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SELF-COACHING AS A TECHNOLOGY FOR THE PROFESSIONAL AND PERSONAL DEVELOPMENT OF THE OFFICER-LEADER

The essence of the concept of "self-coaching", its specifics as a technology for the professional and personal development of a military leader is revealed. The current state of leadership training for military personnel is examined, and the necessity of improving the system of professional training for officer-leaders through the use of coaching technologies is substantiated. The main approaches of foreign and domestic scholars to the effectiveness of coaching in military leadership are studied. The relevance of introducing self-coaching into military education as an effective tool for the formation of leadership qualities of officers, as well as the development of resilience, is justified.

Keywords: *coaching, leadership coaching, officer-leader, resilience, self-coaching, technology of personal growth.*

Statement of the problem. In the context of modern changes and ongoing armed aggression by the russian federation, issues related to the formation of an effective military leader have become particularly relevant. Nowadays, an officer-leader has to face new challenges and threats, so he must be flexible and adaptive, resistant to stress and constant workload, always have the latest information and the latest technologies, be properly prepared for situations of uncertainty, suddenness of actions and lack of time to gain an advantage on the battlefield. In addition, a commander-leader must set an example, inspire, and lead people, maintaining the unity of his team (personnel) and taking care of each serviceman while performing joint combat missions to achieve the goal. Therefore, an important requirement for a modern military leader in the era of change is the desire and ability to constantly work on oneself and improve oneself. In this regard, knowledge of effective modern self-development technologies, such as self-coaching, and the ability to apply its basic principles, techniques, methods and tools (independently or in synthesis with coaching) will enable both cadets and experienced officers to unlock their leadership potential, increase professional and personal effectiveness, etc.

Analysis of recent research and publications. Coaching is the subject of research mainly by foreign scholars. The essence of coaching, its features have been studied by J. Whitmore, T. Halvey, M. Downey, L. Seiwert, U. Zeier, G. Collins, T. Leonard, E. Parslow, M. Ray, etc. Among domestic scientists, I. Goliyad, S. Romanova, O. Rudnytskykh, O. Nezhynska, O. Marmaza, V. Tymenko, T. Chernova and others addressed the problem of educational coaching. Self-coaching issues were of interest in the works of such researchers as K. Besser, M. Lansberg, F. McGraw, O. Bodik, V. Sydorenko.

However, the issues of practical application of self-coaching have not yet been sufficiently studied by domestic scholars and have not been properly covered in the system of higher military education.

The purpose of the article is to substantiate the effectiveness of self-coaching as a technology for professional and personal development of an officer-leader.

Summary of the main material. Today, military leadership is the solid foundation on which the activities of the National Guard of Ukraine (NGU) are based and is considered in this article as "the purposeful influence of servicemen of various categories in everyday, service, training and combat activities, as well as in disordered (non-standard critical) situations on the personnel by giving them a goal, directing them to achieve it, ensuring discipline and motivation to perform assigned tasks, maintaining trust and respect

and improving the NGU as a social institution" [1, p. 6].

The transformational changes that have now covered all spheres of life, including the training system for both future and experienced officers, determine the need for new approaches, the development of high-quality programs, the search for effective teaching methods and "open up new prospects for realizing the potential of each individual, every military unit, which should be led by a commander as a true leader" [2, p. 50]. According to V. Matvieiev, for the professional self-realization of the NGU officer in the context of educational activity is the desire for a more complete identification and development of individual capabilities with the subsequent implementation of personal meanings, goals, plans in the sphere of military and professional activities. This process leads to the emergence of professional and psychological formations, such as acceptance of the profession, increased activity of cadets in activities in case of achieving a certain level of stability and sustainability in the results; adequacy of professional self-assessment and professional identification; positive attitude and desire for professional development [2, p. 51].

The coaching educational strategy, which, in the opinion of the authors of this article, contains significant advantages (compared to traditional technologies of training) and broad prospects for enhancing the professional and personal development of cadets and officers of the NGU, fully meets this specificity of professionalization of servicemen. The choice and application of such technologies as coaching, in the words of A. Vitchenko, allows: "on the one hand, to overcome knowledge-centrism and excessive regulation of educational and professional training, and on the other hand – to achieve the expected result (to help adult learners to show their own subjectivity and reveal leadership potential in learning, professional self-actualization and teamwork) in a number of targeted training activities" [3, p. 23, 24].

The modern development of coaching is characterized by its versatility and a wide range of approaches to its understanding. However, despite the variety of existing interpretations, its methods and tools are universal in many areas. According to the International Coaching Federation (ICF), coaching (from the English word *coaching* – to teach, inspire, train) is a process based on the principles of partnership that stimulates clients thinking and creativity and inspires them to maximize their personal and professional potential. In other words, it is helping a person to unlock his inner potential and increase their effectiveness. At the same time, coaching cannot be equated with such methods as training, consulting, mentoring, guidance, psychological counselling, etc.

Scientists identify several basic types of coaching, in particular: leadership coaching (support and motivation); life coaching (life planning, achievement of personal goals); career or professional coaching (covers the process from job search to goal setting and planning ways to achieve them); business coaching; personal effectiveness coaching, etc. [4, p. 128]. We are interested in the first one – leadership coaching.

At present, issues related to leadership coaching and coaching approaches to training in the military sphere are relevant and are being actively developed by both foreign and domestic scholars.

In particular, in his work "Leadership Coaching as a Transformative Process in the Military", J. Hink focused on the developmental potential of coaching for leadership training of officers [5, p. 20, 21]. The author defined leadership coaching as a transformative process based on values and is the most effective when used in holistic development to enhance the leadership abilities of staff, instructors and students. At the same time, based on one of the leadership development courses, he identified the following essential features of coaching:

– brevity;
– intensity;
– focuses on developing management skills related to self-knowledge, climate and culture development, values-based decision-making, negotiation, building effective teams, conflict resolution, coaching, etc. [5, p. 24].

Instead, A. Vitchenko in his thorough study proposed to consider coaching in the system of professional training of an officer-leader as "a technology of training aimed at developing (improving) individual leadership abilities, developing management skills and abilities, deepening the experience of teamwork in the process of intensive training" [3, p. 24]. The author identifies the following as the main features of leadership coaching:

– algorithmicity;
– repeatability;
– the intensity of training activities;

– regulation of coaching tools (preference for a situational-activity approach and practical training methods, invariant logic of transition from individual to group training);

– progressive achievement of the planned results of training (skills – abilities – experience) [3, p. 24].

Scientists A. Boiarska-Khomenko and Y. Ryndin, studying the role of coaching in the development of military leadership of future intelligence officers, identified the main factors that contribute to its effectiveness, namely:

– individualization of training;

– development of self-awareness and self-reflection;

– development of strategic and critical thinking;

– ability to make informed decisions in difficult circumstances;

– improving communication skills;

– teamwork;

– formation of emotional intelligence in future intelligence officers [6, p. 26, 27].

Coaching technologies, according to the above-mentioned authors, provide a deeper and more integrated approach to learning and development, which is as follows:

– interactive and dynamic learning process, which distinguishes it from traditional monologue methods;

– provides an opportunity to receive constant and individualized feedback that seminars or workshops cannot provide;

– focus on developing cadets independence and responsibility for their own professional development;

– flexibility and adaptability to individual needs and circumstances;

– high level of trust, which is an important factor in military training (open discussions, support, and a favorable environment);

– promoting continuous professional development and self-improvement (to build a successful military career) [6, p. 28, 29].

Scholar A. Tsyupryk, substantiating the coaching approach to developing the leadership skills of future officers, notes that it "begins with establishing and developing relationships between cadets and instructors before providing relevant content that is aligned with the stage of leadership development, learning and experience of cadets. Through numerous forms of training (workshops, role plays, simulation games), the implementation of the coaching approach covers all areas of learning (cognitive, reflective and behavioral), creating a carefully organized environment and space for learning" [7, p. 319]. According to the scientist, the effectiveness of the coaching approach to training will result in cognitive growth, development of leadership skills and sustainable behavioral change of future officers [7, p. 323].

Thus, a brief analysis of the sources shows that both coaching approaches and coaching technologies are effective in the development of military leadership and require further development and implementation in the educational process and the system of leadership training of military personnel. There is no doubt that leadership coaching is the most effective in developing leadership skills of officers, improving team management and achieving strategic goals.

A military leader in the NGU, while influencing people, providing them with a purpose, method and motivation to perform a task and improve the organization, must also take care of continuously improving their professional performance, the ability to manage themselves, organize their own activities on the basis of self-management and time management, be motivated to continuously develop themselves, and have management tools. One such tool is self-coaching, or self-mentoring. The ability to apply it allows to solve effectively complex issues of professional activity of a military leader, to increase the level of his management culture, to learn to manage his professional activity and personal life.

If we proceed from the thesis that "coaching – is a technology for helping a person to work on themselves", then self-coaching is "self-help". In practice, it is considered in the context of personal effectiveness coaching, when, in particular, it refers to a person desire to increase professional performance, improve time management, balance different areas of life to maximize the development of the desired areas, etc. We agree with the definition of V. Sydorenko, who states that self-coaching – is "a technology of professional self-realization of a person based on acceptance and responsibility for own thoughts, actions, habits and personality", and is a lifelong process [8, p. 33].

At its core, it is the process of working independently with your goals and problems using coaching techniques and tools, such as:

– questions for self-discovery;

– developing strategies to achieve the goal;

– identifying obstacles and overcoming them.

However, unlike professional coaching, in self-coaching, a person answers questions, develops strategies, and takes planned actions. At the same time, it should be noted that self-coaching will be useful for those who want to make changes in their lives, need self-development, but are unable or unwilling to seek professional coaching.

In order for self-coaching to be effective, it is important to master the following basic principles:

– all people have much more resources than those they manifest in their daily lives;

– everyone has potential;

– the person already has all the necessary resources to succeed;

– is worth focusing on the strengths;

– learning from successful examples, not mistakes;

– the focus is not on the problem, but on its solution;

– acceptance, openness and trust are the keys to interaction;

– any choice or activity is based on a positive intention;

– each person makes the best choice for themselves at that moment;

– focus on the future;

– change is inevitable;

– all the answers are already inside the person – he or she evaluates himself or herself [9, p. 24, 25].

By applying self-coaching technologies and techniques, an officer-leader can effectively model and implement processes of professional and personal development. As a result, there is not only mastering of a new flow of information, development of skills and abilities, but also creation of new models of thinking, which are tools for implementing new ideas, management technologies, mobilizing potential internal resources, developing pedagogical action of a new quality [8, p. 3].

Self-coaching allows you to solve the following main tasks:

1) maximizing the potential capabilities of a specialist or team;

2) transfer of natural potential to an active state: to the level of active creative innovation;

3) removal of obstacles, primarily internal factors (fears, assumptions, professional stereotypes, frustration, etc.) [8, p. 34].

The outcome of the self-coaching process should be the acquisition of new professionally relevant knowledge by a specialist, the formation of a stable internal motivation for further development.

The importance of self-coaching a military leader is as follows:

– improving the productivity and quality of service and combat activities;

– development of leadership skills and abilities;

– providing opportunities for continuous professional self-development;

– developing a strong positive motivation for lifelong learning;

– improving relationships within the military team;

– increasing the time available to perform key functions through self-organization and mastery of time management;

– increase in constructive suggestions;

– ensuring mobility, quick and effective response in critical situations;

– diagnosing and monitoring continuous professional self-development and self-realization;

– ensuring flexibility and adaptability to changes.

Thus, self-coaching is an effective tool for influencing the results of own activities, promoting professional and personal growth of servicemen, and increasing their level of professionalism.

Thanks to the use of self-coaching technology, a specialist can track five main levels of professional change, in particular:

– the external environment and stimulating factors that influence the adult learner;

– his interaction with the external environment through behavior;

– how behavior is guided by the model of the world and the strategies that determine his abilities;

– a system of beliefs;

– how his beliefs are manifested through his identity.

Accordingly, each level involves specific questions.

1. The level of identity is the definition of oneself: "Who?", "Who am I, why am I striving for this result?", "Who will I become when I get this result?".

2. Level of beliefs is our values, beliefs, motivations: "Why?", "Why is this result important to me?", "What values are important to me, what beliefs guide me?".

3. The level of abilities is a diverse set of behavioral patterns, states and strategies, meta-programmes that we have been executing in our lives: "How?", "How exactly can I get this result?",

"What abilities do I have/need to perform these actions in these places at these moments?".

4. Behavioral level is a set of specific actions performed by us in a certain environment: "What?", "What exactly do I need to do to get this result? ", "What exactly will I do when I get this result?".

5. Context level is the external environment (surroundings) with which we are constantly in contact includes place, time and people: "When? Where? With whom?", "Where, when and with whom is this result desired?" [4, c. 148].

In this way, gradually overcoming each level, the specialist can independently analyze and understand the reason for the difficulty: whether it is from the external context, or perhaps the person does not have a special type of behavior to cope with the context, etc. The key role in this process is played by questions as the main tool of self-coaching, with the help of which a person can analyze the situation and come to important and logical conclusions on their own.

Thus, the technology of self-coaching allows the officer-leader to:

– to unlock own potential and remove internal barriers with the help of effective questions and a specially designed strategy to achieve goals;

– to define the goal and objectives of further professional and personal development and form motivation for this development (the key factors are awareness of actions, independence, and responsibility for decisions).

Another important aspect of self-coaching is the ability to apply the "right" techniques, which will help a specialist to "pump up" themselves, increase efficiency in performing tasks and achieving goals. Based on the study of professional literature and generalization of the material, the authors of the article have selected 10 effective techniques that will help improve their coaching skills (Table 1).

Table 1 – 10 effective techniques for improving coaching skills

Title	The essence of technology
1. The Socratic Method technique	This is a method of asking open-ended questions that help the person find answers on their own. Use questions like: *What is the most important thing for you in this situation?* *What are the possible solutions?* *What happens if you don't change anything?*
2. The GROW model	GROW (Goal – Reality – Options – Will) – one of the most popular models in coaching (including self-coaching) that structures the session: Goal: *What do you want to achieve?* Reality: *Where are you now?* Options: *What are your options?* Will: *What will you do first?*
3. The "5 Whys" technique	It helps to find the root cause of the problem. Just ask yourself "*Why?*" several times until you find the root of the problem.
4. Visualizing the future	Try to imagine yourself in 5 years after achieving the desired result: *What changes have taken place?* *How are you feeling?* It helps to understand motivation.
5. Working with beliefs	We are often limited by our own setups. Use questions: *Is it really true?* *What evidence supports or refutes this opinion?* *What would change if you looked at the situation differently?*
6. Reframe negative thoughts	The point is to direct the problem in a constructive way. Examples: *"I am afraid of change"* → *"Change opens up new opportunities for growth";* *"I have never done this before"* → *"I can learn and gain new experience";* *"I am not succeeding"* → *"I have not yet achieved the desired result, but I am already taking steps in the right direction."*

End of table

Title	The essence of technology
7. Wheel of Life technique	Use it to assess the balance between different areas of your life: career, health, finances, relationships, etc. This allows you to identify where changes are needed.
8. Silence in coaching	Silence can be a powerful tool. Pause after important questions to have time for reflection.
9. The "Future Interview" technique	Imagine you are being interviewed after you have achieved your goal. What advice would you give yourself from the past?
10. Working with bodily wisdom	Pay attention to the sensations in your body when making decisions. This helps you better understand your intuitive signals.

Thus, the use of such available techniques will make the process of self-coaching more structured, effective and efficient (at the same time, the specialist independently controls the entire process, changes the type of his thinking, can be honest and open with himself, and is responsible for his own results).

It is also worth noting that self-coaching plays an important role in developing resilience (the ability to adapt to change, experience difficulties and recover from setbacks). For officer leaders, resilience is critical as they are constantly faced with challenges that require rapid response and resilience. In such circumstances, resilient leaders are able to remain calm, make informed decisions and support their team. They can:

– face failures with a positive attitude (resilient leaders see failures as opportunities for learning and growth);

– quickly adapt to new conditions (they are able to quickly change strategies and plans in line with new challenges);

– keep the team motivated (resilient leaders help their team stay focused and motivated, even in extreme situations).

Self-coaching offers a variety of techniques to develop resilience in leaders, namely:

– self-reflection and meditation techniques (these methods help leaders better understand and manage their emotions);

– developing crisis action plans (these methods help leaders create strategies to overcome crises);

– confidence-building exercises (self-coaching includes exercises that develop self-confidence and the ability to cope with difficulties).

Techniques such as "EMDR (Emotional State Reprocessing)", "Reframing Professional Problems", SCORE model, LevelUp, the art therapy exercise "My Resource Tree", etc. can be the means of helping yourself, your loved ones or your team (subordinates). Here is an example of one such technique that can help you track your resource status.

Equipment for restoring the resource state

Take a few minutes and analyze it:

How do you feel at a particular moment? (Monitor your body sensations and mental state).

What caused you to feel this way? How long has it been going on and how much longer can it last?

What can you do for yourself to improve your condition?

How do you feel when you wake up in the morning over the past 2-3 days?

Repeat the question 2-3 times.

What are the events or people in your life that have the greatest impact on your condition? How can you reduce their impact?

When was the last time you did something to maintain your resource? What was it?

What and when will you do in the next 2 days to maintain your resource status?

Thus, familiarization with the self-coaching technique will ensure effective individual training of the officer-leader for his professional activity in the face of unpredictable changes, mobilization of his potential internal resources, development of a professionally productive style of communication and partnership.

However, when applying any personal development technology in practice, one should keep in mind its appropriateness. Sometimes self-help may not be enough, and a person needs professional support. It should also be understood that without awareness, motivation, desire and full immersion of a person in the process of achieving a goal, no cooperation (coach and student) or independent work on oneself will be successful.

Conclusions

During the period of reform, modernization, and the active phase of warfare, professionalism, innovation, a non-standard approach to solving problems, the ability to adequately assess, respond to, and predict the development of events, the ability to motivate and inspire subordinates, and knowledge of such personal development technologies as self-coaching make a modern commander of a unit an effective officer-leader and ensure the high quality of service and combat missions. In addition, self-coaching is a powerful tool for personal growth and leadership development.

The generalization of the research results allowed us to reach the following conclusions.

1. In view of the priority of leadership as a determining factor in the professional development of servicemen and the need for its further development, the introduction of modern technologies for the formation and development of personality into the educational process is of great importance.

2. Leadership coaching is an effective training technology for cadets and experienced professionals aimed at developing (improving) individual leadership abilities, practicing management skills and deepening teamwork experience.

3. Self-coaching has ample opportunities for further development and is an effective supportive tool for officer-leaders in building their own model of professional and personal growth, as well as in developing resilience.

4. Practical mastery of the coaching techniques proposed in the study will allow a military leader to increase efficiency in solving complex issues and achieving goals.

5. The integration of coaching technologies into the curricula of higher military educational institutions and the leadership training system in order to improve the quality of officer-leaders training requires a systematic approach and consideration of the specifics of military education.

Further scientific research should be directed to an in-depth study of the impact of various training methods on the formation of leadership competencies of future officers.

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СЕЛФ-КОУЧИНГ ЯК ТЕХНОЛОГІЯ ПРОФЕСІЙНОГО Й ОСОБИСТІСНОГО РОЗВИТКУ ОФІЦЕРА-ЛІДЕРА

Розкрито сутність поняття "селф-коучинг", його специфіку як технології професійного й особистісного розвитку військового лідера. Розглянуто актуальний стан лідерської підготовки військовослужбовців, обґрунтовано необхідність удосконалювання системи професійної підготовки офіцера-лідера з використанням коучингових технологій.

Актуалізовано поняття коучингу та його різновиду – лідерського коучингу. Наголошено на ефективності лідерського коучингу в розкритті лідерського потенціалу військовослужбовців, поліпшенні управління командою та досягненні стратегічних цілей. Проведено теоретичне осмислення питань, пов'язаних із вивченням коучингового підходу та його ефективності в розвитку лідерських якостей військовослужбовців.

Розглянуто базові принципи селф-коучингу, його завдання, методи, прийоми та техніки. Визначено, що селф-коучинг є допоміжним дієвим інструментом особистісного зростання і формування лідерських якостей військовослужбовців. Відібрано і запропоновано перелік ефективних технік для самостійної роботи фахівця з підвищення коучингових навичок та збереження ресурсності.

Обґрунтовано актуальність упровадження у систему професійної підготовки селф-коучингу як ефективного інструменту формування лідерських якостей офіцерів, а також розвитку резильєнтності.

Ключові слова: *коучинг, лідерський коучинг, офіцер-лідер, резильєнтність, селф-коучинг, технологія особистісного зростання.*

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