

COACHING COMMUNICATION AS AN EFFECTIVE TOOL FOR IMPROVING THE PROFESSIONAL COMPETENCIES OF SPECIALISTS IN THE FIELD OF DOCUMENTATION AND INFORMATION MANAGEMENT

^aOLENA ISAİKINA, ^bALLA ZLENKO, ^cIRYNA BEREZANSKA, ^dOKSANA PLUZHNYK, ^eNEONILA KRASNOZHON, ^fINNA LEVCHENKO

^aNational Aviation University, 1, Liubomyra Huzara Ave., 03058, Kyiv, Ukraine

^{b,c,d,e,f}Hryhoriy Skovoroda University in Pereiaslav, 30, Sukhomlynskyi Str., 08401, Pereiaslav, Kyiv region, Ukraine
 email: ^aisaykina.od@ukr.net, ^bzlenko.am@ukr.nett, ^cberezanska.iryina@gmail.com, ^doks.pluzhnik1@gmail.com, ^eNeonila.krasnozhon@gmail.com, ^finna.lewchenko2000@ukr.net

Abstract: The success of the organisation is determined by the ability of management to maximise the resources of each employee. Methods and technologies are constantly improving – to replace the obsolete ones, come innovative, among which is the technology of coaching communication. The study analyses the role of coaching communication as an effective tool for improving the professional competencies of specialists in the field of documentation and information management, attitude to the implementation of coaching in the business environment of Ukraine, tools, models and basic coaching techniques, as well as the features of coaching development shortly are identified. It is concluded that modern coaching has a tended development and widespread implementation, as it is an objective consequence of the manifestation and development of competitive socio-economic systems (technologicalisation of business processes, partnership development, interactive teaching methods). All this testifies to the relevance of the research topic in terms of improving the domestic practice of coaching technologies in Ukraine in general and in the management of staff development in the field of document and information management, in particular.

Keywords: Coaching, Document and information management field, Interactive learning, Partnership, Personnel development, Specialists, Team building.

1 Introduction

According to foreign studies, coaching is now quite popular and is used in politics, economics, education, business and many other fields. However, the modern version of coaching has come to us from sports as one of the methods of teaching tennis. Its author, T. Gallway, the creator of the theory of "inner games", noted that it is harder for an athlete to overcome an opponent inside than an opponent in a real game [5, p. 24]. He saw the main task of the coach as helping the athlete to overcome internal doubts and worries. Thus, according to T. Gallway, coaching is a method of revealing the potential of the individual, when the player finds his own, best way to develop their abilities to achieve results.

Gallway's ideas were developed by Witmore. He transferred this technique to business, where it became known as coaching. The approach described in J. Witmore's book *High-Efficiency Coaching* [23] was intended for managers, and coaching was presented as a new way of management, based not on dogmatic command, but on cooperation with subordinates in the process of achieving a common goal. The words "cooperation" and "goal achievement" are key to understanding the essence of coaching. In addition, Witmore stressed that coaching focuses his methods on future opportunities, not on past mistakes.

Further research on coaching technology in the business field was conducted mostly by foreign scholars (S. Douglas, P. Zeus, M. Emitter, J. O'Connor, W. Morley, D. Peterson, D. Rolker, R. Witherspoon and R. White, R. Hudson, M. Hicks, etc.). They expanded or specified the boundaries of this concept and identified new types and areas of its application. Thus, S. Douglas defines coaching as constant cognitive, emotional and behavioral changes aimed at achieving goals and improving professional skills or personal life [3, p. 3]. P. Zeus emphasizes that coaching is a modern technology of human potential to maximize their effectiveness in work [24, p. 11]. In the context of training and development, coaching is seen as a form of training employees to develop their skills and gain experience through a system of planned tasks that are gradually becoming more complex and need to be completed in combination with continuous evaluation and support [6, p. 8].

The essence and scientific basis of coaching was explored by J. O'Connor, who described this technology through neurolinguistic programming. According to his definition, coaching is based on humanistic psychology and constructivism. J. O'Connor and his followers emphasize that coaching helps a person learn more than it teaches, and the main idea of coaching is to help individuals develop competencies and remove existing constraints to achieve meaningful goals in their professional and personal life [14, p. 15-16]. According to the definition proposed by the members of the International Coach Federation (ICF), coaching is a process based on the principles of partnership that stimulate the thinking and creativity of clients to inspire them to maximize their potential, both personal and professional [9].

At the same time, despite all the differences in interpretations, all the authors of the definitions agree that coaching is aimed at changing the behavior of employees by activating their thinking.

Unlike foreign scholars, who focus on the structural study of coaching technology and its implementation in various fields, domestic scholars consider certain aspects of coaching mainly from the standpoint of interpretation of content, types, functional purpose (R. Bala, T. Borova, N. Dudnik, V. Maksimov, O. Nesterova, O. Protsenko, Z. Rogachev, S. Romanova, O. Rudnytsky T. Samatova, M. Samoukina, M. Turkulets, O. Khmelnytska, etc.), as a result, the question remains insufficiently researched the use of coaching as an applied technology in the management of personnel development in the field of the document and information management.

2 Materials and Methods

To achieve this goal, a systematic set of general scientific methods and techniques of empirical knowledge (induction and deduction, analysis and synthesis, systemic and functional approaches, classification and systematization, observation and description, explanation and generalization) was used. In particular: the observation method was for collecting data on the application of coaching technologies in modern conditions; bibliographic method – to find the necessary sources of information; analytical-synthetic, comparative – to identify based on the collected empirical material trends in the field of this problem; tabular – to visualize the collected data; method of content analysis – to study the role of coaching in personnel management in the field of the documentation and information management and to identify promising trends in the development of coaching technologies shortly; method of typological analysis – to differentiate the array of collected information on the directions and features of the application of coaching as modern technology of team building; inductive and deductive - to generalize and systematize conclusions.

3 Results and Discussion

3.1 Coaching and Its Main Participants

The term "coaching" (Hungarian coach – carriage, cart) from the 16th century became established and widespread in England, where coaches were called tutors, mentors, sports coaches, instructors, consultants. Since the 1980s, coaching has been implemented in business, although for a long time it was only available to top management. The formation of the foundations of socially-oriented current trends in the competitiveness of enterprises has led to the transformation of coaching into human resource management technology. In particular, the development of coaching was facilitated by the technologicalization of organizational processes, the desire and need to predict the future in the context of global change [1, p.18-23].

However, as modern practice shows, there is an ambiguous attitude to coaching in the activities of Ukrainian enterprises. Based on the analysis of theoretical and practical sources on the

criterion of "attitude to coaching" they can be divided into three groups.

The first group includes companies that invite a coach just because it is "fashionable" now. When it comes to specific work, and even more to specific results, management often does not accept the very idea of coaching, citing the fact that this technology is not able to solve all the problems quickly.

The second group of companies understands that coaching can be used as a tool for staff development, but they are in no hurry to use it because for them the more common forms of learning and development are training or consulting. Most often, company executives are stopped by stereotypes that have been formed in the market of training services, including:

- Stereotype 1: if the leader can ask questions, he already has coaching skills and a coaching management style. However, coaching is not only the ability to ask questions but also many other tools aimed at forming key competencies, which can determine the professionalism of the specialist;
- Stereotype 2: coaching is used for the sake of coaching itself – as a process, not as a result that the company expects. Instead, coaching is most focused on achieving the company's goals that it plans to achieve;
- Stereotype 3: coaching is too long and boring, companies need something more interesting. Here it is important to note that the key task of coaching is not to surprise the company with periodic miracles but to help it do specific work to address issues relevant to it [12].

The third group of companies understands that for the development it is expedient to develop systematically modern innovative tools, a component of which is coaching.

Today there is a transition from a strictly regulated life of society and the individual detention of people to building flexible relationships in the process of interpersonal communication. Thus the increase of efficiency of own vital activity is possible only at constant development of that self-perfected personality during all life which is shown in the qualitative and creative realization of own professional function, creation of conditions for the development of other people promoting the decision of a problem of any character. A necessary condition for this process is the use of different methods, improving both their professional activities and personal development in general, which will determine the need and feasibility of stagnant coaching.

The main participants in the coaching process are:

- Coaches, who train and guide employees and subordinate enterprises in the necessary direction to achieve their goals;
- Clients and users of coaching – employees who are the object of the coaching process for self-improvement, professional and personal development and the disclosure of their potential and opportunities. The users of coaching are mostly employees of enterprises, for the development and self-improvement of which coaches are invited. Clients are mostly individuals who seek to improve their potential and opportunities for self-development;
- Coaching clients are managers of enterprises whose goal is the development of staff in the organization, their competencies, mobilization of internal capabilities and potential of their employees, etc., as well as individuals, clients who seek to improve their skills, abilities and knowledge own development and mobilization of internal reserves to achieve personal goals [16, p. 391].

Coaching can be compared to art, where there are a lot of approaches. On the one hand, coaching is a management style, and on the other hand, it is a management tool. Coaching as a management style is an organized space, interaction between the manager and his subordinate, which involves recognizing the uniqueness of each employee, trust in his abilities, promoting the maximum disclosure of his potential and leading to a new level of employee responsibility. In the literature, one can come across

the term "leadership in the style of coaching", the essence of which is to use coaching methods in personnel management to improve the personal effectiveness of employees and achieve the goals of the organization [15].

As a management tool coaching is the development and training of employees in the process of working together. At the same time certain methods, techniques of asking questions, joint discussion are used. In the process of organizing the organization, coaching can be used to address the following issues: reducing staff turnover, improving staff efficiency, forming and motivating teams to perform complex tasks, preparing employees for career growth, time management training, improving organizational communications and team relationships. Coaching can also be used to conduct interviews and select the best candidates for the position, diagnose the corporate environment, develop a vision, the company's mission, resolve organizational conflicts etc. One of the goals of coaching in employee management is to organize the work process so that the subordinate approached the manager with possible options for solving problems, was proactive, involved and motivated. Due to the production needs, companies change the requirements for the competencies of employees, which also involves changing the managerial competencies of the head, including the use of basic coaching skills. The use of coaching as a style of management in the organization is associated with the need for a personal change of leaders, including top managers. The success of its application in employee management is in the hands of the manager, namely the manager must believe in the potential of his subordinates, give the right to make mistakes, develop an invaluable attitude. Such actions create trust between the leader and the subordinate [15].

Thus, modern coaching is a technology created to develop the potential of people and teams to achieve pre-agreed goals and radically change patterns of behavior, which leads to the disclosure of the inner potential of the individual.

3.2 Coaching Tools and Models

With the beginning of the new millennium, the intensity of coaching research is growing, international conferences and forums are being organized, coach and community data banks are being created to discuss content, methodology, standards, quality issues, quality requirements are being raised, target groups are being identified and methodologically differentiated applications are being introduced. Coaching reaches the scientific level, standardization of coaching as technology begins, and appropriate tools are developed.

Coaching tools can be divided into two types – basic and auxiliary [17]. The basic ones are basic models that one cannot do without – a model of communication with the client, a model of thinking used in a coaching session, and a system of work. Ancillary tools are a variety of typologies that help gather and structure customer information to choose the right approach.

The coaching model is a framework that does not teach how to be a coach, but rather creates a framework that can be used in the coaching process, it is a high-level strategy that allows planning, thereby increasing the coach's ability to respond to any situation in real life.

Let us consider the models that are most often used in foreign and domestic coaching practice.

The G.R.O.W. model was created by John Witmore as a model for effective issues. The abbreviation GROW means the key points through which the client should be guided and which are: Goal – setting goals, defining short- and long-term goals. Reality – determining the current situation, in reality, establishing a starting point, its compliance with goals and reality. Options – define a list of options and action plan strategies. Way / Will – finding the answer to the question "What, when, by whom, for what?" will be done [11]. This model is the most common way of structuring a conversation in coaching. As a rule, these are open-ended questions that require descriptive answers, not

evaluations, so there is no risk of worsening self-esteem or affecting the client's self-esteem. However, after analyzing these stages, we can conclude that they reflect only the initial steps involved in coaching interaction between participants in this process.

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

The SUCCESS model. S: Session Planning – planning – creating a structure of the process, without which the whole process will be disorganized. U: Uplifting Experiences – focusing on the positive moments of life. C: Charting Your Course – preparing questions that will push the client on the right path to the goal. C: Creating Opportunities – the answer to the question "What does the client need to achieve?" E: Expectations and Commitments – the beginning of actions that will help change the situation. S: Synergy – defining the relationship between what a customer wants to achieve and how they feel about it [11].

Also noteworthy is the three-element model of coaching, called "3D coaching" (CEC), because it focuses on three important areas: client, environment, coach, and it reflects the professionalism and personal relevance of the coach in these areas (Coach skills). This concept focuses primarily on establishing the coach's goals during his work with the client, taking into account the environment and their role in this interaction.

Studying the tools of coaching for the professional development specialist in the field of documentation and information management, we drew attention to the international experience of colleagues from Latvia who are successfully developing this area under the Latvian mission, certified by the Latvian Ministry of Education and Science, training program "Professional Coach" years in a row (training is carried out on the basis of ICU & ICTA standards with the issuance of an international certificate "Professional Coach ICU"). This program has been tested and used successfully for professional development by both documentation and information management professionals, HR managers, consultants, business trainers and anyone involved in the human factor who wants to master the technology and methodologies of coaching. What distinguishes the Latvian program is that it includes training in an individual, team and transformational (deep) coaching and, according to experts on the quality of education, is one of the best coaching programs in Eastern Europe. The advantage among other European programs in this area is that the Professional Coach ICU Program is accredited by Thomas Edison State University (USA). After passing it, specialists have the opportunity to receive six educational credits, which go to enrol in educational master's degrees. For example, an MBA degree requires 39 credits in the course of study, six of which can be recalculated in the course of mastering this course, which is successfully used by applicants for master's degrees.

Also in Latvia, there is a whole network of various information and educational programs, united by one platform "Coaching as a way of life", which carries out not only the professional and educational direction of coaching, as an applied technology in personnel development management, including documentation and information management areas, but also support and form of professional growth in a safe environment of like-minded colleagues.

At the same time, it is optimal to create own coaching model, which would be based on the use of the best world and domestic practices.

3.3 Basic Coaching Techniques in Management Development of Personnel in the Field of Documentation and Information Management

Historical experience shows that social development is impossible without information and channels of its dissemination. It is generally accepted today that information which can be natural or artificial, true or fake, official or everyday, economic, industrial, environmental, etc., is the primary source of the movement of society, human development. Information lies in decision-making, worldview formation, communicative relations in society.

Informatization of various spheres of human activity contributes to the growth of flows of financial, technical and economic, technological, production and other information, as well as creates new forms of use of this information. From the standpoint of formation and further development of the information society, education in Ukraine is being transformed, its orientation is focused on foreign educational standards, the range of specialties focused on training for the information sphere, the sphere of documentation and information communications is expanding. The above-mentioned processes have led to the appearance in the educational space of the higher school of Ukraine of the specialty "Documentation and information activities".

The development of the need for specialists in this field is determined by the growing importance of information in the economy and social life. It is generally accepted that the work of collecting, processing and storing information, both in the form of traditional paper documents and in electronic form, the creation of banks and databases within a single information system, management consulting is an independent field of activity that requires special training.

This situation changes the requirements for managing the development of personnel in the field of documentation and information and necessitates the use of coaching technologies. Modern managers aim at quality development of employees, as well as the creation of a favorable environment where employees can work independently and as efficiently as possible.

It is worth noting that the largest companies in our country and around the world are increasingly interested in improving the productivity of their employees: professionals must learn and unleash their potential to perform successfully any task and improve the general and specific performance of the company as part of a single system, the synergetic effect of which will positively affect the development of the whole structure. To do this, managers train their employees, motivate them to increase their salaries and promotions, conduct training and courses – education for professionals in the process of their work hardly ever ends, because now employers are interested in it [18, p. 142-145].

Under modern conditions, the most obvious options for the application of coaching in the organisation of work with the personnel of enterprises, namely the formation of motivational mechanisms and scales of personnel evaluation; solving problems of staffing and improving professionalism and creative thinking; settlement of relations in the team; planning indicators and increasing human resources; adaptation to change and staff development. Using coaching, the leaders of the new formation achieve their goals much more efficiently and quickly and gain confidence that their chosen direction of development is exactly what the organization needs.

The main coaching techniques in working with specialists in the field of documentation and information management are tools that help to achieve the goal and are specified in the client's request. The set of these tools is quite large and diverse, so the coach can use them individually for each client. However, some techniques, to one degree or another, are used by the coach in each session.

The first and most important, basic coaching technique is the question. They replace the advice and help to learn more about the situation in which the clients found themselves. Properly posed questions help them to think, think and, as a result, make the right plan of action.

Using this technique, the coach should ask questions in such a way that they help to generate answers, clarify and fully disclose the situation. It is a format of a conversation between a manager and an employee, which helps the latter to understand and comprehend their job responsibilities, role in the business process, purpose in work, find effective solutions to specific tasks, while learning and unleashing their potential.

One of the important qualities of a manager-coach, in addition to asking the "right" questions, is the ability to listen and hear, which also encourages the employee to actively seek ways to achieve the goal. The purpose of the coaching conversation – help t is to help the employee learn everything necessary to achieve goals, take responsibility for the results, l their importance, the importance of enjoyment from their work [15].

Consider the above example of such a situation: a subordinate comes to his boss with the phrase: "I do not know how to solve the problem. Please help me. A manager who uses a coaching approach in management may ask the employee the following questions: "What result do you want to get?", "What are the possible options for achieving the goal (task) you considered?", "What other options are there?", "Which option will bring the best result?", "Why have you chosen this option? What attracts you?", "What are the risks?", "What will you do if it does not lead to the desired results?", "Which backup plan do you have?", "What would you do if there were no restrictions?", "What resources do you need to achieve the goal (task)?", "Who can help you achieve the result?", "What are you ready to take to solve the task?", "What steps can you take now to achieve the result?", "When are you ready to start the task?"

The advantages of this management approach are: improving the microclimate in the team, establishing a more trusting relationship between manager and subordinate; it helps the employee to look at the situation differently, to act creatively (outside of standard solutions). The chances that the subordinate will cope with the task increase many times, while the employee also learns; the leader has the prospect of freeing up his time, transferring responsibility to the subordinate for the task set before him [15].

The key in the coaching process is that the employee finds the best way (answer, option, opportunity, resource, solution) to achieve his goal, and the head coach creates the conditions that help to achieve this. At the same time, this approach effectively develops the corporate culture of the organization.

Another important tool of coaching can be considered scaling. It can relate to the client's emotional state and the state of their affairs. Derivation of the scale of indicators helps, first of all, to establish the current positions in which the client stays during the first session and then allows seeing the dynamics of the changing situation which helps in defining and further adjusting the goals. This technique helps to unload the perception of the situation in the long run when the client needs to overcome a fairly long period to achieve the goal. When using scaling, the coach allows the client to see the changes achieved at a certain time stage, which, of course, increases the level of self-motivation and increases self-esteem.

In the case when the goal is hindered by internal contradictions and resistance of the client, the coach often uses a technique that can be called "what if?". This technique allows the client to look at the problem without taking into account internal barriers or fears. After all, if the restrictions are removed and the difficulties are removed, then the path to success and goal is open and free. And it is in this situation that the way the coach conducts his/her sessions will depend on how much the client sees this path. This technique works bypassing consciousness and reason and makes

it possible to reveal the creative energy of man, his hidden potential in solving complex problems.

The technique of identifying true values is also quite effective and allows the client to explain their benefits in their actions. By constantly answering such questions, the client will be able to determine correctly the motive for their actions and see how important and important it is. This technique helps to find the true value of the client, which will ultimately give an understanding of why important values are leveled and how they relate to each other.

In our opinion, this is the main list of coaching techniques that should be used when working with specialists in the field of documentation and information management, but in "pure" form, they are usually not used and the coach usually combines them when conducting sessions with the client. At the same time, the list of techniques is not exhaustive and their application depends primarily on how effectively the interaction takes place.

3.4 Planning as a Key Stage of the Coaching Process

Most of the approaches in coaching on which models and techniques are based have common features. In general, the coaching process can be considered through several step-by-step steps, which include four stages (Features of the coaching process). Achieving the goal in the coaching process is due to the successful completion of each stage.

The first stage. Situation analysis and collection of the necessary information. Coaching can begin only when a person realizes the need for self-improvement within their professional activities or in changing the approach to any other activity. Without awareness of needs, it is almost impossible to change behavior. The coach must develop this awareness because it is impossible to teach anyone anything before the person himself/herself wants it.

The second stage. Responsibility system planning. Achieving the goal will be effective only if the individual takes responsibility for the results. The first step in the process of taking responsibility is to plan the coaching process. A well-formulated plan should answer the following questions:

- What exactly needs to be achieved?
- How will this happen?
- When will this happen?
- Where will it happen?
- When will this process begin and end?
- Who will be involved in this process?
- Who should this plan be agreed with?

Analysis: assessment of the client's level of competencies, coordination of personal goals and goals of the organization, which are implemented in the coaching process, concluding a contract with the client.

Planning: identifying key success factors, preparing a skills development plan, agreeing on an action plan, and monitoring the effectiveness of results.

Implementation: "aching through the gap" – support of the client from the moment "now" to the moment "future", direct actions long-term and short-term goals, setting priorities.

Assessment: Systematic feedback, approval of acquired skills, as well as motivating the client to take responsibility and accept new challenges, creating methods of the self-discipline of the client without the support of the coach.

Who will help implement this plan?

For a coaching plan to be more effective, it must be based on one or two specific development goals that need to be achieved over time. In addition, it is very important that each goal set out in the plan is specific, measurable, achievable, relevant at the moment and has specific deadlines.

The third stage. Implement the plan using a variety of coaching techniques. When implementing a plan, coaches should use only those styles and techniques that are appropriate to the situation. The technologies used in addition to the appropriateness of the situation must match the personal skills of the coach. Perhaps one of the most important professional achievements in this context is feedback skills.

The fourth stage. Evaluation of effectiveness. A distinction should be made between monitoring and evaluation: monitoring is a regular check of the process of implementing the plan to achieve the goal, evaluation is an analysis and conclusions of the plan immediately after its final implementation. This is a one-time activity that the coach and the client carry out together.

Let us consider a coaching tool such as the Four Questions of Planning, which is simple yet profound, allowing the employee to find motivation within themselves, develop an action plan and start acting to achieve a goal in any project.

The Four Planning Questions technique involves the employee answering four questions: "What do you want?", "How can you achieve this?", "How will you support yourself if something goes wrong?", "What will happen as a result?". They are closely connected and support subordinates on the path to success. So more about them in more detail [15].

1. *The question "What do you want?"* includes several additional questions that can clarify the situation and inspire the employee in the process of implementing plans, namely: "Why?" or "Why is this important?". The answers to these questions reveal the true meaning of the goal being achieved, a certain value (what a person wants at a deep level, subject to its control), the goal becomes more important for the employee, his judgments are directed in a positive direction. When the subordinate has a clear idea of what he/she wants, it is possible to move on to find the answer to the second question, how to achieve the goal safely.
2. *The question "How can you achieve this?"* also includes some additional questions: "What is the plan to make it easier to achieve the goal?", "What steps need to be taken to achieve the desired?", "What are the alternative ways to effectively achieve the goal?", "How can we start implementing the plan?". Detailing allows emerging in the employee the desire to move on the path to the desired. The answers to such questions imply a visualisation of the time frame and actions that the employee will need to take to get the result, what skills and abilities will need to be developed, what resources he/she needs and how to use them.
3. *The question "How will you support yourself if something goes wrong?"* is related to the promotion of the project and how to give it more importance, strengthen or expand the commitment to the goal, the confidence of the employee to move forward. Options for additional questions: "Why can you learn to travel to the goal?", "How can you move even further?", "What will change in life when this goal is achieved?", "What will be different?" If circumstances change, the employee will be ready to move forward to the goal, having several alternative paths. The employee learns to consider a wider range of actions.
4. *The question "What will be the result?"* focuses a person's attention on the study of the visual picture, analysis of actions taken to reach the finish line. Careful study of the obvious signs that the goal has already been achieved eliminates the lack of clarity associated with the goal. Options for additional questions: "How will you know when the goal is fully achieved?", "Which of the signals will help determine that the goal has been achieved?", "How will you know that the work is completed?" This question will make the employee think about what factors will indicate that the goal has been achieved [15].

Thus, the key elements in the coaching process can be identified:

Awareness which results in increased attention, concentration and a clear understanding of the problem. It is the ability to select and perceive all the facts and information relevant to a case, determining their importance to the life of the client.

Responsibility is another key concept and goal of coaching, where the client is responsible for the results of coaching. A person who takes 100% responsibility for the result, does not hope for anything, does not blame anyone, he/she clearly understands that everything that happens in his/her life is the result of all his/her actions.

3.5 Coaching as Modern Technology of Team Building

The content of coaching is always the request, goals and results, as well as the quality of life and success of the client. Coaching is an individual training of a person to achieve important goals for him/her, increase the effectiveness of planning, mobilisation of internal capacity, development of the necessary abilities and skills, development of advanced strategies for results. This technique is designed to empower people who are aware of the need for change and set themselves the task of professional and personal growth [2, p. 31]. At the same time, coaching is one of the modern personnel technologies that help not only to unleash the inner potential of employees but also to increase motivation and corporate behavior, which determines the effectiveness of teamwork.

Team coaching is an art and modern technology in the human resource management system that helps to unleash the inner potential of employees, increase motivation and ability to work in a team, achieve common goals, which allows us to develop better management decisions [20].

Implementing team coaching in an organization is a very complex process that includes three main stages:

Stage 1: the diagnosis – the strengths and weaknesses of the team are identified, as well as the level of its motivation for teamwork; the goals and tasks of the team within the whole enterprise are determined;

Stage 2 is the main one; it helps to achieve the set goals and provides training for coaching HR managers, individual training with company management, the transfer of the principles of team coaching in the power vertical "top-down". An important role is given to the formation of organizational culture as a tool for team development, ensuring the mood of staff for high productivity and high-quality work. At this stage, game techniques are often used, role-playing tasks that allow staff to look at the situation in a new way, for themselves and their team. In particular, depending on the team's request, various exercises are used, such as "Assembling the balance wheel", which allows finding a way to achieve a balance of time, priorities in the team, find a key area that affects other areas, and more, or Building a pyramid of logical levels of Robert Dilts", which may result in clarification of the goals of the team, the value of its activities etc.

The effectiveness of coaching is evidenced by the change in personal behaviour of team members in the field of professional skills and competencies; development of quality management decisions; increasing the level of motivation of employees; creating a unified team vision; distribution of roles and responsibilities of each team member [7, p.242].

Stage 3: collection and evaluation of results – a comparative analysis of activities before and after coaching.

Thus, team coaching is a format of group work that allows us to activate the potential of each employee; the process of finding solutions to the overall request of the team, to achieve a common result, a modern way of interacting with staff, which allows us to see and apply the potential of each employee and unite them in a team to achieve strategic management goals.

Team coaching is performed by a highly professional coach with a certificate of compliance. Typically, this is a series of sessions of 4 hours from 5 to 8 times a week, which allows us to identify and complete the required amount of tasks, formulate appropriate solutions, shape the program, taking into account the interests of employees and managers, and allowing them to be involved not only into the workflow.

Between sessions, the team should implement the program they have formulated for themselves. Then, at the next session, the team is diagnosed with the level of passing the planned goals. The mechanism is set up so that gradually the team comes to a common vision of overcoming problems, professing common values and goals.

Quite often under the guise of team coaching training is offered, which is also a good format, but they perform completely different goals and objectives. The company's management must agree on what technologies will be used in the work to ensure that the team will use techniques that will maximize their potential.

Under the guidance of the coach, a team of professionals (managers, senior and middle managers, employees of one or more departments, etc.) is formed to monitor the current state of the system in terms of efficiency. From a set of alternatives, the necessary changes which are planned before implementation are formulated, and all necessary actions for achievement of the maximum result are formulated.

The coach works exclusively on the goals set by the participants as a team, he does not impose how to communicate, avoid conflicts, participants under his methodological guidance determine what goals should be achieved, what tasks are solved and choose ways to achieve them. All work is carried out by revealing the internal potential of employees, rather than the knowledge of the invited coach, while the responsibility of participants for the goals, planned tasks or rules of communication of the team is multiplied.

Team coaching is necessary: to form a mission that will motivate the team; to understand common tasks; to organize coordinated work; to ensure cohesion and establish effective communication between departments; to overcome the negative consequences of the conflict in the team; for the formation of team spirit and motivational incentives to work; to identify problems that hinder the activities of the organization and the formation of means to solve them; to develop plans for the implementation of a new project, strategy formulation, goals; to unite team members for the overall result. The results of team coaching sessions are always unique depending on the request, the result and the goals it wants, and the team is ready to come, is formulated at the first meeting [21, p.50-51].

Team coaching is now becoming a common practice of leading companies around the world. It is widely used by Hewlett Packard, Zerox, Gillette, Sony, Pall Mall, Rolls Royce, Volkswagen, Nokia and other proactive business systems (including the world-famous hotel chains Hilton Worldwide, Marriott International, Intercontinental Hotels Group, Windham Hotel Group, restaurants – McDonald's Corporation, Starbucks Corporation, Yum! Brands, Inc., Restaurants Brands International, Inc.) the level of consciousness of the management of which allows not just to declare, but specifically to focus on the most valuable asset of the company - human resources, showing real concern for the development of employees and their well-being [12].

Thus, team coaching: increases the initiative of each team member, improves the results of any management decision; helps to understand the role of the team in the organization, set priorities and optimize all human resources used; it builds an effective system for managing team processes, first of all, stimulating innovative thinking through dynamic patterns of groups and teams; promotes the involvement of employees in project work, new methods of project team management are mastered; reveals the resources, capabilities of the team, and, most importantly, embodies the effect of synergy.

3.6 The Main Trends in Coaching 2021 – 2023

To be a sought-after professional in the coaching market, it is important to know the dynamics of market development both in Ukraine and internationally. According to iPEC, 1.5 million requests are processed monthly by people and companies involved in the selection of life coaches, business coaches and senior executives (*What is Coaching?*). At the same time, the global study of ICF coaching in 2020 shows that in 2019 the estimated global revenue from coaching amounted to 2.849 billion US dollars. [10].

Coaching in 2021 is not a motivational speaker who teaches the masses how to live. This is every manager and leader who wants to improve performance by working through the weaknesses of team processes.

The market for coaching services in the world is developing rapidly. The highest rates of market growth are observed in countries with high incomes. In Ukraine, this market is relatively new but has great potential for development. By the end of 2019, Eastern Europe (including Ukraine) took 3rd place with an increase in the number of practicing coaches by 40% compared to 2015. Among of them:

- 6300 – coaching practitioners.
- 2100 – leaders and managers who use coaching skills.
- 8400 – others.

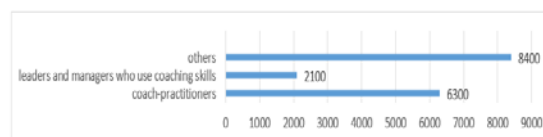


Figure 1 – Eastern European coaching market (end of 2019)
Source: ICF Ukraine Chapter (<https://www.icf-ukraine.org/>)

According to the 2021 data from the ICF Ukraine Chapter, there are only 161 professional coaching members of the ICF in Ukraine. It is unknown what kind of education and certification the rest of the specialists have. However, uneducated coaches continue to compete [9].

Research shows that coaching has a positive effect on productivity and skills, well-being, ability to cope with difficulties, attitude to work and purposeful self-regulation.

Coaching clients report that they have improved relationships (73%), communication skills (72%), interpersonal skills (71%), productivity (70%), work-life balance (67%) and well-being (63%). Thanks to coaching, 62% of employees of companies with a strong coaching culture consider themselves highly involved. (ICF Global Coaching Study).

Compared to non-mentoring employees, coaches who work with them receive higher compensation, more promotions, are more satisfied with their careers, are more committed to the company and are more likely to believe that they will be successful. Here is the survey of coaching clients conducted during the ICF Global Coaching Survey:

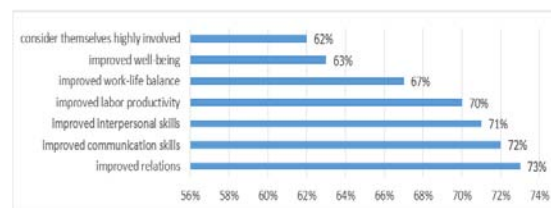


Figure 2 – ICF Global Coaching Survey
Source: ICF Global Coaching Survey (<https://cutt.ly/QUX8fNc>)
The market for coaching services has a positive trend and will continue to grow in the coming years. The main reasons for the

development are the growth of the business segment; increasing competition between companies and freelancers; increasing competition in the labour market and using short-term training to train their specialists in the absence of highly qualified trained staff in the market. Also to confirm the growth of demand, we can note the following fact: according to the portal training.com, the number of new companies that resort to the tool "study tuner" has increased by 70%.

According to research conducted by the portal trainings.ua, the most relevant topics for discussion in the field of HR in June-May 2019 were leadership development; application of new forms of employee training and distance learning – the so-called e-learning. That is, while customers are waiting for new approaches and tools, they want to motivate their staff and develop it, learn advanced forms of training and methods of innovation – providers still offer them sales and management. The evaluation of the services offered by training companies in 2019 showed that training of four main topics prevails: management (20%), personnel management (13%), sales (8%), personal growth programmes (7%).

However, it should be noted that to develop in a competitive environment and be a competitive professional in the market, it is necessary to take into account the main trends of modern coaching. First of all, it is the integration of high technology and artificial intelligence in business and executive coaching. The world of digitalisation, innovation and artificial intelligence is penetrating the culture of coaching. This means that in the future short coaching sessions with chatbots, self-coaching with an electronic assistant, etc. will be in demand. At the same time, artificial intelligence will not replace the coaching session at the moment but all the preparatory moments will most likely be carried out with the help of innovative technologies.

Gamification in education will remain relevant as an alternative way to stimulate the individual to the process of cognition. In today's world, where information is provided quickly and as easily as possible, our brains do not have time to use such large amounts of data. Gamification techniques help to simplify this task. Today, there are enough services to implement gamification, both in individual work with the client and the group, for example, teamwork, based on setting goals for a specific period, identifying problem areas and creating a game system of incentives, where competitive ratings are introduced, team successes and personal achievements are traced. In synergy with coaching, it helps to capture the process and results, stimulating client involvement.

According to The Economist Intelligence Unit, 90% of managers in 68 countries consider the cross-cultural aspect of the business to be the most difficult task in international work. 70% of businesses fail due to cultural differences. This is a good reason to develop intercultural competence. Intercultural coaching is a tool that helps to build business processes at the international level, taking into account the cultural characteristics of a country. In addition, if to implement cross-cultural coaching in teamwork, it will allow building processes within cross-cultural teams much faster, which will contribute to higher rates of achievement.

In the coming years, the role of the coach's personality and the choices that both the client makes when choosing a professional for his development and the coach who chooses the client to conduct effective incentives will not lose significance. At the same time, certification in large international associations and generally recognized national or international federations is likely to remain the basic threshold of trust.

4 Conclusion

Successful development in modern conditions of the organization requires a clear vision of strategic development, implementation of development and improvement policies, the use of new methods and technologies of personnel management. One such technology is coaching, which affects the ability to

work in a team, to develop more modern and innovative management solutions.

Coaching is one of the most effective tools in managing the development of personnel in the field of documentation and information management, which ensures its development, mobilization of internal capabilities and potential, formation of creative thinking, activation of its activities, increasing the number of rational decisions and solving production problems. Thanks to the use of coaching technologies, the mission of the organization is formed and realized; a clearer understanding of the goals and objectives of the organization is appearing; the orientation of the organization in its market segment improves; more accurate analysis of the situation is provided; the most effective management decisions are made; there is a cohesion of people who start working as a team; corporate culture is formed and maintained.

Coaching in organizations is a social and managerial tool for staff development, aimed at improving the quantitative and qualitative characteristics of activities, improving the professional and personal skills of both managers and ordinary employees. The experience of many foreign companies shows that the use of coaching in personnel management allows increasing the efficiency of work, improving the professional and personal skills of employees.

Coaching is suitable for companies with a focus on the best results and good relationships in the team. In the process of communication, the head coach encourages the employee to successfully achieve the goal through motivational questions. For coaching to work best, the relationship between the leader and his/her subordinates must be built on trust and partnership. Without a respectful attitude of the manager to subordinates implementing a coaching style of management is impossible.

The introduction of coaching as a method of managing specialists in the field of documentation and information management at domestic enterprises and organizations or institutions will allow to make qualitative changes in them, namely: to bring the relationship of managers with subordinates to a better level, to create conditions for sincerity and openness participants in the process; to form the responsibility of employees for the decisions made and the result obtained; to enable employees to manage their work: to allocate time, determine the necessary resources, which will reveal the internal potential of employees, create internal motivation, as well as increase job satisfaction; look at the life differently, improve its quality, get rid of internal barriers that hinder the achievement of goals, and learn to find their own resources for both managers and their subordinates.

Thus, coaching with its principles and tools focused on the development of the individual, organization, community not only allows to adequately address the motivation of staff but also harmonizes all areas of human life.

A promising area of further research is to identify possible forms and types of implementation of coaching tools in the management of personnel development in the field of documentation and information management. Of particular relevance for research are the practical aspects of the application of coaching to increase staff productivity and competitiveness of the individual. The introduction of coaching technologies, taking into account the presented recommendations, will help ensure the company's competitiveness, development and achievement of strategic goals.

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Primary Paper Section: A

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