

Coaching for the Personal Development of Technical Education Students in Order to Insert Them into the Labor Market

Florentina GASPAR

Bucharest University of Economics Studies, Bucharest, Romania

*Corresponding author, florentina_gaspar@yahoo.com

Abstract. *Technical high schools and professional and dual vocational schools in Romania play an important role in the education and professional training of young people who want to acquire a qualification or specialization for a quick insertion on the labor market. The future in terms of specializations/qualifications as we know them now is increasingly uncertain, technology advances extremely quickly, so that today's students of professional and technical education need an integrated approach to their professional training, in meaning that they should acquire general technical and digital skills and competences that will then help them specialize/qualify. But these students must also benefit from a personal development that will allow them to acquire communication, collaboration and leadership skills that are extremely necessary both in their private life, but especially in their professional life. Coaching is a method of acquiring these skills, its role being to explore and identify the internal resources of each student and to guide each one to capitalize on them. Thus coaching can help students develop their self-esteem and build a positive image of themselves. Through coaching, techniques for managing stress and maintaining emotional balance can be learned because educational environments in professional and technical education can be much more conflictual than other educational environments. Through the coaching activities in which they will participate, students will improve their creativity, self-esteem, stress management skills, all of which lead to obtaining and improving performance.*

Keywords: Technical and professional education, Coaching, Students, Personal Development, Labor market.

Introduction

Coaching can be used to stimulate the personal development of students from technical high schools and professional and dual vocational schools using methods such as: individual coaching, group coaching, courses and seminars.

The expected results following the use of coaching techniques are that students of professional and technical education develop their leadership, communication and collaboration skills. These skills are valuable both personally and professionally and can help students integrate more easily into their work team. It is also possible to identify the own leadership style of these students, a style necessary to become an effective leader.

Coaching has the role of guiding students to identify and achieve their goals in accordance with their own skills and competencies, desires and future plans. At the same time, through coaching students can identify career opportunities, by presenting job offers on the labor market, courses that can give students the opportunity to better understand the technological field and identify available career opportunities. Students can learn about the various roles and positions available in the technology field and begin to develop career plans (Milaré, S. A. & Médici E. P. Y., 2007).

By getting positive and constructive feedback from the coach, students can develop confidence in their abilities and increase motivation to achieve their goals (Grant, A. M., 2014)

By establishing specific objectives, students learn to separate activities, depending on the available resources, teaching deadlines, the demands of the internal and external environment of the school, and the demands of management. In this way, students learn to use planning and organization techniques for good management of available resources and adherence to predetermined deadlines.

At the same time, in order to achieve the objectives, students are taught about the need to collaborate with other students in order to improve performance by sharing knowledge and experiences, as well as by providing feedback.

Literature review

The literature on coaching is extremely rich, so there are many studies on coaching, and many authors have referred in their works to how coaching can help students in professional and technical education to develop their skills and abilities to succeed . to quickly integrate into the labor market.

Coaching can be used to identify gaps in students' knowledge and skills, learning styles, interests and passions, motivational level, and social-emotional development needs (Thompson, 1999). This can help develop personalized learning strategies and a more effective and supportive learning environment.

Students can identify interests and passions by choosing electives to take, participating in extracurricular activities and assessing their motivation level (Clutterbuck, D. 2005); students can also set short- and long-term goals to focus their efforts and monitor their progress. Setting clear goals can help students focus their efforts and achieve their goals (Grant, A.M., 2012). This can help develop motivation and interest in learning and lead to a fulfilling career in technology.

Coaching can be used to help students develop learning skills such as memory, concentration and organization. These skills can be particularly important in technology fields, which often involve a lot of information and technical details (Leedham, M., & Parsloe, E., 2017). Setting clear goals can be important for technology high school students to improve the quality of learning and help students achieve their goals. (Gray, D.E., 2006).

In the work "Coaching a leader: leveraging change at the top" the authors consider that technological high schools can use technology to create interactive and personalized learning environments, as self-learning involves students acquiring the skills of planning, organization and self-discipline, thus so that students can learn independently and manage their time effectively. (Giglio, L., et al, 1998).

To develop students' learning skills, technology high schools should encourage active learning and provide diverse learning opportunities so that students can discover what works best for them (Grief, S. 2017), an example in this sense being learning through experience, because students of technological high schools have the opportunity to acquire knowledge and practical skills in a real work environment, that is, directly from employers with whom technological high schools have partnerships in this sense (Giglio, L., et al, 1998).

Individual coaching sessions are an important way technology high schools can help students develop the skills and knowledge they need to begin a successful career in their field of study (Garvey, R., et al, 2014).

Through coaching, teachers can provide feedback and guidance to students to improve their academic performance. This feedback can be used to improve students' knowledge and skills and help them better understand concepts, and can be done through tutoring and one-on-one tutoring sessions that allow students to receive personalized feedback and advice from teachers, which are

useful more chosen for students who need additional guidance in understanding concepts or developing practical skills (Grant, A., M., 2014). By getting positive and constructive feedback from the coach, students can develop confidence in their abilities and increase motivation to achieve their goals (Grant, A. M., 2014).

Coaching can be used to identify gaps in students' knowledge and skills, learning styles, interests and passions, motivation level, and socio-emotional developmental needs (Thompson, 1999).

Formative assessment which is also a form of feedback and is provided throughout the learning process, so that students can correct their errors and improve their performance (Linder, P., S., 2010). This can be done through practical exercises, tests or short papers and competency-based assessment which is an assessment method that focuses on developing students' practical skills as well as their theoretical knowledge. This is a more holistic approach to assessment that can be useful for students who prefer to learn by doing.

Another type of feedback is peer feedback, through which students from the same class. because they face the same challenges and obstacles in their learning process, they can guide and advise each other. (Milaré, S. A.; Médict, E. P. Y., 2007).

Networking events represent a way in which students from technological high schools can develop their careers (Lancer, N., et al, 2016). To provide effective networking events, high schools of technology collaborate with industry professionals and organize events that allow students to connect and develop their relationships. These events can be organized as job fairs, conferences or other social events.

Internships are work experiences that give students the opportunity to apply the knowledge and skills acquired in a real work environment. These can be offered through internship programs or through partnerships with industry companies (Maiga, A.S., et al, 2013). Internships are an employment opportunity for students because many employers prefer to hire people with hands-on experience, and internships can be a way to get that experience (Peterson, D.B., Hicks, M.D., 2006).

High schools of technology can provide guidance to students on accessing online resources and tools such as job search sites, career development resources, or relevant blogs and podcasts (Cairns-Lee, H., 2015) because students they need to learn about the different roles and positions available in technology and can begin to develop career plans (Milaré, S. A. & Médict E. P.Y., 2007).

Methodology

The type of research I carried out is an applied research, it was carried out on a sample of 64 principals and deputy principals of technological high schools in the Bucharest-Ilfov region, whom I will call principals in the following.

The technological high schools in the Bucharest-Ilfov region are the high schools where students study to obtain, following the professional qualification certification exam, level 3 qualifications, according to the National Qualifications Framework, if they have completed vocational education, or dual vocational education, or level qualifications 4 according to the National Framework of Qualifications, if they have completed day or evening high school education and level 5 qualifications according to the National Framework of Qualifications, if they have completed post-high school education and foreman school.

The sample n , on which the research was carried out, was calculated by the formula:

$$n = N * Z^2 * p * (1-p) / e^2 / (N-1 + Z^2 * p * (1-p) / e^2),$$

where N = population size, represents the number of principals of state technological high schools in the Bucharest-Ilfov region, namely 83, Z = Z score is 1.645 at the 90% confidence level, p = standard deviation is 0.5, e = the margin of error is 5%, obtaining a sample of $n = 64$ respondents.

The sampling method is probabilistic, cluster type. The same questionnaire was used for the entire sample of executives, a questionnaire made with Google Forms, which is survey management software included as part of the free Google Docs editor suite provided by Google.

The questionnaire was structured, it had a set of 18 questions, 4 of which were closed-ended and the rest multiple-choice, and 2 of the questions concerned the profile of the person who completed it: age, how he was appointed to the position (competition, secondment, length of time in the leadership position), teaching degree, specialty.

The questionnaire included an introductory-explanatory part, presenting the purpose of the research, namely to find out if coaching is a tool used to improve the teaching-learning-evaluation process in technical pre-university education, in what way coaching techniques can help the personal development of students from vocational and technical education, how much and in which learning contexts.

The main research hypothesis was that coaching techniques can improve student performance in vocational and technical education. In the introductory-explanatory part, the way to complete the questionnaire was also presented, how long it takes to complete it and where exactly I will use the collected data.

The questionnaire was tested, before application, on 2 directors each, other than those to whom the questionnaire was applied. The questionnaire was created during December 2023 and applied between January and February 2024. Even if the questions were addressed to directors, they primarily concerned the activity of teaching staff.

Results and discussions

Vocational and technical education in Romania has faced numerous challenges over time, lack of resources, poor school infrastructure, less and less teaching staff with technical specialties and fluctuations in the quality of the education act. In this context, coaching can bring an innovative approach, aimed at supporting the personal development of students and preparing them for insertion on the labor market.

The educational context in Romania presents a series of characteristics and challenges that influence the implementation and development of coaching in professional and technical education. Any education method must be pretested and used as long as it is validated by results; educational methods are not perpetual and continuous because the "raw material", students, have an adaptable, fluctuating, desirable behavior in relation to societal values and the groups to which they belong.

In proportion to 68% of the directors who completed the questionnaire, they considered that the coaching activity should not be regulated by specific methodologies, which assign tools for the use of this method at the level of the educational unit, but by the gradual introduction of coaching activities as mandatory in the file the position of the teaching staff and the director, a fact that would contribute to the validation of coaching as an alternative, depending on the results obtained in the group of students in which it was experimentally applied.

Through coaching, teachers can assess students' motivation levels and develop personalized strategies to motivate them to learn and develop their skills. 92% of principals believe that assessing student motivation can be important in technology high schools to improve the quality of learning and help students achieve their goals.

The principals indicated the ways to evaluate the students' motivation level as follows:

Discussions with students: Teachers and educational advisers can talk with students about their interests and passions and how they align with their learning goals.

Assessment of participation and performance: Teachers can assess students' participation and performance to determine their level of motivation.

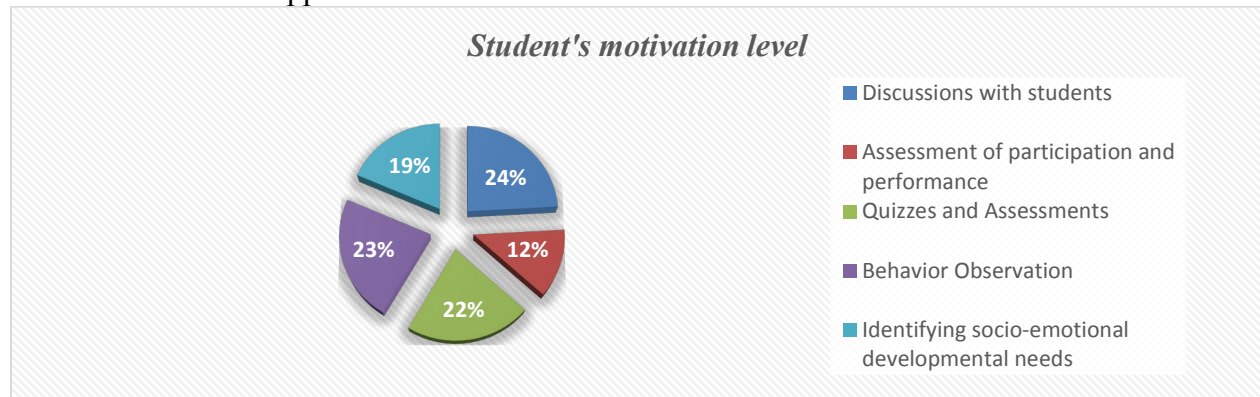
Quizzes and Assessments: Students can complete quizzes or assessments to assess their level of motivation and interest in specific subjects.

Behavior Observation: Teachers and educational advisers can observe students' behavior to determine their level of motivation and interest.

Assessing the level of motivation can help identify problems and find solutions to improve students' motivation and interest in learning. This can help improve the quality of learning and lead to a rewarding career in technology.

Identifying socio-emotional developmental needs - Through coaching, teachers can identify students' socio-emotional developmental needs, such as managing stress and negative emotions. This can help develop a positive and supportive educational environment for all students.

Identifying individual needs in technology colleges can be critical to help students learn and develop their skills effectively. This can help develop personalized learning strategies and a more effective and supportive educational environment.



Through coaching, teachers can help students set clear and measurable goals to motivate them to focus their efforts on achieving their goals in order to improve performance.

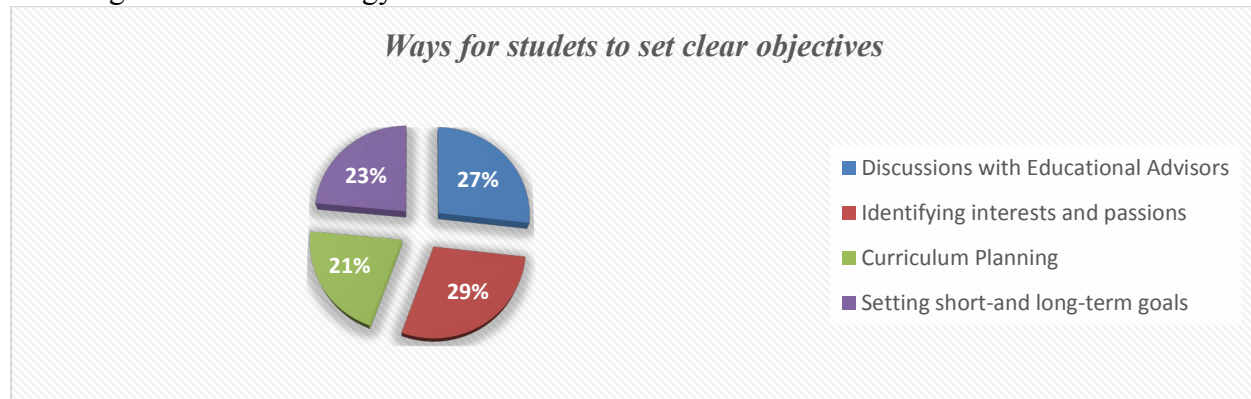
According to the questionnaire applied to the principals, they indicated the following ways for students to set clear objectives:

Discussions with Educational Advisors: Students can talk with educational advisors about their interests and passions and how they align with their learning goals.

Identifying interests and passions: Students can identify their interests and passions by exploring course options, participating in extracurricular activities, and assessing their level of motivation.

Curriculum Planning: Students can plan their curriculum to align with their interests and passions.

Setting short-and long-term goals: Students can set short- and long-term goals to focus their efforts and monitor their progress. Setting clear goals can help students focus their efforts and achieve their goals. This can help improve motivation and interest in learning and lead to a more fulfilling career in technology.



Developing learning skills

Coaching can be used to help students develop learning skills such as memory, concentration and organization. These skills can be particularly important in technology fields, which often involve a lot of technical information and details (Leedham, M., & Parsloe, E., 2017).

Developing learning skills is an essential aspect of training in technology colleges. These skills are important to help students acquire knowledge and skills relevant to their field of study and to adapt to changes in the industry.

The principals indicated the following ways to develop learning skills:

Use of Technology: Colleges of technology can use technology to create interactive and personalized learning environments (Giglio, L., et al, 1998). Thus, students will have the opportunity to learn at their own pace and develop their technological skills.

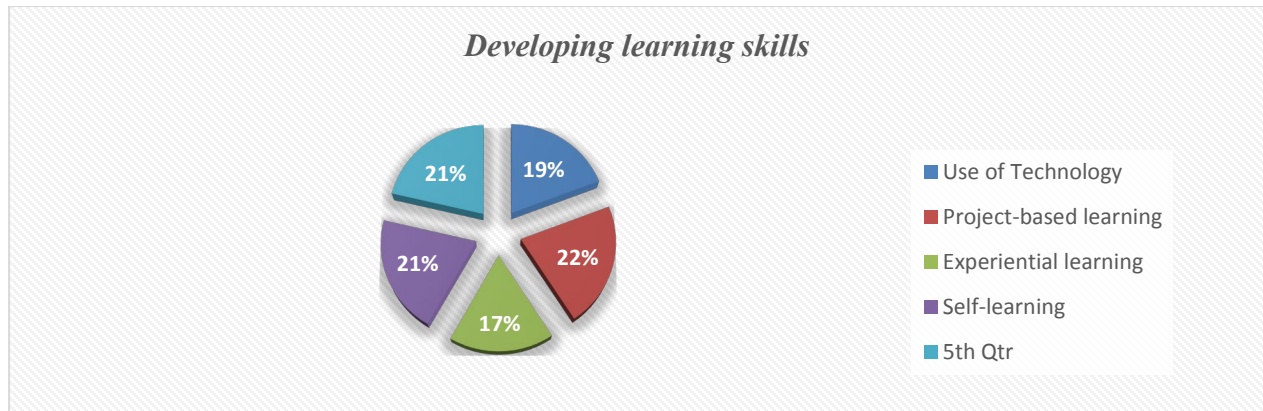
Project-based learning: This method of learning involves doing a group-level project of students, which can be related to the industry they are studying. The use of projects as a learning method must be seen in connection with the practical, applied exercise of the work, by obtaining data based on experiments carried out in the industry that the students study.

Experiential learning: Technology colleges, based on partnerships, contribute to the acquisition of practical knowledge and skills in a real work environment. (Giglio, L., et al, 1998).

Collaborative learning: This involves working in groups to solve problems and create useful projects for future integration into the labor market.

Self-learning: Involves students' acquisition of planning, organization and self-discipline skills so that students can learn independently and manage their time effectively. (Giglio, L., et al, 1998).

Overall, to develop students' learning skills, colleges of technology should encourage active learning and provide diverse learning opportunities so that students can discover what works best for them (Grief, S. 2017).



The offer of feedback and guidance

Through coaching, teachers can provide students with feedback and guidance to improve their academic performance. This feedback can be used to improve students' knowledge and skills and help them better understand the subjects (Milaré, S. A. & Médici E. P.Y., 2007). Feedback and guidance are critical to developing the learning skills and academic performance of students in colleges of technology.

According to the applied questionnaire, the principals identified the ways in which feedback and guidance can be provided to students from technological high schools:

Tutoring sessions and one-on-one guidance: These sessions allow students to receive personalized feedback and advice from teachers or mentors. These are useful for students who need extra guidance in understanding the subject or developing practical skills.

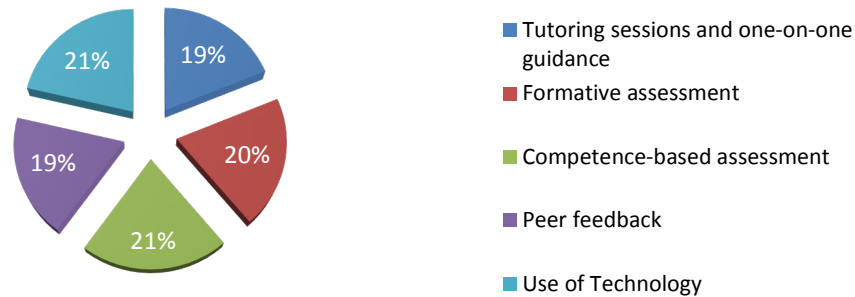
Formative assessment: This is a form of feedback that is given throughout the learning process so that students can correct errors and improve their performance (Linder, P., S., 2010). This can be done through practical exercises, tests or short papers.

Competency-based assessment: This is an assessment method that focuses on developing students' practical skills as well as their theoretical knowledge. This is a more holistic approach to assessment that can be useful for students who prefer to learn by practice.

Peer feedback: This is a form of feedback given by classmates (Milaré, S. A.; Médici, E. P. Y., 2007). This can be useful for students who want to get feedback from people who face the same challenges and obstacles in their learning process.

Use of Technology: Technology may be used to provide automated feedback, such as computer-generated feedback on self-assessment programs. This can be useful for students who want to receive quick feedback and improve their performance in real time. Overall, to provide effective feedback and guidance, technology colleges should be flexible and offer a variety of options for students so they can choose what works best for them.

The offer the feedback and guidance



Encouraging collaboration

Coaching can be used to encourage collaboration among students to develop learning and career readiness skills in technology high schools. For employers, the ability to work in a team and collaborate is highly valued. Following the questionnaire, the directorates of the technological high schools indicated the following ways to encourage collaboration between students:

Working in groups of students: Colleges of technology should encourage students to work together in groups to improve their collaborative skills and develop more complex projects.

Brainstorming sessions: These sessions encourage students to come up with new ideas and work together to solve problems. These can be done within a group or in a larger setting such as a whole class.

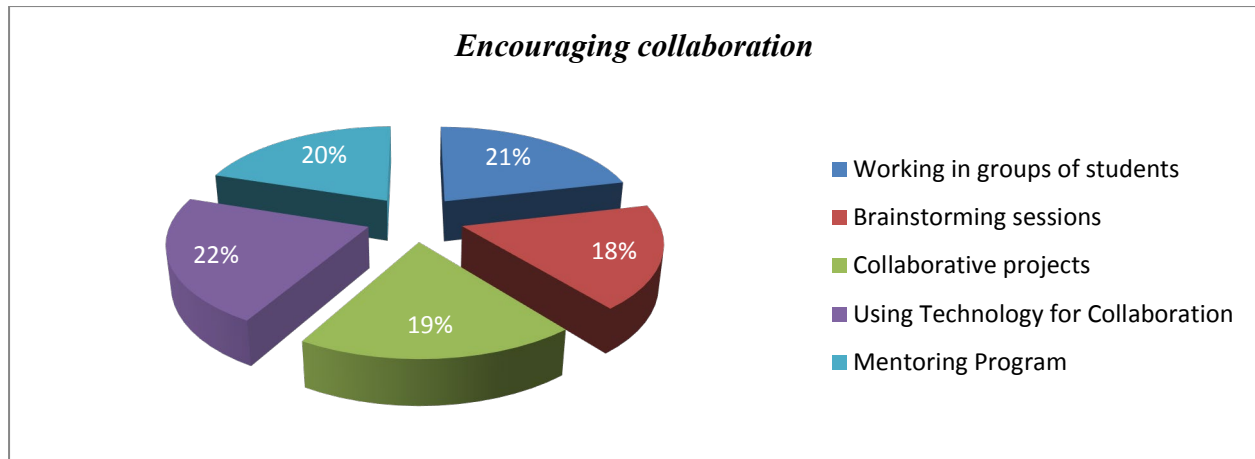
Collaborative projects: These projects involve collaboration between students who have opted for intensive training in certain subjects to gain different levels of experience.

Using Technology for Collaboration: Technology can be used to facilitate collaboration between students. For example, online collaboration platforms such as Google Drive, Slack or Trello allow students to work together in a virtual environment.

Mentoring Program: The mentoring program can provide opportunities for collaboration between students and mentors. These sessions allow students to receive guidance and feedback from experienced mentors, as well as share ideas and concerns with their peers.

In general, to encourage collaboration among students, colleges of technology should create an environment adequate for teamwork and provide various opportunities for collaboration. This can be done through projects, group activities and using technology to facilitate collaboration.

Coaching can be an effective way to improve academic performance in colleges of technology. By identifying individual needs, setting clear goals, developing learning skills, providing feedback and guidance, encouraging collaboration, coaching can help students improve their academic performance.



Career Coaching

Career Coaching is an important way technology high schools can help students develop the skills and knowledge needed to begin a successful career in their field of study. The principals of these high schools who participated in the questionnaire indicated the following career entry methods for the students:

Individual Coaching Sessions

These sessions allow students to receive personalized feedback and advice from an experienced career coach. These are useful for students who want to improve their job search skills or develop their career plans.

Individual coaching sessions are an important way technology colleges can help students develop the skills and knowledge they need to begin a successful career in their field of study. Among the benefits of individual coaching sessions in technology colleges (Garvey, R., et al, 2014) we list:

Customization: Individual coaching sessions are customized to each student's needs and goals. The coach can provide advice and feedback tailored to the student's level of experience and area of interest.

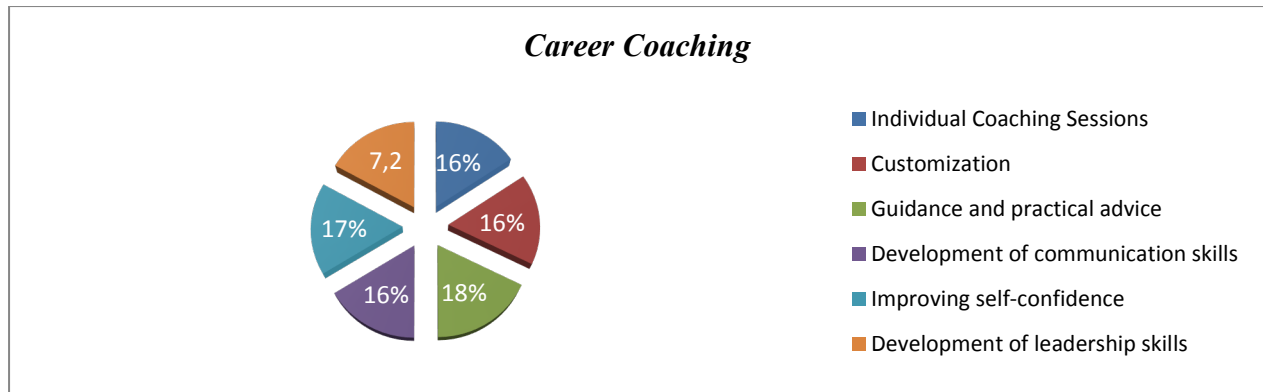
Guidance and practical advice: The coach can provide practical advice on the current state and future prospects of the labor market, in line with the potential skills acquired by the students.

Development of communication skills: Contributes well to facilitating group activities and teamwork.

Improving self-confidence: The coach can help students develop self-confidence and set achievable and realistic goals.

Development of leadership skills

Individual coaching sessions can help students with guidance in choosing a career path, respectively choosing a job according to the level of training. In fact, the support is related to identifying the level of one's own skills and abilities, in order to face the competition on the labor market. Colleges of technology should collaborate with an experienced coach to provide personalized sessions and practical advice for students.



Skills Development Workshops

These sessions enable students to acquire skills useful for their careers, such as communication, presentation or negotiation skills. These sessions can be delivered by teachers or coaching and mentoring professionals. Skills development workshops are an excellent way for technology colleges to help students achieve the necessary theoretical, attitudinal, and aptitude skills.

Among the benefits of the workshops regarding the development of students' skills, the principals of these high schools indicated, according to the applied questionnaire, the following:

Development of practical skills: contribute to the completion and extension of the practical activities necessary to acquire expertise and experience of working in their field of study. These may include, for example, developing skills in programming or designing production processes.

Learning new skills: Skills development workshops allow students to learn new skills and techniques that help complement practical skills with communication, presentation or time management skills.

Improving communication skills: Skills development workshops can help students acquire skills in negotiation, persuasion, identifying the adversary's vulnerabilities, leveraging knowledge to achieve a favorable outcome.

Productivity improvement: following the increase in the level of competence by capitalizing on knowledge, due to its conversion into knowledge products, students will be taught to appreciate work and its results, measurable by the productivity indicator (result/effort).

Developing Leadership Skills: Helps students understand how they can pursue careers in technology. A career is built by exploiting the accumulation of knowledge, skills and abilities in market conditions. To provide effective skill development workshops, colleges of technology should collaborate with industry professionals and skill development specialists, provide a varied and interesting program, and ensure an interactive and rewarding experience for students.

Skills development workshops



Networking events

These events, organized by high schools of technology or professional organizations, allow students to connect with professionals in their field of study and develop their networks.

Networking events are an important way technology high schools can help students develop their networks and connect with professionals in their field of study to understand what employers' requirements and expectations are. The directors, according to the questionnaire, indicated the following:

Meeting peers: Networking events allow students to meet and connect with peers, share ideas and collaborate on future projects.

Self-promotion: Networking events provide students with the opportunity to promote themselves and showcase their skills and experience to professionals in their field of study.

In general, networking events can be very useful for technology college students who want to develop their careers in technology (Lancer, N., et al, 2016). To provide effective networking events, colleges of technology should collaborate with industry professionals and organize events that allow students to connect and develop their networks. These events can be organized in the form of job fairs, conferences or other social events.

Networking events



Internships and Work Experiences

These experiences give students the opportunity to apply the knowledge and skills they have acquired in a real work environment. These can be offered through internship programs or through partnerships with industry companies (Maiga, A.S., et al, 2013).

Internships and work experiences are an important way technology high schools can help students gain hands-on experience in their field of study and prepare for their careers in the technology industry.

Among the benefits of internships and work experiences, the principals of these high schools, according to the questionnaire, identified:

Practical experience: Internships and work experiences allow students to gain practical experience and apply theoretical knowledge in a real work environment.

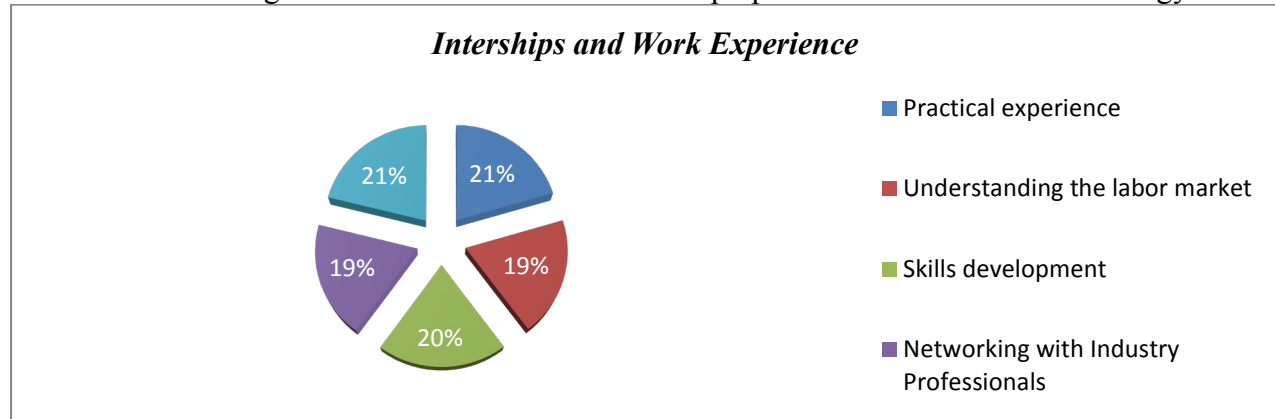
Understanding the labor market: Internships and work experiences allow students to better understand the labor market and learn about the requirements and expectations of employers in their field of study (Leedham, M., & Parsloe, E., 2017).

Skills development: Internships and work experiences allow students to develop practical skills and learn new techniques and skills that will be useful in their careers in technology.

Networking with Industry Professionals: Internships and work experiences allow students to connect with industry professionals and develop their networks.

Employment opportunity: Internships and work experiences can be an employment opportunity for students. Many employers prefer to hire people with hands-on experience, and internships can be a way to get that experience (Peterson, D.B., Hicks, M.D., 2006).

To provide effective internships and work experiences, colleges of technology should collaborate with industry companies and offer internship programs that allow students to apply theoretical knowledge in a real work environment and prepare for their career in technology.



Online resources and tools

High schools of technology can provide students with access to online resources and tools, such as job search sites, career development resources, or relevant blogs and podcasts (Cairns-Lee, H., 2015).

According to the responses received following the application of the questionnaires, the principals indicated that online resources and tools are an excellent way for students to develop their knowledge and technological skills by:

Online learning platforms that provide educational resources adapted to the level of knowledge by classes and ages, educational profiles. These platforms have a dynamic, interactive character, they allow communication and the creation of connections with large groups of people with a similar educational profile.

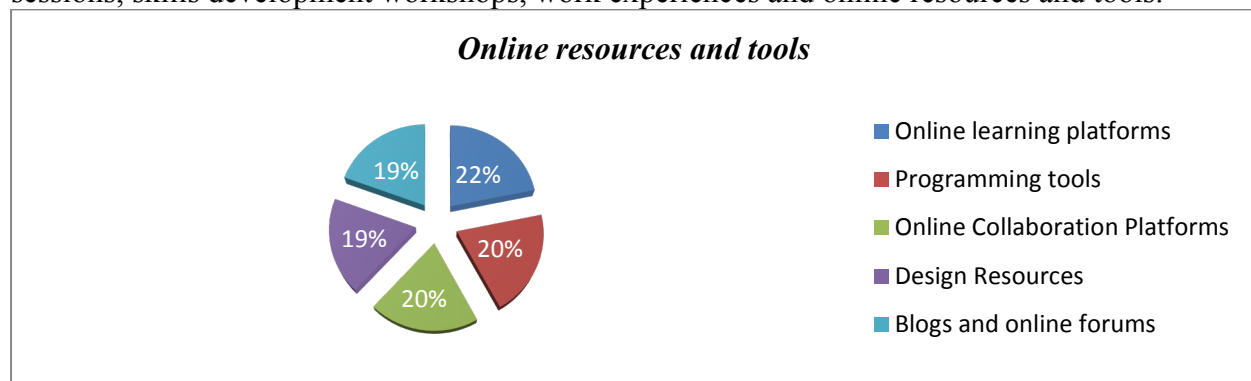
Programming tools available online that can help students practice programming skills and develop personal projects needed to gain experience for future career projects.

Online Collaboration Platforms: Online collaboration platforms can be useful for students who work in teams or those who want to collaborate on projects with other students in the college of technology.

Design Resources: There is a wide range of online design resources that can help students create their own projections of research findings with specific technology guidance.

Blogs and online forums: Facilitate the exchange of ideas and learning from industry professionals. They can also be useful for those who want to find answers to technical questions or get feedback on personal projects. In general, online resources and tools can be very useful for technology college students who want to develop their technology knowledge and. To provide effective online resources and tools, colleges of technology should provide access to online learning platforms, provide training in using the tools, and promote online forums to encourage collaboration and exchange of ideas between students and industry professionals.

Overall, to provide effective career coaching, colleges of technology should partner with professionals in their field of study and provide diverse opportunities for skill development and networking (Leedham, M., & Parsloe, E., 2017). This can be achieved through individual coaching sessions, skills development workshops, work experiences and online resources and tools.



Developing social-emotional skills

The development of socio-emotional skills is important in any field, but it is essential in the technology industry, where teamwork and the ability to communicate and collaborate with other colleagues is very important, so the interviewed executives indicated the following possibilities:

Communication training: have the role of assisting students in acquiring communication techniques, both in the relationship with colleagues and in the relationship with clients (Braun, V., & Clarke, V., 2006) during projects and activities in the technological field. Some of the ways in which technological colleges can offer communication training (Grief, S. 2017) are:

Communication workshops: Colleges of technology can organize communication workshops that cover different communication topics, such as verbal and non-verbal communication, constructive feedback, conflict communication, and others.

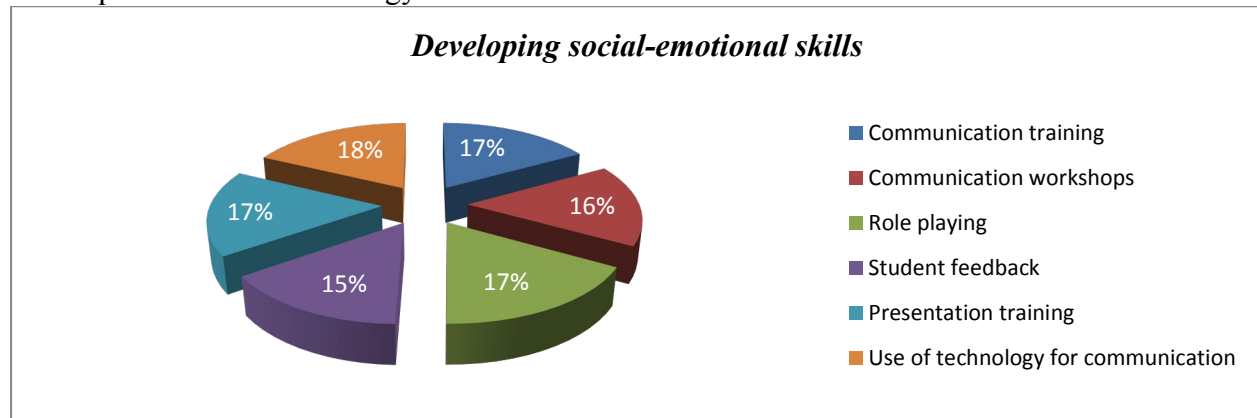
Role playing: Students can be involved in role playing sessions that allow them to practice their communication skills in practical situations (MacKie, D., 2016). These exercises can be customized to focus on specific technology situations.

Student feedback: Teachers in technology colleges can provide feedback to students on their communication skills and suggest ways for students to improve their communication skills (Denzin, N. K., & Lincoln, Y. S., 2012). Feedback can be given during presentations and projects.

Presentation training: Presentations are an important part of the technology field and students should be prepared to make clear and concise presentations (Carsrud, A., and M., Brannback, 2011). Colleges of technology can offer presentation training to help students improve their presentation skills and become more confident in front of an audience.

Use of technology for communication: Colleges of technology should encourage the use of technology to improve students' communication skills. For example, students could be encouraged to use video conferencing tools to communicate with peers and teachers in other countries or technology colleges.

In general, communication training can be very useful for technology college students who will need to communicate effectively with colleagues and clients during technology projects and activities. To provide effective communication training, colleges of technology should collaborate with communication experts and provide resources and training customized to focus on the needs and requirements of technology students.



Developing empathy

High schools of technology can organize projects and activities that encourage the development of empathy and understanding for the perspectives and experiences of others.

The development of empathy is important for students studying in technological high schools, because they must be able to understand and respond to the needs and expectations of customers and employers. According to the answers received from the principals following the application of the questionnaire, the ways in which technological high schools can help students develop empathy can be grouped as follows:

Volunteer projects: Colleges of technology can organize volunteer projects that involve students in the local community and help them develop empathy for other people's needs and problems.

Case study: Students can be encouraged to study cases of success and failure in the technology industry and analyze how these situations have affected people. This can help students develop empathy for customers, users and colleagues.

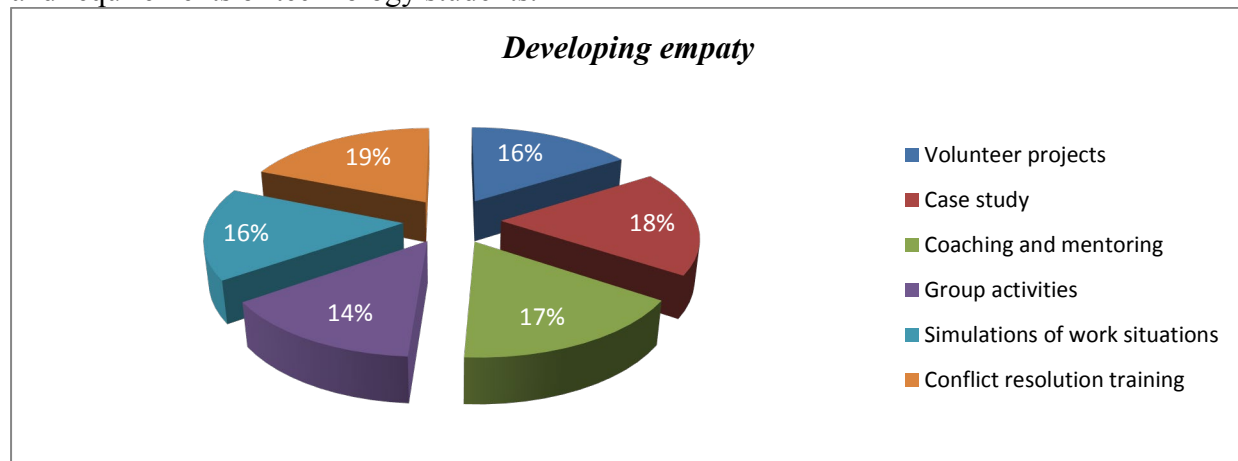
Coaching and mentoring: Colleges of technology can offer coaching and mentoring programs to help students learn from industry professionals and develop the skills needed to become iconic leaders in the future.

Group activities: Colleges of technology can organize group activities that encourage the development of empathy and understanding for the perspectives and experiences of others. This can be done through team-building exercises or group projects that involve working with colleagues from diverse cultural and social backgrounds.

Simulations of work situations: Colleges of technology can organize simulations of work situations that allow students to understand the perspectives and needs of other people in order to be able to offer customized products in accordance with the needs of the market (Narayanasamy, A., and Penney, V., 2014). Overall, developing empathy is important to students' success in their

technology careers. Colleges of technology should offer programs that encourage the development of this skill and provide resources and training to help students develop it (Bruneel, et al., 2012). These skills can make the difference between an average professional and a successful one in the tech industry.

Conflict resolution training: Colleges of technology can offer training to develop conflict resolution skills, which can be useful in situations of tension or conflict between team members. Conflict resolution training is important in colleges of technology because conflict can arise in any situation where people interact, whether it is team projects or customer interaction (Garvey, R., et al., 2014). To provide effective conflict resolution training, technology colleges should partner with conflict management experts and provide resources and training customized to focus on the needs and requirements of technology students.



Development of leadership skills

In technological high schools, projects and activities can be organized that encourage the development of leadership skills, such as the delegation of responsibilities and team coordination for students.

Developing leadership skills is important for students in technology high schools because they will have to take responsibility for their projects and teams, coordinate team activities and make strategic decisions (Grant, A., M., 2014). The principals who responded to the questionnaire indicated the following ways in which students can develop leadership skills:

Team Projects: Colleges of Technology can organize team projects that allow students to practice leadership skills and coordinate team activities.

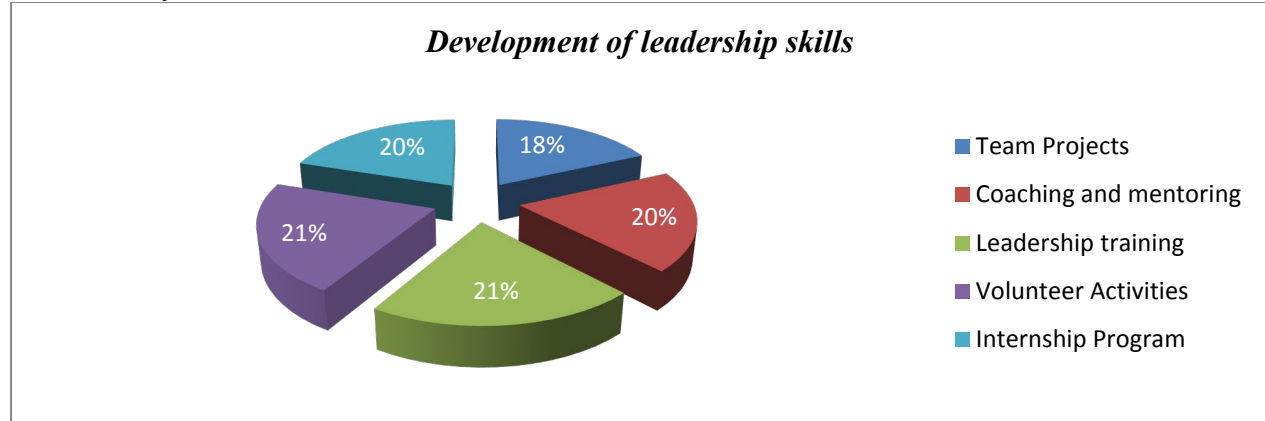
Coaching and mentoring: Colleges of technology can offer coaching and mentoring programs to help students learn from industry professionals and develop the skills needed to be a successful leader in the future.

Leadership training: Colleges of technology can organize leadership training that cover topics such as delegating responsibilities, motivating the team and developing an effective leadership style.

Volunteer Activities: Students can be encouraged to get involved in volunteer activities and take leadership roles within them.

Internship Program: Colleges of technology can run internship programs that allow students to practice their leadership skills in a real work environment and learn from industry professionals.

Overall, developing leadership skills is important to students' success in their technology careers. Colleges of technology should offer programs that encourage the development of these skills and provide resources and training to help students develop them (Maiga, A.S., et al. 2013). These skills can make the difference between an average professional and a successful one in the tech industry.



Coaching and mentoring

High schools of technology can offer coaching and mentoring programs to help students learn to manage their stress and develop the skills needed to cope with the pressures of technology (Cardoso, M.L.A.P.; et. Al., 2014). The questioned directors indicated the following methods:

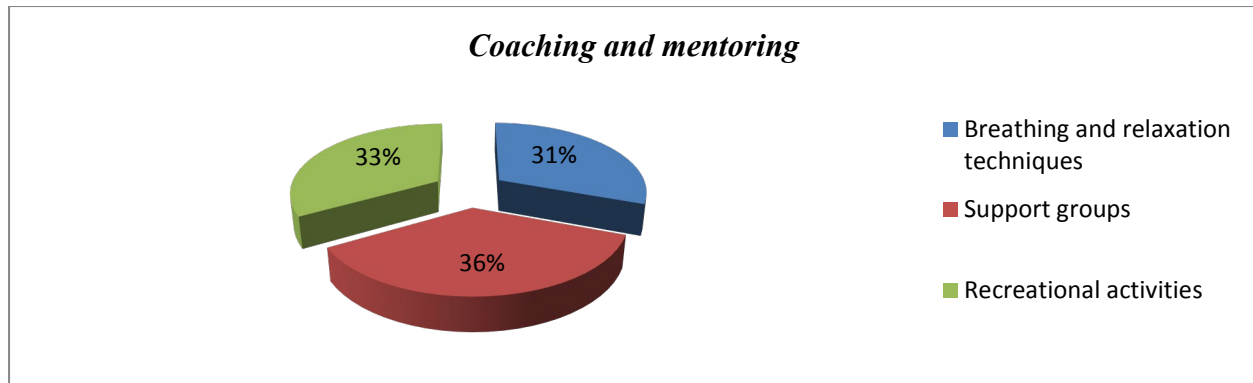
Breathing and relaxation techniques: Students can be encouraged to develop their breathing and relaxation skills through breathing and relaxation techniques such as yoga or other types of exercise.

Support groups: Colleges of technology can organize support groups that allow students to share their experiences and offer support to each other in managing stress.

Recreational activities: Colleges of technology may organize recreational activities, such as field trips or sports activities, to allow students to relax and disconnect from technology activities (Brinkley, M.-L., & Le Roux, I., 2018).

Overall, managing stress is important to students' success in their technology careers. Colleges of technology should offer programs that encourage the development of stress management skills and provide resources and training to help students develop them (Moos, M., 2016). These skills can make the difference between an average professional and a successful one in the tech industry.

Overall, developing social-emotional skills is important to students' success in their technology careers. Colleges of technology should offer programs that encourage the development of these skills and provide resources and training to help students develop them. These skills can make the difference between an average professional and a successful one in the tech industry. (Burger, Z., & Van Coller-Peter, S., 2019).



Conclusion

The introduction of coaching as a method of stimulating the communication process and good relationship between teachers and students can contribute to increasing the school performance of students, on the one hand, but also to maintaining the teachers' interest in continuing to adapt the teaching method to facilitate the learning process and education, in accordance with the principles of knowledge-based economy.

The conclusions of my study is that coaching in pre-university education offers numerous benefits for students, such as: improving academic performance by setting clear goals and developing effective strategies to achieve them; development of social, communication and teamwork skills; stimulation of self-esteem and motivation; managing stress states that accompany efforts to achieve performance.

The implementation of coaching in schools can contribute to the professional development of teaching staff through the following aspects:

- Continuous training - the use of the coaching method facilitates the process of adapting teachers to modern interpersonal communication techniques;
- Change management, which involves the permanent adaptability of teachers and students to changes in the profession, on the one hand, but also in teaching techniques and managing the class of students, through formal, non-formal, verbal, non-verbal, continuous communication;
- The development of interpersonal interactions through communication because coaching involves establishing a relationship of trust and collaboration between teacher and student, based on open and assertive communication. Through coaching training, teachers can develop communication and relationship skills that enable them to interact more effectively with students, parents and colleagues.
- Emotional and stress management: Coaching provides tools and strategies for managing emotions and stress for both students and teachers. Developing these skills can contribute to improving teachers' mental health, preventing burnout and increasing professional satisfaction.
- Reflection on professional practice: Coaching encourages the process of self-evaluation and reflection on professional practice. This can help teachers identify strengths and areas for improvement in their teaching, set development goals and monitor their progress.
- Creating a learning community: The implementation of coaching in schools can stimulate the creation of a community of learning and mutual support among teachers, who can share experiences, resources and ideas to improve teaching.

This study is important both for students, teachers and employers, because they can help apply the techniques I mentioned above. Knowledge of coaching techniques greatly contributes to stimulating students to actively participate in courses and didactic activities, to be motivated to make efforts in order to obtain favorable school results, both in the short term (promotability) and in the long term (active integration on the labor market)

References

- Brinkley, M.-L., & Le Roux, I. (2018), Coaching as a support function for potential entrepreneurs. *The Southern African Journal of Entrepreneurship and Small Business Management*, 10(1), 93-110.
- Bruneel, J., Ratinho, T., Clarysse, B. and Groen, A. (2012), The evolution of business incubators: comparing demand and supply of business incubation services across different incubator generations, *Technovation*, Vol. 32 No. 2.
- Burger, Z., & Van Coller-Peter, S. (2019), A guiding framework for multi-stakeholder contracting in executive coaching. *SA Journal of Human Resource Management/SA Tydskrif vir Menslike Hulpbronbestuur*, 17, a1114.
- Cairns-Lee, H. (2015), Images of leadership development from the inside out. *Advances in Developing Human Resources*, 17(3).
- Cardoso, M. L. A. P.; Ramos, L. H.; D’Innocenzo, M. (2014). Liderança coaching: questionários de avaliação de percepções de líderes e liderados na enfermagem. *Einstein (São Paulo)*, v. 12, n. 1, p. 66-74.
- Carsrud, A., and M. Brannback. (2011), Reflections on twenty years of research on entrepreneurial motivation: Have we learned anything at all? *Journal of Small Business Management*, 49(1).
- Clutterbuck, D. (2005), *Ensuring Coaching & Mentoring Deliver Real Value to Individuals and Organisations*. Clutterbuck Associates.
- Garvey, R., Stokes, P. and Megginson, D. (2014), *coaching and mentoring: theory and practice*. 2nd ed. London: Sage Publication Ltd
- Giglio, L., Diamante, T. and Urban, J.M. (1998), Coaching a leader: leveraging change at the top. *Journal of Management Development and Learning in Organizations*, 17(2).
- Grant, A.M., (2012), ROI is a poor measure of coaching success: towards a more holistic approach using a well-being and engagement framework. *Coaching: An International Journal of Theory, Research and Practice*, 5(2).
- Gray, D. E. (2006), Executive coaching: towards a dynamic alliance of psychotherapy and transformative learning processes. *Management Learning*, 37(4).
- Lancer, N., Clutterbuck, D., & Megginson, D. (2016), *Techniques for coaching and mentoring*, 2nd edition. London, UK: Routledge.
- Leedham, M., & Parsloe, E. (2017), *Coaching and mentoring: Practical techniques for developing learning and performance*. London: Kogan Page.
- Linder, P. S., (2010), *Coaching: An evidence-based approach for coaches, leaders and individuals*, First published in the United States, Kogan Page.
- Maiga, A.S., Nilsson, A. and Jacobs, F.A. (2013), Extent of managerial IT use, learning routines, and firm performance: a structural equation modeling their relationship, *International Journal of Accounting Information Systems*, Vol. 14 No. 4.
- Milaré, S. A.; Médici Pizão Yoshida, Elisa. Coaching de executivos: adaptação e estágio de mudanças. *Psicologia: teoria e prática*, v. 9, n. 1, 2007.

- Moos, M., (2016), Determining the relationship between entrepreneurial self-efficacy, personality and gender differences, *Southern African Institute of Management Scientists* 28
- Myers, D.N., Tonsing, T., Feltz, D. (2005), Coaching efficacy in intercollegiate coaches: sources, coaching behavior and team variables, *Psychology of Sport and Exercise*, Vol. 6.
- Narayanasamy, A. and Penney, V. (2014), Coaching to promote professional development in nursing practice, *British Journal of Nursing*. 23(11).
- Peterson, D.B., Hicks, M.D., (2006), *Leaders as Coach: Strategies for Coaching and Developing Others*, Personnel Decision Emotional, Paperback.
- Regis, H.P., Falk, J.A., & Dias, S.M.R.C. (2007), Mentoring entrepreneurial networks: mapping conceptions of participants in technological-based business incubators in Brazil, *Journal of Business Venturing*, 13(7).
- Whitmore, J. (2012), *Coaching for performance: growing human potential and purpose, the principles and practice of coaching and leadership*, London: Nicholas Brealey Publishing.