

Coaching Technology to Prepare Candidates for Leadership Roles in a Variety of Educational Settings

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Abstract: In the article the key terms including “coach”, “coaching”, “coaching technology” used in the area of educational leadership are investigated. The purpose, tasks and types of coaching in the educational management are determined. The coaching algorithm as a technology targeted at unlocking the potential of university faculty and staff is explained. The emphasis is placed on the use of coaching principles that ensure effective leadership. The immense potential that coaching technology provides for the educational leadership is considered. The role of master programs that offer specialized training for future leaders in different educational environments is outlined. In order to stimulate professional education, leader’s ability to make ethical managerial decisions, develop responsibility, confidence in their own capabilities, the ways of implementing coaching technology in higher education are substantiated. The key competencies and masteries that educational leaders have to acquire are outlined. Today’s schools lack experienced leader that can ensure stability and growth. To understand the problems and challenges that schools in Ukraine are facing, principals in two regions of Ukraine have been served regarding their awareness of the term “coaching” and its practical importance for the effective educational management. It is argued that coaching as a strategy to ensure effective leadership is considered to be a powerful resource for any educational setting. The framework of coaching treats each and every employee as a unique, creative personality, able to independently solve a number of tasks, take initiative, make choices, and realize goals.

Keywords: *principals; coach; coaching; coaching technology; educational setting; faculty; master program.*

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1. Introduction

The managerial activity of the head of the educational institution in the present conditions is multifunctional, multidisciplinary and professional, the content of which goes beyond the pedagogical knowledge and requires the mastering of knowledge and skills of educational management, related branches of management science (Marmaza, 2016: 6). The postmodern philosophy of education is based on a fundamentally new image of the modern head of the educational institution, who today acts in various roles: a highly qualified manager of education, leader, generator of ideas, facilitator, mentor, partner, effective coach and more. Leaders are obliged to strive for the versatile development of self in order to maximize the effectiveness of their activities and the activities of the team they manage. Innovative educational management is encouraged to use coaching technology to improve managerial and employee performance.

At the same time, the practice testifies to the lack of readiness of the heads of educational establishments for effective professional management activity and the lack of necessary managerial competence of many of them. Accordingly, there are a number of contradictions between: current requirements for managing an educational institution and the existing level of managerial competence of leaders; the manager's efforts to increase the level of managerial competence and the lack of scientific and methodological support for this activity (Marmaza, 2016: 6).

From the professional training of the coaching leader and the coaching style of management that he/she has formed, namely: the ability to build relationships in the team on the principles of partnership; stimulate the thinking and creativity of teaching staff; motivate, inspire them to maximize the disclosure of their personal and professional potential; to be loyal to the members of his/her team; establish a relaxed feedback; to achieve the set goals in the optimal ways and in the shortest possible time - depends the effectiveness of his/her management and the quality of educational activities of the teaching staff, which he/she heads. But it should be noted that very important is the personal factor, the degree of interest of the manager himself/herself in professional growth. Therefore, the leading role in the attitude of the professional manager is motivation to study, to professionalism, reflection of the leader, awareness of his/her status and leading role in education and society (Marmaza, 2016: 24).

Future managers of educational institutions can receive professional training in Ukraine under the terms of the master's program in educational

programs “Educational, pedagogical sciences” (specialty “Educational, pedagogical sciences”, specialization “Management of educational institutions”) and “Management of educational institution” (specialty 073 “Management”). In the process of preparation it is important to accumulate knowledge, develop skills and coaching skills regarding the use of coaching technology in the management of pedagogical staff at the educational institution.

Regardless of the need, the managerial aspect of the application of coaching technology in an educational institution is rarely considered. And this is despite the fact that TALIS (Teaching and Learning International Survey) international studies confirm the fact that the heads of educational institutions are dissatisfied with the level of professional competence of their staff, including pedagogical ones.

Scientists of the Ukrainian Association of Educational Researchers in 2017 also conducted an All-Ukrainian monitoring survey of teaching and training among principals and teachers of general educational institutions at the national level (according to the methodology of the International Study of Teaching and Training TALIS). The results showed that 48.3% of the heads of educational institutions of Ukraine point to the lack of qualified teaching staff. This problem is most acute in the Southern region of Ukraine (67.1%), the least acute in the North (29.7%) and the West (36.9%) (Shchudlo et al., 2017: 55). These percentages are significantly higher than the national average of the TALIS countries. However, this distribution differs significantly. For example, the proportion of teachers whose principals report a shortage of qualified and / or effective teaching staff varies from 80% in Japan to 13% in Poland (Shchudlo et al., 2017: 56).

Based on such disappointing statistics, one of the effective ways to improve this condition is seen in the use of the coaching technology by the heads in the management of pedagogical workers. Accordingly, this necessitates studying the specifics of this technology and its capabilities in managing a modern educational institution.

The aim of the article is to substantiate the feasibility of using coaching technology in the system of management of the educational institution in order to improve the professional activity of the head and pedagogical staff.

2. Setting of the problem

Coaching technology has been most thoroughly researched in the field of business by foreign scientists, in particular: Ahern (2005), Battley (2006), Chidiac (2006), Covey (1992), Dilts (2006), Douglas & Morley (2000), Downey (2014), Gallwey (1974), Hawkins & Smith (2007), Kaufman (2006), Marsh (1992), Whitmore (2005), Yates (2015), Zeus & Skiffington (2001) and others. Among Ukrainian scientists we can distinguish the works of Borova (2012), Kotovska, Oksentyuk & Vovk (2016), Logvinovsky (2012), Nagara (2009), Nezhynska & Tymenko (2017), Padukhevych (2019), Petrovska (2010), Poberezska (2017), Sorochan (2005) and others.

Despite a fairly large number of studies, a holistic view of coaching as an effective technology for educational management has not yet been formed. Mainly, coaching is seen as a management style (Hamaganova, 2003), a method of personal development, a method of enhancing the motivation and formation of corporate behavior of organizational personnel (Padukhevych, 2019). There are no studies specifically devoted to the use of coaching technology in the management of the development of educational institutions, in the disclosure by the head-coach of the potential of teachers in the training system of future leaders. The complexity, diversity and insufficient development of the problem of using coaching technology in the management of an educational institution and determining the role of the designated technology in the preparation of the future leader determine the relevance and need for a special study.

3. Background information

Coach is a profession that in the XXI century has become widespread worldwide. Its history is quite long. The etymology of the word “coach” comes from the name of the Hungarian town of Koç, in which carts and carriages were made in the XV century. In the XVI-XVII centuries analogs of the Hungarian carriage began to be made throughout Europe, including England, and it was called “coach”. As a result, the word “coach” became a means of transportation that delivers people from point A to point B. This reflects the deep essence of the phenomenon, which is “what quickly delivers to a goal and helps move toward that goal” (Nezhynska & Tymenko, 2017).

Since the 80's of the twentieth century coaching is officially introduced in business and has become widespread in countries with highly

developed economies, and as a separate profession – was finally formed in the 1990s. Accordingly, the modern interpretation of the word “coach” implies a profession that helps people in their personal and professional development, accompanying them to their goals (Ahern, 2005).

Coaching is an innovative area that is most fully implemented in the business world of Western Europe and America. This was made possible through the close collaboration of the International Coaching Community, the International Ericsson Coaching University (ECI) and the exclusive provider of its training programs in Ukraine, Working People Group.

According to the teachings of Harvard University professor and tennis coach Timothy Gallwey, coaching is a technique for unlocking a person’s potential to maximize one’s own productivity and effectiveness. This is not only a technique used in certain circumstances, but also a management method, a method of interacting with people, as well as a way of thinking (Gallwey, 1974).

Whitmore views coaching as a new style of human resource management, technologies that help to mobilize employees' internal and professional capabilities, to continually improve their professionalism and professionalism of workers, increasing their level of competitiveness, ensure the development of professional competence, encourage an innovative approach in the production process (Whitmore, 2005).

Robert Dilts states: “The essence of coaching is to offer a “means of transportation” that allows a person or group of persons to move from their current state to any desired state, using the shortest route. In this journey, it is necessary to identify the main available resources, as well as identify and neutralize possible obstacles” (Dilts, 2006).

The international coaching community defines coaching as a continuous collaboration that helps to achieve real results in personal and professional life. Coaching results in the deepening of knowledge, which promotes employee’s self-improvement (ICF, 2020).

So, coaching is the disclosure of the employee’s potential in order to maximize effectiveness, both professional and personal. Coaching does not teach, but contributes to learning. Coaching focuses on potential opportunities, not past mistakes (Marsh, 1992).

4. General characteristics of coaching technology

Based on the analysis of the scientific literature, coaching technology is considered as a procedure that is performed according to a certain

algorithm through a set of questions and application of coaching methods (techniques) aimed at forming partnerships in the team, to reveal the personal and professional potential of employees (Sorochan, 2005).

The generally accepted basis of coaching technology is the system of partnership, unlocking potential, achieving the desired result.

The main goal of coaching as a technology of cooperation between the principal and teachers is to help the ward so that he/she independently finds a solution to a particular real problem (Logvinovsky, 2012: 297). Coaching can be used in an educational institution for the implementation of the following tasks: increasing the effectiveness of teachers and using their potential; partnership building; team building; clarification of goals and focus on priority; development of intangible motivation of teachers; optimization of development systems for teachers; increasing the initiative of teachers; creating a creative atmosphere in the team; formation of corporate culture; overcoming difficulties and barriers; weakening of control through the development of independence and responsibility of staff (Zakharchin, 2011).

As for the principles of coaching technology, we consider them in the context of our study as basic provisions, norms, principles and rules that ensure the effective management of the potential of the teacher in the process of coaching communication (Hawkins, 2015). The main principles of coaching include the following:

The principle of absence of expert position. The coaching supervisor in relation to the pedagogical worker never takes the position of an expert, does not give an assessment, does not analyze, does not draw parallels, does not hint, expresses his/her opinion, does not transfer his/her experience to the employee.

The principle of belief in the ability of the teacher. John Whitmore emphasizes that the coaching's priority is the coach's strong belief that almost all people have much greater potential than they show in their daily lives (Whitmore, 2005). The coach-leader believes that there are answers to exciting questions within each person. The main task of the coach is to help the employee to understand, formulate these answers, find ways to solve the problem that has arisen. The leader's belief in subordinates can significantly increase their motivation (Kotovska, 2016: 181-182).

The principle of no ready-made solutions. The coaching supervisor does not offer ready-made solutions to his/her ward, does not give peremptory advice. The whole point is that the employee has to get to

everything himself/herself, the coach only helps, stimulates the activity of the employee.

The principle of partnership. Communicative collaboration, so-called – subject-subject relations. Coaching is aimed at forming partnerships between the principle and the teaching staff.

The principle of gradual development. Every step of the pedagogical worker on the way to achieving this goal should be in the “zone of immediate development”. Each next task is more complicated. So the employee will feel professionally developed. The coach should set the employee to implement what is real at this stage in the development of the subtask. (Kotovska, 2016: 181).

Principle of monitoring. Coaching is not about “personality development” in particular or “performance improvement” in general. Coaching does not deal with the employee's problems or his/her past. The Coach's area of interest is a specific goal in future, steps to achieve it in the future that will help move effectively to it now. During the consultation, the coach constantly keeps the employee's attention in the framework of this goal, checks its importance and relevance, does not allow switching or spraying attention to something else (Yates, 2015).

It is difficult to envisage the development of coaching technology as a management tool, but it can be stated with confidence that the introduction of coaching principles into the activities of an educational institution will make it possible to enjoy its benefits.

According to the basic principles of coaching, the head of an educational institution can use the following two types of coaching: business coaching (individual or corporate (group) and personal effectiveness coaching.

Business coaching is coaching that is used to manage employees by the management, focused on the development of the organization (including educational), increasing the effectiveness of performers (Nezhynska, 2017). It can be either individual, that is, working with one pedagogical worker, or group, which is often used in the preparation of projects, events of various contents, which are plenty in educational institutions (starting from parent meetings and sightseeing trips to olympiads, competitions).

Coaching of personal effectiveness is work on self-development. Personal coaching allows the leader to determine goals and optimal steps to achieve them; increase independence and responsibility; enjoy one's activities; learn to find new ways of effective collaboration; quickly make the

right decisions in complex and ambiguous situations; align individual goals with the goals of the institution; open up new opportunities (Longenecker, 2010).

5. Coaching technology in the management system of an educational institution

However, quite often, in the fast paced world of young and ambitious leaders, there is no time to spend coaching sessions with their teaching staff or daily work on themselves, so there is such a positive thing as working with a coach (Kaufman, 2006). That is, not alone, but with the help of a coaching specialist to achieve the desired results. Today, coaching services exist and are widely used in various fields of life and professions, so why not try to improve the activities of the head of an educational institution through coaching? However, this is not enough for most Ukrainian educational institutions, since the work of an external coach is quite expensive, although the results are justified fairly quickly.

For the head of the institution, a supporter of coaching technology, there is another alternative. The head of the educational institution, where there is a psychologist, has a real opportunity to invest in the development of his/her staff, that is, to include coaching courses in advanced training for psychologists. The psychologist will not only improve his professional skills, but will also receive completely new ones, but no less useful for the head and teachers. That is, the employee of the relevant educational institution will be able to conduct the necessary coach events in the team. This may be personal work with teachers, or work on joint group projects, or a direct personal coach session for the leader.

We must state that coaching technology in the management of an educational institution is effective only for solving a certain range of problems and only in certain conditions. In order to be effective in an organization, there are three basic requirements for coaching management:

1. The teacher must “mature” to an adequate perception of a certain style of managerial interaction with him/her. Moreover, all workers in the theory of coaching can be conditionally united at certain levels.

Level I – “young specialist” – a teacher who has just come to work to an educational institution, gets acquainted with it, has not yet manifested himself/herself in anything and has not compromised himself/herself. He/she is uncertain, does not fully know about his/her abilities, potential opportunities, so he/she needs motivation, direction in the right direction. A

characteristic feature of the first level of maturity is the inability to perform tasks that are not scheduled step-by-step or contain too complex algorithm.

Level II – “specialist” – is a pedagogical worker who has successfully passed the first advanced training and realized what is required of him/her and what he/she can do. He/she showed his/her strengths, knows what to work on, what to improve. This employee can already be given a difficult task.

Level III – “experienced” – a pedagogical worker with experience, who has already proven in practice his/her ability to cope with the task, understands the “rules of the game” and improvises within them. From time to time, he/she has ideas about how to do things in a different, more efficient (in his/her opinion) way. Has some professional achievements, takes pleasure in his/her work, understands that the best result can be achieved by working as a team. Such an employee is ready to take responsibility for the results obtained.

Level IV – “professional” is a pedagogical worker who no longer needs direct guidance, control, motivation. Has significant professional achievements. All decisions are competent, because he/she is well acquainted with the external and internal conditions in which the educational institution operates, clearly understands his/her place and role in the overall structure. Feels his/her importance, enjoys his/her work. He makes his/her own decision. Performs self-coaching, benchmarking.

2. Coach management must “fit in” with the nature of the subordinate's work and the management culture of the educational institution as a whole. Coaching technology may not be applicable to all employees. It is important for a manager who begins to use coaching in personnel management to determine with which subordinates this tool will work effectively and with which ones it will not. For this, the manager needs to evaluate two factors:

- how much does the employee have the knowledge, skills, competences to accomplish the task, that is, will he / she be able to accomplish this task?

- how motivated is the employee, willing to find a solution, willing to try and try, i.e. does he / she want to accomplish this task? (Padukhevych, 2019).

Table 1. Professional opportunities of the pedagogical worker

Teacher's Professional Opportunities	Solution
One can and wants	Coaching
One can but doesn't want	Motivate, then coaching
One wants to, but can't	Teaching (tutoring), adaptation, mentoring, then coaching
One can't and doesn't want	Dismiss

Source: developed by the author

3. The ability of the manager to apply coaching in practical work, in different situations. To do this, the manager must have the theoretical knowledge and practical skills of educational management in general and coaching in particular.

The head of the educational institution implements the coaching technology according to the following algorithm:

- 1) Establishing partnerships between the head and the teacher.
- 2) Goal setting (goal alignment).
- 3) Analysis of the current situation.
- 4) Planning an action.
- 5) Joint development and analysis of opportunities to overcome difficulties in solving the problem.
- 6) Monitoring and support in the process of plan implementation.
- 7) Intermediate and final feedback based on control results.

The key in the coaching process is that the teacher himself/herself finds the optimal path (answer, option, opportunity, resource, decision) to achieve his/her goal, and the coach-manager creates the conditions that help to achieve this goal (Padukhevyh, 2019).

You can only discover the features of coaching technology in practice. The process of coaching is the ability to ask the “right” questions. This is a format of conversation between the supervisor and the teaching staff, which helps the latter to understand and realise their job responsibilities, role in the educational process, purpose in work, find

effective solutions to specific tasks, while learning and discovering their potential (Padukhevyh, 2019).

One of the important qualities of a coaching supervisor, besides asking questions, is the ability to listen and hear, which also encourages the teaching staff to actively seek ways to achieve the goal. The purpose of the coaching conversation is to help the employee to learn independently what they need to achieve the goals, to learn how to take responsibility for the results obtained on themselves and to feel their importance, the importance for enjoying their work (Padukhevyh, 2019).

Consider the example of the following situation: a teacher comes to his/her supervisor with the request: "I do not know how to accomplish the task (for example, to hold a school-wide forum). Please help me!". A manager using coaching technology management can ask the employee the following questions: "What result do you want to get?", "What possible options for achieving the goal (task accomplishment) have you considered?" "Which of the options do you think will produce the best result?", "Why did you choose this option (why did you choose the forum?), What attracts you?", "What will you do if this does not lead to the desired results? (there will be no interest in the event from the side of teaching staff and students?), "What is your backup plan?", "What resources do you need to accomplish the goal (task)?", "Who can help you achieve the result? (What powers and to whom can you delegate?)", "What are you ready to do to successfully complete the task, to prevent failure?", "What steps can you take now to achieve a result? (What preparatory tasks can already be completed?)", "When are you ready to start the assignment?"

In response to the questions asked by the coaching manager, the subordinate is aware of all aspects of the task and the necessary actions. This clarity allows him/her to be sure of his/her immediate success, to prevent the epic fail, to take responsibility for his/her actions.

Listening to the answers to the questions asked under the rules of coaching, the leader, in turn, knows not only the plan of action, but also the course of thinking of the pedagogical employee that led to this plan. The coaching process is more informative than the coaching of the subordinate, which allows the manager to better control the situation.

In this way, coaching provides the head with real, not illusory control, and the pedagogical worker with real, not illusory responsibility.

When a manager uses coaching technology in the management, the hierarchy gives way to support; conviction is replaced by honest assessment;

external motivations are replaced by self-motivation; protective barriers disappear with the formation of teams; they are no longer afraid of change, but welcome them by breaking stereotypes; the purpose is not to satisfy the boss but to provide quality educational services to the applicant; secrecy and censorship are replaced by openness and integrity; the pressure of work becomes a call to work.

We can determine the benefits of coaching technology: it improves the microclimate in the team; establishes a trusting relationship between the head and the teacher; promotes continuous acmeological staff development; motivates pedagogical staff, outlines a professional perspective; improves decision making; free up time for management to focus on top-level activities; promotes the productivity and quality of the professional and pedagogical activity of the team; creates an atmosphere that stimulates creativity, generates new ideas and is a solid foundation for employee integration in education; increases the level of job satisfaction among team members; prevents professional burnout of teaching staff (Chidiac, 2006).

6. Coaching technology in the system of training future heads of educational institutions

The training system for the future coach is projected on the basis of Mukachevo State University for the master's educational program "Educational, pedagogical sciences" (specialty "Educational, pedagogical sciences", "Management of educational institutions") from the author's special course "Technologies of pedagogical management".

We work with students in practical classes on the following stages:

- 1) motivation and goal setting;
- 2) planning and implementing effective actions;
- 3) implementation of the plan;
- 4) reflection of the results.

With the help of clear, logically constructed questions, aimed at updating internal resources, the teacher motivates students, adjusts to learning, arranges independent solving of problems and achievement of result. Of course, open-ended questions as a basic coaching tool can be used in various forms of higher education, but this requires careful organizational and methodological training and time-consuming training.

In the first phase of motivation and goal setting, students should be directed to the vision of a future successful outcome after learning the topic / module / discipline. The experience of using coaching techniques by

specialists in various industries allowed us to streamline the list of indicative questions for updating students' internal resources, independent solving of problems and achieving a positive result:

1. Describe an attractive image of the head of an educational institution.

2. How do you see yourself at the end of your master's degree?

3. How do your colleagues (students, teachers) see you?

With the above questions, the teacher helps each student to realize his/her goals - important, specific, clearly defined in time.

Later, they discuss different ways to achieve them. Example:

1. What goal do you strive to achieve after graduation?

2. Why is this goal important to you? What are its benefits to you?

3. How much achievement of the goal depends on each of you?

4. How do you know you've reached it?

5. What should be done to achieve it?

6. What resources are needed? Do you have them?

7. If you do not reach the goal, what could be the negative consequences for you?

8. How long will it take you to reach the goal?

9. How will this affect your life?

At the second stage of planning and implementing effective actions, it would be advisable to pose such indicative questions:

1. In accordance with the stated aim, what actions should be taken during this session (this week, months, etc.)?

2. What will be the first stage? Next and next?

3. How do you propose to do this?

4. If the goal were achieved, what would be your next steps?

In the third stage of the plan realization, we form a step-by-step plan of achievement with the help of the coaching technique "Reflection of satisfaction with the progress to the goal " from 1 to 10", focusing on the current situation.

1. At what stage are you currently on a scale from 1 to 10?

2. If you move one point higher, what will change? And if for another? And so on.

At the fourth final stage, the following questions can be posed:

1. How do you understand that you have reached your goal?

2. How long did it take to complete each task?

3. What are the first (easiest) steps you have taken to achieve the goal?

4. What could not be done? Why? (Poberezska, 2017: 104)

The teacher as a coach should formulate and maintain favorable social and psychological conditions for joint activities. Therefore, he / she should develop his / her verbal and non-verbal communication skills for subjective interaction with students: active, in-depth listening, open-ended effective questions, tone, rate of speech, etc.

The use of questions by the teacher as the main tool of coaching at different stages of the educational process (scientific-educational projects, individual consultations, etc.) is aimed at helping students eliminate problems in their personal and professional spheres by mobilizing and realizing their internal potential.

It is advisable to conduct a training session on “Coaching technology in educational institution management” with students to develop practical coaching skills. This form of practical training will enable future managers to develop coaching skills, to understand what are the requirements for coaching technology for its effective implementation, to find out the benefits and concerns; to practice the most popular coaching techniques.

7. Determining the effectiveness of coaching technology in the educational process

Having analyzed the coaching technology and its features in detail, it appeared advisable to conduct sociological surveys (online questionnaires in the Google Forms application) among managers and future heads of educational institutions about their theoretical knowledge of coaching technology and its practical significance for effective educational management.

The survey was conducted at the institutions of education in Transcarpathian and Khmelnytska regions of Ukraine in 2019. The respondents of this study were 54 directors of general secondary education institutions (principals) and 54 students - future heads of educational institutions studying under the educational programs “Educational, pedagogical sciences” (specialty “Educational, pedagogical sciences”, specialization “Management of educational institutions”) and “Management of educational institution” (specialty 073 “Management”). The total number of respondents is 108.

At the initial stage, the survey was conducted on the subject of what respondents understand by the term “coaching technology” and what is its leading idea. Almost 40% of the heads of educational institutions noted that they were unfamiliar with the value of this technology and did not see its applicability in the educational institution. While 75% of students - future managers have positioned themselves as theoretically familiar with this technology of educational management and see powerful management capabilities in it.

As further studies have shown, leaders and future leaders place different emphasis in their views on coaching, which are clearly agreed upon by experience, professional functions and professional socialization. Unanimity takes place only in three positions: “coach management is an individual work with subordinates” (38-40%), “support and accompaniment” (38-40%) and “means of creating a corporate climate” (57-60%).

Taking into account the results of the study, the respondents from both groups were offered the links of leading information sources on coaching, which they were acquainted with and their further interest in the practical implementation of this direction of management in the organization should serve as a motivating factor for continued participation in the online questionnaire.

After reviewing a selection of online materials on coaching technology, respondents were asked to continue the survey. Responses of heads of educational institutions to the question “Do you think that readiness to use coaching technology in the management of an educational institution is a necessary component of the managerial competence of a modern successful manager?” showed that they were poorly aware of the importance of using coaching technology for successful management (35%), considering it to be a technology of American business, and not of Ukrainian education. On the other hand, management students still see significant advantages in this management technology (81%). We see that a closer look at coaching through online resources has produced some positive results.

In the next stage of the survey, the respondents from both groups ranked priorities in managerial work.

Table 2. The hierarchy of priorities in management work

№ п/п	Priorities in management work	Managers	Future managers
1	Positive microclimate in the team	3	6
2	Trusting relations between the head/manager and the staff	14	7
3	Teamwork	2	9
4	Partnership with colleagues	13	10
5	Continuous acmeological development of pedagogical staff	9	2
6	Ability to delegate their authority	1	11
7	Motivation of pedagogical staff, outlining their professional perspective	6	3
8	Satisfaction of teaching staff with work	4	1
9	Prevention of professional burnout of employees	8	12
10	Creative atmosphere in the team	7	5
11	Weakening control through the development of independence and responsibility of staff	10	14
12	Corporate culture	12	8
13	Overcoming difficulties and barriers	11	13
14	Increasing the efficiency of work and initiative of pedagogical staff, use of their potential	5	4

Source: developed by the author

The dominant priorities of the students are the following (in descending order): satisfaction of pedagogical workers with work, continuous acmeological development of pedagogical workers, motivation of pedagogical workers, outlining their professional perspective. But the leaders chose completely different: the ability to delegate their authority, teamwork, a positive microclimate in the team.

But such aspects as: trusting relations between the leader and the teaching staff, partnerships with colleagues and corporate culture are

completely leveled by the leaders. But for future managers they are of higher priority.

It is unfortunate that only 10% of managers said that the microclimate in their team can be called positive. On the other hand, 73% of the representatives of the second group of respondents believe that their student team of future managers has a positive microclimate.

The questionnaire also raised questions about the leader's satisfaction with the teacher's level of professional competence. As a result of processing the questionnaires from executives, we received a rather disappointing percentage. Only 41% of surveyed heads of educational institutions are generally satisfied with the level of competence of their pedagogues (around Ukraine this percentage is slightly higher - 48.3).

It should also be noted that the respondents from both groups identified the main personal qualities of the leader, which in their opinion influence the success of professional activity. These are competence, high efficiency and responsibility, communication skills, attention to subordinates, professional self-improvement, ability to work in a team, creativity, optimism.

The results of the study made it possible to carry out a comparative analysis of satisfaction with one's own life and flexibility for changes of school principals and graduate students in special management education. It turned out that students are more satisfied with their lives, more flexible towards changes, to the introduction of innovations, training and borrowing new experiences, and the like. However, on the other hand, having no experience in real management of an educational institution, students often idealize some problems or shortcomings without understanding their objective significance. Experienced managers are less flexible in quick changes, rather skeptical about coaching in education, but experience makes it possible to adapt to any situation and solve problems, using old, but proven methods.

The second practical stage of the study, implemented on the basis of Mukachevo State University, where a coaching session was held with the participation of directors of institutions of general secondary education (principals) in the town Mukachevo and management students under the title "Coaching is a technology for the development of professionalism of teachers in general secondary education". Held coach session allowed to determine the content of the work to solve the problem of complex relations in the teaching staff. It has been confirmed that with the help of

coaching the productivity of the activity is growing, relations in the team are improving, the development of the team as a whole and of each participant in particular is improving. The quality of life, relationships, and the success associated with it are improving the whole atmosphere at work. The personal effectiveness of each team member and the speed of his/her progress towards the goal are also growing. Flexibility and adaptation to change are increasing. Thanks to coaching, a person develops new abilities and skills that increase his or her effectiveness.

Thus, it has been proved that coaching in the educational sphere is no less effective than in other social spheres. At the end of the experiment, 82% of respondents said they were ready for coaching. The findings confirm that, despite conservatism and stereotypical attitudes, current leaders of educational institutions are able to perceive and use new, advanced management technologies, ready for change, and attempt to solve professional problems in the most optimal ways. Therefore, introducing coaching into the management system of an educational institution is an effective way of improving the efficiency of professional activity and personal development of the head and pedagogical staff.

8. Conclusions

Coaching technology in educational institutions is a social and managerial tool for the development of teaching staff, aimed at improving the qualitative and quantitative characteristics of the activity, improving the professional and personal skills of both the head and pedagogical staff. Foreign and Ukrainian experience convinces us that the use of coaching technology in the management of teachers allows to increase the efficiency of work, to improve their professional and personal skills.

Coaching technology is suitable for educational institutions with a focus on working for the best result and a favorable psychological atmosphere of the teaching staff. In the communication process, the coaching leader encourages the employee to successfully achieve the goal through coaching motivational questions. For coaching to work best, relationships between the manager and his/her colleagues should be built on trust and partnership. Without a humane attitude of the manager to the subordinates it is impossible to implement management coaching technology.

The study confirmed that the introduction of coaching as a technology for teaching staff management will allow for qualitative changes in educational institutions, namely:

- to bring the relations of leaders with pedagogical staff to the level of “adult – adult”, to create conditions for the sincerity and openness of all participants of the educational process;

- to form the responsibility of pedagogical staff for the decisions made and the result achieved;

- to enable employees to manage their work (allocate time, determine the necessary resources), which, in turn, will open up the inner potential of colleagues, create internal motivation, and also increase job satisfaction;

- to take a different look at one’s life, improve its quality, get rid of internal barriers that hinder one’s goals, and learn how to find own resources for managers and their subordinates.

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