Compilation Article

IS IT POSSIBLE TO IMPROVE SELF-EFFICACY WITH COACHING?

Nazmiye Ülkü PEKKAN
Assist. Prof. Dr., Toros University, nazmiyeulku.pekkan@gmail.com
ORCID Number:0000-0001-7298-0552

Received: 11.05.2018 *Accepted: 25.09.2018*

ABSTRACT

It is increasingly recognized that change and transformation are necessary to meet the challenges that the 21st century modern world has brought to individuals and organizations. In this environment, the ability of individuals to balance work and personal life, and the ability of organizations to increase their innovative and creative ideas and competitiveness have increased the search and interest in different support applications. As a result of these searches, the focus of discussions and researches in recent years seems to be coaching. It has been found that most of the studies in domestic and especially intensively foreign literature have focused on the contributions of coaching to this new world order. In literature review, there are several research findings that coaching is a very powerful tool to support learning and development for individuals and that successful results are obtained as a result of the coaching approach being implemented in organizations. Starting from this point, there are two main purposes of this study. First of these purposes is to draw attention to the individual and organizational outcomes of coaching, and the other one is to make theoretical analysis of the effect of "coaching" approach on the self-efficacy of individuals based on the Self-Efficacy Theory. As a result of the theoretical reviews, coaching is an approach that provides important and positive contributions to both the individual and the organization; it is an approach that increases the belief in knowledge, skills and abilities in the developmental focus in order to discover the potential of the individual.

Keywords: Self-efficacy, coach, coaching.

INTRODUCTION

Every individual has whether small or big dreams and wishes within the life cycle. The realization of these dreams and wishes can only be achieved by turning them into targets. People need personal support and motivation in order to be able to access their wishes from the shortest and the right way, and sometimes stay on the path they have just made to reach the goal. Coaching emerges as a very useful approach at this point. Coaching is an approach that serves to discover individuals' own potentials, identifies and removes the obstacles which are preventing the individual to use his full potential and thus helps to increase the potential of the individual.

Coaching assumes that every individual is a whole within himself. From this hypothetical path, coaching accepts that each individual has his or her own distinct personality traits, beliefs, judgments and behaviors. For this reason, it is usual for each individual to respond differently to similar events, to propose different solutions to similar events and to prefer different ways and tools to reach similar goals. Coaching is a method that accompanies an individual managing these differences and designing his or her steps on his or her way to future.

Self-efficacy belief is defined as belief in the ability of an individual to demonstrate his / her expected behaviour in the management of various situations, ability to perform difficult and uncertain tasks and belief in their competence in dealing with difficult and uncertain tasks that necessitate special needs (Luszczynska vd., 2005:440), to successfully perform certain tasks and behaviours (Salas and Cannon-Bowers, 2001: 473). In summary, self-efficacy is the belief that a certain job can be achieved. It is expressed that this belief affects it is whether or not attempted to work related to behaviour, the continuity in this behaviour, the motivation for the behaviour and, consequently, the performance (Korkmaz, 2011: 3). Self-efficacy beliefs in today's world of constant change and development emerge as a very important variable in terms of both organizational and individual reflections. It is possible to come across a wide range of studies on self-efficacy, personnel empowerment, job satisfaction, stress, education, entrepreneurship and leadership, which influence organizational processes when the relevant field is scanned through review of literature. Self-efficacy belief affects these organizational processes by directing their struggle against the decisions of people to take action to put on a job and the difficulties they face when doing this job (Basım vd., 2008: 122).

Although there is consensus that coaching is a very powerful tool for individuals and organizations (Bartlett, Boylan ve Hale, 2014; Arısoy, 2017), there are very few studies that studied the relation between self-efficacy and coaching. This situation is considered as an important gap in the literature. In this respect, grounded in Self-Efficacy Theory, the purpose of this study is to determine the impact of coaching approach on the self-efficacy belief.

CONCEPTUAL FRAMEWORK

Self-Efficacy

Competence is defined as having the knowledge, skills and attitudes necessary for the individual to play a role and the individual being expected to fulfill the expected role in the expected quantity and quality, having the necessary knowledge and skills to perform an action (Demirtaş ve Güneş, 2002: 168; Balcı, 2005: 197; Sişman, 2006: 219; Uzun Pekmezci, 2010: 23).

Self-efficacy, one of the basic concepts of the social psychology of the famous psychologist Albert Bandura, is an attribute that is effective in the formation of behaviours and is defined as "the individual's own judgment about the capacity to organize and successfully perform the activities necessary to show a certain performance" (Bandura, 1977: 192). There are many existing identification of self-efficacy in the literature. One of these definitions belongs to Luszczynska, Scholz and Schwarzer (2005). Luszczynska, Scholz and Schwarzer (2005) define self-efficacy as "the belief in the ability of people to exhibit a certain condition in reaching a desired result". According to another definition, the concept of self-efficacy emerges as a concept involving items such as "planning an action, awareness and organization of necessary skills, level of motivation as a result of observing gains to be gained with difficulties" (Yıldırım and İlhan, 2010: 2).

Self-efficacy is a belief that an individual develops through experiences he has lived through time, as well as direct experience with what individuals can do at the same time, a concept by which other people can develop by observing or taking advantage of the thoughts of others (Lee: 2005; akt. Çavuş, 2009: 2).

Self-efficacy corresponds to trust one’s own resources. A person with sufficient skills to cope with a situation, but with a low self-efficacy, will not be able to exercise his or her skills. The concept of self-efficacy includes such things as the planning of an action with entrepreneurial behaviour (Akkoç, Çalışkan ve Turunç, 2012: 35), the awareness and organization of necessary skills, and the level of motivation that occurs as a result of observing the gains to be gained with difficulties. A strong self-efficacy ensures success and well-being and, most importantly, personal development and diversity of skills. Previous successful experiences, success stories of other people with personally similar characteristics, positive feedbacks that surround them, and positive emotions are sources that feeds self-efficacy beliefs. When an action fails, a person with a high self-efficacy ties this failure not to his or her own lack, but to the mistake of the methods and strategies used (Yıldırım and İlhan, 2010: 2). In this regard, self-efficacy is defined as the main determinant of beliefs and behavioral changes. So much so that Bandura's work reveals that not only beliefs of one’s abilities affects his or her behaviours but also his or her motivation and success (Henson, 2001: 3).

Coach and Coaching

Coach word expressed in English as bus or passenger wagon which means a vehicle or a type of car which helps to transport someone from one place to another (Evered and Selman, 1989: 31; Öztürk, 2007: 15).

Coach is the person who helps an individual to determine goals and find alternative ways to achieve these goals in order to manage and increase their performances. (Mink, Owen and Mink, 1993: 2). Coach is not the person who knows everything best. Coach is the person who asks the right questions and directs the individual to think in the direction of the goals and enables the individual to find his own solution.

Coach is also defined as the person who accompanies an individual on his way where he wants to be (Seberra, 2004: 84). According to another definition, coach is a professional who accompanies an individual on his way to his goals determined by himself in the scope of personal development journey (Köktürk, 2006: 52). When all definitions of coach concept considered, it is possible to say that the coach is a professional guide and a person who is mediating with individuals who are willing to achieve their goals, preparing to go out on this way or already on the way with this willingness.

With considering of all definitions about coach concept, it seems that there are many different meanings that lead to different aspects of understanding (Jackson, 2005: 45). When the development of the concept is examined, it is seen that many of the science branches mentioned about coach concept and it is seen that coaching is benefited from these sciences.

Coaching is an approach that supports self-learning rather than giving information as philosophical. The coaching approach has been mostly advertised in the sports field and later has been adapted to individuals, teams, groups and eventually to business life. It is possible to say that coaching is a good tool and serves positively in whichever field it is used. Coaching mostly directed at non-clinical population who seek to reach personal goals and to promote their life's quality (Grant, 2006: 13; Cavanagh and Grant, 2007: 241). Coaching is a planned development relationship and a communication type based on an grown relationship between coach and client in the direction of mutual trust and confidentiality (Demirkan Aydoğdu, 2004: 11). Coaching is essentially a method used to mediate an individual's personal development and change. Coach is a good observer who uses this method in the most effective way to support the development of the individual.

Coaching is the act of seeing individuals in different ways, believing in the potential of the individual, believing in the potential of the individual, approaching the client or the individual in an optimistic manner, and creating behavioral patterns and habits that will enable the individual to look at the methods with a different perspective (Whitmore, 2005:171).

Coaching within Business

Coaching is also dealt with as a managerial process that allows both individuals and groups, teams and organizations to move towards their goals. It is known that coaching is seen as a new approach and management style within the changing and developing world order. Managers and leaders often use coaching approaches to motivate their employees to progress towards organizational goals and to understand the individual needs of their employees.

Coaching is also dealt with as a managerial process that allows both individuals and groups, teams and organizations to move towards their goals. It is known that coaching is seen as a new approach and management style within the changing and developing world order. The ability of organizations to survive in changing competitive conditions lies in their ability to properly manage the changes in many organizational activities. The one who implements this change within the organization is the employees which is the most valuable source of organizations. Organizations have resorted to many external interventions to use this resource most effectively. However, since external interventions have not been as effective as internal activities, organizations have turned to research different internal activities. As a result of these quests, coaching practices manifest themselves on the axis of finding and discovering parasites that prevent employees from maximizing their performances, activating performance and allowing this movement to accompany this change (Minibaş Poussard, 2015). I this context, coaching in organizations contributes to the diversification of organizations in many ways by changing the organizational success and performance so that they can adapt to innovations and exchanges, as a process that runs on an individual basis and is usually manager-driven.

Kolodziejczak (2015) has studied the effects of coaching practices on organizational culture in his study. As a result of the study, he found that the use of coaching in organizational management led to gradual changes in organizational culture. He also stated that coaching makes it possible for organizations to transform from traditional culture to innovative cultures. Considering today's globalizing world conditions, it can be seen that benefiting from coaching in a proper management process of changes and developments in organizations will provide significant benefits to organizations in competitiveness.

Rosha and Lace (2016) stated that facilitating is the main aim of coaching which is in a good fit with the need of change of the organization, and that it is extremely useful for individuals in the decision-making process and this facilitates adaptation to organizational roles by providing aim clarification in the organization. Similarly, Anderson, Frankovelgia and Hernez-Broome (2009) emphasized that a coaching culture spreading through the organization with confidence and openness brings with it a more participative and transparent decision-making process. Managers and leaders often make use of coaching approaches to motivate employees to progress towards organizational goals and to understand the individual needs of their employees. In managerial coaching applications for aligning individual goals with organizational goals, coach is approaching an employee as an expert on how to improve work performance for employees (Ratiu, David and Baban, 2015) and how they can add value to the organization.

The studies show that the coaching approach is included in the work processes of the organizations and that these applications are important contributions to the productivity of employees, communication skills, organizational effectiveness and culture (Palmer and Whybrow, 2007; Koortzen and Oosthuizen, 2010; Rosha, 2014; Kalkavan and Katrinli, 2014; Silva and Cooray, 2014; Kalkavan, Katrinli and Çetin, 2015; Rosha and Lace, 2018). These programs, which are usually structured under managerial coaching, are intended to equip

managers and leaders with coaching skills and to enable them to manage their relationships with their subordinates more successfully and effectively.

Moen and Federici (2012) concluded that managers' coaching practices have an improving effect on work-related psychological variables and that coaching is an effective tool which increases employee performance. Bozer, Sarros and Santora (2014) have developed an executive coaching effectiveness model in their study. In this model, the character traits, competencies and skills of those who will coach and those who will take coaching have been tried to be specified. They have tested this model with an application.

Researchers have found that coaching practices to be applied with this structuring in organizations will cause positive behavioral changes and cause organizational performance enhancing effects. While the increase in coaching practices in business life is promising with measurable and evaluable positive results, some continued ambiguities is situation that needs to be considered. It should not be forgotten that managerial coaching, especially as a management development intervention, should be based on different application models and a deep research because managers may cause new uncertainties in organizations within the confusion of roles and identity due to their increasing responsibilities as a coach as well as the managerial identity within the organization.

Some studies on this issue have also pointed out that coaching may also create a sense of a black box because it does not provide a clear explanation of how manager coaching functions with an effective coaching relationship and how coaching fulfills its competencies and responsibilities (Lowman, 2007; Fatien and Otter, 2015).

Relevant literature and empirical studies reveal that there are both positive and negative opinions regarding the coaching approach. It appears that the negative opinions are caused by the ambiguity about practicing coaching fully professionally and strictly in terms of confidentiality and ethics. It is quite difficult to predict how possible these ambiguities can be removed completely. However, despite this difficulty, it is a fact that the facilities provided to contemporary organizations by coaching are much more than traditional methods. The coaching approach offers a different perspective to employees, managers and leaders, enabling them to move beyond what is desired in organizational performance and success.

Self-Efficacy Belief and Coaching

As known, coaching is an individual-focused process. Individual`s identification of himself, awareness of his potential and determination of the goals constitute important parts of this process. There may be situations that individuals may not be able to progress enough during the coaching process. Precisely at these points, when the issues that are impeding the individual examined, various obstacles arise. Some of these obstacles manifest themselves in the form of low motivation, diminished commitment to the goal, difficulties in organizing, excessive pressure created by the instability or responsibility of the individual on the individual. It

can be said that the lack of self-belief of the individual about achieving the targeted goals is causing these obstacles which are physically reflected in the body language and the individual`s sentiments.

As self-efficacy is based on individual beliefs, the development and change of the individual's belief in his knowledge, skills and abilities will bring along changes in this perception. Describing self-efficacy perception within the scope of self-efficacy theory, Bandura has mentioned that with the information collected and obtained since childhood, self-efficacy keeps growing throughout its life feeding from four basic sources which are direct experience (mastery experience), observational experience (surrogate/representative experience), verbal persuasion and physiological-emotional situations (Bandura, 1994; Telef and Karaca, 2011). It is, of course, known that direct experience is the most effective factor in developing self-efficacy, since it is based on experiences that the individual experiences in his or her own efforts (Smith, 2002). For this reason, the coaching approach, as a directly experienced exercise which accompanies the individual as an application on his way to his goals and realizing his own potential, will be very effective in developing self-efficacy.

Studies show that there is significant relationship between coaching and self-efficacy belief (Bachkirova, 2004; Baron and Morin, 2009; Moen and Federici, 2012; Mcdowall, Freeman and Marshall, 2014; Sims, 2014; Saadaoui and Affess, 2015).

Finn, Mason, and Bradley (2007) concluded that the self-efficacy levels of leaders who completed the managerial coaching program were higher than those who did not, in a study they conducted to determine the psychological and behavioral effects of managerial coaching on leaders. Baron and Morin (2009) conducted pre-testing and post-testing on 127 volunteer managers to examine the impact of managerial coaching on self-efficacy. As a result of the study, they found significant differences in the self-efficacy levels of managers after coaching practice.

Moen and Skaalvik (2009), conducted a survey of 124 mid-level and 20 senior managers to determine the reflection of performance of manager coaching programs through some psychological variables such as self-efficacy, free will, and goal setting. As a result of the research, they found that coaching practices have significant effects on psychological variables and that coaching-based leadership has significant effects on the self-efficacy levels of middle managers.

Uğur (2010), conducted an applied study to examine the effects of coaching skills on self-efficacy perceptions of 213 executive nurses working in 16 hospitals with JCI accreditation certificate in Istanbul province. As a result of the study, it was found that there was a strong positive relationship between coaching skills and self-efficacy levels of executive nurses. According to the results of the study, researcher proposed to create coaching programs for nurses within the organization to improve self-efficacy levels.

Bar (2014), conducted a study on single mothers in Israel to examine coaching's self-efficacy levels and its impact on well-being. As a result of the study, the self-efficacy level of single mothers who were coached increased and the rate of fulfillment of their well-being and goals increased. In addition to this, it is also

discussed that the coaching process has made important contributions to the change of the individual. Studies show that coaching in both the individual dimension and the organizational dimension is an effective way to improve self-efficacy belief.

METHOD

Research Model

This study was designed in the form of a literature review based on combining the data obtained from various books and from domestic and foreign academic studies published on the internet through various databases such as Web of Science, Science Direct, Academic Researches Index (Acarindex), Google Academic, Dergi Park Academic and Ulakbim, based on the keywords “self-efficacy”, “coach”, coaching” and “executive coaching”.

CONCLUSION and DISCUSSION

In these days when we live with the fact that change is inevitable and cannot be ignored, it is known that many individual and organizational focuses are changing. Various tools are utilized to balance the effects created by these differentiations on individuals, groups and organizations in order to make both private and business life more harmonious. In recent years, coaching is the most remarkable one of these tools.

Coaching is an approach that nourishes from changing and contains various application forms and therefore serves the whole. In this regard, coaching is separated from classical practices. As a basic definition, coaching can be expressed as a process based on change and aimed at filling gaps of individuals, groups and organizations in building a real aim. “Future is different from the past” lies in the focus of coaching because coaching is based on planning the future in advance. It is possible to look at this situation both from an individual and an organizational point of view.

When assessed from an individual perspective, it is accepted that coaching serves many purposes, such as becoming aware of individual`s own potential, setting realistic goals, changing perspective, focusing on what the individual can do and increasing motivation, thus contributing to the development of the individual. In addition, given the fact that a big part of an individual`s lifetime is spent in business life, it is supported by previous study results that it is very effective for individuals to use coaching applications in setting right goals, expressing themselves in the right way within the organization, developing learning capacities in awareness of their own knowledge, skill and abilities and improving their performance. When these results are taken into account, it is understood that why coaching, which is an innovative management practice that enables organizational change by providing competitive advantages to organizations, is becoming more and more widespread in organizations. However, it should be remembered that coaching applications must be practiced professionally by educated people within the framework of ethical rules.

From this point of view, it is important that coaching is being correctly understood, applied and its influences and consequences can be evaluated. With this study, it was sought to draw attention to the individual and organizational outcomes of coaching, as well as to examine the theoretical aspects of the effects on self-efficacy.

As it is known that the belief of an individual in his or her own knowledge, skill and ability is effective in exhibiting the expected behavior in the face of an event or situation, it is foreseen that coaching will be extremely effective in being aware of the individual`s own potential and developing a faith in this direction. Self-efficacy, as a improvable belief, enhances the effectiveness of these kind of practices. The related literature provides positive contributions on this subject. Undoubtedly, the development and enhancement of self-efficacy will have important influences on the individual and the organization. People with high self-efficacy are more likely to be involved in activities and practices that will contribute to their individual and professional development, more innovative, set clearer goals, more successful in dealing with problems and managing stress, stronger social relationships, bold in taking responsibilities and risk (Pekkan, 2017; Chengheng and Naiwen, 2010; Basım, Korkmazyürek and Tokat, 2008; Zimmerman, 2000). In today's complex business environment, an individual's ability to develop self-reliance that meets organizational demands will only be possible if he is aware of his own skills. Because of this, coaching is an application that directly benefits the individual and the organization, because it is a process that focuses on the development of the individual and has long-term measurable results and effects. An individual, who becomes aware of his own skills and focuses on developing them with coaching, will be able to do more qualified contributions to the organization in long term. With the deployment and widespread implementation of coaching practices in organizations, managers and leaders will be able to discover the hidden potentials of their employees and gain the opportunity to get to know them more closely and to offer them the opportunity to develop lifelong.

As understood from the research results and theoretical information, coaching is an innovative approach that contributes to organizational success and performance by contributing more qualified staff to organizations, serves to development and change of individuals and which should be applied in the framework of ethical rules by those who have received professional training.

SUGGESTIONS

It is possible to make various suggestions to researchers, practitioners, managers and leaders in order to understand, apply and spread the concept correctly. Primarily, in order to establish the scientific basis of the coaching approach, it is necessary to increase the number of studies in this subject, clarifying the relation with similar concepts such as mentoring and counseling, and clearing the ambiguities about the concept by defining the difference between other sciences that it is benefiting, especially psychology. It may be recommended to establish coaching programs for managers and employees in organizations to improve individuals` self-efficacy and increase their self-confidence and self-respect.

KOÇLUK İLE ÖZ-YETERLİLİK İNANCINI GELİŞTİRMEK MÜMKÜN MÜ?

TÜRKÇE GENİŞ ÖZET

GİRİŞ

Her bireyin yaşam döngüsü içerisinde ister küçük ister büyük olsun gerçekleştirmek istediği pek çok hayali, isteği vardır. Bu hayallerin ve isteklerin gerçekleşmesi ise ancak onların somut hedeflere dönüştürülmesi ile mümkün olabilmektedir. Bireyin bu dönüşümü gerçekleştirebilmesi için öncelikle, kendini tanıması, sahip olduğu potansiyelin farkına varması ve bilgi, beceri ve yetenekleri doğrultusunda hareket etmesi gerekmektedir. Bireyler kendilerini tanıma yolculuğunda isteklerine en kısa ve doğru yoldan erişebilmek ve bazen de sadece hedefe ulaşmak için çıktıkları bu yolda kalabilmek adına kişisel desteğe ve motivasyona ihtiyaç duymaktadır. Koçluk bu noktada çok işe yarayan bir yaklaşım olarak karşımıza çıkmaktadır. Koçluk, bireylerin kendi potansiyellerini keşfetmelerine, var olan bu potansiyeli bireyin en üst düzeyde kullanmasını engelleyen tehditleri tespit ederek ortadan kaldırmaya ve dolayısıyla bireyin performansını arttırmaya hizmet eden bir yaklaşımdır.

Koçluk, her bireyin kendi içinde tam bir bütün olduğu varsayımını benimsemektedir. Bu varsayımdan yola çıkarak, her bireyin kendine özgü farklı kişilik özelliklerine, inançlara, yargılara, bilgiye, tecrübeye ve davranışlara sahip olduğunu kabul eder. Bu sebeple her bireyin karşılaştıkları benzer olaylara farklı tepkiler vermesi, bu olaylara farklı çözümler önermesi ve benzer hedeflere farklı yollardan farklı araçlarla gitmeyi tercih etmesi olağan bir durum olarak karşılanır. Koçluk, bireyin bu farklılıklarını yönetmesinde ve bugünden geleceğe doğru atılacak adımları tasarlamasında, bireyin kendine hedefler koymasında ve bu hedeflere yönelmesinde yol boyunca bireye eşlik eden bir yöntem olarak kabul edilmektedir. Bugün pek çok iş örgütü koçluk uygulamalarından faydalanmaktadır. Çalışanın örgüt için en değerli kaynak olduğunun anlaşılması ile birlikte, onun davranışlarını anlamak, hedeflerini bilmek ve söz konusu hedeflerini örgüt hedefleri ile uyumlaştırarak örgütün yararına kullanabilecek şekilde yönetmek örgüt için en önemli konular haline gelmiştir.

Öz yeterlik inancı, bireyin, çeşitli durumları yönetmesinde kendisinden beklenen davranışları gösterecek yeteneklere olan inancı; zor ve belirsiz görevleri yerine getirebilme ve özel gereksinimleri olan zorluklarla başa çıkma konusundaki yetkinliklerine olan inancı (Luszczynska, Scholz ve Schwarzer, 2005: 440); belli görevleri ve davranışları başarılı bir şekilde yapabileceğine olan inancı (Salas ve Cannon-Bowers, 2001: 473) olarak tanımlanmaktadır. Kısaca öz-yeterlilik, belli bir işin başarılabileceğine ilişkin inançtır. Bu inancın işe ilişkin davranışa teşebbüs edilip edilmemesi, bu davranıştaki devamlılığı, davranışa dair güdülenmeyi ve sonuç olarak performansı etkilediği ifade edilmektedir (Korkmaz, 2011: 3). Sürekli değişme ve gelişme içerisindeki günümüz dünyasında öz-yeterlilik inancı hem örgütsel hem de bireysel yansımalar açısından oldukça önemli bir değişken olarak karşımıza çıkmaktadır. İlgili alanyazın taraması yapıldığında öz-yeterliğin, personel güçlendirme, iş

tatmini, stres, eğitim, girişimcilik ve liderlik gibi birçok örgütsel süreci etkilediğine dair çok çeşitli çalışmalara rastlanmıştır. Öz-yeterlilik inancı kişilerin bir işi yapmaya koyulmak üzere harekete geçip geçmeme kararlarını ve bu işi yapma esnasında karşılaştıkları zorluklar karşısında mücadele azimlerini yönlendirerek söz konusu örgütsel süreçleri etkilemektedir (Basım, Korkmazyürek ve Tokat 2008: 122).

Koçluk yaklaşımının bireyler ve örgütler için çok güçlü bir araç olduğuna dair literatürde fikir birliği olmasına rağmen (Bartlett, Boylan ve Hale, 2014; Arısoy, 2017), öz-yeterlilik ve koçluk arasındaki ilişkiyi inceleyen çalışma sayısının çok az olduğu görülmektedir. Bu durum literatürde önemli bir boşluk olarak düşünülmektedir. Buradan yola çıkarak bu çalışmanın iki ana amacı bulunmaktadır. Bu amaçlardan ilki, koçluğun bireysel ve örgütsel sonuçlarına dikkat çekmek, diğeri ise Öz-Yeterlilik Teorisi'ni temel alarak "koçluk" yaklaşımının, bireylerin öz-yeterlilikleri üzerindeki etkisinin teorik açıdan tespitini yapmaktır.

YÖNTEM

Bu çalışma, konu ile ilgili olarak belirlenmiş olan "öz-yeterlilik", "koç", "koçluk" ve "yönetici koçluğu" anahtar kelimelerinden yola çıkarak Web of Science, Science Direct, Akademik Araştırmalar İndeksi (Acarindex), Google Akademik, Dergi Park Akademik, Ulakbim gibi pek çok veritabanı aracılığıyla internet üzerinde yayınlanan yerli ve yabancı akademik çalışmalar ile çeşitli kitaplardan yapılan araştırmalar neticesinde elde edilen verilerin hikâyeleştirilerek birleştirilmesini temel alan alanyazın taraması şeklinde tasarlanmıştır.

TARTIŞMA VE SONUÇ

Değişimin kaçınılmaz ve göz ardı edilemez olduğu gerçeği ile yaşadığımız bu günlerde, bireysel ve örgütsel anlamda göz önüne alınan pek çok odağın farklılaştığı bilinmektedir. Bu farklılaşmaların birey, grup ve örgütler üzerinde yarattığı etkileri hem özel hem de iş hayatını daha ahenkli bir hale getirebilecek şekilde dengelemek için pek çok araçtan faydalanılmaktadır. Son yıllarda bu araçlardan belki de en göze çarpanı koçluk olarak karşımıza çıkmaktadır.

Koçluk, değişimden beslenerek farklı uygulama biçimlerini de içine almayı başaran ve dolayısıyla bütüne hizmet eden bir yaklaşımdır. Bu yönü ile koçluk, klasik uygulamalardan ayrılmaktadır. Esas anlamı ile koçluk, değişimi temel alan ve bireylerin, grupların ve dolayısıyla örgütlerin gerçek bir hedef inşasında boşlukları dolduran amaçlı bir süreç olarak ifade edilebilir. Koçluk, bugünden geleceği planlama esasına dayandığından, odağında geleceğin geçmişten farklı olması yatmaktadır. Bu duruma hem bireysel hem de örgütsel açıdan bakmak mümkündür.

Bireysel açıdan değerlendirildiğinde koçluğun, bireyin kendi potansiyelinin farkına varması, gerçekçi hedefler belirlemesi, bakış açısını değiştirmesi, yapabileceklerine odaklanarak motivasyonunu arttırması gibi pek çok amaca hizmet ettiği ve dolayısıyla bireyin gelişimine katkılar sağladığı kabul edilmektedir. Bunun yanı sıra, bireyin hayatının büyük bir bölümünü iş yaşamında geçirdiği göz önüne alındığında, örgütler için son derece kıymetli olan çalışanların, doğru hedef belirlemesinde, kendini örgüt içerisinde doğru bir biçimde ifade

edebilmesinde, kendi bilgi, beceri ve yeteneklerinin farkında olarak öğrenme kapasitelerini geliştirmede ve performanslarını arttırmada koçluk uygulamalarından faydalanmanın son derece etkili olduğu geçmiş çalışma sonuçlarıyla desteklenmektedir. Bu sonuçlar göz önüne alındığında, örgütlere rekabet avantajı sağlayarak örgütsel değişimi mümkün kılacak yenilikçi bir yönetim uygulaması olarak göze çarpan koçluğun, örgütlerde gittikçe daha fazla yaygınlaşmasının sebebi anlaşılmaktadır. Ancak, koçluk uygulamalarının profesyonel bir biçimde etik kurallar çerçevesinde eğitimli kişiler tarafından uygulanması gerektiği de unutulmamalıdır.

Bu açıdan bakıldığında koçluğun, doğru bir şekilde anlaşılması, uygulanması, etkilerinin ve sonuçlarının değerlendirilebilmesi önem arz eden bir durum olarak karşımıza çıkmaktadır. Bu çalışma ile, koçluğun bireysel ve örgütsel sonuçlarına dikkat çekmek istenmiş ve bunun yanı sıra koçluk yaklaşımının öz-yeterlilik teorisine göre geliştirilebilen bir inanç olan öz-yeterlilik üzerindeki etkileri teorik açıdan incelenmeye çalışılmıştır.

Bireyin bir olay ya da durum karşısında kendisinden beklenen davranışı sergilemesinde bilgi, beceri ve yeteneğine olan inancının etkili olduğu bilindiğine göre, öncelikle bireyin kendi potansiyelinin farkına varması ve bu yönde bir inanç geliştirmesinde koçluk uygulamalarının son derece etkili olacağı öngörülmektedir. Öz-yeterliliğin geliştirilebilen bir inanç olması, bu gibi uygulamaların etkinliğini arttırmaktadır. İlgili alanyazın bu konu ile ilgili yargılara olumlu katkılar sunmaktadır. Şüphesiz ki, öz-yeterliliği geliştirmenin ve arttırmanın bireye ve dolayısıyla bireyin çalıştığı örgüte önemli etkileri olacaktır. Öz-yeterliliği yüksek kişilerin gerek bireysel gerek mesleki gelişimlerine katkı sağlayacak faaliyet ve uygulamalarda bulunma isteğinin daha yüksek olduğu, daha yenilikçi oldukları, daha açık hedefler belirledikleri, sorunlarla başa çıkmada ve stresi yönetmede daha başarılı oldukları, güçlü sosyal ilişkiler kurabildikleri, risk ve sorumluluk almada cesur davranabildikleri yapılan araştırmalar ile ortaya konulmuştur (Pekkan, 2017; Chengheng ve Naiwen, 2010; Basım, Korkmazyürek ve Tokat, 2008; Zimmerman, 2000). Günümüzün karmaşıklaşan iş ortamında bireyin örgütsel talepleri karşılayacak özgüveni geliştirmesi ancak kendi becerilerinin farkında olması ile mümkün olabilecektir. Bu sebeple koçluk, bireyin gelişimine odaklanan ve uzun dönemli ölçülebilir sonuç ve etkileri olan bir süreç olması sebebiyle, bireye ve örgüte doğrudan fayda yaratan bir uygulamadır. Koçluk ile beceri ve yeteneklerinin farkına varan ve bunları geliştirmeye odaklanan bir birey, uzun vadede nitelikli katkıları ile örgüte daha fazla değer kazandırır hale gelecektir. Örgütlerde koçluk uygulamalarının yerleştirilmesi ve yaygınlaşması ile yönetici ve liderler, çalışanlarının gizli kalmış potansiyellerini keşfederek onları hem daha yakından tanıma fırsatı elde edecekler hem de onlara yaşam boyu gelişme imkanı sunmuş olacaklardır.

Araştırma sonuçlarından ve teorik bilgilerden anlaşıldığı üzere, koçluk, etik kurallar çerçevesinde profesyonel eğitim almış kişiler tarafından uygulanması gereken, bireyin gelişimine, değişimine hizmet eden, örgütlere daha nitelikli elemanlar kazandırarak örgütsel başarıya ve performansa da katkı sağlayan yenilikçi bir yaklaşımdır. Kavramın doğru bir şekilde anlaşılması, uygulanması ve yaygınlaşması yönünde araştırmacılara, uygulayıcılara, yönetici ve liderlere çeşitli önerilerde bulunmak mümkündür. Öncelikle koçluk yaklaşımının bilimsel temelinin oluşturulabilmesi adına bu alanda yapılan çalışmalara ağırlık verilmesi, koçluğun mentorluk, danışmanlık gibi benzer kavramlarla olan ilişkisinin netleştirilmesi, psikoloji başta olmak üzere faydalandığı çeşitli bilim dalları ile

arasındaki farkların kesin sınırlarla belirtilerek kavrama yönelik belirsizliklerin ortadan kaldırılması gerekmektedir. Bireylerin öz-yeterlilik inançlarını geliştirmek, öz-güvenlerini ve öz-saygılarını arttırmak için örgüt içerisinde koçluk uygulamalarının yerleştirilmesi veya yaygınlaştırılması sağlanarak, yöneticilere ve çalışanlara yönelik koçluk programlarının oluşturulması önerilebilir.

Anahtar Kelimeler: Öz-yeterlilik, koç, koçluk.

REFERENCES

Akkoç, İ., Çalışkan, A. and Turunç, Ö. (2012). "Örgüt Kültürünün Girişimciliğe Etkisinde Öz-Yeterliliğin Düzenleyici Rolü." *İş, Güç Endüstri İlişkileri ve İnsan Kaynakları Dergisi,* 14(3): 19-42.

Anderson, M. C., Frankovelgia, C. and Hernez-Broome, G. (2009). "In Focus/Coaching: Business Leaders Reflect on Coaching Cultures." *Leadership in Action*, 28(6): 20-22.

Arısoy, B. (2017). "Performans Yönetiminde Koçluk." *Finans Ekonomi ve Sosyal Araştırmalar Dergisi*, 2(2): 132-136.

Bachkirova, T. (2004). "Dealing With İssues Of The Self-Concept And Self-Improvement Strategies in Coaching and Mentoring." *International Journal of Evidence Based Coaching and Mentoring*, 2(2): 29-40.

Balcı, A. (2005). *Açıklamalı Eğitim Yönetim Terimleri Sözlüğü*. Ankara: Tek Ağaç Basım Yayım Dağıtım.

Bandura, A. (1977). "Self Efficacy: Toward A Unifying Theory of Behavioral Change". *Psychological Review*, 84(2): 191-215.

Bandura, A. (1994). Self-Efficacy. *Encyclopedia of Human Behaviour* (13-38). New York: Academic Press.

Bar, S. G. (2014). "How Personal Systems Coaching Increases Self-Efficacy and Well-Being for Israeli Single Mothers." *International Journal of Evidence Based Coaching and Mentoring*, 12(2): 59-74.

Baron, L. and Morin, L. (2010). "The İmpact of Executive Coaching on Self-Efficacy Related to Management Soft-Skills." *Leadership & Organization Development Journal*, 31(1): 18-38.

Bartlett II, J. E., Boylan, R. V. and Hale, J. E. (2014). "Executive Coaching: An integrative literature review." *Journal of Human Human Resource and Sustainability Studies*, 2: 188-195.

Basım, H. N., Korkmazyürek, H. and Tokat A. O. (2008). "Çalışanların Öz-Yeterlilik Algılamasının Yenilikçilik Ve Risk Alma Üzerine Etkisi: Kamu Sektöründe Bir Araştırma." *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 19: 121-130.

Bozer, G. C., Sarros, J. C. and Santora, J. C. (2014). "Executive Coaching: Guidelines that work." *Development and Learning in Organizations: An International Journal*, 28(4): 9-14.

Cavanagh, M. J. and Grant, A. M. (2007). "Evidence Based Coaching: Flourishing or Languishing?." *Australian Psychologist*, 42(4): 239-254.

Chengcheng, L. and Naiwen, L. (2010). "The Relation Among Coalminer's Self-Efficacy, Safety Attitude And Risk-Taking Behavior." *Procedia Engineering*, 7: 352-355.

Çavuş, M. F. (2009). "Gençlerde Algılanan Sosyal Desteğin Öz-Yeterlilik İnancına Etkileri." *Çağ Üniversitesi Sosyal Bilimler Dergisi,* 6(2): 1-12.

Demirkan Aydoğdu, F. (2004). *Koçluk*. Dönem Projesi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Demirtaş, H. and Güneş, H. (2002). *Eğitim Yönetimi ve Denetimi Sözlüğü*. Ankara: Anı Yayıncılık.

Evered, R. D. and Selman, J. C. (1989). "Coaching And The Art of Management." *Organizations Dynamics*, Autumn: 21-32.

Fatien, P. and Otter, K. (2015). "Wearing Multiple Hats? Challenges for Managers-As-Coaches and Their Organizations*." International Leadership Journal*, 7(3): 1-12.

Finn, F. A., Mason, C. M. and Bradley, L. M. (2007). *Doing well with executive coaching: psychological and behavioral impacts.* Academy of Management Conference, Annual Meeting Proceedings, Philadelphia, USA.

Grant, A. M. (2006). "A Personal Perspective on Professional Coaching And The Development Of Coaching Psychology." *International Coaching Psychology Review*, 1(1): 12-22.

Henson, R. K. (2001). *Teacher Self-Efficacy: Substantive Implications and Measurement Dilemmas*. Annual Meeting of the Educational Research Exchange, Texas.

Jackson, P. (2005). "How Do We Describe Coaching? An Exploratory Development of A Typology of Coaching Based on The Accounts of UK-Based Practitioners." *International Journal of Evidence Based Coaching and Mentoring*, 3(2): 45-60.

Kalkavan, S. and Katrinli, A. (2014). "The Effects Of Managerial Coaching Behaviors on The Employees' Perception of Job Satisfaction, Organizational Commitment and Job Performance: Case Study on Insurance Industry in Turkey." *Social and Behavioral Sciences*, 150: 1137-1147.

Kalkavan, S., Katrinli, A. and Çetin, S. S. (2015). "Structural Transformation of Turkish Insurance Sector and Leadership& Coaching Applications for Human Resources Competency Development: Güneş Insurance Company." *Social and Behavioral Sciences*, 210: 241-250.

Kolodziejczak, M. (2015). "Coaching Across Organizational Culture." *Procedia Economics and Finance*, 23: 329-334.

Koortzen, P. and Oosthuizen, R. M. (2010). "A Competence Executive Coaching Model." *SA Journal of Industrial Psychology*, 36(1): 1-11.

Korkmaz, Ö. (2011). "Öğretmen Adaylarının Öğretim Materyallerinden Yararlanmaya Dönük Özyeterlilik Algıları." *Eğitim Teknolojileri Araştırmaları Dergisi*, 2(4): 1-17.

Köktürk, M. (2006). *Yaşanmış Hikâyelerle Koçluk Mentorluk*. İstanbul: Morpa Kültür Yayınları.

Lowman, R. L. (2007). "Coaching and Consulting in Multicultural Contexts: Integrating Themes And Issues." *Consulting Psychology Journal: Practice and Research*, 59(4): 296-303.

Luszczynska, A., Scholz, U. and Schwarzer, R. (2005). "The General Self-Efficacy Scale: Multicultural Validation Studies." *The Journal of Psychology*, 139(5): 439-457.

Mcdowall, A., Freeman, K. and Marshall, S. (2014). "Is Feedforward The Way Forward? A Comparison of The Effects of Feedforward Coaching and Feedback." *International Coaching Psychology Review*, 9(2): 135-146.

Minibaş Poussard, J. (2015). Yönetimde Yeni Bir Paradigma: Koçluk. 25.04.2018 tarihinde Researhgate veritabanından alınmıştır.

Mink, O. G., Owen, K. Q. and Mink, B. P. (1993). *Developing High- Performance People*, *The Art of Coaching.* USA: Addison- Wesley Publisher.

Moen, F. and Federici, R. A. (2012). "The Effect from Coaching Based Leadership." *Journal of Education and Learning,* 1(2): 1-14.

Moen, F. and Skaalvik, E. (2009). "The Effect from Executive Coaching on Performance Psychology." *International Journal of Evidence Based Coaching and Mentoring*, 7(2): 31-49.

Öztürk, S. (2007). *Ortaöğretim Özel ve Resmi Okul Yöneticilerinin Koçluk Becerilerinin Karşılaştırılması*. Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.

Palmer, S. and Whybrow, A. (2007). *Handbook of Coaching Psychology: A Guide for Practitioners*. New York: Routledge.

Pekkan, N. Ü. (2017). *Sosyal Sermaye ve Öz-Yeterliliğin İşe Yabancılaşma Üzerine Etkisi: Sağlık Sektöründe Bir Araştırma.* Yayınlanmamış Doktora Tezi, Osmaniye Korkut Ata Üniversitesi Sosyal Bilimler Enstitüsü, Osmaniye.

Ratiu, L., David, O. A. and Baban, A. (2015). "Developing Managerial Skills Through Coaching: Efficacy of a Cognitive- Behavioral Coaching Program. *Journal of Rational-Emotive Cognitive- Behavior Therapy*.", 33(4): 1-26.

Rosha, A. (2014). "Peculiarities of Manifestation of Coaching in Organizations." *Social and Behavioral Sciences,* 110: 852-860.

Rosha, A. and Lace, N. (2016). "The Scope of Coaching in The Context of Organizational Change." *Journal of Open Innovation: Technology, Market and Complexity*, 2(2): 2-14.

Rosha, A. and Lace, N. (2018). "Relevance Analysis of Factors Enhancing Coaching Interactions in Organizations." *The International Journal Entrepreneurship and Sustainability Issues*, 5(3): 480-492.

Saadaoui, S. and Affess, H. (2015). "Evaluating The Role of Coaching on Developing Entrepreneurial Self-Efficacy." *European Journal of Business and Social Sciences*, 3(11): 54-61.

Salas, E. and Cannon-Bowers, J. A. (2001). "The Science of Training: A Decade of Progress." *Annual Review of Psychology*, 52: 471-499.

Sebera, T. G. (2004). "Coaching Across Cultures: New Tools For Leveraging National, Corporate & Professional Differences." *International Journal of Intercultural Relations*, 28(1): 83-87.

Silva, P. and Cooray, R. (2014). "Building Human Capital in Organizations Through Corporate Social Responsibility- A Holistic Coaching Approach." *Social and Behavioral Sciences*, 159: 753-758.

Sims, C. M. (2014). "Self-Regulation Coaching to Alleviate Student Procrastination: Addressing The Likeability of Studying Behaviours." *International Coaching Psychology Review*, 9(2): 147-164.

Smith, M. S. (2002). "Using The Social Cognitive Model to Explain Vocational Interest in Information Technology." *Information Technology, Learning and Performance Journal, 20:* 1-9.

Şişman, M. (2006). *Eğitim Bilimine Giriş*. Ankara: Anı Yayıncılık.

Telef, B. and Karaca, R. (2011). "Ergenlerin Öz-Yeterliliklerinin ve Psikolojik Semptomlarının İncelenmesi." *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8(16):* 499-518.

Uğur, E. (2010). *Yönetici hemşirelerin koçluk becerileri ve öz-etkililik-yeterlilik algılamaları*. Doktora Tezi, Marmara Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.

Uzun Pekmezci, G. (2010). *Hemşirelerin Örgütsel Bağlılıkları İle Özyeterlilik Algıları Arasındaki İlişkiler*. Yüksek Lisans Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Whitmore, J. (2005). *Coaching For Performance: Growing People, Performance and Purpose.* Londra: Nicholas Brealey Publishing.

Yıldırım, F. and İlhan, İ. Ö. (2010). "Genel Öz-Yeterlilik Ölçeği Türkçe Formunun Geçerlik ve Güvenilirlik Çalışması." *Türk Psikiyatri Dergisi*, 21(4): 301-308.

Zimmerman, B. J. (2000). "Self-Efficacy: An Essential Motive to Learn." *Contemporary Educational Psychology, 25:* 82-91.