

### **3.6. IMPLEMENTATION OF COACHING TECHNOLOGIES IN THE PRACTICE OF PSYCHOLOGICAL COUNSELLING**

The successful professional activity of various specialists ensures the progress of modern society. A significant number of popular and effective technologies allow to largely solve the problem of psychological business support. We are talking about such psychological technologies as Gestalt, neurolinguistic programming (NLP), traditional psychology. According to scientists M. Atkinson, R. Dilts, O. Smolyanskyi, D. Whitmore, N. Yarosh, all the above types of counseling are successfully used in coaching.

Analysis of current psychological literature, conducted empirical research, and even experience of practical work became the basis for selection of the least effective technology of psychological counseling – coaching technology (Nezhynska, Tymenko, 2017).

Coaching as a process of unlocking a person's inner potential and activating their motivation system, aimed at achieving goals in various areas of life as efficiently as possible. Coaching is a professional assistance to a person in identifying and achieving his or her goals, professional and personal, in the shortest possible time and with minimal effort.

Thomas Leonard, a psychologist and business consultant, and his colleague John Whitmore developed this counseling method in the early 1990s. Coaching models, developed by John Whitmore, in the original are "Goal", "Reality", Options, What, which as a whole forms the abbreviation GROW and in translation means GROWTH: goal – setting goals, defining goals for the short and long term; reality – examination of the current situation for reality; options – definition of the list of possibilities and the strategy of the action plan; what / way – path, steps, education of the will to action. "What, when, by whom and for what" will be done. Coaching can be compared to an art in which there are many approaches. On the one hand, coaching is a management style, and on the other hand, it is a management tool (Whitmore, 2009). Coaching as a management style is an organized space, an interaction between a manager and his subordinates, which involves the recognition of the uniqueness of each employee, trust in his abilities, promotion of the maximum disclosure of his potential and leads to a new level of employee responsibility. In the literature, you can come across the term "coaching-style management", the essence of which is the use of coaching methods in personnel management to increase the personal effectiveness of employees and achieve the goals of the organization (Biswas-Diener, 2010).

Table 1 presents only a few of the many defined concepts of coaching that exist today.

Coach (Co- achieve) literally is translated as co-achievement or achievement together. Coaching first appeared in sports. If you look at business organization, then coaching here works according to the same principle as in sports: with a coach are working experienced managers and supervisors, which exactly know what want and understand that personal development is necessary to conquer new heights. Coaching is designed to help those who want to achieve more, develop their own leadership qualities, and exactly soft skills (Stone, 2007).

Coaching is a management tool that involves developing and training employees in the process of joint work. At the same time, certain methods, techniques of asking questions and joint discussion are used. In the process of the organization's activity, coaching can be used to solve the following issues: reducing staff turnover, increasing the efficiency of staff work, forming and motivating a team to perform complex tasks, preparing employees for career growth, training time management, improving organizational communications and team relations. Coaching can also be used to conduct an interview

and select the best candidates for a position, diagnose the corporate environment, develop the company's vision, mission, resolve organizational conflicts, etc. One of the main goals of coaching is to teach a person think in a new way (Mykolaichuk, 2015).

*Table 1. Definition term "coaching" scientists*

No	Authors and sources	Treatment term
1	International academy coaching	Coaching provides dialogue between a coach and a client with purpose help the client get a full life. This is achieved by helping the client to define what is important to him and clarify him values By help customer, coach creates objectives, based on values, and plans their achievement. Thanks to cooperation coach supports the client in achievements those goals
2.	Romanova S.M. (Romanova, 2010)	Coaching (English Coaching) – a method of consulting and training, in a process whose man, what is called "coach", helps study achievement some kind vital or professional objectives. Coaching – ability achievement clearly defined goals.
3	Pavlov V.I. (Pavlov, 2012)	Coaching is the achievement of the best results of your work individual and private help human what will be challenge and stimulate you to further growth.
4	James Flaherty (Flaherty, 2010)	Coaching is a way of working with people that makes them more competent and satisfied so that they can increase their contribution to the organization and find meaning in what they do
5	Carmel Wayne (Nagara, 2011)	Coaching will help you find out, as unblock many internal resources that do not work and are not used by you, ago that you cannot recognize their presence.
6	Shirley Cadwell (Douglas, Morley, 2000)	Coaching helps to the client see things under others corner vision It helps a person to achieve more from deep of his being than he could in to another case
7	James Flaherty (Flaherty, 2010)	Coaching not says to people what do; it gives them opportunity to learn that, what they are doing in bright their own intentions
8	Robert Hargrove (Carey, Phillippon, Cummings, 2014).	Coaching includes in itself granting opportunities before others, simultaneously teaching them to move to the next one level of ruthless compassion.
9.	Nezhynska O.O. (Nezhynska, Tymenko, 2017)	Coaching is a coordinated communication interaction between several subjects aimed at increasing the effectiveness of the processes of self-determination, self-actualization and self-realization of a person.

By research M. Nagari, coaching performs such the main ones functions of the company: development (provides development, labor potential and employee competencies, career movement); creative (be able to employees maximum detect initiative generates new one's ideas accept creative decision); complex psychological consultancy (used in everyone spheres and by all divisions, at any stage of their organizational development); motivating (be able to employees provide achievement as personal goals, general organizational); adaptive (teaches employees quickly to adapt to changeable conditions environment) (Logvynovskyi, 2012).

Modern management in styles coaching – it view of personnel as on a huge additional resource of the enterprise, where every employee is unique creative personality, capable independently to solve many tasks, detect initiative does choice, brothers on himself responsibility and accepts the decision.

In the conditions of the COVID-19 pandemic and prolonged martial law, most companies faced problems, such as: fall sales and demand on products, abbreviation personnel, impossibility implementation products by quarantine limitation, insufficient qualification and unpreparedness of employees to develop new strategic solutions in quarantine conditions. Managers are prompted to seek help from coaches due to all of this. Work with business coach will help to develop strategy development staff and companies in general, see and adjust work Each employee in accordance with current tasks, establish effective communications in companies Coach directs and empowers employees to take ownership responsibility, delegates authority. Many today understand well that unrealized potential staff can lead to a loss of profit for the entire company.

It is appropriate to single out the features of coaching as a personal development tool, comparing it with other psychological methods. Research in this direction is carried out by J. Whitmore, who reasonably explains the difference between coaching and such concepts as mentoring, instructing, mentoring, and also gives examples of its successful application in both business and personal life (Whitmore, 2009). As a personnel development toolkit, coaching helps employees to increase their level of social and psychological competence in the process of performing joint work and forming team relationships. During its application, certain methods, techniques of posing questions for joint discussion, etc. are used. Agreeing with the results of the research by O. Martsinkovska and N. Fizyk, it should be noted that, unlike training (even personal), coaching is a more focused, contextualized and individually directed toolkit for the development of employees, as well as a more profitable capital investment, compared to traditional training methods, as it is more focused on achieving successful results than on the search for the causes of existing problems or the formation of useful skills (Marcinkovska, Fizyk, 2011).

Studies show that in the practice of personnel management of modern enterprises, the use of coaching tools in general helps to increase their effectiveness – due to the increase in the effectiveness of employees' performance of tasks, their mastering of new and necessary skills for solving complex tasks, increasing their level of motivation and, as a result, strengthening of trust in managers. Managers of modern organizations are quite selective in their approach to the use of coaching tools in personnel development, mainly focusing on solving problems with a potentially high return and a high probability of success. Thus, coaching appears as an effective way to achieve specific results in life and business, is the science and art of promoting the self-discovery of a person or organization, a toolkit of an interactive process of supporting individuals and organizations with the aim of maximum assistance in revealing their potential, ultimately focused on the implementation of positive changes and optimization of industrial relations between employees based on cooperation and establishing feedback. Applying technology coaching, consultant by help correctly formed and asked questions and other techniques can open potential of the client, demonstrate its value and significance for organization, to inspire and to provide necessary "fuel" for implementation set goals.

Possession of coaching tools mainly determines the quality of their use by coaches. O. Samolyanov proposes to divide them into two types – basic (basic models that cannot be dispensed with – a model of communication with a client, a thinking model used in a coaching session and a work system) and auxiliary (various typologies that help to collect and structure information about the client in order to choose the right approach to him) (Samolyanov, 2008). Their choice is determined by the influence of many factors of organizational development, including the strategic potential and competencies of the enterprise. The choice of coaching tools depends on the formation of the target model of its use, which is a high-level strategy for increasing the competitive advantages of the

enterprise, increasing the coach's ability to actively respond to any problem situation. The coaching model is formed to overcome the difference between the real and desired level of socio-psychological competence of a person and fulfills a certain role of a directive, with the help of which the manager determines the course of his further actions. The development of a unified coaching model at an enterprise requires integrating the best elements from other models, comprehending their mechanics, and adapting it to daily activities. The models are based on common features in most approaches to coaching, which are most commonly used in foreign and domestic practice.

One of these is the GROW model by J. Whitmore (the model of effective questions) as the most common way of structuring a conversation in coaching. Usually questions are asked to get information, but in this case the information is of secondary importance. The received answers often set the impetus for the next questions and at the same time help monitor the clients' achievement of the coaching goals. A coach uses mostly open-ended questions to help clients find new ways to achieve results (Whitmore, 2009).

The abbreviation GROW stands for the key points through which the client should be guided:

- Goal – setting goals, defining short- and long-term goals. The need to set goals in order to achieve results is a well-known fact, but for most people, overcoming obstacles and achieving goals is a challenge. At the same time, it is important to focus on dividing the main problem into achievable mini-goals.

- Reality – determination of the client's real place on the way to achieving the goal, setting the starting point, compliance of the model with goals and reality, assessment of opportunities, motivation, skills and knowledge. Effective coaching is required at this stage, as an authoritative outside opinion is often needed to identify gaps in knowledge.

- Options – definition of a list of possibilities and strategy of an action plan, which helps the client to realize his strengths and advantages to facilitate the choice.

- Way / Will – determination of clients' intentions according to the type: "what, when, by whom, for what?", i.e. certain actions and energies, specific actions and motivations of clients.

The sequence of the given steps is not mandatory in this model. The key is to remain flexible, to be able to review perceptions, directions and make appropriate changes, as the process of improvement is constant and continuous. This model is a powerful, simple, and effective tool for applying coaching in the process of self-determination and personnel development.

The next coaching model – SUCCESS is more of a tactic than a staff development strategy and a valuable tool for helping clients achieve their goals (Table 2).

Another model of coaching that has been reflected in the scientific literature and has practical application is the process of coaching communication, which plays a decisive role in the application process, as it accompanies all models of coaching interaction without exception. Its main task is to display the sequence of actions necessary for coaching. Such a model is implemented in the set and sequence of the following general functions of management: planning, organization (including modeling), motivation, control and regulation of coaching communication (Lev, 2012).

An interesting and effective coaching model was provided by Mary Beth O'Neill, a renowned American coach. This model will give an understanding of the structure of not only one session, but also the entire coaching course as a whole. The key words in O'Neill's model are "solidity" and "openness". Toughness means getting through the goal, even if you have to give tough feedback or use confrontation. Openness is the depth of the customer relationship, its understanding, the depth of the relationship (Lev, 2012). The combination of these functions ensures, in O'Neill's words, the success of coaching.

Table 2. Characteristic models coaching *SUCCESS*

Abbreviation	Explanation
<i>S: Session Planning</i>	Because in coaching, customers often do not know what work to do, planning creates an organized structure of the process.
<i>U: Uplifting Experiences</i>	Majority successful people achieve success and height thanks to habits, leading search, and focusing attention on positive elements in any situation. It is a type of behavior that may imitate each person's behavior.
<i>C: Charting Your Course</i>	The beginning of the main work on the topic chosen by the client; setting many questions that will lead to an effective way to achieve goals
<i>C: Creating Opportunities</i>	The coach helps the client to determine his specific capabilities that already exist, as well as those that he can create to achieve his goals
<i>E: Expectations and Commitments</i>	Personal changes require action, as well as commitments to implement them. No one can change without action, unless he has previously committed himself to it do, what already means take on the case
<i>S: Synergy</i>	The connection between those who aspire to reach the client and those who feel about it. A good reason is that people don't finish what they started, there is something they really don't sure what are doing all right, changing state business what creates "blocked" energy, which negatively affects the flow process on many levels
<i>S: Summary</i>	A concise summary of what is being worked on and the end result were defined. If customers don't make an effort to save your thoughts and ideas which arise under time sessions, then, otherwise After all, they will quickly forget them. By integrating this model into the overall curriculum, the coach is more likely to achieve the main goal.

Coaching in the course of activity can be carried out at different levels of intervention (this level must also be agreed in advance with the manager):

- level 1 – simply observing the client's behavior patterns in a real situation – this is the least active mode, which has the least impact on the client;
- level 2 – intermediate mode, when the coach can ask the client questions during the action, which do not interfere with its implementation. At the same time, the manager can use or ignore them at his discretion;
- level 3 – the most active mode – interruption of the action, when the coach can offer the client a time-out in coaching at any moment. This level requires a particularly trusting relationship with the client and is suitable for those clients who feel confident in the role of students and treat their weaknesses with humor.

Planning a long coaching cycle can be based on MB O'Neill's model. As we can see, different models of coaching do not contradict each other, but rather complement each other and can be used depending on the actual needs of the given client and the preferences of the coach.

The coaching session model is quite popular in our country Marilyn Atkinson, which represents NLP coaching (Atkinson, 2009). Within the framework of this model, the structure of a separate coaching session looks as follows:

- 1) establishing rapport (contact);
- 2) concluding a contract;
- 3) definition of the goal;
- 4) use of experience;
- 5) activity planning;
- 6) conclusion, recognition of achievements.

The three-element model of coaching, called "3D coaching" (CEC), is also worthy of attention, as it is focused on three important areas: client, environment, coach, and reflects the professionalism and personal suitability of the coach's work in these directions. This concept is primarily focused on setting the goals of the coach during his work with the client, taking into account the environment and his role in this interaction.

The PRO model, developed by James Lawley and Penny Tompkins, consists of the following three elements: problem (problem), solution (remedy) and result (outcome). It is based on the premise that the client sends linguistic signals to the coach, which carry encoded information either about the problem or about the desire to solve it or a combination of these desires, and which must be decoded last and directed to the result. However, this model also does not reflect the sequence of application of the coaching process at the enterprise, but only considers issues related to the formation of the coach's interaction with the client (Lev, 2012).

SCORE Coaching Model by Dilts and Epstein. The SCORE model is an Aristotelian strategy used to analyze and define the problem space that Robert Dilts and Todd Epstein was reduced to some kind of matrix.

Robert Dilts is an author, trainer, and consultant who has made enormous contributions to the field of Neuro-Linguistic Programming (NLP).

The SCORE model is a coaching tool in dealing with problematic situations. It is difficult when the client comes not with specific goals, but with difficulties and obstacles. In such a situation, the SCORE model will help. The goal of this coaching technique is to show the client a route from a problem to an inspiring goal.

- Problem space according to R. Dilts. This model has 5 main focus points and is taken from NLP:
- Symptom (current state) – what is happening now.
  - Cause (reason) – what led to what is happening now.
  - Outcome (desired state) – where you want to go and what you want to happen.
  - Resource (resource) — what is needed to go from the state to the desired one.
  - Effect (effect) – that will give a transition to the desired state.

These elements represent the minimum amount of information that must be collected for effective handling of the problem space.

1. Symptoms, as a rule, are the most noticeable aspects of the problem or current condition. The definition of the signs entails the clarification of the "restraints." causes ", i.e. the existing relations, assumptions and conditions within the system, which preserves the real or "symptomatic" state. That is, what allows this situation to exist.

2. Causes (reasons) – the main elements responsible for the creation and maintenance of symptoms. They are less obvious than the signs they produce. Determining the causes involves finding out the "preceding" or "accelerating" one causes ", that is, past events, actions or decisions that affect the current or " symptomatic " state through a continuous linear sequence of "actions and counteractions". What causes this situation.

3. Outcomes – specific goals or desired states that should replace symptoms. Determining the results leads to the clarification of “formal reasons”, i.e. the determination of the form in which the result will be obtained and how it can be known that it has been achieved. Clarifying the results is an important component of the task of the problem space, since it is the gap between the current and the desired state that determines the boundaries of the problem.

4. Resources (resources) – the main elements responsible for eliminating the causes and symptoms and expressing and maintaining the desired results. In a certain sense, the definition of resources involves the search for "means" that relate to achieving the desired results and transforming the causes of symptoms.

5. The effects are long-term consequences of achieving a specific result. Positive effects are usually in themselves the cause or motivation for achieving the result (potential negative effects may cause resistance or sustainability issues). Any special results are usually "bridges" to achieve a more lasting effect. The determination of effects includes the identification of "final reasons", that is, future goals, tasks or intentions that give direction or influence the system, thus determining the meaning, purposefulness or appropriateness of current actions.

Miles Downey's "Model T" is in the coach's arsenal. In coaching, the main language of communication between the coach and the client is the language of questions, and the coach has a whole arsenal of different questions. And the coach's task is to find such questions that will help the client move towards his goal as much as possible, expand the boundaries of his perception.

It is customary to divide questions into open and closed. Closed questions assume answers in the format of "yes/no", when the answers are already known, and the conclusions are fixed and made based on past experience of this moment, only leading to the answer. Closed questions are not able to lead the client away from "box thinking" and play the role of "auxiliary" in the coach's arsenal. An extension of closed questions are alternative questions that create a certain limited space of choice. An example of an alternative question is a mother's question to a preschooler about what he will have for breakfast – fruit puree or semolina, milk or cocoa.

The coaching version of the alternative questions used in the sessions is the "Chinese menu" technique. When you go to a Chinese restaurant, you can't order a dish yourself because you don't know what the dish is, so the Chinese menu is a menu with pictures that you can flip through and choose the dish you like. An extended version of alternative questions is available on the Chinese menu. What is the practical application of the "Chinese menu" technique? For example, the request of a client who has not worked for a long time before and after the birth of a child is related to the topic of job search. A coach's question about how she knows how to find a job can cause her difficulty or even confusion. In order to stimulate and stimulate her imagination, the coach can use the "Chinese menu" by starting to list possible ways to find a job: someone actively asks acquaintances and friends about open vacancies in their company; posts resumes on job search portals; sends out resumes for vacancies that are open on the Internet ; someone is looking for ways to turn their hobby into a business, etc. The coach presents various possible options, and then asks the client: "And how else can you look for a job?". Having launched the client's imagination, the coach's task is to encourage them to express various, even fantastic options, periodically repeating the question 'And what else?' And how else can it be done? And a person has his own decision. He can choose from what the coach has suggested, but the best solution is usually in his options.

Open questions are more powerful and lead away from "box thinking". Open questions always begin with a question word – how, in what way, what, where, when, why.

Unlike closed, open questions:

- More informative, imply the search for multiple answers;
- oriented towards the future;

- help people to think more broadly and deeply, to go further;
- do not prompt judgments.

Examples of open questions that help ensure effective progress toward a goal:

- What do you want?
- What will you see, hear, feel when you have it?
- How do you know you already have it?
- What will achieving this goal give you and what will it allow you to do?
- How will your goal and the process of achieving it affect other areas of your life?

One of the coach's tools in asking open-ended questions aimed at expanding clients' consciousness is Model T, authored by Miles Downey (Hawkins, 2015).

Usually coaches use technicians, which are based on psychology personality table 3.

*Table 3. Techniques coaching, which are based on psychology personality*

Machinery 3-D	Machinery GROW	ABC technology
<p>- targeted on maximum quick concentration on potential decisions which the student can realize and for implementation whose he may take on responsibility;</p> <p>- the essence techniques: on beginning a problem is defined which needs a solution are found three aspects problems are related with the situation what developed people included in it are determined options solution of the specified aspects problems and, finally, student and coach concentrate on practical implementation optimal option solution problems</p>	<p>originates in the practice of sports coaches; is based on the competent use of questions and compliance with the sequence of actions; the questions are aimed at specifying the goal that the student seeks to achieve during coaching, then attention switches to the reality of the intended actions; practical options for actions (Options) that can be chosen to achieve the goal are investigated; the focus of attention shifts to the will (Will) to implement the chosen optimal course of action.</p>	<p>a procedure in which the coach consistently asks the student questions, and the student forms sincere answers to the questions; the student independently, in the process of answering the coach's questions, reaches an understanding of how to most successfully solve the problem before him; the coach's questions are grouped into three series of questions that are asked to the student step by step. Step A is intended to clarify the understanding of the situation that has arisen, step B should specify what could have been better in this situation, and finally step C should establish an understanding of how to do better. ABC technique can be effectively used in self-coaching mode</p>

The effectiveness of the implementation of coaching technology, taking into account the definition of stages and tasks at each stage, can be ensured by the identification and justification of psychological and ecological factors and conditions that indirectly affect the success of this process.

So, coaching appears effective way achievement specific results in life and business, is the science and art of facilitating self-discovery a person or organization, tools interactive process support individual people and organizations with purpose maximum help in disclosure their potential, oriented in summary on implementation positive changes and optimization of industrial relations between employees, based on cooperation and set-up feedback.



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