

Coaching as a leadership style and a business education model

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Abstract The scientific interest in the concept of coaching is subject to the fact that in the modern business environment, the coaching becomes an integral element of leadership development. Accordingly, the attention is focused on the best practice of coaching and there is a need for the distribution of coaching methodology in the educational activities of the educational institutions. The main goal of this study is to synthesize the international research materials on the concept of coaching as a leadership style and business education model, and the establishment of directions for the distribution of coaching methodology in the institutions of the higher education in general and business education.

Our main contribution consists in a brief but simultaneously meaningful overview of the issues with the comparison of data from the international studies on the reliable sources. The processing and synthesis of the results was carried out in the focus of the establishment of localization areas and the definition of the conceptual directions of the change in the system of training. As a result, the conclusion is that the primary transformation of the educational environment will require the field of knowledge related to people, including business education, which is impossible without the awareness of the leaders of the educational institutions of the objectivity of these processes and the possibilities of obtaining certain advantages in the market of the educational services.

1 Introduction

The higher education in general and business education in particular use different education models. Among them are traditional and innovative educational models (Klarin 2016). Traditional models of learning form knowledge and skills through subject-object interaction with the reproduction of samples of knowledge, activities, rules and algorithms. Innovative – aimed at the development of the personality through subjective-subjective cooperation, which involves solving problems and high autonomy of the listener, pupils and students. Traditional or classical models of learning relate to the academic system of the systematic transmission of the universal elements of knowledge, achievements of science, and the highest standards of human activity (Meshchaninov 2005). Innovative or person-oriented models are also called humanistic, as the center of the educational process is the personality, self-knowledge, self-development, freedom of choice and self-realization. In addition, they are now becoming a priority (Zinevich and Petrova 2013).

At the same time, modern leadership styles acquire humanistic content. The researchers emphasize different means and methods of psychological influence used by the leader to motivate other members of the group. In particular, the autocratic-democratic, task-oriented, interpersonally oriented, transformational, transactional and other styles are distinguished (Pavrita and Sedlmayr 2016; Sedlmayr 2017; Eaglya and Carli 2003, etc.). The autocratic-democratic leadership styles are determined by the degree of participation of subordinates in decision-making. Task-oriented styles include encouragement of subordinates, support for the high-performance standards and a clear division of roles. Interpersonally oriented – provide support for

interpersonal relationships, focusing on the morals and welfare of others. Transformational leaders set the high standards of behavior, define future goals, develop plans for their achievement, encourage and inspire the development of full potential and the most effective organization of the activities. Transactional – form exchange relations, specify the duties of subordinates, control execution and reward. In the era of Web 2.0, e-leadership, intergroup-leadership, remote-leadership, shared-leadership and distributed-leadership is becoming popular (Wziatek-Stasko 2015). The contemporaries also distinguish other styles, for example, commanding, visionary, affiliative, democratic, coaching (Goleman 2016). The personality-oriented behavior patterns are applied both in the field of education and in leadership styles.

Given the uncertainty and rapid development of the external business environment, it is obvious that the leaders should be catalysts for change. Therefore, synonymous with effective leadership should be a flexible response to new challenges and changing situations, the ability to motivate staff and maintain a positive organizational climate. As a result, the level of leadership that is embodied in the ability to choose an approach depending on the situation, the means and methods of psychological impact on each member of the group (that is, leadership style) must meet the level of necessary strategic changes and challenges of the present. It is clear that in such conditions, education in general and business education in particular should form specialists of any profile not only professional skills, but also time leadership qualities and the ability to use different leadership styles: from a policy-oriented approach to a number of person-oriented tools of influence depending on the situation.

2 Leadership styles

Leadership style should change as business changes. According to a survey conducted by Hay Group, the modern leaders need to develop conceptual and strategic thinking, be holistic and intellectually open, find new ways to create loyalty and manage various independent teams (Hay Group 2015). According to Georg Vielmetter and Yvonne Sell, the leaders should adapt to a changing global climate, taking into account a number of large-scale global trends. Major megatrends that will have an impact on organizations and leaders at the organizational, individual, and team levels in the near future include: globalization, climate change, individualism and diversity of values, digital lifestyles and work, demographic changes, breakthrough convergent technologies (Vielmetter and Sell 2014). Accordingly, the main skills of the leaders should be adaptability, cooperation, cultural sensitivity, strategic thinking, etc. In order to meet the above profile, you may have to abandon the behavior and ways of thinking that led to the previous success and advancement in the organization. Therefore, qualitatively important feature of the future style of leadership should be thinking of the future.

According to a study conducted by the international consulting firm Hay Group on leadership styles and organizational climate of the companies, and based on data analysis of 95 thousand leaders in more than 200 organizations around the world (the results of which are partially systematized in Table 1), more than a third of the leaders (36 %) use only one style of leadership, a quarter (26%) are able to respond flexibly to changing situations and can apply from four different styles, and more than half of the leaders (55%) create demotivating organization environment and only 19% of surveyed companies contribute to the efficient operation. In the EMEA region (Europe, Middle East, Africa), 22% of the managers show the flexibility to use leadership styles depending on the situation, and the demotivating environment is created by 57% of the researchers (Reports Hay Group, 2015). That is, the modern style of leadership should demonstrate the features of complexity, systematicity, adaptability and flexibility: vary depending on the business environment and motivate the effective work of the subordinates.

Table 1. Leadership Styles and Organizational Environment of the Companies

	Share of company leaders using leadership styles		Share of company leaders through whom the organizational environment	
	one	several (four or more)	improves (promotes effective activity)	worsens
World	36	26	19	55
EMEA Region	...	22	...	57

Source: Compiled based on Hay Group (2015)

According to the results of the modern research, effective work contributes to the emotional and social competence of the leaders (Hay Group 2011; Miguel and Allen 2016; Boyatzis and Goleman 2017). Emotional and social intelligence, the ability to recognize their own feelings and feelings of others, motivate oneself and effectively manage emotions are gaining importance. Emotional self-awareness helps you use several leadership styles and create the most positive organizational environment for an individual member and for the

entire team. According to Richard Boyatzis and Dan Goleman, higher estimates of the ESCI (Emotional and Social Competency Inventory) competencies are associated with an increase in staff performance and vice versa the demonstration of the lack of strengths of the ESCI tends to result in a low level of leadership with more than 10 % of team members plan to go through the year (Boyatzis and Goleman 2017). In another language, the modern leader must be emotionally self-conscious and demonstrate emotional and social intelligence.

Let us summarize the findings from the above. Surely, a truly modern leader should contribute to the formation and expansion of the organizational capabilities that can create the conditions for the growth of the company's productivity, ensure the full realization of their own potential and potential of employees, flexibly and resourcefully react to new market forces and position his domination in a highly competitive and rapidly changing business environment. Consequently, as evidenced by the generalizations, the important features of the modern style of leadership should be: thinking of the future, the ability to change depending on the business environment and motivate the effective work of subordinates, emotional self-consciousness, emotional and social intelligence (Figure 1). These features enhance the importance of coaching as a style, or even a model of leadership aimed at long-term professional development.

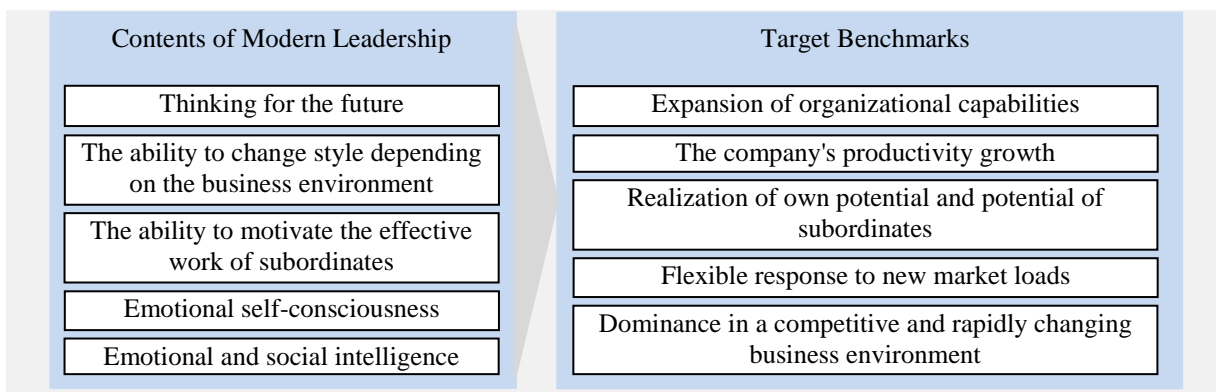


Fig. 1. Interconnection of the content and goals of modern leadership

Source: Own results

As Daniel Goleman points out, ‘when used effectively the coaching style motivates individuals by linking their daily work to their personal development intentions and long-term career plans’ (Goleman 2016). That is why coaching has become one of the tools to achieve effective leadership in today's highly changing corporate culture (Reilly 2018; AMA 2018). However, it should be noted that positive changes in the definition of goals, strategies, feedback and self-efficacy as a result of coaching guidance may not be due to a lack of competency leaders to effectively perform their own functions as coaches (Moen and Federici 2012). In addition, to solve problems faced by companies in turbulent conditions, the methodological foundations of coaching themselves should be flexible, adapted, capable of an organizational integration (Grant 2016).

3 Coaching as a person-oriented business education model

The system of a higher education in general and business education in particular are an objective and powerful factor for an overall progress. It is true and vice versa. The content and intensity of a social development cause the transformation of the educational process and lead to the continual updating of curricula. So, if the demands on the educational services market change, then there is a need to change the system of their provision. And the need to fill the content of leadership with the modern features is the need to distribute a relevant methodology in the pedagogical activities.

As noted earlier, many modern researchers and practitioners agree that the leader must have skills in coaching, as a tool for the personal and professional development, which provides a purposeful expansion of his own capabilities and capabilities of the team. Consequently, the education system should ensure the acquisition of the qualities sought and not be limited to the formation of purely professional competencies.

It should be emphasized that demand for coaching is increasing. According to ICF (International Coach Federation) research, which was attended by more than 12,000 coaches from 117 countries (North, South, Latin America, Western and Eastern Europe, Asia, Africa, Australia and New Zealand), the market of coaching in the world (2007-2012) grew by one third (from \$ 1.5 billion in 2007 to almost \$ 2 billion in 2012) for five years; according to 2016 (that is nine years later), the growth was already 60% – up to \$ 2.4 billion (Reports ICF 2012, 2016). The number of coaches also grows. From 2012 to 2016, the number of practicing coaches

and leaders using coach skills has increased by almost 35% (Table 2). At the same time, the most significant growth is observed in Latin America and the Caribbean – by 92.3% and Eastern Europe – 71.4%. The coaching programs are being distributed. AMA (American Management Association) notes that the number of coaching programs in Harvard, Northwest, Stanford and Columbia has increased by 37% over the past seven years (AMA 2018).

Table 2. Coaches by world region (thousands)

	Coaching continuum 2012		Coaching continuum 2016				2016 / 2012, %
			Total		Incl.		
	Number	Share, %	Number	Share, %	Coach practitioners	Managers/ leaders using coaching skills	
North America	15,8	33,3	20,6	32,1	17,5	3,1	130,4
Latin America and the Caribbean	2,6	5,4	5,0	7,8	4,0	1,0	192,3
Western Europe	17,8	37,5	21,4	33,4	18,8	2,7	120,2
Eastern Europe	3,5	7,4	6,0	9,4	4,5	1,5	171,4
Middle East and Africa	2,1	4,3	3,1	4,8	2,4	0,7	147,6
Asia	3,3	7,0	5,2	8,1	3,7	1,5	157,6
Oceania	2,4	5,1	2,8	4,4	2,4	0,4	116,7
Global	47,5	100,0	64,1	100,0	53,3	10,9	134,9

Source: Compiled based on ICF (2016)

It should be noted that successful coaches or effective coaches who use coach skills have a higher education in the field of knowledge related to people. Some have a Master or Ph.D. degree in business, sociology, etc. (AMA 2018). It emphasizes the importance of acquiring coaching skills either at the stage of the higher education, or, if this has not happened, through post-graduate studies. At the same time, it localizes the space for introducing coaching approaches in the respective areas of knowledge and at the specified levels of education.

However, why learning coaching is necessary not only for the development of leaders, but also for the educational institutions, and at the same time why it is difficult to implement it?

Integration of coaching into the higher education or postgraduate education programs shows the integrity of the efforts of private business as a source of the professional goals and education, as a place for obtaining formal knowledge on their achievement, in enhancing the efficiency and quality of vocational training. In addition, coaching services are relevant for the listeners and students as they shape their ideas about career planning. As a result, the presence of coaching increases the attractiveness of curricula and institutions of higher or business education and generates an additional demand for educational services.

What is the complexity of the transformation of the content of educational activities of an educational institution and its use during coaching, as a person-oriented educational model? First, the introduction of coaching approaches in education and the acquisition of appropriate skills by future leaders require the formation of a quality educational environment that is directly related to the availability of the certified professionals and/or accredited programs. Secondly, heads of educational institutions should understand the need to form a new format of education, including in the context of the formation of additional market opportunities, and organizational changes in educational institutions should receive the character of a purposefully organized process.

4 Conclusions

Therefore, summing up the generalizations, we can conclude that coaching is a unique social phenomenon that finds its application in various types of human activity. In particular, it becomes an instrument for transforming leadership behavior and at the same time leading the trend of the modern educational practice. Management approaches are subject to the fast and sufficiently significant changes and require from the leaders to gain the qualities of thinking about the future, the ability to change depending on the business environment and motivate the effective work of subordinates, emotional self-awareness, emotional and social intelligence.

Given the uncertainty of many economic processes and the extraordinary complexity of solving organizational problems, coaching becomes an instrument of an effective leadership. There is an increase in the demand for coaching, increasing volume and the territorial distribution of the market. The need to use coaching in the higher and postgraduate education is urgent.

The conclusions on the specialty and the level of education of successful coaches or effective leaders using coaching skills determine the field of the educational activity that needs first-priority changes. It is the

field of people-related knowledge, including business education, which will require the transformation of the educational environment, the involvement of certified professionals, the use of accredited coaching programs, and the introduction of a new learning style in the educational practice. The implementation of these areas of change in the pedagogical activity requires awareness of the leaders of the educational institutions about the objectivity of these processes and the possibilities of obtaining certain advantages in the market of the educational services.

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