of view that we as listeners are reluctant to experience it. Also, the fact that almost 6% answered that they scold the listener in front of the class seems a lot to me. When evaluating authority, the results seemed to be evaluated realistically, which seems to be objectively and realistically. I find it surprising that as many as 63% have introduced a new teaching method, I would have expected a lower percentage, but at the same time it is surprising that as many as 65% would like to participate in additional training for the introduction of innovations. A large proportion of lecturers agreed with the fact that they would be able to accept, which I think is a realistic assessment, since there are many more respondents than those who completely agreed with this statement. I also think that the distribution between women and men to be realistic, since there are generally more female educators in education, which I find a shame, because a mixed choir, in my opinion, would contribute to a better dynamic. I think the pattern to be good, but it's a shame that there are fewer male professors in high schools." **Maša Antončič, FNM UM student.**

"In my summary, I note the findings of the conducted research, with the aim that the readers of this e-manual can obtain basic information from this section. To the statement: "In the past I have already transferred an innovative idea from elsewhere (e.g., from abroad) and included it into my teaching process" 82% of respondents confirmed this statement with the answer 'yes'. To the statement: "I am ready to introduce novelty, a new method into my teaching process, the results of which would be that I would gain a healthy/strong authority, and the listeners would be more motivated and would successfully complete more activities." There

are 414 respondents, representing 86% of all respondents that are ready to introduce innovations in the teaching process, less than 15% answered yes and only 1% answered with no.

When asked: "Are you willing to further improve/educate yourself, in order to achieve the above?" 86% of all answered that they are ready to receive additional education in order to achieve the above. With the question: "Do you dare to implement innovative ideas" we found that as many as 475 respondents, representing 98% of all, dare to implement innovative ideas. With the question about the gender of respondents, we found that 324 respondents were female, representing 67% of all respondents. On the other hand, 159 male respondents participated in the survey, representing 33% of all respondents. We concluded this survey with the question of employment survey and found that 96 respondents, (i.e., 20% of all respondents) are employed in primary schools, 31 respondents (representing 6% of all respondents) are employed in high schools, and the largest number of participants are employed at universities. When asked: "I ask the listeners (pupils/students /learners) how they feel." 68% of the surveyed teachers answered that they occasionally or often ask the listeners (pupils/students /learners) about their well-being, while 21% always ask them, and less than 10% never ask them. 44% of the respondents occasionally perceive that their listeners are more positive at the beginning of the lecture, than at the end, while 30% of respondents perceive this often, and only 7% of the respondents always perceive this, and only 16% of them perceive this rarely. 28% of respondents motivate their listeners if their motivations declines, while 49% often use motivational approaches and 20% occasionally use motivational approaches. On the question of positive communication with listeners, the majority of respondents gave a positive opinion. More than half, exactly 54% are always communicate positively, while 39% of respondents do it often, and only 6%. Occasionally. More than 50% of respondents think about the well-being of the listeners, 35% of respondents think about it more often, while 6% consider it important only occasionally. 44 % of respondents always praise listeners, 37% more often, 16% praise them only occasionally, while 15 respondents (3%) use praise rarely, and 3 respondents never praise them. With the question: "In the teaching process or after the teaching process: I assert myself as an authority (to a healthy extent, which is necessary for a successful teaching process)" we found that 47% of all respondents often assert themselves as an authority, a significantly smaller proportion, more precisely 28% of respondents rarely assert themselves as an authority, 21% all respondents always asserted themselves as an authority, and 3% of all respondents never assert themselves as authority. With the question: "In the teaching process or after the teaching process the students completed the tasks perfectly, based on this I conclude that my authority is healthy" we found that 63% of all respondents often consider their authority to be healthy, a significantly lowered their share, which represents 19% of the respondents, believe that their authority is always healthy, a slightly smaller share representing 15% believe that their authority is rarely healthy, and only 3% answered the sub-question with never.

When asked: "In the teaching process or after the teaching process: if the listeners rate me well after the teaching process, it means that my authority is healthy" 57% of all respondents

answered that they often think that if the listeners rate them well after the teaching process, it means that their authority is healthy, a significantly smaller share of 25%, always think that, in such a case, their authority is healthy, a slightly smaller share of 13%, rarely believe that in such a case their authority is healthy and only 5% believe that, after the teaching process, a good assessment from the listener never means that their authority is consequently healthy.

To the question that the listener makes significant progress in reaching the set goal- the activities are on time, 55% of all respondents answered that the listener's progress is very important, only this is less important to a smaller share of 40% and unimportant to just under 5%. When asked: "If one of the listeners did not succeed in conquering the goal, I am happy to help him again." 45% of respondents agreed with this statement and 47% completely agreed with this statement. With the statement: "I assess the students in a combination of theoretical knowledge (oral/written examination), practical knowledge (product/seminar paper) and relations (round tables/forums/active involvement during the process,). 42% of all respondents agree and a little less, more precisely 35% of respondents completely agree with this statement. I thought it was great that more than 80% of respondents use innovative ideas from abroad, which means that it is being researched and critically examined and that lecturers think and about their field and want to improve. This is also confirmed by a further question, where the same percentage of respondents answered that they are ready to receive additional education. The surprising answer is that almost 100% of surveyed teachers dare to implement innovative ideas. Just under half of the respondents often see themselves as an authority due to better teaching. With the fact that more than 50% of respondents believe that by receiving positive feedback it means that their authority is healthy. Half of respondents always think about the well-being of the listeners, while 44% of respondents often think about their listeners. 28% of respondents always motivate their listeners, which is a very small percentage, and just under 50% often motivate their listeners. Motivation is an important part of teaching, and it brings a lot to the desire to learn and listen." **Patricia Jagarinec, FNM UM student.**

III CONCLUSION

12 Conclusions, findings, and recommendations

The final part of the e-manual is intended to formulate key theoretical insights. Since the e-manual covers a wide range of issues, in the concluding chapter we have highlighted only key findings and insights of the discussed topic. The final part of the e-manual concludes with recommendations for students, teaching staff and management, as well as recommendations for future research.

12.1 Summary of theoretical findings

If we want students to follow the lecturer, lecturers must do what he does for the right reasons and with the right values. If a lecturer wants students to follow him, he must have a wonderful vision in which both the lecturer and the student benefit. Every lecturer must have a clear vision of student development. In the teaching process, the point should be the journey to the destination, not the destination itself. The goal, completed real-time practical task, and the final theoretical exam, is the one that gives meaning to the journey. Then it's also good to know what vision individual students have. Because only those students will follow, that will have a clear vision of the subject. The lecturer can be raising this vision with the help of coaching.

The lecturer must take enough time for students, this is the same as in entrepreneurship – the manager must have enough time for employees, because otherwise talented and promising employees will soon leave the company. The same thing happens with students – they lose motivation and focus, because the lecturer does not give them attention. The approach "throw them in the water" and hope "you'll learn to swim" worked in the last century. Today, it is nowhere near of achieving the desired goal. Therefore, the student learns to swim in their own way, which is fundamentally different from the desired goal of the lecturer.

If he did not receive the help of a lecturer, and he managed to swim, the lecturer is unprofessional, uninteresting and because of this the student will go elsewhere, looking for a different final goal. And every student will be spreading information about the lecturer's experience of cooperation, which often sheds a light on the entire institution, not just on the particular subject of the lecturer. Therefore, there needs to be a different process, and that we call the process of coaching. A student will feel completely different if he knows exactly

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after weeks what the work plan is so that he can reach his goal, therefore the student will also learn everything he needs to achieve his goal. So, the student must know what is expected of him and what his obligations are. In this way, he will cultivate a positive attitude towards work.

However, we must all be aware that with the help of coaching, which all lecturers could incorporate into the teaching process, and we should not expect perfection, but we can definitely expect progress. Progress in lecturers, and progress in students. If we stick to this mindset, it will eventually become part of our daily routine. If students feel respected, they will be willing to give more of themselves. It does not necessarily happen, but the odds are significantly higher.

Let us be guided by the thought of Aristotle, who says: "What we do over and over again, we are. Excellence is therefore not an act, but a habit." In other words, being excellent is not a skill but should become a habit. And whoever doesn't try to be better all the time, eventually he's not even good anymore. Students will remember that lecturer, who made it easier for them to achieve their goals, from whom they learned a lot and were able to progress in the performance of their study obligations, both in the area of completed assignments and in the area of enthusiasm. And the essence that we wanted to achieve with our research as part of this project is the realization that the student/listener/individual is more and more progress everyday with the help of coaching that is provided by the lecturer. Until he reaches his goal and can take the reins into his own hands.

12.2 Summary of student knowledge during the project

"During the research for the coaching project, I learned what the term itself means in the full sense of the word. I did not know about coaching before the project. However, it has always been very important to me what relationship the company has with a worker or the employee. I think that with the introduction of coaching, the company raises a couple of steps higher – that is, that such a company is a highly developed company that is not only focused on making money. It is important that the company constantly tries to help improve its employees, which the introduction of coaching certainly contributes to. I now know that one of the key points of finding a job in the future will also be the topic of whether the company is introducing or trying to introduce coaching. It is important to me that in the future I will be employed by a company that will help me grow with personal growth. Throughout the project, I have also made good new friends and an excellent mentor. I liked that over the past months I have been able to function in an organized manner over the past months. Sometimes, with all the responsibilities at college and extracurricular activities, it's a real pain for me. On this project, right from the start, I knew exactly what would follow, in which month and what would be expected of me. I like this way of working, because I like to work organized, but sometimes it can get hard to

work with organization, because it's difficult to be organized when the people who give you tasks aren't organized themselves. Our mentor is very organized, always available, and very precise. Every month we received an email with a detailed description of the tasks, dates, even links that will help us in our research. In the end, I didn't even have any questions, because these "monthly e-mails" were very organized and precisely written. The research for the project was therefore interesting, and it was not a burden to me. I am a little dismal it's coming to an end. However, it is always the case in life that even good projects eventually come to an end. I am proud of all students as well as the mentor, that with our joint efforts and mutual support, we managed to create a manual that will open the eyes of a considerable variety of people." **Anamari Grušovnik, PF UM student.**

"In the process of the entire project, all students obtained a huge number of different points of views and opinions from people who are active in the teaching process. In addition to these, we were able to acquire skills and knowledge in the field of education. As a future social worker or professor of German language, I must internalize not only all the different types of teaching, but also the various other possibilities and forms of helping students in this process. The project itself went smoothly, flowing in a meaningful order. All the instructions were extremely clear, and all of this would not have been possible without the excellent guidance that we had received from out mentor. More often, we addressed our own problem that we faced, and we also discussed in depth some examples from our lives. With the help from our mentor and the literature, we learned what conditions must be met in order to be able to communicate successfully. In this way, we enable the students to have a successful path to their goal, without giving them the goal " on a plate". Our pedagogical mentor, with her remarkable communication skills, achieved that we students cooperated with each other easily and successfully and took away a lot of new information. In addition to actual knowledge, we also took away from the project an exceptionally high level of experience and competences for life. From the beginning, we shared the work in pairs, which made the work very varied. In one part of the project, we had to work as a team, which initially gave me quite a few doubts. The vast majority of students I worked with do not know each other and I could not form a real opinion about them. I was especially surprised by their responsiveness and commitment to work. With the joint efforts and teamwork, we completed the entire analysis of the survey questionnaire moderately quickly. We worked together like on an assembly line and I think our work went "smoothly" precisely because of all the meetings and literature that we have processed. I myself already noticed such an effect during the pedagogy lectures themselves, that later I am much more aware of my own communication, I pay more attention to some behavioral patterns etc. I also think that all the positive attitudes of our leaders and also the positive effects that coaching can have, has left a mark on all students. Maybe for some, this effect will be more short-term, but for me, as a pedagogical worker, it will be much more long-lasting and actively used. All the material, as well as extremely interesting information, will enable me to be a much better lecturer, an active listener and how to show the students the right path to the destination, which they then achieve themselves. I am extremely grateful for

the opportunity to participate on the project and the lifelong experience that I gained. I would very much like to praise our team, which would not function the way it did without the excellent management we received. Above all, I would like to thank our pedagogical mentor Dr. Petra Cajnko, who accompanied, guided, and helped us with our work weekly. She was extremely involved and always accessible when we needed her. Even in the case of potential problems that were not planned as part of the project, she immediately stepped in and helped us. I think that the subject matter itself taught us a lot, but what the two mentors taught us indirectly, is that we can also see the implementation of coaching in their work, as they set an excellent example of what it means to be a coach." **Kaja Žvan, student of FF UM.**

"In the process of the entire project, I gained a lot of skills for the future and a lot of knowledge in the field of teaching and in the pedagogical process itself. As a future professor of two foreign languages, German and English, I am aware of the importance of a good lecturer. Communication is part of our everyday life and is a fundamental activity that makes us social beings, which we can manage in a positive or negative way. On the project, the positive working environment and to acquire help from our pedagogical mentor, if needed, was clearly visible. Several times during the work itself, both in meetings and in actual conversation with the pedagogical mentor, we talked about the importance of a good mentor, who advises, assists, and guides his listeners to the goal and seeks knowledge rather than ignorance, as is unfortunately the case in some practices. I had a very positive experience while working on the project, which I will take with me to the classroom/lecture hall in which I will find myself in the role of a lecturer. We have learned to work in a team and help each other and work as a whole. Many times, we students are used to independent individual work, which means that one has to rely only on himself and on his own responsibility, which makes independent work much faster. However, when you work alone, you can work with extraordinary speed compared to when you are in a team that must work together. I find it important to get used to teamwork, because individual work is lonely, if something is overlooked and more teammates will notice the error, which is often overlooked if you work individually. Of course, we have also gained a lot of useful knowledge throughout the project, which we will be able to use in the future. For us students, that will orient themselves in the field of the pedagogical course and are guided towards a profession in this field, this gained knowledge will be extremely useful, because we have been presented with an aspect of how to be a better lecturer and how to optimize our work so that the listeners will feel good and will have a positive work environment which will thrive on success. The whole experience of working in a team, the project work seemed to me to be excellent, and I am extremely grateful for the opportunity to work in such a good team under the excellent leadership of our pedagogical mentor Dr. Petra Cajnko, who accompanied us throughout the entire project and helped us with orientation and the work itself. As part of the project, I have upgraded my adaptability, flexibility, work responsibilities and time limitations, which greatly benefits me both in the study process and on the project. I believe that the topic of the project is of paramount importance for the future of the pedagogical process." **Nina Ferlič, FF UM student.**

"As I learned about what coaching is and as I read many attempts by various authors to articulate this process, I realized that it is essentially something that we all already have within us, we just have to start using it. Schools give us a lot of information, real knowledge about how to listen to others, but unfortunately not to listen to ourselves. However, these are the basics that can define whether an individual in a certain environment will feel refined or constricted and tired, or even unworthy of engaging in a debate. Therefore, it is welcome that coaching would already be promoted in primary schools and then in the further educational path of students. Because coaching enables the individual to continuously learn independently, improve skills and his personal growth. That is also important when the individual is already employed. Namely, people spend a lot of time in the workplace, and that is why it is important that we feel valued, heard, and worthy to expressing our knowledge. This also benefits the employer, e.g., the employee can be able to give the employer a good solution based on the observations he has been working in his daily work. Therefore, if the employer goes against the employee's desire to achieve set business goals or to balance personal and business life, the employee will automatically feel accepted, valued, and important. That is why he will also come forward when he notices an opportunity for the development of the company or any other minimal possibility for the company's progress. I believe that all the participants in the project have learned a lot of new things and we will carry the knowledge with us at every step – e.g., when getting a job, when starting a family, while interacting with friends and relatives and taking on several other situations. Coaching means some theoretical knowledge, which is quickly applicable in practice – the individual just needs to decide to use it and possibly even transfer his knowledge to someone new. I believe that this is the future of communication in businesses, schools, health institutions and in all other segments of life. During the project I was surprised by the fact that there is really a lot written on the topic of coaching abroad and is already implemented in practice. This gives me hope that it will be used here in Slovenia soon and beyond our border. With this project a step in the right direction is presented, for which I am really grateful that I had the opportunity to be a part of it." **Iza Beširević, PF UM student.**

"Over the course of the project, I gained useful knowledge of coaching, about which I had no knowledge at the very beginning. Now I have a well-established framework on what coaching is and how it is developed in Slovenia, compared to the rest of the world. Over the course of the project, I realized that while coaching works here, further development and the instruction of improvements are still needed. Potential mentors, i.e., athletes, directors, do not yet believe in the actual effectiveness of coaching, and are also discouraged from hiring a mentor by the high cost of such assistance. There should be more talk about coaching and more promoted because that's the only way more people would be encouraged to decide for its effectiveness. The more people who would choose it, the lower the price of services would be. And that's how things would begin to develop. In the age of social networks, online newspapers, these platforms could be used for such necessary promotion. So far, there are not enough articles

and books about coaching, and if that's the case, people don't read those books because they don't know about them. The goal of our project was to give people key information about what coaching is and how they could benefit from it. Although it is a small project, it is necessary to start somewhere so that the wave of promotion can continue. Maybe our publication touches on at least one individual who will opt for this service and our goal will be achieved. In my opinion, there should be more projects like this, I would be happy to participate in such projects again since I too acquired useful knowledge and information on this topic." *Sara Lazar, MF UM student.*

"In the course of my studies, before the current project, I encountered working on projects only once during my undergraduate studies in 2019. That project was more related to my field of study – geography, but nevertheless I got to know and discover new content, as well as gaining new skills offered by working on the project. Therefore, before approaching the 'Coaching' project, I already had some experience from the previous project, but since the topic was unfamiliar to me and was also outside my sphere of expertise, I was not sure what to expect. I could not explain the term "coaching" to myself precisely, I concluded, as we also wrote in our reports on the general understanding of the term 'counseling mentoring', that the word 'counseling and 'mentorship' were combined into one word. Even in everyday life, you rarely come across this concept. It was only when I delved into the topic and read my research and final works on coaching that I realized that I know the term and that it is present in everyday life. The matter became clear to me when I read the foreign term "coaching", which is more globally known, but when we read many definitions of coaching and made an overview and created our own definition, we realized that, despite lagging behind the rest of the world, this concept is still relevant in Slovenia." Nowadays, through various media inputs, we can constantly come into contact with offers for coaching in various fields, whether it's in the field of entrepreneurship or in the desire to change one's lifestyle. People in various professions have constant training in their jobs, which is coaching. I myself am employed through the student service and we have so-called "crew trainers", which are also a version of a coach, so I myself have already been a part of the coaching process without even realizing it. Based on my own experience, and on the basis of the extensive theoretic knowledge that I have acquired while working on the project, I can confirm that "coaching" is the way of the present and the future. Nowadays, the world changes quickly and develops even faster, so it is important to keep up with those changes, new norms and current trends in order to remain competitive, and this can be achieved with the help of coaching." **Matej Meško, student FF UM.**

"In the course of the project, I first and foremost became familiar with the concept of coaching and learned more information about it. Above all, I delved into the very definition of this and how coaching takes place abroad. I was surprised that this method was adopted and effectively used by developed countries like Japan, the United States of America, and that many people permanent employment in this industry. The way of working in coaching is interesting to me and I find it useful in all aspects of life, both business and private. I certainly find it useful in education as well. I believe that through motivating, encouraging, and

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educating an individual, we have a good influence on his self-confidence, acquisition of knowledge and improvement of social skills, as well as functioning in a pair or group. Since I had knowledge of processing, I found it easier to present the obtained data of the survey. The results of the survey were of interesting to me, but above all they positively surprised me. In any case, the project was also a good experience of cooperation, as I did not know most of the participants and we were able to adapt and cooperate when working in a team. I liked that the tasks were also individual, so that we could allocate our own capabilities and at the same time the project contributes to better education in the future. I would certainly recommend such an experience to other students who have not yet decided on this form of cooperation."
Maša Antončič, FNM UM student.

"I joined the "Coaching" project through a special invitation from our pedagogical mentor, with whom we have already collaborated in the past in a common subject in mathematics, the basis of which was work on the project, where I already gained my first impressions and competences. The invitation surprised and impressed me, as I am at the end of my studies and at the beginning of my teaching journey, and I could benefit from additional training or references that will serve me in the future. I liked the work environment on the project because I was able to work with some close colleagues and friends with whom the work went without any problems, and our mentor, Dr. Petra Cajnko, who stood by us all with her drive and effort and led us without hesitation. I was not very familiar with coaching at the beginning of the project, but since I was in charge of preparing the chapter on basic definitions of the phrase, I delved a little deeper into the developing topic and its real meaning. Here, I must once emphasize the importance of my teammates and our mentor, who helped me develop my vocabulary and some "difficult" words so that my report could be of high quality. Even in the continuation of the project, we further strengthened our skills in teamwork, which I consider to be one of the main secondary goals of our project. At the end of the project, I can confirm that our entire project team has improved their knowledge from A to Z on coaching and that we have created a quality final work, an e-manual that will show all the efforts of our work. I hope that it will benefit us all in the future and also inspire other students or colleagues to be brave and join the project groups, because, from my point of view, it only brings positive things." **Patricia Jagarinec, FNM UM student.**

12.3 Recommendations for students and teaching staff and management

The results we expect from our study will greatly enrich the ability and effectiveness of both teaching staff, which is in direct contact with students as well as management, who run lead institutions in Slovenia. With the help of coaching, students will get the feeling that they are heard and valued.

Key recommendations for students, the teaching staff and management include:

- measuring the impact of coaching activities on the satisfaction of all participants (involved) in the coaching process based on this, the teaching staff as well as the management can significantly contribute to raising the level of satisfaction of both the teaching staff and students, consequently leading to a higher enrollment of students at the institution that implements coaching;
- coaching and its tools, in our opinion, are among overlooked concepts, with the help of which many institutes, as well as other companies could find their way out of the crisis without radical change;
- measuring the satisfaction of both the employees of the institution, as well as measuring the satisfaction of the students who attend the institution, are among the conditions for teaching staff, employees, and heads of institutions (managers) to be able to discuss the success of the work of the process at all,
- knowledge of coaching tools and the introduction of its activities into the pedagogical process represents an advantage in front of the competition.

To summarize, it can be said that the introduction of coaching tools into the pedagogical process represents an opportunity to escape the crisis in which both education and the economy currently find themselves.

12.4 Recommendations for future research

Only the pedagogical staff of public institutions were included in the research. These represent the foundation of the new learning method of coaching in the teaching process. The opportunity to expand research among private institutions remains, which poses a challenge for future research. It would also be possible to present the results in greater depth and width, but unfortunately, we have been limited to a period of 4 months, so we leave the possibilities of upgrading the quantitative analysis open.

We also see opportunities for future research in:

- improvement and thorough verification of the characteristics of the measuring instrument,
- upgrading of measurement instruments,
- improvement of the measurement scales,
- repeating the measurement on a larger sample of respondents (extend the duration of the survey, include private institutions as well),
- connecting different elements to ensure the integrity of the success criteria,
- prepare a wide variety of simulations,
- translation of the e-manual into the English language.

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