

*BALCI Yelena,  
Candidate of Psychological Sciences,  
Senior researcher of the department of  
Leadership and Institutional Development of Higher Education,  
Institute of Higher Education of the NAES of Ukraine*

## **COACHING AS A MODERN METHOD OF DEVELOPMENT OF LEADERSHIP POTENTIAL IN UNIVERSITY**

### **Summary**

*The article deals with coaching as a modern method of development of leadership potential in higher education. The different definition of coaching has been analyzed. The importance of correct understanding of coaching process of development leadership potential in the universities has been defined. The mission of leader-coach has been specified. Practical model GROW for coaching process has been analyzed. Different types of coaching questions have been analyzed.*

**Key words:** *coaching, coach, coachee, leadership potential, leader, higher education.*

**Introduction.** Nowadays the request of public education system is development of free, socially active individual who has leadership characteristics. The urgency of this issue is caused by the fact that the quality of contemporary processes of modernization of education of Ukraine is largely dependent on the nature of the introduction of innovative processes. However, it is also determined by these innovations and features used most innovative potential of its educational environment. This in turn places new demands on the content and direction appropriate training teaching staff of the educational sector at all levels through proper training of a professional coaching. It should be noted that leadership is a key element in the innovation process and development of culture in any organization or team. This is especially true of education that focuses on the formation and development of socially significant qualities of each person as a member of society and civil state. This effective leader, a student- leader, educator and leader-manager of university achieves the main goals of the optimum time with maximum effect. As one of such processes, in our opinion, is the technology of coaching, serving as one of the technology leadership development and creates conditions for the formation of the personality of the future specialist, able to realize their potential, self-responsible decision-making in different situations life choices, predicting their consequences and improving the activity of a leader of educational sphere.

**Materials and methods:** Summarizing the theoretical analysis of scientific papers and research materials devoted to the problem, it must be said that the disclosure of the main aspects of coaching are reflected in the following aspects: the theoretical foundations (M. Atkinson, Rae Chois [11], M. Downey [13] et al.); coaching technology (J. L. Joyce [7], L. West, M. Milan [9], J. Whitmore [6] et al.). As for the using coaching as a leadership development technology in education in our country, it has not previously acted as a subject of research. The purpose of the article is to light out the features of coaching as a technology of development of leadership potential in university of Ukraine.

**Main part:**

Leader of the university can use the role of coach for development leadership potential of academic staff and students. This role provides a perspective on how the leader can contribute to the encouragement, education, and development of academic staff, students as leaders.

A role that is more related to the process than the content of the leader is that of *coach*. Coaching as a role suggests that leader acts more as facilitator of staff decision making than advice giver or counselor. Coaching uses specific facilitative techniques and procedures focused on developing a trusting relationship that allows the advisor to help leaders think through the decisions they need to make, resolve the challenges they face, and achieve their dreams (McClellan & Moser, 2011) [12]. In this role leaders also assist staff and students in the development of critical skills. The practice of appreciative advising is one of the more popular forms of advising as coaching (Bloom, Hutson, & He, 2008) [1]. Advising for self-authorship is also closely related (Magolda& King, Winter 2008; Meszaros, 2007; Pizzolato, 2006) [10].

So, what is coaching... The word “coaching” can mean different things to different people.

In fact, there are many definitions of coaching, as well as many impressions people have of it (both objective and subjective). At its core, a coaching relationship involves a coach and a coachee (the client). Very often, the coachee choses to work with the coach, either through the recommendation of someone else or out of their own desire. Together they will reach an agreement on how they will work together and the coach’s job will be to support the goals and needs of their clients [4]. Jenny Rogers [5], in her book *Coaching Skills: A Handbook* defines coaching

as “a partnership of equals whose aim is to achieve speedy, increased and sustainable effectiveness through focused learning in every aspect of the client’s life. Coaching raises selfawareness and identifies choices. Working to the client’s

agenda, the coach and client has the sole aim of closing the gaps between potential and performance.” [5].

What makes coaching unique is that the work is centered around the client’s agenda. The coach does not dictate to their client what to do. This dynamic is different from many other professional relationships. Later in her book, Rogers [5] highlights the differences between the field of coaching to other fields. One comparison she gives is a psychiatrist - patient relationship. In this relationship, the psychiatrist determines and then treats the patient’s specific ailment in effort to resolve the issue [5]. Another relationship often confused with coaching is a mentor-mentee relationship. Yet in this relationship, the mentor provides assistance to the mentee from their direct experiences within their specific field of focus. Coaching is different from both of these relationships because the coach is not viewed as superior to the coachee nor is the coachee viewed as subordinate. In this relationship, coach and coachee are partners. In their book *Co-Active Coaching: Changing Business, Transforming Lives* (2011) [3], Henry and Karen Kimsey-House help us visualize what this relationship looks like:

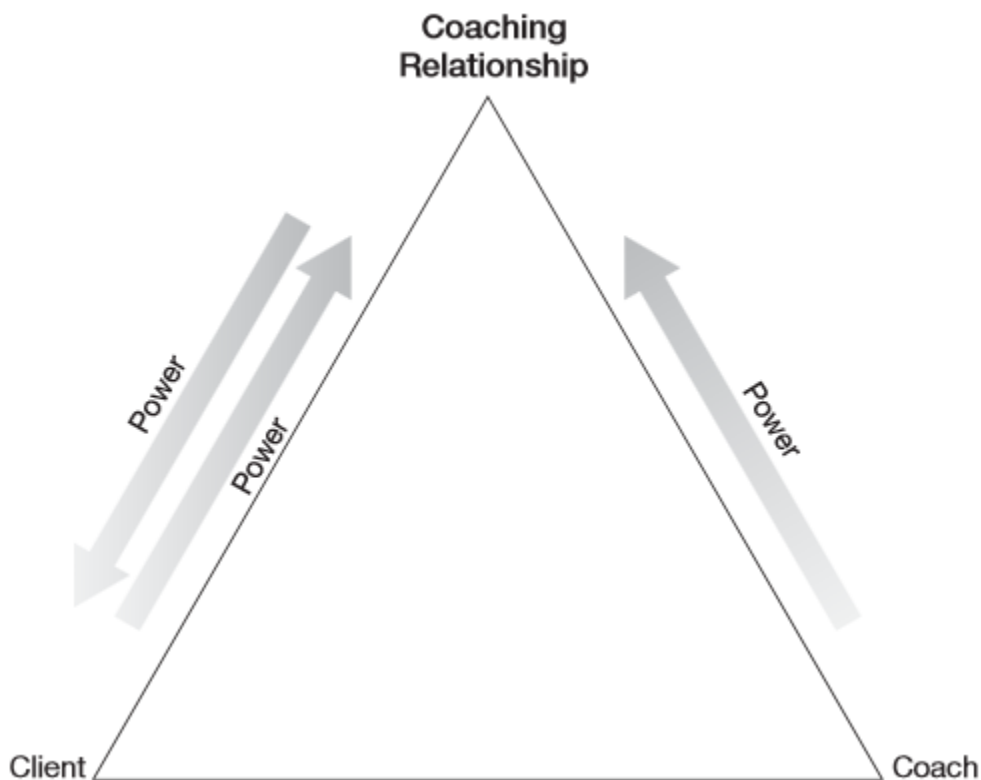


Figure 1: Kimsey-House, H., Kimsey-House, K., & Sandahl, P. [3]

Unlike the professions previously mentioned, the coach does not have the power, but instead, the power lies *in the relationship* between the coach and coachee. Most importantly, this dynamic is designed to empower the client to make the changes they need to make. Why is coaching based in a partnership?

Coaches feel that in order to help their clients obtain their goals, offering advice is not a best practice [4]. “When you give advice you imply that you know best and that client is a lesser person... Advice giving also leads to dependency – the opposite of what you are trying to accomplish as a coach.” [5].

Coaching hopes to get clients to a point where the coach is no longer necessary – where the client has identified the resources they need inside him or herself and can succeed on their own [4].

### **The GROW Model of Coaching** [2].

**GROW** is an acronym for topic – understanding the issue that the client presents with:

- **GOAL** – can be both for this session and longer term;
- **REALITY** – telling your story in your own words;
- **OPTIONS** – exploring routes to take into account both realistic and fantasy;
- **WILL** - committing to a course of action.

Monitoring – explores ways that the client can keep themselves on track, or change the goal, where this is more appropriate.

Evaluation – helps the client to assess the impact of the changes they have made and to celebrate their successes.

**Goal:** For coaching to be successful it needs to be focused. The best way to achieve this is to find out from the client what outcome they want to take away from the session. This may not always be apparent at the outset. If you think the client has settled on a goal and then after probing the client's story during any of the subsequent stages of the process, you sense the original goal is no longer appropriate, it is essential to retrace your steps and tease out a more relevant goal. The key thing is to not skip this important process. If someone is reluctant or half-hearted about establishing a goal it may be they are not clear about the goal at this stage. The goal may emerge later after further exploration.

**Reality:** The issue or topic of the coaching comes from the reality of what the client is currently experiencing or has experienced. That is why it is important to explore this area diligently. Hearing the facts from the client has three purposes:

- it allows the coach to hear the story first hand
- secondly it enables the client to re-examine the facts with the benefit of hindsight
- thirdly, unlike the spoken word alone it provides insight into a parallel communication channel of gestures and feelings expressed in tandem with the words. Sometimes these two processes are congruent but often they can reveal a distortion. These are vital clues for the coach.

**Options:** At this stage the coach may well feel he knows the best option. He must resist giving any clues that this is so. If a client is reluctant or slow to come up with ideas allow him space to think. Think of this process as brainstorming. Allow the client to write down the options so as not to lose any ideas however unrealistic they may seem. Then review them with the client and probe for more. Whatever option(s) is selected it must be the client's own. This allows the client to take full responsibility for their output and actions.

**Will:** Finally "Will". This tests the client's commitment. How committed are they to the preferred option selected. Once the client is set on their course of action it is a good plan to find out their level of commitment. A simple method is to ask, on a scale of one to ten, where ten is high, how committed are you to this plan? For acceptable commitment the score should be no lower than seven. Ask what would make it ten? The same goes for eight and nine. Some very good data comes from the answers to these questions.

Two further dimensions that underpin the GROW model are [2]:

- **AWARENESS**
- **RESPONSIBILITY**

**Awareness:** One of our main aims as coaches is to help our clients raise their own awareness through learning. This is a key element of the coaching process as it will help our clients to solve their problems by identifying their own solutions and even more importantly, it will help the client to understand more about their own process of thoughts and feelings. We are not only helping our clients to go away with actions from the coaching, but also to deepen their own learning of how they behave and their own personal style. The coach also needs to develop the skills of both deep listening and at the same time being aware of everything that is taking place in the field. The coach by being self-aware can help in the process of feeding back to the client any of the following:

- words and the choice of words
- the meaning of the words
- and the feelings that come from both observation and hearing subtle

nuances in the way the words are spoken.

**Responsibility:** Another key concept of coaching is responsibility. When our clients really understand their own process, and choose to accept responsibility for their thoughts and actions, then change will truly happen. Even if they make mistakes by accepting responsibility for themselves they will be able to change the outcomes.

So often if we are told to do something, or are not allowed to use our own creativity or suggestions when carrying out a task, we do not accept the output. If things then go wrong we often want to blame someone because we were never part

of the decision making process. If this continues strong emotions such as resentment or sabotage can eventually lead to demotivation and poor performance. So many issues in the work place start from a place of "telling" and "giving out orders" with no involvement from staff and eventually lead to huge problems and difficulties mainly because of a lack of personal responsibility.

Table 1 presents useful questions for GROW model [8]:

*Table 1: GROW model questions*

<p><b>Goal:</b></p> <ol style="list-style-type: none"> <li>1. So what would you like to get out of the coaching session today?</li> <li>2. What would be a really good use of the time today?</li> <li>3. If you could walk away with just one thing given where you're at, what would that be?</li> <li>4. So, our goal today is..</li> <li>5. Is that realistic?</li> <li>6. Will we be able to tackle that in the time we have today?</li> <li>7. What do you want me to do?</li> <li>8. Is there anything else it would be useful for me to know?</li> </ol>	<p><b>Reality:</b></p> <ol style="list-style-type: none"> <li>1. What is the current situation?</li> <li>2. Anything else that feels important?</li> <li>3. When did all this happen?</li> <li>4. Who is involved?</li> <li>5. What exactly happens?</li> <li>6. What effect does this have?</li> <li>7. Who else sees the situation this way?</li> <li>8. Anything else?</li> <li>9. How have you tried to tackle this already?</li> <li>10. How effective was that?</li> <li>11. So what's still not being solved?</li> </ol>
<p><b>Options:</b></p> <ol style="list-style-type: none"> <li>1. What options do you now see?</li> <li>2. Do any more ideas occur to you?</li> <li>3. What else might work?</li> <li>4. Have you seen other people tackle a similar problem – anything they did which you liked?</li> <li>5. Who might be able to help you?</li> <li>6. Now that we've looked at some options, which one do you like the most?</li> <li>7. What are the pros and cons of the solutions we've come up</li> </ol>	<p><b>Wrap up, Way Forward, and Will:</b></p> <ol style="list-style-type: none"> <li>1. So, what are you going to do?</li> <li>2. What will you do first?</li> <li>3. Then what will you do?</li> <li>4. What will you do if you get stuck (if the solution doesn't work, if you lose motivation, if the pressure of day-to-day work takes over etc.?)</li> <li>5. Who do you want to ask for support?</li> <li>6. Will you do that?</li> <li>7. Anything else that which will ensure that you keep going with this even if its gets tough?</li> </ol>

with?	8. How was this coaching session for you today? 9. What was helpful/less helpful? 10. What have you learned? 11. How could you apply that learning in the future? 12. When and for how long shall we meet to review how you're getting on?
-------	--

**Working with GROW [2]:**

Initially, it is best to work through the model in the order given. After using the model for some time the coach becomes more flexible and realizes that as the session continues it is sometimes necessary to backtrack and perhaps explore the reality in greater depth and even to redefine the goal. For many aspirant coaches the hardest challenge facing them is to see an obvious solution and avoid telling the coachee their idea or in some cases manipulating the questions in order to 'sell' their solution.

The best friends a coach can have are these words: *What, Where, When, How and Who*.

*Why* is not listed. There is no room for the why question in coaching. Why questions satisfy our curiosity as they did when as children we pestered our parents to distraction.

'Why' as a question can appear as being too judgemental and apportioning blame and so it best avoided during the coaching session.

**Questioning Techniques [8]:**

Questioning is not only useful as means of acquiring information, but also as a way of controlling the direction of discussion and the level and 'climate' at which items are discussed.

The following chart lists types of questions (Table 2) which can be asked at different stages in a discussion, and also details when such question types are generally not useful.

*Table 2: Using types of questions*

<b>Question</b>	<b>When used</b>	<b>When unhelpful</b>

<b>OPEN</b> "Tell me about ..." Encourages individuals to talk	Most openings. New subject or opinion sought	With talkative people or when detail is needed
<b>PROBE</b> "Exactly what happened next?" Vital for details: follows an open question	For checking details about information already given	Care is needed when asking about emotionally charged issues
<b>CLOSED</b> "How old are you?" Narrows the context	For finding out precise factual detail	For gaining information on new areas
<b>REFLECTIVE</b> "You feel upset about the decision?" Powerful tool for showing how others appear to you	For empathy and dealing with emotionally charged situations	For gaining factual information
<b>LEADING</b> "I suppose you regret that now, don't you?" Most often results in agreement	For gaining acceptance of your view!	For gaining commitment or for seeking information
<b>HYPOTHETICAL</b> "What would you do if ..?" Sets up a scenario for discussion	For getting ideas or situations across. For testing reactions	With people who need time before deciding, or for past behavioural evidence
<b>MULTIPLE</b> A string of questions without a break	Never	Always
<b>RHETORICAL</b> A question which needs and expects no answer!	Public meetings and speeches	Business meetings

**Results and their discussion:** Using the method of coaching we need to help our coachees to learn about taking responsibility for themselves and as part of



this we need to keep clear of rescuing or taking over the solutions on behalf of our coachees. Correct questioning can help the coachees to understand themselves better. So raising our coachees' awareness is about taking in what is happening around us, processing it and then sharing. Our coachees can then go away from the coaching session having discovered something new about themselves. Experienced coaches avoid giving solutions and confine themselves to exploring what is happening for the coachees. They stay away from being judgemental and suspend their views in order to allow the coachees the freedom to see themselves and what is happening to them without contamination, no matter how well intentioned it may be.

**Conclusions.** So, coaching as a modern method in education is a versatile tool that can effectively work on subject-level, to be able to help academic staff in the development of leadership potential. This method helps to increase personal effectiveness to develop effective communication, to build constructive relations with colleagues, to achieve goals, to expand opportunities and horizons of vision in university.

#### **References:**

1. Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.
2. Executive Coaching Certificate- Participant Notes ©AoEC Open Programmes 2012. – Url:www.aoec.com
3. Henry and Karen Kimsey-House (2011). *Co-Active Coaching: Changing Business, Transforming Lives*.
4. Jaime R. Kelly (2015). *Coaching applications for academic advisors in higher education*.
5. Jenny Rogers (2012). *Coaching Skills: A Handbook*.
6. John Whitmore (1998). *Coaching for Performance*.
7. Judith Leary Joyce (2007). *Inspiration Manager*.
8. Leadership Foundation for Higher Education. – Url: www.lfhe.uk.com
9. Lucy West and Mike Milan (2001). *The Reflecting Glass*.
10. Magolda, M. B. B., & King, P. M. (Winter 2008). *Toward reflective conversations: An advising approach that promotes self-authorship. PeerReview, 8-11.*
11. Marilyn Atkinson, Rae Chois (2009). *Art & Science of Coaching: Inner Dynamics*.
12. McClellan, J. L., & Moser, C. (2011). *A practical approach to advising as coaching. NACADA clearinghouse of academic advising resources.* – Url: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/advising-ascoaching>

13. Myles Downey (2003). Effective Coaching.

*Elena Balci*

## **COACHING AS A MODERN METHOD OF DEVELOPMENT OF LEADERSHIP POTENTIAL IN THE UNIVERSITY**

### **Summary**

*The technology of coaching, serving as one of the technology leadership development and creates conditions for the formation of the personality of the future specialist, able to realize their potential, self-responsible decision-making in different situations life choices, predicting their consequences and improving the activity of a leader of educational sphere.*

*As for the using coaching as a leadership development technology in education in our country, it has not previously acted as a subject of research. The purpose of the article is to light out the features of coaching as a development of leadership potential in university in Ukraine.*

*Leader of the university can use the role of coach for development leadership potential of academic staff and students. This role provides a perspective on how the leader can contribute to the encouragement, education, and development of academic staff, students as leaders.*

*Coaching as “a partnership of equals whose aim is to achieve speedy, increased and sustainable effectiveness through focused learning in every aspect of the client’s life. Coaching raises selfawareness and identifies choices. Working to the client’s agenda, the coach and client have the sole aim of closing the gaps between potential and performance*

*Model of Coaching is the GROW. GROW is an acronym for topic – understanding the issue that the client presents with: GOAL – can be both for this session and longer term; REALITY – telling your story in your own words; OPTIONS – exploring routes to take into account both realistic and fantasy; WILL – committing to a course of action.*

*Monitoring – explores ways that the client can keep themselves on track, or change the goal, where this is more appropriate.*

*Evaluation – helps the client to assess the impact of the changes they have made and to celebrate their successes.*

*The best friends a coach can have are these words: What, Where, When, How and Who.*

*Why is not listed. There is no room for the why question in coaching. Why questions satisfy our curiosity as they did when as children we pestered our parents to distraction.*

*'Why' as a question can appear as being too judgemental and apportioning blame and so it best avoided during the coaching session.*

*Correct questioning can help the coachees to understand themselves better. So raising our coachees' awareness is about taking in what is happening around us, processing it and then sharing. Our coachees can then go away from the coaching session having discovered something new about themselves. Experienced coaches avoid giving solutions and confine themselves to exploring what is happening for the coachees.*

*So, coaching as a modern method in education is a versatile tool that can effectively work on subject-level, to be able to help academic staff in the development of leadership potential. This method helps to increase personal effectiveness to develop effective communication, to build constructive relations with colleagues, to achieve goals, to expand opportunities and horizons of vision in university.*

**Key words:** coaching, coach, coachee, leadership potential, leader, higher education.