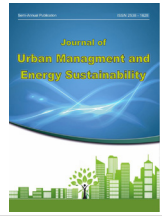


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CASE STUDY RESEARCH PAPER

Personal Development Coaching of Lecturers in Academic System (Case Study: Islamic Azad University in Iran)

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ABSTRACT

The purpose of this research was investigating personal development coaching in the academic staff of Islamic Azad University of Iran. The research method was qualitative approach and using the grounded theory method. The statistical population of this research consists of experts who are aware of the topic of coaching. Sampling in this research was done purposefully and chain sampling (snowball) has been used. The data collection tool was semi-structured interviews and also the Delphi method application. Data analysis was done in 3 stages of open coding, central coding and selective coding. Based on that, a qualitative research model was designed. The results show 6 general categories and 37 sub-category and 155 sub-categories that were included in the paradigm model. By using the Delphi method and considering concave of elite and expert opinions, effective factors have become the primary suggested indicators that have been tested and finally the framework and model of the research have been extracted. The results show the research infrastructure Index with a score of 4.41 is the highest and after that, education infrastructure index with a score of 4.33, indexes of skill and expertise and participation with a score of 4.25 and 4.21 had the least effect. Therefore, the personal development coaching in academic staff is proposed as an effective method to help academic staff to make fundamental changes in the work environment.

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INTRODUCTION

In new age, due to organizations facing extensive, rapid and complex changes, the nature and role of human have become more important than the past and has inevitably forced organizations to adopt newer approaches in the discussion of human resources and their improvement. Today's changing environments force organizations to constantly seek to improve their performance, and therefore, in order to overcome uncertain and complex conditions, the only way that is in front of human resource management activists is to empower the organization and employees through Education and improvement. Training and development is a key element in human resource management. In fact, training and improvement are the main condition for the progress and success of any organization, and in this regard, organizations try to put human resources on the path of development and growth and increase its performance by providing training opportunities. Then advanced organizations have realized that people play a more central role than in the past, and for success and survival in the competitive world, organizations are forced to adopt new methods in the field of human resources training, and they must use these methods in parallel with the growth and advancement of technology (Bennet, 2022; Abdoli Sejzi et al., 2020). Today, higher education centers are considered as centers of science, thinking and innovation, where the most elites, thinkers and specialists are active in this sector and are considered the most effective sector in providing expert human resources in the society. Therefore, the quality of work in research centers and higher education depends on the dynamics of academic staff, and efforts towards their dynamism and investment in the implementation of programs and projects for the improvement of academic staff members should be seriously considered, because, the most important resources are faculty members in higher education centers and institutions (Telali, 2019; Abdoli Sejzi et al, 2020). Development and improvement of faculty members should be considered as the most important

element in the development and support of these valuable resources. Universities and educational institutions are trying to use new methods such as coaching to improve and empower lecturers. The importance of training and empowering faculty members and the effects of using the coaching method show the necessity of study and research in the field of improvement coaching for faculty members. Coaching for the improvement of faculty members helps to achieve both the individual goals of the lecturers and the goals of the educational institutions (Kets de Vries, 2008). The general purpose of the current research is to investigate personal improvement coaching from the point of view of education experts. In order to achieve this goal, the following questions were asked: What are the conditions for the use of personal development coaching in academic staff members? And What are the key factors and components of personal development coaching of academic staff members?

MATERIALS AND METHODS

Coaching

In some texts, the roots of coaching go back to before the 1960s, which was created in order to improve people's performance at work. Coaching has been officially accepted and approved as an empowerment skill by various associations in Canada and Australia. In recent years, coaching has been used in various fields to change behavior, optimal performance, and health. Like most service professionals, coaching has its foundations from fields such as psychology, human development, philosophy, and education (Johnson and Sepulveda, 2021; Van Coller-Peter, 2022). Coaching is working in a relationship between a coach and a person to provide structure, guidance and support for people in line with:

- Having a complete view of their current situation, including their assumptions and views towards their work, themselves and others.
- Setting relevant and realistic goals for themselves, based on their nature and needs.
- Taking relevant and real actions towards the realization of their goals.

- Learning through continuous reflection on their actions and sharing feedback with others. In particular, coaching can be useful for helping individuals, groups and organizations to deal with complex issues and achieve significant goals (McNamara, 2012).

Coaching is meant to enhance an individual's "self-motivation" for effective work. Coaching is a type of interactive relationship that helps people to identify, direct and realize their personal and professional goals faster than what they are able to do. Whereas a coach has the expertise to guide and influence others in a positive way, which leads to the development of an employee in an organization. In fact, coaching has a positive effect on individual performance, and coaching is an important part of new management practices that lead to organizational success by inspiring and empowering employees, gaining organizational commitment, and increasing the level of productivity (Johnson and Sepulveda, 2021). Coaching is a process that first person in the role of a coach provides the second person with a learning environment to improve his performance and career success through the development of key capabilities, so that the second person can then independently use those capabilities to achieve the necessary conditions for its success. Coaching is a course to empower people, so that they feel relaxed and useful and feel satisfied by reaching their desired positions. While paying attention to the problems and challenges faced by the manager and the employee, coaching focuses on his goals and tries to help him achieve better and faster results by providing the necessary support. Today, organizations spend huge investments on training and improvement programs, and this action is often seen as a part of organizations' human resources development programs. For professional development purposes, various methods and techniques can be used to support learning and training. One of these effective methods that can be used in training and improvement is coaching, because today the maximum utilization of human capital for or-

ganizations is due to reasons such as the rapid development of various technologies, increasing competition, and the demand for increased production and reducing costs has become inevitable. Today's organizations are more aware of the competitive pressure, and as a result, successful and dynamic organizations are trying to achieve more efficient results by formulating and applying educational and business strategies such as coaching (Spence and Grant, 2007).

Definition of personal development Coaching

Personal development coaching is defining as: the art of guiding a person in order to identify and develop individual points, discover and manage these points, which is necessary for personal development, planning for a career path and improving communication. Coaching is the process of continuous accompaniment and support for a person to remain steadfast in his goals and commitments, and it means taking a shortcut, overcoming fear, and strengthening and strengthening basic points and features. In other words, personal development coaching is the art of facilitating the implementation of activities, the process of learning and development of a person, and it continuously focuses on the processes of progress and growth of people (Bennet, 2022; Suryadi and Rosyidi, 2019; Lobans, 2009).

Personal Development Coaching of Lecturers

Since the early 1970s, more attention has been paid to the development and improvement of faculty members, and there has been a significant growth in topics and programs for the development and improvement of faculty members. There are various methods for the development and improvement of faculty members in universities, but the coaching of personal development of faculty members due to attention to the personal needs and aspirations of faculty members and the goals and objectives of higher education can be as one of the most efficient methods in creating motivation and effectiveness of training in higher education centers (Gormley, and Van Nieuwerburgh, 2022; Sutton, and Crobach,

2022; Scott and Sutton, 2009). Today, coaching has become a comprehensive concept that can include any type of professional training to improve people and increase capabilities to make the most of performance and achieve To express goals, therefore, higher education is one of the key areas that can benefit from the adoption of coaching methods (Hanaity, 2021). Personal development coaching of faculty members refers to activities that are designed and implemented to improve the performance of faculty members in all dimensions and aspects of work and professional life and includes individual, organizational, and professional dimensions that each of these dimensions includes the components that affect the improvement of academic staff members (Boon, 2022; Johnson and Sepulveda, 2021; McNulty and Smith, 2022; Pacheco et al., 2021). Roscoe (2010), believes that personal development coaching of lecturers is a process which tries to improve the attitudes, skills and behavior of lecturers in line with their capabilities and efficiency in order to meet their own needs, the needs of the relevant organization and the needs of students. In education, coaching traditionally supports teachers in acquiring the knowledge, skills, and abilities that lead to student success (Petty et al., 2012; Orr and Sonnadara, 2019).

Nonprofit organizations, universities, and individuals use coaching to promote ongoing professional and personal growth to achieve desired outcomes and performance. Therefore, personal development coaching equips faculty members against scientific and technological changes and commits them to learning, training and improving their performance and enhancing their abilities (Nieminen et al., 2022; Hannity, 2021; Johnson and Sepulveda, 2021). In order to properly utilize the human capital of universities, it is emphasized the need to formulate and apply educational models that are appropriate to the current situations and conditions of universities. One of these successful and practical experienced patterns and methods is the coaching method, which can have significant achievements based on

the surveys conducted for the universities and their lecturers. Therefore, some reasons make the need for personal development coaching of faculty members undeniable, including: helping faculty members to teach, research and provide services which are the main missions of higher education, students and improving the quality of education, society, that is, the platform in which higher education institutions continue to exist and the required services they provide this platform and technological advancements in the field of teaching and learning, which make the personal development coaching of faculty members more mandatory (Yani, 2000; Johnson and Sepulveda, 2021).

Coaching in higher education usually has two main goals: increasing performance and developing thinking and skill levels. Most coaching programs in higher education focus on performance. In particular, these practices are centered on institution-based performance goals. The goal is to improve skills such as time management, study and preparation, which in turn improves their performance. Performance coaching focuses on short-term goals. While not as common as performance coaching, a growing number of higher education institutions use practices focused on personal development for increasing levels of self-awareness (strengths, values, motivations, and desires), discovering purpose, exploring mindsets, and pursuing meaningful work (Iordanou et al., 2015; Leeder and Cushion, 2020; Nadeem et al., 2021). Coaching for growth helps people gain clarity about how to become the best version of themselves and how to serve others. Personal development coaching, is about getting better, paying attention to the process as well as the results. Performance coaching is more common in higher education because it is easier, faster, and may even require less training. However, the most effective coaching practices incorporate both approaches: helping individuals develop skills and supporting personal growth and development (Saclarides, 2022; Boysen et al., 2021). Presenting the results of the studies conducted in this

case and similar issues about lecturers shows the aspects of the work better; Research conducted in higher education centers shows that the quality of working life of lecturers in educational, research and service activities is not favorable and the level of their benefit from opportunities for personal growth and improvement has been evaluated as low and moderate. And the number of interactions, communications and collaborative activities among academic staff members was assessed as average by the largest percentage of respondents (Diaz et al., 2009; Bent, 2022; Kesten, 2019). Also, the studies showed about the growth status of lecturers, the growth status in the personal, professional, educational and organizational dimensions has been evaluated as below average. Also the degree of burnout among lecturers in some universities is such that about half of the academic staff members feel unsuccessful in their jobs. One of the most important reasons for the undecidedness of development programs, especially in individual and organizational dimensions, is the lack of accurate and systematic needs assessment (Ghurchian et al., 2011). Lecturers need professional development and personal development coaching in educational, research, executive and communication components, and therefore their needs should be identified. Also, some studies have shown that despite the importance of professional development coaching, the researches that have been done, they are often short-term professional development courses that are held in-service and address a specific issue, and less attention has been paid to long-term development courses. Also from the professional development coaching activities, only the aspects of teaching and research are considered important duties of lecturers, and to strengthen other competencies such as technology transfer, change management, decision making, teamwork, solving conflict and consultation have not been considered (Patti et al., 2012; Mathew, 2022; McNamara, 2008). Regarding the importance of coaching for the improvement of lecturers, researchers believe

that personal improvement coaching programs on the one hand provide the ability of academic staff members and on the other hand, increases job commitment, job identity and organizational citizenship, quality of work life and sociability (Sutton and Crobach, 2022; Erdös et al., 2021). A research has been done in European universities about coaching the professional development of lecturers in response to the challenges of higher education in these countries, which is on three general levels; Skilled, interpersonal and systematic needs have been classified, than each one contains competencies, and this indicates attention to the personal improvement coaching of lecturers (Hunaiti, 2021; Iordanou et al., 2015; Diaz et al., 2009).

Therefore, the need of lecturers to play diverse roles, technological developments and beneficial innovations in teaching methods, research techniques, as well as professional and scientific necessity is very clear. Therefore, in order to achieve this goal, universities and higher education centers often turn to personal development coaching, and this important task is the responsibility of universities and higher education centers, which, with systematic and logical planning, aim to improve their most valuable resources. While many prominent universities in the world have a long history of codified planning for the coaching of their faculty members, in some universities, not only a comprehensive and coherent program for the improvement of faculty members has not been developed, but most of the existing programs Without needs assessment and limited to a few seminars or workshops per year (Pam, 2021; Kesten, 2019; Hasting, and Kane, 2018). Saclarides (2022), found out in his research that challenges and supports include a wide range of contextual factors, management and logistics, educational and learning problems and modeling is a popular activity in coaching. With a thorough understanding of such challenges and supports, coaches can effectively use modeling to support teaching and learning in coaching. Coaching is a valuable tool and effective method to increase

effectiveness and has been widely used in industrial settings for over thirty years. Despite this fact, the use of coaching in higher education is still a relatively new field. Therefore, it is felt that more research is needed to fully support this innovation. Nevertheless, it is worth noting that empirical studies now show the benefits of coaching for universities, not only at the organizational level, but for everyone involved, from administrators and supervisors and staff to faculty members and students (Sutton, 2022; Denton and Hasbrouck, 2009; Yordano et al., 2015). Therefore, in the current situation and in the face of the increasing challenges of today's world, the importance of paying attention to the growth and improvement of human resources in the form of promotion and development programs in universities is more visible. In order to increase the productivity of members, universities need more and more growth and development programs and activities in order not to stop the changes. Regarding, the best forces of each society in terms of professional abilities and expertise are attracted to universities. At the same time, these forces are not without the need of training and being on the path of constant growth. Therefore, according to the position of universities in the perspective of development programs, more attention is paid to coaching the individual improvement of academic staff members (POD,2022; Zakia, 2015; Pentland, 2014).

Methodology

The current research has been conducted in the framework of a qualitative approach and using the grounded theory method. The statistical population of this research consists of those educational experts who are aware of the topic of coaching and can provide valuable information to the researcher. Sampling in this research was done purposefully. In this research, chain sampling (snowball), which is one of the types of targeted sampling, has been used. And the data collection tool was semi-structured interviews and also the Delphi method application. The validity of the interview questions was also

confirmed based on experts' opinions. In qualitative research, the collection of information and data stops when the information about all the desired categories is saturated, and this happens when the theory or story under study is complete and no new information related to the subject under study is obtained. Therefore, in qualitative researches, sample size is considered synonymous with data completion or data saturation. In this regard, the samples of the qualitative part of this research were formed by 15 experts and education experts who are familiar with the coaching method because in the present research, the data obtained in the seventh informant reached saturation. The data analysis of this research was based on the guidelines. Strauss and Corbin (1998) were carried out. This method includes three main stages of open coding, axial coding and selective coding (Strauss and Corbin, 1998). The qualitative research is expressed. Open coding is the first stage in data analysis and coding. During the coding stage, the open data from the interviews were carefully examined, the main categories and their related subcategories were identified, and subcategories were determined under the categories. During these analyses, the analytical techniques suggested by Strauss and Corbin (1998) were used. The main unit of analysis for open coding were concepts. The transcripts of the interviews were regularly reviewed to find the main categories, categories, and subcategories. This coding process identified the number of 6 main categories, 37 sub-categories, 155 sub-categories and their characteristics. Axial coding: In axial coding, concepts are placed together based on commonalities or synonyms, in other words, the primary codes and categories created in open coding are compared with each other, while merging codes that are conceptually similar to are similar to each other, categories that are related to each other are placed around a common axis. In fact, at this stage, the paradigm dimensions of coding are formed. Selective coding is the process of selecting a primary category, systematically relating it to other categories, verifying the validity of

these relationships, and completing categories that need further refinement and development. Selective coding based on the results of open coding and axial coding is the main stage of theorizing. In this way, it systematically relates the central category to other categories and presents those relationships in the framework of a narrative and corrects the categories that need further improvement and development. Therefore, In this research, the initial model is developed based on theoretical foundations and using existing models around personal development coaching and also structural factors of personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran. After the initial design, this model was tested and developed through Delphi method.

Categories of causal conditions

Causal conditions are categories related to conditions that affect the focal category. Causal conditions are events that create situations, topics and issues related to the phenomenon and to some extent describe why and how people and groups engage in this phenomenon. In fact, causal conditions mean the events that affect this phenomenon and lead to its occurrence. In this study, the causal conditions and goals of using coaching can be classified into the following categories: Educational and research issues, scientific interactions, Islamic Azad University rules and regulations, and learning organization. The basis of today's progress is due to the education and research that has been achieved by humans. At the macro level, the role of education and research in the development of countries and at the micro level, the role of education and research in the development of organizations is undeniable. The knowledge produced by human resources is considered as the main pillar of development. The effectiveness of education and research in innovation, organizational learning, organizational culture, and organizational performance has been confirmed by previous researches. Therefore, central knowledge and research is one of the requirements that

should be considered for personal development coaching as the causal conditions for the formation of personal improvement coaching. This means that the presence of a knowledge and research-oriented approach in the university is necessary and a prerequisite for the formation of personal improvement coaching. The relationship between knowledge and research and personal development is very close. Without having knowledge about a phenomenon, you cannot expect correct knowledge and correct action regarding that phenomenon. Therefore, one of the characteristics of personal improvement coaching for professors is to have up-to-date knowledge. Knowledge and research help a person to effectively perform assigned activities. The issues related to the academic interactions of professors are among the other achievements of this research regarding the issues and needs of faculty members. According to the view of the participants, this factor has features such as; Application of new technologies, globalization and internationalization is crystallized. In learning organizations, employee learning should take a continuous and permanent form so that they can keep up with new developments and not fall behind the progress of technology, knowledge and information. One of the characteristics of coaching for the personal improvement of academic staff members is having the necessary knowledge and expertise, which is achieved through continuous learning. In learning organizations, employee learning should take a continuous and permanent form so that they can keep up with new developments and not fall behind the progress of technology, knowledge and information. One of the characteristics of coaching for the personal improvement of academic staff members is having the necessary knowledge and expertise, which is achieved through continuous learning.

Categories of the central phenomenon

Category-oriented is a mental form of a phenomenon that is the basis of the process. It is a mental form of a phenomenon that is the basis

of the research process. In this study, the main phenomenon and reason of using coaching can be classified into the following categories. Professional development, Work ethics of professors, Technology skills, Efficacy, Thinking skills. Work ethics refers to cultural values and norms that consider appropriate work in society as a positive value and believe that work is intrinsically valuable. It seems that the role of work ethics in personal improvement coaching of faculty members is such that it provides conditions for healthier human relations and collective spirit to form among professors and positive organizational norms such as work conscientiously, responsibility and accountability Strengthen. It is the belief that a person has his abilities to organize and implement the necessary actions in the upcoming situations. Self-efficacy is a cognitive process that enables a person to face problems and makes a person show more effective behaviors. Self-efficacy of employees is one of the main factors in personal improvement coaching of faculty members Another main category in personal improvement coaching of faculty members is creativity. Due to the rapid development of technology in various fields and the design of new needs in society, the need for expert and creative personnel is necessary in all dimensions. Other main categories are technological skills and information skills. UNESCO has proposed information and media literacy as one of the basic skills of human rights in the 21st century. Research also supports the importance and necessity of media and information literacy in increasing the quality of management, training capable and efficient human resources, strengthening critical thinking, analytical thinking, and increasing the efficiency and effectiveness of human resources. Another main category is communication skills. In addition to information skills, communication skills are also very important for personal improvement coaching of faculty members. Constructive communication between professors leads to the improvement of teamwork and active participation

and effectiveness in the organizational process and leads to an increase in organizational productivity. If university professors are aware of the principles of constructive and efficient communication and are equipped with teamwork and group work skills, doing things in the organization will speed up more quickly, conflicts and disputes will decrease, and we can expect a pleasant and healthy work environment.

Categories of contextual conditions

Background conditions are the conditions under which strategies and actions are used to manage the phenomenon. The fields and domain of apply coaching can be classified as follows: Planning to use coaching, communication, education and research infrastructure, attention to human resources of Islamic Azad university, characteristics of trainers, and characteristics of professors to accept coaching. In this research, planning is crystallized in features such as measuring individual needs, lecturers' preparation, and measuring the impact of coaching. This indicates that the specific needs of each faculty member should be considered in order to adapt the coaching process. Determining an action plan may be the result of discussing the specific challenges that each faculty member faces. Relationships between people are another factor, relationships between people. Communication is one of the vital indicators of any society. Healthy communication leads to individual and social vitality and is actually one of the main means of meeting human needs. Paying attention to the principles of personal and interpersonal communication is one of the important indicators of personal improvement of professors and it promotes organizational productivity and improves organizational innovation. If we are looking for personal improvement of professors, it is necessary to provide platforms for healthy and appropriate personal, interpersonal, formal and informal communication in the organization. Another important category in the formation of the field of coaching is the personal improvement of faculty members, educational

and research infrastructures. The present age is the age of explosion of knowledge and information. According to surveys conducted every eighteen months, the amount of knowledge and information doubles. In such conditions, education and research are considered vital for the survival of higher education. Organizations need to teach their employees to keep up with current knowledge. Also, paying attention to teaching styles and research infrastructures makes the faculty members ready for change. Researches show that educational and research infrastructures have a positive and meaningful relationship with development, performance, innovation and knowledge management and personal improvement coaching. has it. Therefore, learning and research infrastructure is one of the important requirements for coaching and personal improvement of faculty members in every university. Training is an important component in coaching for personal improvement of faculty members. That is, new and up-to-date knowledge and new research results can be expected to see changes in the behavior and performance of academic staff members. Another important category in the formation of the personal improvement of professors is attention to human resources. The most important capital of any organization is its human resources, which includes a set of skills, knowledge and general characteristics. Access to capable human resources is considered the most obvious success factor of organizations because it does not have negative characteristics such as perishability, the ability to imitate, etc. The role of human resources in personal improvement coaching is very important. And paying attention to human resources in personal improvement coaching is necessary and necessary, which provides the basis for the formation of personal improvement coaching. Paying attention to human resources in personal development coaching means that the university has come to the understanding and belief that what can distinguish it from other educational centers is having access to

capable human resources. The existence of such a belief and perspective in the university helps to provide the necessary resources and authority to make decisions and implement individual improvement coaching strategies for the human resources department. Personal characteristics and professional characteristics of trainers are among the topics that have attracted the attention of the majority of researchers in the field of personal improvement coaching of academic staff members, and this component has been mentioned more in the research conducted in this field. In this research, the category of characteristics of trainers has been identified in variables such as professional ethics, skill in giving feedback, skill in communication and scientific mastery. The general component includes the characteristics of professors to accept coaching in categories such as being inquisitive, motivated, self-aware and responsible. In the personal development coaching process, faculty members are spontaneous and motivated individuals who seek to promote continuous personal development. They recognize their strengths and weaknesses and actively seek ways to improve themselves. The results of this research show that the activism of academic staff members is evident in cases such as the presence of an inquisitive spirit, being motivated and learning, giving feedback and receiving feedback, effective communication and learning management.

Categories of intervening conditions

Intervening conditions are broad and general conditions such as culture, space, etc., which act as facilitators or limiters of strategies. These conditions facilitate and accelerate the implementation of strategies and cause delays as an obstacle. According to the interview results, the intervening factors of coaching in this research area: attention to the skills and expertise of professors, attention to the personal development of lecturers, foresight, participation, and factors and requirements of Islamic Azad university One of the important categories in personal development coaching of faculty members is paying

attention to the personal growth of professors. Personal development covers activities that help improve self-awareness, develop talents and capacities, facilitate identity and work quality. Personal growth includes behavioral, cognitive, and emotional dimensions, and people who have developed in these three dimensions can be valuable human resources for the university. Another category in personal improvement coaching of faculty members is specialization. Organizational specialization deals with the extent to which an organization has divided its work and activities into separate and specialized tasks. Specialization at the university helps to improve productivity, increase the satisfaction of professors, and the knowledge and expertise of a person, which is one of the components of personal development, are considered. One of the important components in coaching is the personal improvement of faculty members, the factors and requirements of the Islamic Azad University, which include: the culture and atmosphere of the Islamic Azad University, organizational factors, motivational factors, creating guidelines for coaching at the Islamic Azad University and supporting coaching at the Islamic Azad University.

Categories of strategies and actions

Specific actions or interactions that result from the focal phenomenon. Strategies and actions are planned and actions that help to design the model. According to experts, the strategies of using coaching are: Feedbacks, systematic thinking, educational measures, research measures, obligation, management infrastructure, and preparation. The overall feedback component is described based on the participants' point of view with the category of considering the evaluation system. Evaluation ensures the success of coaching programs. Creating improvement measures based on continuous evaluation is also necessary. The coaching program should be evaluated. Both in order to ensure that the program has progressed according to the predetermined plan and in order to evaluate and measure the

program and realize individual coaching goals. Coaching goals and protocols and evaluation indicators of coaching programs should also be managed. If personal development coaching takes on a formal structure, evaluation is needed to ensure that during this process, whether the needs of the teachers have been met, whether the program has been applied, what are the strengths, what are the areas for improvement of the program. There are things that should be considered in other coaching programs, are the coaches ability to meet the expectations?

Categories of consequences

The results include tangible and intangible effective outputs that are created as a result of the design of the place brand model based on the sense of belonging to the brand in the society, and the outputs are the results of employing strategies. According to the opinion of the participants in this research, the advantages of using coaching in Islamic Azad University are: Empowering lecturers in the field of education and research, improving the psychological needs of lecturers, improve technology skills, improving communication, improve performance, managerial implications, and scientific promotion of Islamic Azad university One of the positive features of a coaching process is the opportunities and actions that coaches create It gives faculty members the skills needed to realize and develop the expectations of their role (teaching, research and providing services). Mentors are also in charge of guiding professors in research activities, and tell them how to identify financial resources, write research plans, guide graduate students and publish their research achievements. Coaching in universities and for university professors, if it is properly implemented and established, will bring many achievements to faculty members, which will lead to their success in the profession of professors and university faculty members. As the results of interviews with the key informants of this research showed, coaching improves individual decision-making skills, improves self-awareness skills, improves teaching

skills and research skills of faculty members, and improves communication skills of faculty members and creates motivation. As the results of the interview with the key informants of this research showed, coaching the improvement of academic staff members will lead to managerial consequences and scientific improvement of the university. And components such as improving accountability, improving performance management, improving academic staff members in executive and managerial activities, creating a learning organization, forming a favorable organizational culture, showed the promotion of academic development of the university, the scientific promotion of students, and the scientific promotion of professors.

DISCUSSION AND FINDINGS

Selective encoding

In selective coding, the main variable or the basic process hidden in the data, how, the stages of occurrence and its consequences are drawn. Based on the relationships obtained, the concepts resulting from open and axial coding were linked together in the selective coding stage and reflected in a model. Figure 1 reflects coaching based on the grounded theory foundation's systematic design.

Delphi Method

The most important work in the Delphi method is to select experts and experts in the field of interest. In this way, the selected individuals are given information about the Delphi method

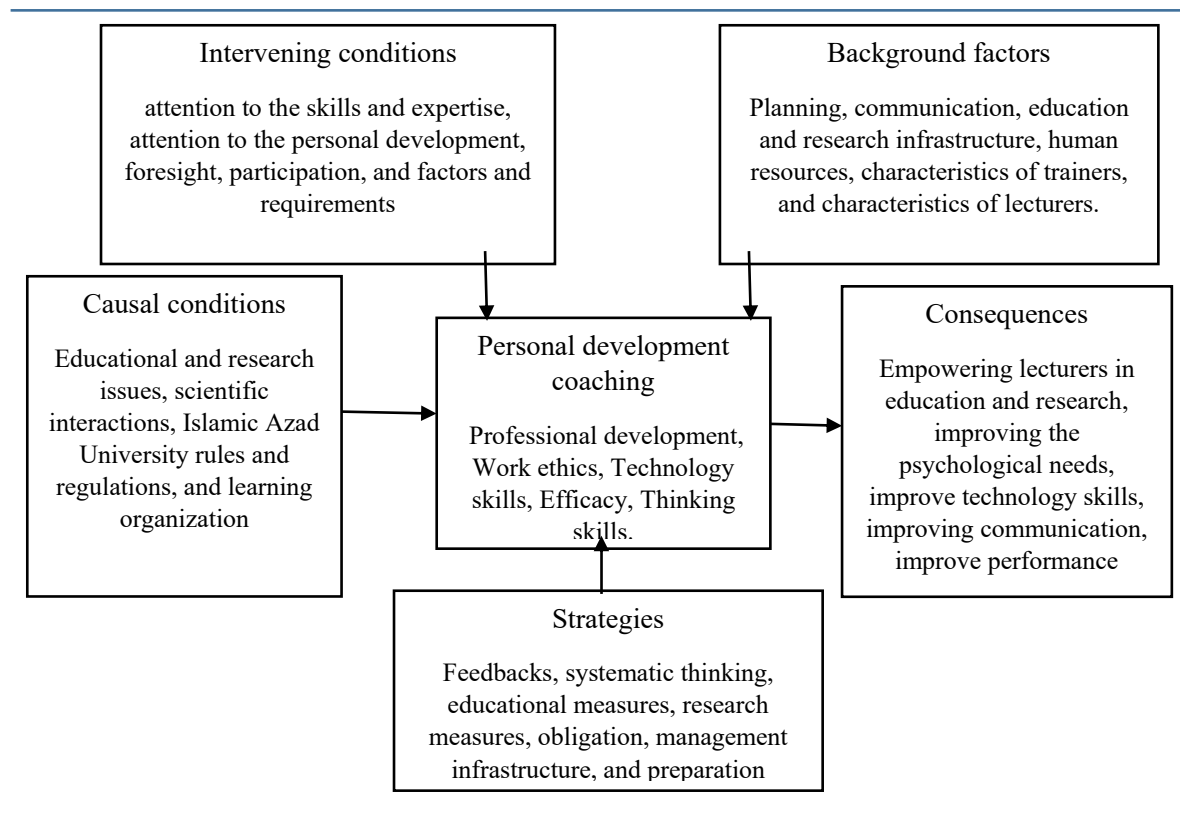


Figure 1: Qualitative research model of personal development coaching of faculty members based on grounded theory

and invited to participate in this research. Anonymity is one of the important components of this research approach. Questions from selected experts and experts are followed by consecutive questionnaires. In this research, the initial model is developed based on theoretical foundations and using existing models around personal development coaching and also structural factors of personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran. After the initial design, this model was tested and developed through Delphi method. Using open questions in Delphi questionnaire and analyzing them in later stages, judging about reaching consensus among experts and reaching theoretical saturation from the qualitative methods used in analyzing the data obtained in the present study have been used. Field data collection in the present study began by collecting questionnaires in the first stage of the research and the extracted data were analyzed through descriptive statistics and qualitative analysis.

Delphi method findings

In this research, the dimensions of personal development coaching components in lecturers in academical system if Islamic Azad University in Iran as the default in the first stage of theoretical foundations for the subject are used, and in the following, the dimensions of personal development coaching and components of lecturers in academical system are presented according to the research hypothesis. These sub-components have been expressed based on the assumption of the dimensions of the consciousness of the experts and also the perceptual process of citizenship with the inclusion. These factors are set up as a proposed package in the panel of experts and elites to plan and apply Delphi method. The sum of 15 factors that have been tested with this method to achieve the final indices include: Skill and expertise, attention, foresight, participation, planning, communication, education infrastructure, research infrastructure, human resources, characteristics, scientific interactions, technology, efficacy, thinking skills, work ethics.

Table 1: Phase One Fuzzy Method in personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran

No	Factors	Response	Average	Deviation Indicator	Min.	Max.
1	Skill and expertise	15	3/90	0/52	1	5
2	Foresight	15	2/86	0/63	1	5
3	Participation	15	3/48	0/45	1	5
4	Planning	15	3/21	0/76	1	5
5	Communication	15	3/22	0/51	1	5
6	Education infrastructure	15	3/98	0/34	1	5
7	Research infrastructure	15	3/72	0/38	1	5
8	Scientific interactions	15	3/34	0/45	1	5
9	Technology	15	3/58	0/65	1	5
10	Efficacy	15	2/80	0/48	1	5
11	Thinking skills	15	2/85	0/53	1	5
12	Work ethics	15	2/60	0/42	1	5

Frist Round

In this round, 12 of the 15 factors extracted from the successful studies had a moderate, high and very high effect on the personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran. Detailed results related to the implementation of the first stage of the questionnaire distribution are presented in the following table. Attention, human resources, characteristics due to the mean importance less than 2.5 It has been removed from the Delphi process. (Table 1)

Second Round

After the implementation of the first stage of evaluating and evaluating the views of panel experts on the factors raised and extracted from the theoretical basis and also receiving suggestions of the panel's members, in this round, in order to be cautious, all the factors extracted from the theoretical basis along with the average opinion of the members in the first round and the previous opinion of the same member were made available to all panel experts. The

panel members selected 10 of the 12 factors that were completed in the second round. The results of this study were presented with a high and very high effect (mean greater than 2.5) on the research framework. The detailed results related to the implementation of the second stage of the questionnaire distribution are presented in the table below. Kendall's coefficient of coordination for members' responses to the order of 10 factors that had a high or very high impact in this round was 0.765. (Table 2)

Third Round

In the third round, the final indicators were presented to all panel experts, along with the average of members' opinion in the second round and the previous opinion of the same member. The detailed results related to the implementation of the third stage of the questionnaire distribution are presented in the following table. Kendall's coefficient of coordination for the members' responses to the order of the 10 factors was 0.790 (Table 3)

Table 2: Phase two Fuzzy Method in personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran

No	Factors	Response	Average	Deviation Indicator	Min.	Max.
1	Skill and expertise	15	4/15	0/45	2	5
2	Participation	15	4/11	0/46	2	5
3	Planning	15	3/85	0/25	2	5
4	Communication	15	3/75	0/42	2	5
5	Education infrastructure	15	4/23	0/28	2	5
6	Research infrastructure	15	4/25	0/30	2	5
7	Scientific interactions	15	3/34	0/32	2	5
8	Technology	15	3/58	0/48	2	5
9	Efficacy	15	3/95	0/45	2	5
10	Work ethics	15	3/67	0/32	2	5

Reasons to stop commenting

The results of the three cycles of Delphi method in the research show that the consensus among the panel members has been reached and the repetition of rounds can be terminated:

- In the second round, more than 50% of the members selected 12 factors affecting the personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran, which had an average greater than 2.5 among their factors.
- The standard deviation of members' responses about the importance of factors in the third round has changed significantly compared to the previous round.
- Kendall's coefficient of coordination for members' responses to the order of factors in the third round is 0.790. Given that the number of panel members was more than 10, this amount of Kendall coefficient is quite significant.
- Kendall's coefficient of coordination for the arrangement of 10 factors affecting the development of the research framework in the third round compared to the second round

increased only 0.025, which this coefficient or the amount of consensus among panel members between two consecutive rounds does not show significant growth.

- Points given to factors by experts and elites indicate that Skill and expertise, participation, education, infrastructure and research infrastructure are the highest scores and consequently the most effective in the realization of the mechanism modeling.

RESULT AND CONCLUSION

According to the results of the evaluation of the final indexes in the case samples for each of the selected environment, it can be acknowledged that the effect of the research infrastructure Index with a score of 4.41 was the highest and after that, education infrastructure index with a score of 4.33, indexes of skill and expertise and participation with a score of 4.25 and 4.21 had the least effect. Therefore, the proposed model of research can be based on convergence of researchers' theories and also methods that can investigate the effective nature of personal

Table 3: Phase three Fuzzy Method in personal development coaching indexes in lecturers in academical system in Islamic Azad University in Iran

No	Factors	Response	Average	Deviation Indicator	Min.	Max.
1	Skill and expertise	15	4/25	0/52	3	5
2	Participation	15	4/21	0/45	3	5
3	Planning	15	3/86	0/76	3	5
4	Communication	15	3/76	0/51	3	5
5	Education infrastructure	15	4/33	0/34	3	5
6	Research infrastructure	15	4/41	0/38	3	5
7	Scientific interactions	15	3/52	0/45	3	5
8	Technology	15	3/61	0/65	3	5
9	Efficacy	15	3/98	0/48	3	5
10	Work ethics	15	3/77	0/42	3	5

development coaching indexes in lecturers in academical system in addition to improving the academic environment can contribute to improve the system of personal development coaching. This research was conducted in order to investigate the coaching of personal improvement of academic staff members of Islamic Azad University based on the datum theory of the foundation. The findings of the research were obtained based on the data obtained from interviews with 15 experts and people knowledgeable about the subject. Considering the little research done and the novelty of this topic, it can be claimed that this research is a good starting point for investigating more attention to the subject in the field of personal improvement coaching of academic staff members. The findings of the research indicate that universities turn to coaching for different and diverse purposes. Based on the views of the participants in this research, the causal conditions include educational issues, research issues, scientific interactions, rules and regulations. Islamic Azad University, and the recipient organization. Also, the results of the research participants' opinions about the central phenomenon showed that professional development, work ethics of professors, communication, technology skills, self-efficacy, and thinking skills are important components related to personal improvement coaching of academic staff members of Islamic Azad University. The findings of the research indicate that the main phenomenon and reason of using coaching are professional development, work ethics of professors, technology skills, efficacy, and thinking skills. The findings from the background factors showed that before creating a coaching in an organization, the existence of certain conditions and background is necessary and necessary, and all organizations that intend to implement this method in their organization should consider these conditions. Give in general, planning for the use of coaching, communication, education and research infrastructure, attention to the human resources of Islamic

Azad University, the characteristics of coaches, and the characteristics of professors to accept coaching are the conditions and background of coaching. Also, the findings the research showed that the barriers to coaching are among the interfering conditions that affect the use of coaching in training and improvement activities. Based on the results of interviews with experts, these obstacles can be lack of attention to the skills and expertise of professors, lack of attention to personal improvement of professors, lack of foresight, lack of participation, and the factors and requirements of Islamic Azad University. Also the findings showed that the important strategies and strategies in using coaching to improve faculty members are: feedback, system thinking, educational actions, research actions, commitment, management infrastructures, and preparation. And finally, the findings from the outcomes factors of the research showed that the results and consequences of personal improvement coaching of academic staff members can be these categories: empowering professors in the educational field, empowering professors in the research field, improving the psychological needs of professors, improving Technology skills, communication improvement, performance improvement, managerial consequences, scientific improvement of Islamic Azad University. Personal development coaching of lecturers is a course to empower academic staff members, so that they feel relaxed and useful and feel satisfied when they reach their desired positions. Personal development coaching of faculty members while paying attention to the problems and challenges faced by faculty members focuses on goals and tries to help professors achieve faster and better results by providing the necessary support. The ability to learn and adapt to the environment is one of the important skills that employees in organizations must have. Therefore, the personal improvement coaching of academic staff members is proposed as an effective method to help academic staff members to make fundamental changes in the work

environment. Personal development coaching of faculty members supports different learning styles, which provides more support to lecturers compared to traditional teaching methods. The improvement needs of faculty members are different. Personal development coaching of faculty members can be a good approach for improvement that can emphasize timely and individual improvement.

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