

UDC 159.9; 316.46

DOI: 10.61727/ssspj/1.2023.17

Group training and team coaching as practices of staff leadership development: A comparative analysis

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Abstract. The modern world is in constant technological change, which requires the society to have the relevant knowledge, skills, and abilities to effectively perform their professional duties, improve leadership skills, and unlock hidden potential. Today, training sessions and coaching sessions are popular methods of influencing the results and development of an individual or staff. The purpose of this study was to investigate the effectiveness of group training and team coaching, and to analyse their systemic differences. To fulfil this purpose, the following methods were used: analysis and synthesis, hermeneutic method, comparative method, survey, interview method, and generalisation method. The results of the this study covered the essence and elements of group training and team coaching, identified the advantages of the group form of work, analysed the characteristics of the professional competence of trainers, investigated the role of the trainer and coach as a central figure in building trust and interaction in the team, analysed the types, techniques, methods of conducting group trainings and team coaching sessions, the methodology of their creation, determined the role of the use of “tactical empathy”, models, psychological technologies, and techniques used in training sessions to improve leadership qualities, covered the value-based approach to leadership, assessed the criteria for effectiveness and feasibility based on a survey on the need for coaching and training sessions. A clear separation of the concepts of coaching and training is essential for the practical application of these techniques to effectively develop leadership skills among the participants of these events. The findings of this study will be useful for both personal development specialists and their clients

Keywords: coaching; team coaching; group training; leadership; personnel; personal development

INTRODUCTION

Today, coaching and training sessions have many points of contact, which is why these two completely different methods are often confused with each other, or only one of them is considered effective, but when assessing the effectiveness, it is worth considering the individual characteristics of each participant and their needs. Improving one's efficiency and quality of life is the result of constant self-development. Professional development can take place chaotically, signalling the need for

outside help and support in finding oneself, revealing leadership skills to achieve the goal.

Analytical studies have shown that group trainings can influence the development of participants' knowledge and skills, while artificially created situations helped to reveal hidden opportunities and teach stress resistance. According to follow-up observations, employees who attended team coaching subsequently demonstrated improvements in understanding roles

Article's History: Received: 01.03.2023 Revised: 30.05.2023 Accepted: 29.06.2023

Suggested Citation:

Zelenin, V. (2023). Group training and team coaching as practices of staff leadership development: A comparative analysis. *Scientific Studios on Social and Political Psychology*, 29(1), 17-27. doi: 10.61727/ssspj/1.2023.17.



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and interactions between team members, as well as greater motivation and job satisfaction, and interest in the work (Haan & Nilsson, 2023). The problem of this study was to cover the specific features of group training and team coaching as diverse areas, as well as to determine their effectiveness in working with leadership and individual qualities through comparative analysis.

A. Braykovska *et al.* (2022) argued that a professional coach should be able to feel the needs of clients, understand their request and expectations, delve into the inner world to find the strengths of each participant. Communication in the group should be on an equal level with all participants, without judgement or prejudice, and based on trust, which is based on active listening.

T. Akimova (2021) characterised group training as a set of psycho-correctional methods aimed at developing participants' skills of self-knowledge, internal self-regulation, communication and interpersonal interaction, improving professional skills, dealing with fears of the past, and leaving the comfort zone. According to the researcher, training is an interactive way of learning and working on one's own self, which results in an adequate perception of one's personal shortcomings that hinder their self-fulfilment.

E. Vorobieva (2019) noted that leadership qualities are present in everyone, but only those who can resist the fear of responsibility through strategic thinking, the ability to analyse and predict future events or consequences achieve their independence. The potential of a leader is crucial for the entire team and its performance during the work process, but leadership requires competencies that can provide and develop training or coaching sessions, the effect and outcome of each of which has its own unique differences.

A. Braykovska *et al.* (2022) also addressed the development of leadership skills through coaching sessions, which can regulate not only the psycho-emotional state of the manager, but also improve the working atmosphere in the team. Stimulating coaching methods in an organisation creates an effective interdependent and united team of professionals who will strive to achieve ambitious results and quickly implement the plan. The result depends on the extent to which the team

is motivated by its leadership, progressive in terms of composition, norms, values, and views on a particular situation. According to the researcher's observations, team coaching can enhance collective awareness, shared responsibility, and improve team spirit.

The purpose of this study was to investigate in detail the nature of group training and team coaching, their role in unlocking internal potential, increasing motivation, and developing leadership skills. The main tasks were to find differences in techniques and common components that can ultimately contribute to a concrete result.

MATERIALS AND METHODS

The method of analysis helped to review the theoretical foundations of the nature of training and coaching as guides to professional and personal growth, to determine their essence and elements, implementation techniques, and also revealed the main advantages of the group form of work for building interpersonal relationships in the team during the work process, analysed the role of the trainer and coach in interaction with the group of participants, their impact on performance and personal changes. Using the method of synthesis, the information obtained was combined into a single structure that helped to assess the feasibility of coaching and training sessions, determine their effectiveness and impact on the motivational component. The hermeneutic method helped to explain the concepts of group training, coaching, and "tactical empathy", to cover the features of active listening, models of group sessions, to explore the meaning of the ICF Code of Ethics (International Coaching Federation, 2021) and the International Coaches Union (2023).

The questionnaire method was used for situational diagnostics of the respondents' need to attend coaching or training sessions and to identify awareness of their functioning, differences in approaches and goals. The survey was conducted in two stages: the first stage was a survey of Ukrainians on social media to determine their understanding and likely visit to one of the destinations, and to reflect on their experience. The study involved 196 people from different regions of Ukraine, who were asked the author's questions, as presented in Table 1.

Table 1. Author's questions about the respondents' coaching experience

No.	Author's question	Answer options
1	Have you ever attended team coaching?	Yes, I had to take part more than once. No, I do not know this method.
2	Do you have experience of attending training sessions?	Yes. No. I try to avoid collective events.
3	Do you feel the need to engage in motivational activities?	Yes, the need is acute. No, it is a waste of time. Had to attend such classes, but their effect is short-lived.
4	Which method of personal development would you prefer?	Definitely coaching sessions. I wish to attend a good training. I do not understand the difference. I find it difficult to work in groups and open up.

Source: compiled by the author of this study

The second stage of the survey was conducted among employees of the National Bank of Ukraine (NBU), Trionika, an IT company specialising in attracting and monetising Internet traffic in the EdTech and FinTech areas of the network, and Volutee, a brand that manufactures eco-products, to assess the need for motivational training, leadership development, and interest in implementing the organisation's plan. A total of 120 employees of all these companies voluntarily took part in the survey.

The interview method helped to obtain information about the NBU, Trionika, and Volutee, their staff, determine the experience of management and staff in taking part in training or coaching sessions, assess past experience of cooperation with trainers and coaches, and, through a thematically focused conversation, identify the most promising models and performance criteria for group training and team coaching.

The comparative method helped to evaluate the criteria for the effectiveness and feasibility of group trainings and coaching sessions, to determine their ability to unlock hidden potential, creativity, leadership skills, develop strategic thinking, and result orientation. This method made it possible to perform a comparative analysis and compare the techniques and methods used in group classes, the methodology of their creation and the effectiveness of their implementation, and to identify the negative aspects. The method of generalisation helped to combine the theoretical materials and practical data obtained into a common component of understanding the effectiveness, advantages, and specific features of using group trainings, coaching sessions in teams and individually.

RESULTS

The effectiveness of the training and the achievement of the goal depends on the adequacy of the trainer in choosing the methods according to which they will work with the group and considering the individual characteristics of the latter. There are several classic blocks of training methods:

- ◆ group discussion – discussion of controversial issues, analysis of participants' attitudes;
- ◆ game method – an artificially created life situation, role-playing and business games that can relieve tension in the early stages of group work;
- ◆ methods of social perception – work on one's own self-perception and thoughts about the perception of others;
- ◆ meditation techniques – work on emotions and physical well-being;
- ◆ facilitation – the trainer, as a central figure, accompanies the process of involving participants in the consideration of the situation and interaction;
- ◆ visualisation method – the formation of new concepts in the group that are perceived equally by the participants;

◆ case method – analysis of a concrete situation (Verma, 2023).

The most common types of training groups are as follows:

- ◆ meeting groups aimed at personal growth and teamwork;
- ◆ the thematic group is a clear work plan and preventive measures to avoid negative situations in the future;
- ◆ counselling groups are based on solving personal and group problems;
- ◆ psychotherapeutic groups aim to work not only with psychologically healthy participants, but also with people who have clinical features, work with disorders and psychoses;
- ◆ self-help groups provide emotional support and the ability to find internal resources to deal with problems (Dermol & Čater, 2013).

Team coaching, unlike group training, which focuses on learning, is focused on individual and collective development, mutual understanding, and skill development, and creates a space where a group of participants can independently reach new discoveries and go beyond the usual framework. Coaching is often equated with an art form that promotes human development and views the coach as a person who directs their efforts to increase awareness (Kimsey-House *et al.*, 2011).

There are several types of coaching:

- ◆ client-oriented coaching – the essence of which is to work with ideas, thoughts, emotional blocks, reactions, the coach's work is aimed at the individual and their motivational and leadership growth;
- ◆ "life coaching" – helps to focus on the benefits of personal life, planning, finding meaning, and purpose;
- ◆ business coaching – aimed at developing strong leaders and mentors, creating active dynamics in companies, competition, and supporting business development, especially among start-ups;
- ◆ executive coaching – is used for people who hold a managerial position and need support during difficult periods in the performance of their duties;
- ◆ leadership coaching – the goal is to help employees actively engage in the production process, interact positively in the team, unlock leadership potential and productivity, and increase motivation to achieve results faster;
- ◆ transformational coaching – helps to understand the life mission and change dramatically (Nezhynska & Tymenko, 2017).

A. Braykovska *et al.* (2022) noted that coaching is based on the principles of equality, the ability to share experiences and achievements. The coaching position is based on neutrality, non-judgemental attitude, frankness, trust, care, consistency, active listening, empathy, the ability to understand physiological and emotional changes in participants, and a sense of security. The participants' thinking is transformed by the coaching sessions and can "build up" their intellectual capabilities.

The key figure in team coaching sessions is the coach, who often acts as a trainer, consultant, partner, psychotherapist, and becomes a role model for many participants who are still in search of their "self". Coaching is an approach that focuses not on problems but on their solutions, not on mistakes but on success and personal achievements, and focuses on the present and the future, using past experience as a resource. Not everyone can become a coach; their activities are regulated by international standards that confirm their professionalism and give them permission to work in this area. Specifically, according to the standards of the ICF Code of Ethics (International Coaching Federation, 2021), which is mandatory for all three levels of specialists of this organisation: Associate Certified Coaches (ACC), Professional Certified Coaches (PCC), Master Certified Coaches (MCC) (Whitmore, 2009). Notably, the International Coach Federation (ICF), created by Thomas Leonard, is one of the first global organisations to develop the philosophy of coaching and explain it, create standards of ethical principles regarding the main professional competencies that all professional coaches of this association should work and follow (Koopman *et al.*, 2021). This organisation allows maintaining the quality, transparency, integrity, and reliability of coaching, introducing its methodology in various organisations, promotes large-scale development of companies and staff, and allows working individually (International Coaching Federation, 2021). Core competencies of a coach according to the standards of the International Coaching Federation (2021):

- ◆ forming the initial interaction and foundation with the client or participants in the case of team coaching, concluding agreements;
- ◆ joint creation of relationships based on trust and the opportunity to open up;
- ◆ effective communication, empathy, active listening, ability to feel the mood of a team, group, or individual;
- ◆ facilitating performance, setting goals, promoting progress.

Another large professional coaching community that deals with professional standards of coaching in Ukraine and worldwide is International Coaches Union (ICU). The ICU's mission is to create a favourable and developing space in various areas (from work to family and personal development) using a coaching approach. A coaching space that is value-based, comfortable, environmentally friendly, and inspiring for everyone. It creates a coaching culture that fosters empathy, self-awareness, personal and group evolution, conscious leadership and collaboration. The International Coaches Union (2023) clearly regulates seven basic principles and the philosophy of coaching.

The role of a facilitator in a group training session is as important as that of a coach and requires a range of requirements to be able to conduct a full-fledged session. The activity of a trainer requires a psycho-

logical education, additional certifications confirming practical skills for interacting with large groups, competence, and experience. Training is an effective way to acquire concrete skills and abilities, but if the trainer does not have all the necessary knowledge, it can lead to considerable mistakes. One of the principal mistakes coaches make is avoiding tracking the dynamics in groups, which often leads to general dissatisfaction among participants, and the coach's task is to consider the characteristics of each group, because they are individual, having their own speed and results.

The activities of a psychological trainer are regulated by a code of ethics, according to which the task of a specialist is to comply with all these rules and regulations without harming the client and maintaining confidentiality (American Psychological Association, 2017). To identify public awareness of the purpose of existence and the difference between coaching and training methods, a short survey was conducted to help make a situational assessment of the need to attend one of the team events, and the survey also helped to find out how popular the use of these training and coaching events is in companies, their intensity and which method of survey is preferred.

The first stage of the survey was based on responses from a randomised sample of different ages and genders, which was open for questions for 24 hours on a social network; 196 respondents voluntarily took part in the survey. The results showed that a considerable number of respondents often attended coaching sessions initiated by their employers, and according to the data obtained, a separate group of people attended team coaching once on their own accord, and most respondents do not know what team coaching is. The data obtained indicate that respondents have experience in training interaction, which determines the outcome of the preference (Fig. 1). The short-term duration of the effect and the reluctance to receive outside professional help due to emotional difficulties in opening up and working in groups were also highlighted.

The overall results indicate that despite the current scientific development and accessibility, a considerable number of people are unaware of personal self-development methods, especially group coaching, which is currently considered a new trend, but is more common among leadership and competitive organisations.

This indicator can be explained by the non-involvement of this group of respondents in organisations where the latest approaches to staff development are used and the later release of the method into society, which was initially preceded by training and methods of its implementation. The result can also be explained by the simplicity of interaction during the training, its provision of knowledge and skills in a brief period. A separate factor may be a person's unwillingness to open up on their own, to find their ways to solve problems, wanting to get ready-made solutions.

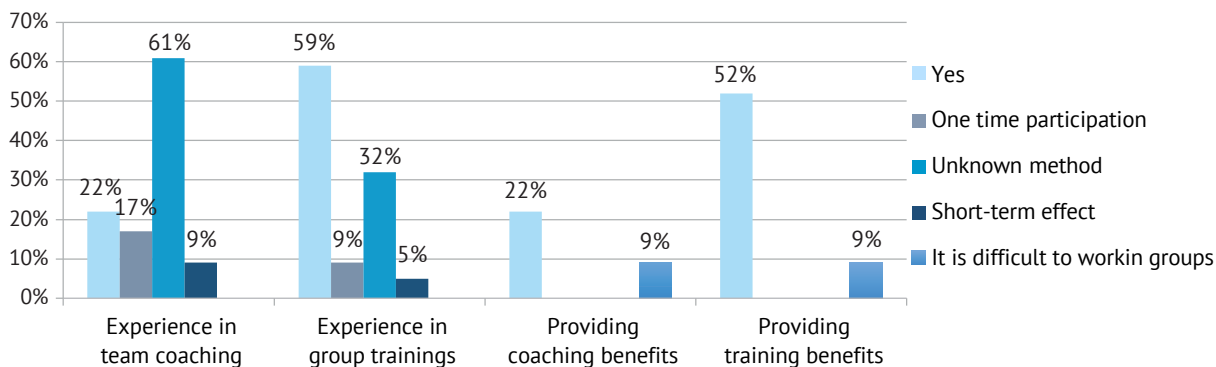


Figure 1. Indicators of awareness and participation in group activities, preferences

Source: compiled by the author of this study

The respondents who have had the experience of taking part in a training interaction are ready to go through it again, as they have probably experienced emotional adaptation and understanding of the future scenario, and this form of group process is a familiar comfort zone for the participant. The problem of implementing one of the methods and the intensity of their implementation depends on the lack of awareness among the management and each individual about the purpose of the application, insufficient awareness of the meaning, and possible emotional closeness.

The second stage of the study was implemented through a repeated survey and interviews with the management and executive staff of the National Bank of Ukraine (NBU), IT company Trionika, and the Ukrainian company producing eco-products and pharmaceutical raw materials from snails “Volutee”, which showed that they all have experience in implementing coaching in management processes and staff development (Fig. 2). Thus, at the beginning of its entry into the market, the company “Volutee” needed a coach to support almost all organisational issues and company development. The specialist worked with both the production team and the management team, whose task is to adapt to unusual working conditions, a complex

schedule, help find internal resources to complete the tasks, avoid professional burnout and conflicts among the team, teach the basics of time management, and work with team leaders. The management of all three companies set the coaches tasks aimed at finding people with leadership qualities among their employees to make a special contribution to the company’s development. Therewith, each company had its own experience of using coaching in organisational processes. Thus, at NBU, coaching has been implemented as a management style for many years. At the IT company Trionika, Agile coaching is used as an iterative approach to project management and has already become part of the corporate culture. According to Volutee’s management, the cooperation with the coach lasted about six months, and there are currently no additional self-development classes due to financial instability. Staff training was conducted twice to develop leadership skills and combat anxiety symptoms that block the way to personal growth and the ability to successfully plan their time in crisis situations. According to the owner of Volutee, the staff needs more psychotherapy and individual counselling, as they are emotionally disturbed by the military situation in the country they are currently working on.

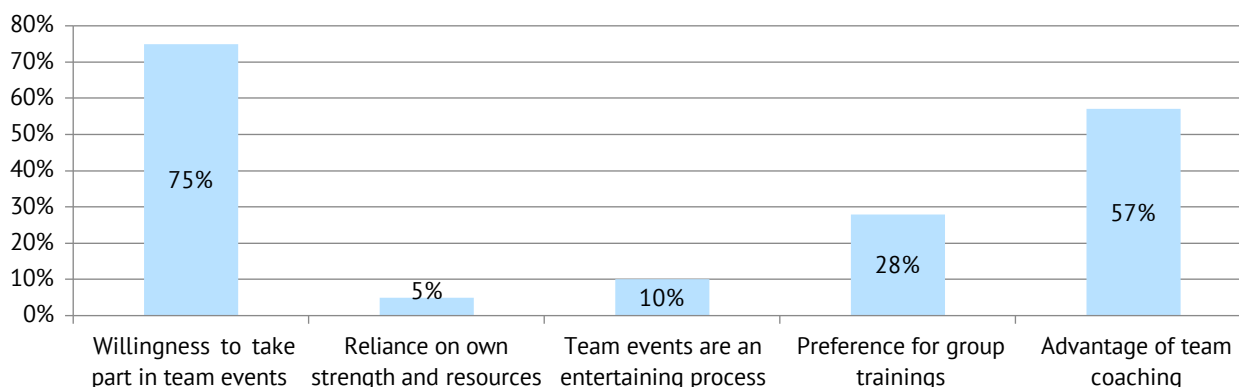


Figure 2. Readiness for staff coaching and training sessions

Source: compiled by the author of this study

The results of interviews with NBU employees and a survey conducted at Trionika and Volutee showed that staff are open to taking part in motivational and developmental activities, as complaints of loss of energy, emotional exhaustion, lack of awareness and loss of balance and guidance in the face of uncertainty and high stress in the war were identified. Some surveys have shown that employees rely on their strengths and are capable of self-control, while group sessions (trainings) are considered nothing more than an entertaining environment that loses its emotional impact and effectiveness over time. Therewith, some people prefer training because they have experience of taking part in effective events, but they want to get quick, standardised solutions that allow them to get out of the emotional trap and get rid of their fears. Generally, the staff of all three companies are ready to work in teams with coaches whose trust is based on past positive experiences and emotional attachment.

Notably, the survey data is a quasi-study and does not bear representative results, as it serves as a current snapshot that situationally determines the internal state, experience, impressions of interaction, effectiveness, and awareness of modern methods of concrete groups of people in different organisations. It should also be noted that the data obtained is not a conclusion and requires additional research, possibly a longitudinal study, when, after a long period of group training and team coaching sessions among different groups of professions, it will be possible to track and measure their effectiveness and the dynamics of changes in teams.

Group training and team coaching are different in nature, and to get a positive effect and tangible results, one should formulate a goal in advance, regardless of the choice of the method of group cooperation. A range of factors can influence the choice between training and coaching:

- ◆ individual needs – if it is difficult for a person to work and open up in groups, it is worth giving preference to coaching, which allows working collectively and individually with a concrete request, clients will receive a personal approach and more attention, so that there is a complete focus on one goal and situation;

- ◆ collective cooperation – if the goal is to bring the team together, to obtain ready-made solutions, to work together on communication, building cooperation and optimal professional relationships, group training can be more effective than a coaching approach;

- ◆ financial component – team coaching requires more time and work with staff, is a more intensive and often individualised process, and therefore can be more expensive for the company if the budget is limited – it would be more appropriate to organise group training;

- ◆ goals, needs, outcomes – if a person wants to work on leadership skills, group cohesion, communication skills, or develop a particular competence;

- ◆ group training will be able to provide a wider range of knowledge and practice based on the early experience of the trainer, while if a person or team wants to unlock their latent potential, set new challenges, learn to leave their comfort zone, transform, find non-standard solutions, and discover their own uniqueness, then team or individual coaching will be more effective in meeting such requests.

There are several models that are common among training methods of working with a group of people aimed at developing leadership skills: the “leader – mentor – student” model, whereby an experienced leader (trainer) directly shares their experience, transfers knowledge and skills, and warns of mistakes; this model requires open interaction and no fear of revealing oneself in front of the public. The “internal academy” model involves a combination of practical training sessions and a combination of theory, namely attending lectures, seminars, and master classes. The “team project” model is based on practical experience, and leaders are tasked with leading a team project with real tasks and non-standard challenges, teaching leaders to make independent decisions, take responsibility, inspire trust in subordinates, “lead by example”, and manage conflict situations. External learning model – trains leaders through seminars, conferences, webinars, leadership courses conducted by trainers and experts in a particular field who can provide new perspectives, knowledge, skills, and abilities (Graham, 2019).

Leadership starts with understanding oneself, self-awareness, working on one’s personal strengths and weaknesses, the ability to constructively accept criticism, engage in self-analysis, reflection, etc. The main skill of a leader is the ability to effectively communicate with subordinates, to clearly articulate tasks, own requests and requirements related to the professional duties of each staff member, to develop their opinion clearly and convincingly, and to develop active listening skills.

Today, the practice of “tactical empathy” is widespread, and it can be implemented both through group training and team coaching. “Tactical empathy” was once widely used by the Federal Bureau of Investigation in the United States to successfully negotiate with terrorists, but today it is widely used in almost every area of life where one needs to interact with people regularly. The essence of this method lies in the skills of perceiving and understanding the emotions, needs and experiences of other people to interact effectively and achieve one’s own plan. “Tactical empathy” consists of the ability to listen carefully, observe, be sensitive and be able to distinguish between non-verbal behaviour, ask questions to better understand the needs of the interlocutor. This method allows striking a balance between the needs of the opponent and one’s own, to maintain professionalism and a positive atmosphere during ordinary communication or business negotiations (Voss & Raz, 2016).

In the practical application of coaching methods, an individual development plan is created in advance and techniques are selected according to the client's goals and needs. The interaction between the coach and the client is formal and based on a contract, which specifies the organisational aspects of cooperation, requirements, expectations, duration of interaction, etc. At the beginning of the interaction, the GROW model by J. Whitmore (2009) is often used, which allows identifying the goal, intentions, options, and reality, and to determine the search for alternatives. The "my team"

model is relevant for defining the principles of interaction between new professional groups, according to the desired results, and identifying talents and creativity. There are many models in coaching approaches, but the result will be effective only through successful selection and competent implementation among participants (Golman *et al.*, 2019). Consideration of the most promising models of group training and team coaching helped to identify performance criteria for each of these areas and to make a comparative analysis (Table 2).

Table 2. Comparative analysis of group training and team coaching according to the effectiveness criteria

Performance criteria	Group training	Team coaching
Communication features	Built on interaction. The trainer and the group are subject to formal and informal rules. The trainer monitors the communication processes of everyone in the group and directs them through direct or covert influence.	It is based on mutual understanding. The living system of the group, including the coach, creates a working atmosphere. A team coach, being integrated into the self-learning field of the entire living system, contributes to its growth and evolution through awareness.
Strategies for working with skills	In a group training, experience is embedded. The trainer introduces a skill to the group and checks the quality of its learning, or the trainer gives ready-made strategies, and the group adapts them to real contexts.	In team coaching, "skills discovery" takes place. The coach helps to identify the skills that are important to develop. The coach creates a space where the group makes discoveries about their latent talents.
Approach to development	During the training, participants develop through didactic learning. The trainer provides general knowledge, the group perceives it, the "subject-object approach" prevails, when information and ideas come from the trainer, and the group is required to accept and apply them.	Team coaching promotes mathematical learning. The "subject-subject approach" fails, the group "gives", the coach perceives and works with the issues covered in stages. Information and ideas come from the group, and the coach helps to realise the new opportunities that are opening.
Working with group dynamics	Observation of the results of the group "before" and "after", assessment of the acquisition of knowledge and skills, and their application in practice.	Observation of behavioural and emotional changes, openness to independent search for optimal solutions on the part of the team.
Skills development	The trainer demonstrates concrete skills to the group of participants and monitors their mastery, provides ready-made strategies that the group works on by simulating real-life situations.	The coach helps to reveal the skills that are important for each participant individually and that are required according to the team's request and creates a space in which the team finds new opportunities on its own.
Confidentiality	The trainer's activities are based on the observance of client confidentiality and non-disclosure of data for scientific research without the consent of clients. The coach and the team undertake to maintain confidentiality, the essence of which is announced at the beginning of the interaction.	Information, materials, conversations between participants and the coach stay private and are not disclosed to third parties without consent, which contributes to a safe environment.
Rules of engagement	The activity of a trainer requires an appropriate educational level (psychology degree), compliance with the rules of Ethical principles of psychologists and Code of conduct (American Psychological Association, 2017). Training meetings can sometimes be based on formal or informal rules of interaction between the trainer and the group, etc.	Coaching is regulated by the standards of international professional coaching communities (ICF, ICU, etc.) and requires the level of certification necessary to work with a person or group. Group or individual cooperation is based on the creation of a contract that sets out the terms, requirements, goals, expectations of clients, the duration of interaction, etc.
Work style	The style of a group trainer: <ul style="list-style-type: none"> ◆ training (quantitative approach); ◆ effectiveness of the result; ◆ achievement technologies; ◆ pragmatism (technical methods); ◆ scientificity (prose); ◆ predictability (the known); ◆ functional vision; ◆ insight, etc. 	The style of a team coach: <ul style="list-style-type: none"> ◆ development (qualitative approach); ◆ aesthetics of inspiration; ◆ implementation practice; ◆ naturalness (organic techniques); ◆ art (poetry); ◆ deployment (the unknown); ◆ a multifunctional vision; ◆ reflection, etc.

Table 2, Continued

Performance criteria	Group training	Team coaching
Accents in the work	Working with the individual. Group training primarily focuses on general socially useful skills (socialisation and adaptation to the environment), with a linear model of success prevailing.	Working with the essence of the individual and the group as a whole. Unlocking and evolution of the potential inherent in a living system, a deterministic and recursive model of optimal growth.
Typical processes	Training creates changes: useful skills (habits) of behaviour, forms patterns of thinking (understanding of the situation), but often leaves one at the same level of being.	Coaching promotes transformation: rethinking one's actions (going beyond the habits of the body and mind), comprehension (finding new meanings), awareness and going beyond the patterns of consciousness – moving to another level and space of being.
Professional position	The trainer's position is focused on finding knowledge-based answers, convergence (one correct answer), monitoring results and providing contextual skills (for a clearly defined context).	The coach's position is based on ignorance (asking the right questions), divergence (many possibilities), receiving and accepting the team's ideas to ensure the development of transcontextual skills (for many contexts of life).
Tracking the end result	Analysing and evaluating the final result, tracking the growth dynamics, and concluding on the satisfaction with the goal at the end of the training.	Analysis and evaluation of each stage of the work, tracking the dynamics of changes in the team, and a delayed conclusion on the implementation of the coaching programme.

Source: compiled by the author of this study

Risks that can sometimes arise in both training interaction and team coaching:

- ◆ breach of confidentiality – information can often leak through team members, which is beyond the control of the coach;
- ◆ inadequate individual approach – group training or team coaching may not satisfy the sense of importance of one of the participants, causing a feeling of insufficient attention;
- ◆ conflicts and disputes – may arise due to a contradiction between values and beliefs;
- ◆ unproductive dynamics – focusing on some people, dominating others, fear of speaking up, emotional barriers, frustration;
- ◆ incompatible goals – differences in achieving the desired results, individual views on the analysis of situations, etc.

Notably, there is no single method that will solve all difficulties and help achieve personal development through external intervention. Coaching and training methods of personal development serve as a tool that brings one closer to what they want, but a considerable part of success is implemented through self-awareness, the ability to analyse and take responsibility.

DISCUSSION

At some point in life, a person faces the need for professional help to find themselves and a source of inner energy from which they can draw inspiration to achieve their goals. The task of a coach, as well as a trainer, is to help find inner balance, hidden resources, teach how to cope with emotions and behaviour in demanding situations, using various techniques, and artificially created case studies. Group work usually helps to overcome the fear of loneliness, find like-minded people, learn to

trust, and interact as a team, which considerably accelerates the expected result.

S. Fung (2019), studying the impact of training sessions on the psychological well-being and professional effectiveness of counsellors, concluded that group forms contribute to more effective socialisation and help to quickly model the process of interpersonal relationships, learn to play out complex life scenarios, find an adequate solution and effective ways to overcome difficulties. The researcher believed that group interaction increases cognitive activity, creates an internal desire to act immediately, provides a motivational boost, and enables the participant to see themselves through the eyes of others and realise their mistakes from the outside. The research of the scientist is quite appropriate in considering the effectiveness of group forms of work, because according to the theoretical data, it was found that the group process unites, creates friendly relations, relaxed communication, helps participants express their ideas and positions, create creative proposals for solving complex problems, and feel their own importance.

E. Hammar (2014), based on her observations, determined that the group form of work can counteract social exclusion, solve interpersonal problems, and avoid self-absorption, as the participant notices that their problems are not unique and can be manifested in other people. According to the researcher, the group can model a system of interpersonal relationships that can be played out in real life (Hammar, 2014). Group work allows for a wider range of views and perspectives, where each participant can share unique experiences, ideas and knowledge, energy exchange and mutual learning, which allows for better absorption of new information. The group form of interaction can create a

sense of shared responsibility and efficient use of time and resources.

S. Pappas (2023), on the contrary, found that group work can destabilise individuals, participants feel insecure during the session, have difficulty building trust, and as a result, reflect on emotional pressure, stupor, and reluctance to take part in such activities in the future. According to the data obtained by the researcher, a certain number of people do not want to work in groups, experience emotional stress and difficulties in expressing feelings in public, discomfort makes them avoid group forms of work, but there are people who can “dissolve” in a group and attract less attention, because individual work, on the contrary, causes discomfort and tension during eye contact.

R. Watson *et al.* (2022) emphasise that training sessions have a special nature of effectiveness and influence on participants, the main purpose of which is to provide psychological assistance, trainings are focused not only on the inner world of the individual, but also on their professional development and social interaction, and the emotional experience gained during the sessions can often dominate the cognitive perception of the world. According to researchers, training allows improving one's skills, emotional and social intelligence, and partially solves one's psychological problems; provided they are open and trusting of the trainer and the group, training can create a psychotherapeutic effect, but it is not a panacea for solving difficult life situations.

R. Boyatzis *et al.* (2019) emphasise that one should not expect a psychotherapeutic effect from group sessions, as psychotherapy is conducted by a qualified specialist and is used to develop strategies for overcoming emotional and psychological problems. The task of a professional coach or trainer is to determine to what extent a person who is a member of a group or subsequently seeks help on their own is their client, because training is aimed at education, while coaching is aimed at finding internal resources that allow them to achieve goals with positive emotional health. We should agree with the researchers' statement, as motivational methods are designed to form a successful society that is committed to self-development, professional growth, search for additional talents for creative realisation, meeting like-minded people, and the ability to manage one's emotions and behaviour. However, people with neurotic or depressive conditions, social phobias, panic attacks or generalised anxiety disorder will never seek help from a coach or trainer whose methods are based on group interaction and general demonstration. Usually, there are less active, depressed participants, which can create a false impression of dissatisfaction with the process or shyness, but they may be people who feel lonely, lacking social communication or emotional support, attention. Over time, they open up and become more active, gradually getting the result they came for, which is why a coach should be observant and identify

such features at the beginning of the interaction for successful work in the future.

H. McEwan & D. Tod (2023) argued that a trainer must have a range of skills to successfully conduct training and achieve a positive result, which the researcher included knowledge of the regularity of mental development, education in psychological basics, a high level of interest in society, personal experience as a training participant, building their individual style, without using coaching jargon and excessive professional vocabulary, not being afraid of criticism and dissatisfaction, being open to new experiences, empathetic, energetic, congruent, tolerant and balanced in uncertain situations, etc. The analysis of our own practical research partially confirms the explanations of the researchers cited above, but sometimes there are situations of complete dissatisfaction with the result and the personality of the trainer, despite the availability of all the necessary knowledge, skills, and experience inherent in the organiser. The main risks of group trainings are based on the inclusion of ordinary human feelings that can automatically arise during the process, such as excessive attention to favourites, close-minded participants, and dominance. An additional risk may be the trust and resistance of participants to the knowledge provided by the trainer, the conscious absorption of other people's life views and principles, which are not always a role model, and may be wrong. Generally, it can be noted that training interaction is based on the demonstration of skills and abilities that come from a central figure – a trainer whose mission is to satisfy the group's request, provide professional guidance, offer tested algorithms or new non-standard cognitive capabilities and the ability to control emotions in unusual situations, etc.

Coaching is based on the principle of partnership, a sense of significance, the formation of a positive attitude, and allows developing the ability to make independent decisions. The focus here is on team processes: the awareness of each participant individually and collectively of their latent talents to solve the relevant tasks of moving from the somatic-cognitive-being space of inquiry to the space of solution. During this transition, the coach is not allowed to provide assessment or advice. The principal tools that allow a coach to interact with a team are creating a coaching space, coaching position, open and “strong” questions, effective listening and other coaching practices that promote a clear vision of the profound request (meta-question) and awareness of one's values, allow analysing the presence of the necessary components for success and synthesising them, assessing opportunities, awareness and adequate perception of reality, etc.

Therewith, team coaching, as well as group training, is aimed at effective interaction between the leader and participants, the task of each: both the coach and the trainer – is an emotional and intellectual unification that helps to solve problems in a creative and

sometimes unusual way, overcome internal uncertainty and distrust, reveal and demonstrate effective skills, and the ability to rely on their own resources. Team coaching sessions and group trainings promote team building and effective interaction, teach time management, prevent professional burnout, reveal leadership skills, and develop team responsibility. High-quality group trainings and team coaching sessions create an atmosphere of equality and enhance the ability to cope with crises, which is crucial in times of war.

CONCLUSIONS

The research has shown that group training and team coaching are effective and modern ways of working with groups of people whose goals may look similar – leadership development, motivation, unlocking potential, improving communication, stress resistance, developing social and emotional intelligence, working on strengths and weaknesses, the ability to act effectively in a state of uncertainty, etc.

This research has found similarities and differences between these areas, identifying that the effectiveness of each depends on the pre-set goals, purpose, and discussion of the outcome that participants hope to achieve. Accordingly, group training or team coaching may be recommended. The practical study showed that for many respondents the concept of team coaching and its application in practice is not known, most respondents had only attended training sessions, a separate group of people indicated that they did not benefit from the group process and noted the short-term effect of the training format.

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The study showed that the coaching approach to leadership development is aimed not only at unlocking managerial potential, but also at the leader's ability to unite the team, motivate, make effective decisions, work effectively in times of uncertainty, positively influence the development of values and life positions of both individuals and teams, train their followers, etc. Group trainings are chosen to obtain algorithms, solutions, and skills that have been developed over time and tested by the trainer's own experience, and therefore they can serve as a template for concrete stages of life and professional activities.

Despite their methodological diversity, group forms of work should be improved with the requirements of the times, expand their range of application, create new models of interaction, and work on the problem of "short-term effectiveness". This research will reveal the significance of methods and psychotechnologies of group and team interaction for managers and employees in various industries and contexts: finance and IT, sales and marketing, human resource development, enterprises, startups, educational areas, etc. in both peaceful and war time. Further research prospects may be aimed at determining the possibilities of using group training and team coaching as a practice of staff leadership development in the context of post-war reconstruction of Ukraine.

ACKNOWLEDGEMENTS

None.

CONFLICT OF INTEREST

The author of this study declares no conflict of interest.

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Груповий тренінг та командний коучинг як практики розвитку лідерства персоналу: порівняльний аналіз

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Анотація. Сучасний світ знаходиться в потоці постійних технологічних змін, які вимагають від суспільства відповідних знань, вмінь, навичок, що дозволяють ефективно виконувати власні професійні обов'язки, вдосконалювати лідерські якості, розкривати прихований потенціал. Сьогодні популярними методами впливу на результати, розвиток окремої особистості чи персоналу є тренінгові заняття та коучингові сесії. Метою науково-дослідної роботи було дослідження ефективності застосування групового тренінгу та командного коучингу, аналіз їх системних відмінностей. Для досягнення поставленої мети було задіяно такі методи: метод аналізу та синтезу, герменевтичний метод, порівняльний метод, анкетування, метод бесіди, метод узагальнення. Результати науково-дослідної роботи розкрили сутність та елементи групового тренінгу і командного коучингу, виявлено переваги групової форми роботи, проведено аналіз характеристики професійної компетентності тренерів, досліджено роль тренера та коуча, як центральної фігури у формуванні довіри та взаємодії в команді, проаналізовано види, техніки, способи проведення групових тренінгів та командних коучингових занять, методологію їх створення, визначено роль застосування «тактичної емпатії», моделей, психотехнологій та прийомів, що використовуються в тренінгових заняттях для покращення лідерських якостей, розкрито ціннісний підхід у лідерстві, виконано оцінку критеріїв ефективності та доцільності на основі проведеного анкетування щодо потреби застосування коучингових та тренінгових занять. Чітке розділення понять коучингу та тренінгу важливе для практичного застосування цих методик для ефективного розвитку лідерських якостей серед учасників цих заходів. Отримані результати будуть корисними як для спеціалістів з особистісного розвитку, так і для їхніх клієнтів

Ключові слова: коучинг; командний коучинг; груповий тренінг; лідерство; персонал; особистісний розвиток