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**COACHING AS A NEW PARADIGM FOR THE FORMATION OF THE  
LIVING VALUES OF AMERICAN STUDENTS**

**Abstract.** The article deals with the problem of the innovative paradigm of the formation of vital values of American students. The particular features of coaching`s introduction as a new strategy for the organization of educational process in higher educational institutions in the USA are described. The role of coaches in the formation of students' vital values is analyzed.

**Key words:** living values, students, formation, paradigm, coaching, higher educational establishments, USA.

**Presentation of the problem in general form**

At the merger of the XX-XXI centuries the world community has undergone radical changes in various spheres of its development. That was caused by a number of objective (democratization, strengthening of free-thinking, globalization, increasing the quantitative and qualitative array of information flows, implementation of IT technologies in the most levels of society functioning and vital activity of individuals) and subjective (variability of needs, underdevelopment of abilities, insolvency in competition, apathy in consciousness, indifference to the development of events) factors.

To a greater extent, these transformations were positive, but also there a negative reflection of changes took place. In particular, this refers to the global crisis in the sphere of the student's youth vital values formation (these include benchmarks such as cynicism, success at any cost, indifference, cruelty that have manifested in the second decade of the XXI century, both in America and Ukraine), which has threatened social stability and economic progress of society. In this regard, the research views of scholars and practitioners focused on developing a new paradigm of assimilating the values of youth in the educational process. Such a paradigm was identified by the following researchers: Thomas J. Leonard, Timothy Galvey, John Whitmore as coaching. Herewith, American scholars M. Rokeach and C. Hemingway consider the student's living values as internal values-semantic believes that act as guiding vectors in constructing of life strategies and realization of the viability [Rokeach 1973; Hemingway 2005].

Since the 90s of the XX century, the format of coaching has become very popular in the US system of higher education. The matter of expediency and mechanism for the implementation of coaching as a paradigm for the organization of educational process are highlighted in the writings of such American scholars as N. Brealey, T. Davison, M. Kochman, T. Leonard, Sh. Sawilowsky, M. Share, M. Spencer, D. Parker, J. Renton, L. Rolands, M. Russel and others.

Some aspects of the use of coaching in the educational process from the beginning of the XXI century the next Ukrainian scholars also began to study: V. Carykach, O. Kushniryk, V. Pavlov, V. Sidorenko and others.

At the same time, special research attention requires characterization of coaching as a new interactive paradigm, within which the effective formation of positive living values of modern youth is ensured.

### **Formulation of the article goals**

The purpose of the article is to analyze coaching as a new paradigm for the formation of students' vital values in the USA contemporary higher educational establishments.

## **Presentation of the main material**

One of the coach strategy developers, Thomas J. Leonard, defines coaching as an educational system based on a combination of counseling and training principles and aimed at not teaching but motivating subjects of educational process to successfully qualify changes [Thomas 1998].

Marilyn Kochman considers coaching as the interaction of a student and a teacher (as a consultant and a coach) aimed at the rapid achievement of positive results in the «here and now» mode [Kochman 2003]. Herewith, the teacher is called the coach.

The history of the concept of «coach» dates back to the beginning of the XIX century when the Hungarians understood under it «what quickly delivers to the goal and helps to move» [<http://www.lifecoaching.by/tools/coaching/what/history>]. Later, in the second half of the XIX century, English students called private tutors with this term. In the early 90s of the XIX century, this word came into the sports vocabulary as the name of a sports coach that really helps to use all internal resources and rise to the next level. Subsequently, the term «coaching» turned to the definition of any activity related to mentoring, instructing and counseling. Since the 80s of the XX century, coaching has been officially recognized in business. The introduction of coaching in American education is carried out in the early 90s of the XX century. In 2001, the profession of coach teacher became officially recognized in the United States [Renton 2009].

At the end of the XX century, there personal and business types of coaches appear in the American pedagogical practice [Kochman 2003]. Since 1994, the research attention of the International College of Coaching, based in the United States, has focused on the following types of coaching: coaching for senior management, business coaching, specialized coaching, group coaching, life coaching.

In 1998, the American researcher Thomas J. Leonard, analyzing various types of coaching, created TeleClass.com, that is a virtual university of coaches from more than 20,000 students to study about 100 different subjects a week [Thomas J.

Leonard 1999]. He has written 28 personal and professional development programs, including: «The Personal Foundations», «The Ideal Life».

Today in the world there are approximately 50 schools and about 500 types of coaching, ranging from VIP coaching and ending with social work. With this, the following types of coaching are actively promoted and developed in the American educational system: coaching of top management, coaching of high efficiency, coaching of teams, career coaching, coaching of personal effectiveness, life coaching, coaching of relationship [Sydorenko 2014].

The American scholars believe that the main task of coaching in higher education is to help a student to develop competencies and eliminate constraints for achieving personally meaningful and sustainable changes in the professional and personal spheres of life [Renton 2009]. It is coaching triggers mechanisms through the personal motivation of students to gain knowledge independently. At the same time, a coach helps students to develop, to consolidate new skills and achieve high results in their future profession.

The essence of coaching in the educational process lies in organization of training in the form of sessions, which are conversations of the teacher (coach) with students [Sydorenko 2014]. The session implies certain stages, each of which has to be covered to achieve a sustainable result: the establishment of partner relationship between the teacher (coach) and the student, the setting of a specific goal, the joint setting of tasks to achieve this goal; the definition of reality (situation, problems, opportunities, obstacles) to achieve this goal, the development of a plan for achieving the goal and the ways of achieving it, immediate implementing the goal (stage of the will for a student) with the agreement on what exactly to be done and at when [Renton 2009; Spencer 2012]. Each subsequent coaching session always starts with the reviewing of what has been accomplished, what was successful, and what could have been done better. In this case, the student is given the opportunity to meet with the coach directly, as well as using Skype-technologies, e-mailing or coaching by phone. Thus, the student can work with the coach at a distance and at any time convenient for him.

The main tool of the coach (teacher) is the art of asking questions to gradually bring the student to the correct path and result of the task solution. In the process of a kind of interview, he as a guide helps the student's personality to reveal his potential and maximize its development [Spencer 2012]. Together with the student, he outlines the range of vital issues that interest the student, and gradually leads him to the right choice of life benchmarks. In addition, the coach stimulates creative decision-making and supports the student's desire to achieve goals and make changes in his life. At the same time, it is recognized that nobody knows about personal problems as a person himself, therefore, exactly he must find the right decision.

Coaching provides for the following tasks:

- performing of diagnostics and monitoring of the educational process, which allows to take into account and forecast the changes that occur as a result of the application of innovative programs and technologies;
- creation of conditions aimed at effective organization of the process of finding by a student of ways to achieve vital goals for him and choosing the optimal pace of progress;
- mastering of innovative techniques and technologies;
- identification of key points of coaching.

Michelle Landis Share studying the implementation of the coaching paradigm in the learning process, concluded that the combination of aspects of self-examination and student self-awareness, along with the freedom of direct approach to the teacher in consultation (for example, to determine what needs to be done, helping elaboration a step-by-step plan, and then coordinate the implementation of this plan) is best for the development of an individual and the establishment of his positive life benchmarks in life activity. In this, the most effective and efficient is life coaching. It involves the presentation of the personal life experience of the teacher (coach) and expands the student's outlook on value orientations in the life of society and the life values of specific people in it.

The American practitioners D. Parker, L. Rolands, Sh. Sawilowsky note that the basic principles that guide a coach and a student in the process of interpersonal interaction are the next: the principle of *awareness and responsibility* (provides transition from the motivation of «avoiding failures» to motivation «achieving success»), the principle of *unity and interaction* (implies that positive results in one area of activity lead to achievements in others), the principle of *flexibility* (the formation of flexibility of thinking, awareness of stereotypes and algorithms of own behavior), the principle of *partnership* (implies the continuous communication in the form of consultations and trainings), the principle of *hierarchy of development* [*Final Report to the Edge Foundation*, 31 August 2010].

The research results of American pedagogues-practitioners D. Parker, L. Rolands, Sh. Sawilowsky have testified that the wording and the fastest possible achievement of the goal is taking place in the paradigm of coaching. It happens via mobilizing the inner life potential, assimilation of leading life strategies for obtaining results, development and improvement of student's abilities and life skills [*Final Report to the Edge Foundation*, 31 August 2010].

Herewith, coaching is effective when:

- a student understands that there is a difference between who he is and those whom he would like to be;
- a student is ready to think in a new, unusual way for him;
- a student is ready to listen and accept criticism in his address;
- a student is ready to make the necessary changes and acts accordingly;
- a student agrees that the result is the sole responsibility of himself, and not the coach-teacher.

In general, the paradigm of coaching as a special style of educational interaction in the process of forming the living values of students in American higher education institutions is based on the following positions: 1) a student is able to change himself only if he wants it and is ready for it; 2) conviction of a student about his own opportunities are directly related to his personal achievements; 3) the way a student determines success, has a direct impact on his

achievement; 4) a student often limits his life potential by his own life beliefs; 5) a student learns only when he is directly involved in the educational process; 6) mastering of knowledge, skills and abilities as own beliefs occurs only when a student deliberately thinks and makes plans for the future; 7) modernization of living values should be progressively dynamic. At the same time, the format of coaching requires the establishment of the creative atmosphere, the special space for finding alternatives, the atmosphere of trust, where a student feels the attention to his ideas and works with greater enthusiasm.

The practical activity of the American coach educators: Theeboom Tim, Beersma Bianca & Vianena Annelies E.M. has evidenced that implementing the coaching format for higher education institutions is the most effective when use of such specific interactive methods as: the *method of concrete situations* (based on the principle: the improvement of own knowledge is laid only through consideration, study and discussion of specific problematic life situations), the *method of emotional stimulation* (the basic principle is: the formation of cognitive interest by creating positive emotions to the proposed type of activity, increasing of interest and motivation in the educational process), the *method of projects* (based on the principle: the independent design of knowledge and orientation in the information space), the *method of presentation* (based on the principles: public demonstration of the results of problem solving and protection of the chosen trajectory of actions) [Theeboom Tim, Beersma Bianca & Vianena Annelies E.M. 2013].

With this, the positive result of pedagogical coaching in the system of higher education in the United States is the student's ability to independent building a positive line of his own life's beliefs: I want – I can – I believe – I act – I have the result.

### **Conclusions**

Consequently, coaching today is a progressive innovation paradigm for the formation of the living values of American student youth. In its framework, the educational process in higher education institutions in the United States is based on

the principles of awareness and responsibility, unity and interaction, flexibility, partnership, hierarchy of development. Due to specific methods of coaching, free access to the value environment, dynamic development of needs and beliefs, constant modernization in the positive spectrum of life benchmarks of the American student and their effective attachment to life's values are provided. The coach helps the student to find and develop his strengths, skills and abilities. He appreciates the obstacles in the development of the student and insists on the need to independently overcome by the student various barriers that restrain his life's success, and also defines the necessary vital resources (external and internal) that will support this success without a coach.

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