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COACHING AS AN INNOVATIVE TECHNOLOGY OF HUMAN RESOURCE MANAGEMENT

КОУЧИНГ ЯК ІННОВАЦІЙНА ТЕХНОЛОГІЯ УПРАВЛІННЯ ЛЮДСЬКИМИ РЕСУРСАМИ

The scientific article is devoted to the topical issue of the implementation of modern coaching technologies in the process of training future managers to carry out constructive management activities. The article analyzes the main priority directions and functions of using coaching technologies in the human resources management system. The article presents a general description of the main types and methods of coaching, defines the main aspects and didactic value of coaching in management practice. The reasons why Ukrainian managers and businessmen turn to a coach were also investigated, the main methods of performance evaluation and the use of coaching technologies in the human potential management system were analyzed. The article reveals various scientific approaches to the content and role of coaching technology, and it is determined that, in general, coaching helps people develop, master new skills, and achieve greater and better professional results. It was determined that coaching is a modern personnel development toolkit that uses mechanisms to create prerequisites for maximum self-disclosure of an individual's or organization's potential, including its professional self-awareness and leadership, self-improvement, and self-regulation. In general, the uniqueness of the coaching process as a professional psychological practice, a toolkit for personal and professional development of an employee consists in the additional use of a person's capabilities in self-discovery, self-improvement and self-realization, which contributes to the education of proactive and active employees. The article presents the practically oriented experience of integrating coaching technologies into the training system of future managers. The results of empirical research are analyzed and the program of integration of coaching technologies is described as a way of activating management potential. Qualitative and quantitative analysis of empirical data proves that the integration of coaching technologies into the system of training future managers ensures the development of all structural components of organizational managers' readiness for managerial activities.

Key words: coaching, management potential, competitiveness, self-development, personal resource.

Наукова стаття присвячена актуальному питанню імплементації сучасних коучингових технологій в процес підготовки майбутніх менеджерів до здійснення конструктивної управлінської діяльності. В статті проаналізовані основні пріоритетні напрямки та функції використання коучингових технологій в системі управління людськими ресурсами. В статті представлений загальний опис основних видів та методів коучингу, визначені основні аспекти та дидактична цінність коучингу у практиці управління. Також досліджено причини звернення українських управлінців та

бізнесменів до коуча, проаналізовано основні методи оцінювання результативності і застосування коучинг-технологій в системі управління людським потенціалом. В статті розкриті різні наукові підходи до змісту та ролі технології коучингу, визначено, що в цілому коучинг допомагає людям розвиватися, освоювати нові навички й досягати більших та кращих професійних результатів. Визначено, що коучинг – це сучасний інструментарій розвитку персоналу, який використовує механізми створення передумов для максимального саморозкриття потенціалу особистості чи організації, включаючи її професійне самоусвідомлення та лідерство, самовдосконалення та саморегуляцію. У цілому унікальність процесу коучингу як професійної психологічної практики, інструментарію особистісного та професійного розвитку працівника полягає в додатковому використанні можливостей людини в саморозкритті, самовдосконаленні й самореалізації, що сприяє вихованню ініціативних та діяльних працівників. В статті представлений практико орієнтований досвід інтеграції коучингових технологій в систему підготовки майбутніх менеджерів. Проаналізовані результати емпіричного дослідження та описана програма інтеграції коучингових технологій, як способу активізації управлінського потенціалу. Якісний та кількісний аналіз емпіричних даних засвідчує, що інтеграція коучингових технологій в систему підготовки майбутніх менеджерів забезпечує розвиток усіх структурних компонентів готовності менеджерів організацій до управлінської діяльності.

Ключові слова: коучинг, управлінський потенціал, конкурентоспроможність, саморозвиток, особистісний ресурс.

Formulation of the problem. The current stage of socio-economic development in Ukraine is characterized by the following trends: increased competition in the markets of the so-called tertiary sector (in particular, the spheres of telecommunications, information and communication technologies); transition to innovative management models (in particular, management based on the principles of performance management, i.e. lean management, etc.), active dissemination and integration into the practice of personnel management of foreign models and principles of corporate culture [8]. These and other trends actualize the search for and incorporation into the system of training, retraining and advanced training of such methods, approaches and learning technologies that would intensify the process of acquiring knowledge and acquiring skills, contribute to increasing the motivation of personnel to acquire knowledge and self-development, would deepen the responsibility of personnel for the results of their development, would ensure high achievements in the development of key competencies. One of such approaches, which contributes to the successful implementation of the listed tasks, is optimal from the point of view of using the company's resources, ecological and person-oriented in relation to the staff, is a coaching approach.

At the current stage of economic development observed significant growth of the human role in the production system, personnel become not only a strategic resource and object of management, but also a factor in the formation of the competitive advantages of any enterprise. Currently, in the field of personnel management, coaching is recognized as an important tool for the professional and personal development of employees, as well as one of the modern functions of the personnel service. The use of coaching in the domestic practice of management at the current stage is one of the most relevant in the field of management

and consulting, because in the conditions of the pandemic, most managers understood the importance of using this technique for motivating and training staff.

The problems of using coaching technologies in the practice of personnel management were actively studied by the following scientists: E. Parslow, M. Ray, J. Smart, N. Tomashek, D. Zheludko, J. Whitmore, P. Hawkins, N. Smith, V. Gurievska, N. Lion. N. Phyzyk, M. Nagara and others. However, there is a lack of comprehensive developments in the scientific literature on the formation of human resource management systems of enterprises based on coaching, especially in the context of the reformation of economic activity during the pandemic.

The purpose of the article is analyzed, the features of coaching as a psychological personnel technology in the management system and its role in developing the readiness of future specialists for effective personnel management and full realization of the labor potential of the enterprise.

Research results. In the field of human resource management, companies today actively develop and widely implement new human resource management tools, among which coaching has become the most popular. Enterprises are constantly improving the management technologies they use. For the most part, in the case of an impact on the personnel potential, one has to choose an approach depending on the ratio "costs – the obtained effect". A management technology that makes it possible to achieve the desired effect under the condition of incurring moderate costs is coaching [11]. It is he who contributes to the disclosure of the potential of each employee in order to increase the level of their work efficiency.

The use of coaching in business makes it possible to solve a number of important tasks for the enterprise, in particular, change management, to contribute to the formation of effective working collectives and

production teams, to influence the achievement of competitive advantages of the enterprise, to minimize staff turnover, to motivate personnel, to effectively manage time, to form a corporate culture, to contribute to the formation positive image of the company on the market and in the industry. In addition, the active use of coaching helps to overcome obstacles in relations between employees, reduces the level of stereotyped thinking, has a positive effect on the activation of creative thinking and solving production tasks using non-standard methods, which, as a result, makes it possible to achieve better work performance [10]. The analysis of scientific literature makes it possible to state that today the conceptual and terminological, methodological apparatus of coaching is sufficiently formed, which, however, mainly concerns such types as executive coaching – coaching of the top management of organizations; leadership coaching – coaching of managers of different levels, under whose command teams of different types work; life coaching (concentrates on the individual planning his life and achieving his personal and professional goals); business coaching (aimed at business support and development); on-job coaching (coaching at the workplace, aimed at developing the competence of personnel during the performance of production tasks) [12]. In our opinion, the potential of using coaching technologies as an innovative approach in the process of human resources management requires scientific understanding, since it is in this context that coaching can perform such important functions as educational (facilitating the intensification of the learning process, increasing its effectiveness), motivational (enables the convergence of individual , educational and production goals of employees, which increases their motivation to master educational material, develop new skills), demonstration (participation in training, which is carried out with the use of appropriate technologies, provides an example of coaching managerial interaction, which can then be adapted in the direct managerial interaction of participants training and their subordinates, creating a certain synergy effect) [4].

Coaching is also understood as: maintenance of personality development with the help of another - through observation, setting goals and objectives, feedback and formation of new behavior models; disclosure of human potential in order to maximize its effectiveness; a person's awareness of his own capabilities (hidden potential, which allows, under the condition of competent use of tools and technologies, to achieve the highest results) [17]. We believe that the main psychological principles of coaching are as follows: the highest results are achieved when a

person consciously makes a choice based on his own potential, which enables a high level of motivation for educational and professional activities; performance will be higher if there is constant improvement of one's own potential and limitations are reduced (negative experiences, fears, insecurity, perfectionism, etc.); the trajectory of a person's development is related to his ability to generate significant goals, achieve them and realize his success in this connection); the effectiveness of educational and professional activities will be much greater if a person voluntarily sets goals, develops a plan for their implementation and takes responsibility for their achievement [9]. The didactic value of coaching lies in the competence-based basis of the activity of the trainer-coach who interacts with the subject (in our case, training participants). It is about the coach having such competencies as creating relationships of trust and support; effective communication; facilitation of learning, development and achievement of results (stimulation of awareness, design of activities, planning and definition of goals, management of progress and responsibility) [16]. The following main functions of coaching at the enterprise are distinguished:

1. A function that helps to develop staff and build a career.
2. A creative function that pushes each employee to think in new ways, generate new ideas and take the initiative in developing new plans for the enterprise.
3. A comprehensive function, where coaching can function in any type of activity, being applied both in the enterprise, in business, and in everyday life.
4. A function that motivates staff to perform better, more persistently, confidently and correctly.
5. Adaptation function that allows employees to easily adapt to new conditions both in the enterprise and in the environment. A coach can also inspire a morally broken person to believe in himself and his strengths again [3]. Thus, the coach acts both as a mentor and as a psychologist who helps the player achieve his goals.

Based on various scientific approaches to defining the essence of coaching as a categorical concept, it is worth emphasizing that in management practice it is used mainly in such aspects as:

- applied tools and a separate type of consulting for managers, the purpose of which is to help them improve their professional activities, achieve goals and solve managerial tasks;
- technology, which involves the use of a democratic management style and a formed system thinking, which is based in a certain way on the organized technique of questions based on cooperation and establishing feedback;

• management competence and a certain type of leadership, which determines personal development through interaction with the team [2].

Analyzing various scientific approaches to the content and role of coaching technology, it is appropriate to note that, in general, it helps people develop, learn new skills, and achieve greater and better professional results. There are into many types of coaching: financial, academic, sports, life coaching, business coaching, etc. (Table 1) [12].

Modern management in the style of coaching is a view of personnel as a huge additional resource of the enterprise, where each employee is a unique creative individual, capable of independently solving many

tasks, showing initiative, making choices, taking responsibility and making decisions [13]. By applying the coaching technology, the company owner, with the help of correctly formed and asked questions and other techniques, can unlock the potential of his staff, demonstrate his value and significance for the company, inspire and provide the necessary "fuel" for the realization of the set goals. The technology works on those companies where the owner is ready to invest in the development of his staff, wants his staff to be motivated, proactive, responsible, sincere, ready to generate and implement new ideas [5]. The methods of evaluating effectiveness and the application of coaching technologies are given in the table. 2 [15].

Table 1

Types of coaching and general characteristics

Types of coaching:	Varieties	Characteristic
Business coaching	- corporate coaching; - business transformation coaching; - coaching on building business relationships; - coaching on creating the company's mission.	Business coaching, this method is ideal for business, its essence is to help the client reach a new level, clearly set goals. A coach will help you draw up an action plan for a successful career. Coaching in business can be: individual (coaching of the first persons, executive coaching), team (coaching teams, project coaching).
Corporate and coaching	- career coaching; - coaching of the employee's individual efficiency; - coaching for the development of managerial skills; - team coaching.	Corporate coaching is characterized by two main methods. The first method consists in structuring interpersonal and professional relations in the team. The second method is based on planning and motivation. Coaching courses help employees to reveal their potential, to become more proactive and conscientious. Corporate coaching – coaching is carried out by corporate coaches who work with internal clients.
life coaching	- coaching on the motivation of desired values; - coaching according to program goals and results; - career building coaching; family coaching; - well-being coaching, life transformation	The basis of life coaching is learning to set goals. The coach helps the client better understand himself and his true desires, set priorities. A person begins to feel more confident, understands the need to work "here and now" to create the desired future. The object of coaching are aspects related to the client's life outside of his business activity/work.

Table 2

Methods of performance evaluation and application of coaching technologies

No	Method	Definition of the method
1	2	3
1	Job shadowing	Adaptive method of personnel management. The method assumes that a new employee observes the actions and work performance of a more experienced employee for some time (for example: a trial period), who, in turn, helps, discusses production situations with him during the working day and receives considerable experience and high-quality call-back (Feedback).
2	Buddying	Adaptive method of personnel management. This is the building of equal friendly relations with a colleague, which is manifested in support and help, both from the colleague's side and, to some extent, from the management's side. The idea of protecting one person by another to achieve their results and goals.
3	Grading	A method that will help establish the optimal level of remuneration for each employee by ranking positions by groups that correspond to their significance for the organization or enterprise, thus ensuring a comparison of the internal significance of the position in the enterprise with its significance of the labor market. It can be concluded that the grading technology carries out both the distribution of positions according to importance for the enterprise, the establishment of grades and their pricing, as well as the regulation of grade limits in accordance with the remuneration in the market. Also, this method makes it possible to implement a systematic approach to the evaluation of positions, the correct formation requirements for them, qualitative certification of workers in order to assess the level of their competence and productivity, as well as the realization of possible growth in career ladder.

Table 2

1	2	3
4	Gamification	The method is based on a game model and simultaneously aims to motivate and train staff. An example can be an online game: employees are given tasks, they complete them and receive rewards. Undoubtedly, this method is more familiar to people of Generation Z, but by introducing such an innovative method to the staff of the older age category, you can, first of all, attract staff to delve into digital technologies and influence the fusion of the staff of different ages. This method will also be relevant for people who are used to receiving a reward for certain completed actions (for example, in childhood, we received sweets only after eating the first one), as well as for gambling people, or for those who care about the very essence of receiving a reward . This method covers almost all psychotypes and is often based on the principles of instant communication. The main goal turns into a big game with many levels (that is, the goal is divided into many smaller virtual ones). The gamer always sees his result and progress, both big and small. For workers, this method becomes a way to relieve tension from the feeling of routine and create additional motivation for work (worked for 2 hours – be sure to play the game). For most employees, entertainment and games in the workplace increase the productivity and quality of work of the staff. They develop a concept of the whole company, they better understand the tasks set before them. It was also found that the gamification method does not depend on the specifics of the company or department.
4	Assessment center	A method that helps to objectively evaluate personnel. This technology makes it possible to comprehensively evaluate the competencies required to work in this position, based on the modeling of key moments of professional activity. Also, this method allows you to assess real qualities: qualifications and psychological features; find out the compliance with the requirements of the position, as well as reveal the potential of specialists by simulating real work situations.

Over the last decade, a large number of studies have been conducted to determine the effectiveness of coaching, which prove that this process can and should be expressed in concrete numbers. Such measures transfer the work of a coach to the category of a business service that brings a tangible business result. Of course, such a management style as coaching is not without its drawbacks, and if it is decided to be applied by the manager of an enterprise or organization who has only theoretical knowledge about it, he may face such problems that may worsen the state of the enterprise in terms of performance or may affect on the very image of the manager as a leader (Fig. 1)

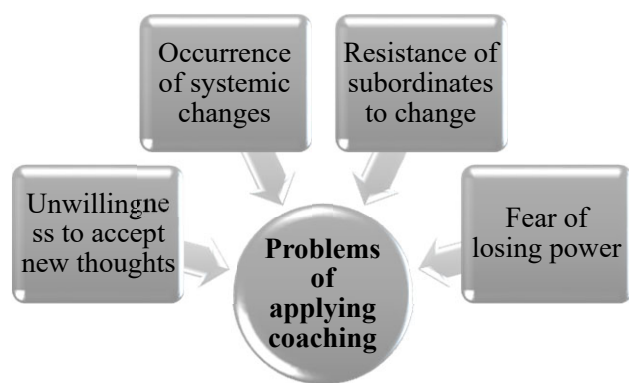


Fig. 1. Problems of applying coaching in the management system

Implementation of changes through coaching directly depends on the system readiness of the organization. For the effective application of coaching in the organization by the manager, cooperation with a professional coach, constant work of oneself, one's stereotypes, beliefs and level of self-education is necessary [14]. That is, coaching will not be able to

help a person who does not want to change. This is expressed in the fact that she wants to get a result, but at the same time is not ready to take any action, looking for an excuse for her passivity. The only way to get a good result is to start with yourself and take action. The advantages of using coaching in organizations are: formation of effective work teams; determination of the company's competitive advantages, which will give impetus to its successful functioning; use of all hidden potential of the enterprise; increasing the level of motivation of the staff, rational use of time, the systematization of knowledge in the organization appears, the practice of quick reaction to a critical situation in the organization, the increase in the level of trust between the administration and other personnel of the enterprise due to the improvement of communications and the increase in the level of delegation of powers, the increase in the effectiveness of the assigned tasks, etc. [6].

Therefore, 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 industrial relations between employees, based on cooperation and establishing feedback. In order to determine the effectiveness of the implementation of coaching technologies in the personnel management system, an empirical study was conducted on the basis of the Laboratory of Health Psychology and the Laboratory of Psychophysiological Research Bogdan

Khmelnitsky Melitopol State Pedagogical University. The total sample of respondents is future managers, students of I–IV courses. As part of the ascertaining stage of the research, it was found that in the process of professional training, the level of readiness of future managers of organizations managing activities gradually increases, but the dynamics of this process is relatively slow and does not achieve the desired results. Thus, the number of students with a high level of readiness for managerial activities increased from 19.8% in the 1st year to 25.4% in the 4th year, the average – from 48.1% to 52.3%. The percentage of students who are characterized by a low level of readiness for managerial activities has naturally decreased: from 32.1% in the 1st year to 22.3% in the 4th year. Thus, it can be argued that the traditional method of professional training of future managers of organizations does not make it possible to ensure a high level of readiness of many students for managing activities. The program was developed and tested from December 2021 to May 2022. To conduct a formative experiment, we selected experimental (35) and control (35) groups. The maximum possible similarity of both groups was ensured in terms of the initial level of readiness of students for management activities, as well as other parameters that could affect the results of formation of readiness for management activities in future managers of organizations. The versatility of the coaching program lies in the fact that it refers to the training program for new generation specialists that meets the demands of the assigned tasks, focused on a wide variety of possibilities: individual coaching, group coaching, with the incorporation of modified and newly created modules by other educational institutions.

The purpose of the coaching program for management subjects is professional assistance to the

management subject in defining and achieving his personal and professional goals in the minimum time and with minimum effort; in the development of the specialist's unique creative field of activity through acquired new professional skills and abilities. The tasks of the program based on coaching technologies:

- Solving the client's problem situations with the help of specially organized tools: effective questions, attentive listening to the client, observation of the coach, training and joint finding of professional ways to overcome barriers.

- The client's decision to master the program through the conclusion of an individual contract for the provision of services between the coach and the client.

- Encouraging the client to self-study.
- Full disclosure of the client's potential.
- Increasing the motivation of the client's production activity.

- Obtaining a positive result of the activity through an external examination.

- Obtaining the (measured, digitized) result of the originally set goal. The corporate coaching program allows you to: look at the situation from different positions, evaluate it in general; generate at least 2 ways to solve the problem; choose the most effective option from the methods of solving the problem; choose a specific plan of action. The corresponding program includes integrated methods of activating the management potential of future managers [1].

The corresponding program includes the following blocks:

- The main functions of management: planning, organization, motivation, control
- The triangle of an effective manager
- Setting goals using the SMART method
- Effective planning in the work of the manager (strategic, tactical)

Table 3

Methods of psychological activation of personnel

Method	Characteristic
1	2
Building a meeting based on natural design	Natural design – creation of natural conditions for humans, the most ergonomic organization. Natural design takes into account human needs when planning activities, objects, space, etc. The proposed template for organizing meetings based on the principle "natural design": 1. Designation of the order of the meeting; 2. Statements of the participants on the topic of the meeting, formulation of the problem; 3. Consolidation of the problem area; 4. Discussion of ways to solve the problem area; 5. Formulation of decision stages; 6. Distribution of responsibility for implementation.
Constructive statements	Constructive speech implies that if you criticize a proposed solution, you immediately offer a possible alternative solution. If you don't have a solution, criticism is not appropriate. The organizer of the meeting is obliged to monitor the constructiveness of statements and to demand them from all participants.

Table 3

1	2
Formation of the agenda for SMART	<p>The agenda should reflect the objectives of the meeting. The goal is not just formulation, but some formatting of the result of the activity. The more specific and precise the result is formatted, the more achievable it is.</p> <p>SMART (decoding): Specific. The goal must be Specific Measurable. Goal – Measurable Achievable. Goal - Achievable Relevant. The goal is relevant Time-bound. Purpose – Time-limited Benefits:</p> <ol style="list-style-type: none"> 1. Statement of direction 2. Help with planning 3. Getting a quick result 4. Motivation
Management of audience attention	<p>Every group needs a leader. There should always be a leader at the meeting who leads the group to achieve the goal - the agenda of the meeting. To successfully bring the meeting to a conclusion, it is necessary to constantly manage the attention of the audience and "include" employees who "fell out" of the context. There are several methods for this, built as the degree of "inclusion" increases:</p> <ol style="list-style-type: none"> 1. Questions addressed to the whole group; 2. Humor; 3. Fixation of the participant's gaze; 4. Questions addressed personally to the participant.
Using the brainstorming method	<p>Basic principles of brainstorming:</p> <ol style="list-style-type: none"> 1. Do not criticize the answers of others; 2. To propose any solution that comes to mind, even if it is unusual, impractical or remote from the topic under discussion. Do not self-censor; 3. To put forward the greatest number of ideas. It does not matter if it will be possible to use them or not; 4. Free development, improvement, combination, expansion of any expressed ideas. 5. Allocation of a certain time (but not more than 20 minutes) to get an answer to a clearly defined question, for example: "How to increase the interest of the participants in the training." 6. The number of participants is no more than 15 people. 7. If there are more, then it is necessary to divide into two groups, the first participate in brainstorming - the rest write at least 3 opinions on the question. After the brainstorming, the ideas or suggestions written down by the second group are added to the general list. When a participant writes his own opinion on a separate piece of paper, he takes responsibility. When the trainer writes his opinion on Whatman, the participant feels that his opinion is being listened to.
Introducing the rules of an effective meeting	<ol style="list-style-type: none"> 1. Participants arrive five minutes before the appointed time; 2. Only one is spoken at a time; 3. Constructive expression; 4. They come to the meeting prepared; 5. Cell phones are turned off; 6. The meeting time is limited, no more than 1 hour (with the exception of prearranged meetings); 7. Activity; 8. Every participant has the right to speak; 9. Informal communication.
Control of resource states	<p>Recommended Method "Outcome Framework". The organizer of the meeting can monitor the statements of all participants through the prism of the result. When formulating the order of the meeting, the organizer lays down the expected result (the result is more understandable if the summons is issued according to SMART). Each statement must be analyzed for: adequacy / congruence / correspondence of the expected result. And if the organizer does not see the correspondence, then the participant should be immediately asked to clarify his statement.</p> <p>The main manifestation of "consumers" and not "participants" at the meeting is the construction of long phrases, often without specifics and logic. By controlling the statements through the "result frame" it is possible to avoid prolonging the meeting and emotional costs of the participants.</p>

- Allocation of priorities
- Practical application of the Eisenhower matrix
- Organization of subordinates
- Setting tasks
- The specifics of setting tasks depending on the employee's competence
 - Individual conversation with a subordinate
 - Rules and principles of delegation
 - Giving and receiving feedback, constructive criticism and praise

- The content of the concept of motivation
 - Intangible ways of motivation
 - Self-motivation, life principles and their correspondence to goals
 - Effective control
 - The effect of synergy in management [7].
- Evaluating changes in the readiness of future managers of organizations for managing activities, we also used the methodology for determining the ability of an individual to manage self-

presentation in communication, developed by N. Amyaga. With and in the period between the first and second diagnostic cut, among the students of the experimental group, the percentage of those with an average (from 36.5% to 43.3%) and high (from 27.9% to 34.6%) level of self-presentation management in the process increased communication. At the same time, the number of future managers with a low level of readiness to manage self-presentation in communication significantly decreased (from 35.6% to 22.1%). At the same time, the number of future managers with a low level of readiness to manage self-presentation in communication significantly decreased (from 35.6% to 22.1%). The use of the χ^2 -criterion confirms the statistical significance of the indicated changes ($T_{emp.} = 6.47$ by $T_{kr.} = 5.991$). It is possible to state a general increase in the level of communicative control of the students in the experimental group, an increase in their ability to flexibly and purposefully manage their communicative behavior, taking into account the characteristics of interlocutors, specific situations and circumstances. Students began to pay more attention to the peculiarities of their communication, to impressions, which they inflict on interlocutors. This indicates the general development of their communicative reflection, which plays an important role in the professional communication of managers of organizations. Unlike the experimental group, in the control group there were less significant changes in the development of students' ability to manage self-presentation in communication: the percentage of students with a high level increased from 28.7% to 32.4%, the average – from 37% to 38, 9%, low – decreased from 34.3% to 28.7%. The application of the χ^2 -criterion shows that the indicated changes do not reach the level of statistical significance ($T_{emp.} = 5.47$ for $T_{kr.} = 5.991$).

The results of our study indicate that at the beginning of the formative experiment, there were no statistically significant differences in the levels of social perception skills formation between the students of the control and experimental groups. Most of the students had an average level of development. In the experimental group, during the final cut, an increase in the percentage of students with a high (from 24% to 33.7%) level of social perception skills was recorded. At the same time, the number of students characterized by a low level of formation of these skills decreased: from 26% to 14.4%. The χ^2 criterion testifies to

the statistical significance of the indicated changes ($T_{emp.} = 6.72$).

Among the students of the control group, there were also certain positive changes in the development of social perception skills: the percentage of students with a high (from 25% to 28.7%) level of their formation increased slightly, and the percentage of students with a low level (from 24.1% to 20.4%). However, the application of the χ^2 criterion shows that these changes are statistically insignificant ($T_{emp.} = 5.76$ by $T_{kr.} = 5.991$).

Among the students of the experimental group, there are also positive changes in the development of the ability to listen to the interlocutor, which is important for the manager, since it allows to objectively perceive and understand the organization's personnel, receive the necessary information from the interlocutors, constructively perceive critical remarks and advice, form a positive atmosphere and trusting relationships in the team. The presented results show that in the experimental group, compared to the first cut, the percentage of future managers with high (from 23.1 to 30.8%) and medium (from 52.9% to 58.6%) levels of listening skills has increased. At the same time, the percentage of students with a low level of formation of the specified skill decreased significantly (from 24% to 10.6%). The use of the χ^2 -criterion confirms the statistical significance of the indicated changes ($T_{emp.} = 6.63$). The students in the experimental group mastered the skills necessary for managerial activities, such as: establishing visual contact with the interlocutor; focusing attention on the interlocutor's words; interpretation of non-verbal behavior of the interlocutor; use of non-verbal means of communication; use of active listening techniques (paraphrasing, clarification, summarizing, etc.); demonstration of interest to the interlocutor and a friendly attitude to his words; showed patience, giving the interlocutor time and opportunities to express his views. The students in the control group also experienced certain positive changes in the development of the ability to listen to the interlocutor: the percentage of students with a high level increased from 24.1% to 26.9%, with an average level – from 52.8% to 53.7%, with a low level – decreased from 23.1% to 19.4%. However, according to the χ^2 criterion, the indicated changes are statistically insignificant ($T_{emp.} = 5.54$ by $T_{kr.} = 5.991$).

Analyzing the results of the experiment, we also paid attention to the formation of professionally important polemical and rhetorical skills in future

managers of organizations. The students in the experimental group experienced positive changes in the level of formation of polemical skills, which depend on the ability of managers to convince, argue, justify their position and influence staff. The number of students with a high level of development of polemical skills increased from 20.2% to 28.9%, average – from 45.2% to 52.9%, low – decreased from 34.6% to 18.2%. According to the χ^2 criterion², the indicated changes are statistically significant at the $p \leq 0.05$ level ($T_{emp.} = 6.49$ by $T_{kr.} = 5.991$). The level of polemical culture has significantly increased in most students of the experimental group, which was manifested in compliance with the principles of conducting a discussion: respect for the opponent's personality; tolerant of alternative views; correct handling of the dispute in compliance with ethical standards; the ability to rise above personal interests and overcome psychological barriers in the dispute process; willingness to find compromise solutions to problems; capacity for reasoned constructive criticism.

Certain positive changes in the development of students' polemical skills also occurred in the control group. If during the first cut there were 20.4% of people with a high level of development of these skills, then by the second cut their number increased to 24.1%. At the same time, the percentage of students with a low level of development of polemical skills decreased from 32.4% to 27.8%. However, these changes were not statistically significant ($T_{emp.} = 5.89$ per $T_{kr.} = 5.991$). Rhetorical skills are necessary for future managers for effective speech influence on other people in the process of interpersonal and group public communication. The obtained results show that between the initial and final diagnostic sections, students in the experimental group had an increased level of rhetorical skills. The percentage of students with a high level of development of rhetorical skills in the experimental group increased from 22.1% to 29.8%, average – from 49% to 56.7%, low decreased from 28.9% to 13.5%. The specified changes according to the χ^2 criterion reach the level of statistical significance ($T_{emp.} = 6.31$ by $T_{kr.} = 5.991$). A certain positive dynamic is also observed in the control group, but it is less pronounced and does not reach a statistically significant level: the number of students with a high level of rhetorical skills development has increased from 21.3% to 24.1%, the average – from 50.9% to 53.7%, low – decreased from 27.8% to 22.2% ($T_{emp.} = 5.86$ per $T_{kr.} = 5.991$). In the experimental group, the number of future managers

with a high level of readiness for managerial activity increased from 24% to 32.7%, the average – from 51% to 55.8%. At the same time, the percentage of students decreased from 25% to 11.5% with a low level of readiness for management activities. The obtained empirical results make it possible to assert that active learning methods, which model the features of future professional activity, played a decisive role in shaping the readiness of students of the experimental group for managing activities. Thanks to the didactic provision of the subject inclusion of students in educational activities, as well as the application of a system of problem situations that reflect the social and substantive content of managerial activity, it was possible to deepen the future managers' understanding of the theoretical foundations of managerial activity, activate the development of their managerial skills, and strengthen the motivation for personal and professional self-improvement, increase cognitive activity and interest in issues of organization management.

Conclusions and prospects for further research.

It was determined that coaching is a modern personnel development toolkit that uses mechanisms to create prerequisites for maximum self-disclosure of an individual's or organization's potential, including its professional self-awareness and leadership, self-improvement, and self-regulation. The main types of coaching models that find their practical application in the modern practice of enterprises are analyzed. Most of the approaches to coaching, on which the models are based, have common features: a relationship is established between the coach and his client, built on trust, confidentiality, genuine, genuine communications; the client's situation is formulated and discussed, agreed with his goals and expectations. In the coaching process, there is a deep penetration and study of the dynamics regarding the client's goals. The results of research and experimental work proved that the implementation of the specified conditions and the developed program ensures the development of all structural components of the readiness of managers of organizations for management activities: motivational-value, cognitive, personal-dispositional, operational-activity. In the experimental group, unlike the control group, the number of students with high (from 24% to 32.7%) and medium (from 51% to 55.8%) levels of readiness for managerial activity increased at a statistically significant level, and at the same time decreased with low level (from 25% to 11.5%). Prospects for further research consist in clarifying the possibilities of effective application of information technologies in the process of preparing students for managerial activities.

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