

Setting professional and academic goals by means of modern coaching: getting to know coaching to grow in life.

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Annotation: This article describes the concept of coaching, its main models and techniques as well as the benefits of coaching for university students. The aim of this article is to get university students acquainted with means and instruments of modern coaching for setting professional and academic goals. The introduction of the article briefly describes the history of coaching, its connection with psychology, neuro-linguistic programming (NLP) and other related studies and disciplines. The main part of the article defines the concept of coaching and relation with mentoring as well as the most popular models and techniques of coaching and its advantages for university students. The conclusions of the article emphasize the benefits and importance of coaching integration into the study process in order to unleash students' potential and maximize their professional and academic performance.

Keywords: coaching, neuro-linguistic programming, goals, self-development, vision

Summary: 1. Introduction – 2. Concept of coaching and relation with mentoring. – 3. Coaching models and techniques. – 4. Coaching as a tool to work with university students. – 5. Conclusions.

1. INTRODUCTION

Coaching has become a popular instrument to open potential of humans in any activity. In the beginning coaching was used to stimulate performance of sportsmen (although opinions differ about beginnings of coaching)¹. Over the years reputation of coaching has grown so much, that representatives from other areas became interested in the possibility of using coaching techniques in their sectors – commerce,² psychology,³ health-care⁴ and education.⁵ Nowadays, the vast majority of managers, entrepreneurs and employees are using coaching, mentoring or other support methods to be more effective in their work.⁶ Most of the existing reviews of coaching histories examine the ties to

¹ Fellman, D, Simberg, S. (2017), "Prevalence and Risk Factors for Voice Problems Among Soccer Coaches", *Journal of Voice*, No. 31 (1), p. 121.

² Беспятова, В. (2016), Коучинг в предпринимательстве. Социологический аспект. Moscow, pp. 6-8; Stambaugh, J. And Mitchell, R. (2018), "The fight is the coach: Creating expertise during the fight to avoid entrepreneurial failure", *International Journal of Entrepreneurial Behavior & Research*, 24(1), pp.2-21.

³ Чернецов, А.В. (2015), Коучинг как направление психологического консультирования. *Гуманитарные науки в XXI веке*, No.XXIX, pp.168-169.

⁴ Cosgrove, F. & Corrie, S. (2020), "Promoting wellbeing through the emerging specialism of health and wellness coaching", *The Coaching Psychologist*, Vol.16, No.2, p.35.

⁵ Devine, M., Meyers, R., Houssemand, C. (2013), How can coaching make a positive impact within educational setting? 3rd World Conference on Learning, Teaching and Educational Leadership (WCLTA-2012) *Procedia – Social and Behavioral Sciences*. No. 93, pp.1382-1389.

⁶ Stambaugh, J. And Mitchell, R. (2018), "The fight is the coach: Creating expertise during the fight to avoid entrepreneurial failure", *International Journal of Entrepreneurial Behavior & Research*, 24(1), pp.2-21.

psychotherapy, athletic development, education or management and leadership development.⁷ In fact, psychology has been one of the major influences on coaching. Coaches use methods and techniques that are similar but nonetheless not equal to the methods and techniques of psychologists, consultants and other field advisers. Coaching uses a set of special skills to promote development of human powers.

One of the powerful skills for a coach to have is Neuro-Linguistic Programming (NLP). NLP combines neuroscience with linguistics in understanding how what people think and speak, and therefore act is influenced by their brain or the larger mind intelligence⁸. One of presuppositions of NLP is that people have all the resources they need to succeed.⁹ Expectations of who we are and what we are capable of actually influence our performance. Such an assumption, if healthy, helps people to increase confidence and encourages them to achieve goals as well as not to take external circumstances as a nuisance. If false, it means that objective differences that exist between people in their individual circumstances are being ignored. Coaches encourage and support their coachees in order to achieve their personal, professional or academic goals, using a broad spectra of traditional and creative coaching methods and techniques. As a concept, coaching is still in development where new methods and tools are being introduced regularly.

Coaching is a flexible and modern instrument that is easy to apply in large-spectrum cases. It is about empowering and helping people change in a way they want to. As a matter of fact, we are being held hostages of our own habits as it is approximately 90% of our everyday actions.¹⁰ This is a reason why many people are repeating the same thing and expecting different results. Coaching comes as a very helpful set of tools to guide a person through changes towards desired results. As regards the composition of the implementation of coaching, it is used on an individual basis, where people separately ask assistance of coaches to develop or improve their skills and talents, as well as collectively by strengthening forces of larger groups, for instance – human resources in enterprises¹¹ or students in universities. Managers themselves also are encouraged to coach their employees.¹² Coaching as a flexible tool is suitable for both cases. While one-on-one coaching is highly effective for working with people who wish to transform their lives, it has its limitations. The approach of group coaching is becoming increasingly popular in organizations where it makes better use of employees' time and cuts training overheads.¹³

For areas of coaching, there is no sector where coaching could not be applied. Whatever the field and how professional a person works in it, in order to achieve goals and growth a coach can help to find the necessary resources within the person or to create a detailed plan to obtain them from the outside. Similarly, knowledge and techniques of coaching are helpful on an individual basis, so-called 'self-coaching' without supervision of

⁷ Boysen-Rotelli, S. (2020), "Executive coaching history: Growing out of organisational development", *The Coaching Psychologist*, Vol.16, No.2, p.33.

⁸ Grimley, B. (2012), NLP a Promising Coaching Paradigm in *The Coaching Psychologist*, No. 2, pp. 26.

⁹ Melbārde, I. (2008), *Kad sapņi piepildās*. NPL, Rīga, p. 24.

¹⁰ Heal, A. (2016) "Are You Being Held Hostage By Your Habits?" Published in: <https://purposevisionfuture.com/being-held-hostage-by-your-habits/>

¹¹ Tak-yin Hui, R. & Sue-Chan, C. (2018), "Variations in coaching style and their impact on subordinates' work outcome". *Journal of Organizational Behavior*, No.39, p. 663.

¹² McCarthy, & Ahrens, j. (2011), Challenges of the coaching manager. 25th Annual Australia New Zealand Academy of Management Conference (ANZAM 2011), Wellington, New Zealand.

¹³ Sutton, J. (2021), What is the Group Coaching Model? Published in: <https://positivepsychology.com/group-coaching-model/>

a professional. A person can grow independently towards his/her own purposes and achieve desired results in a selected field.

This contribution overviews literature on history, methods and techniques of modern coaching, with the scope to establish how coaching can be used to set personal, professional and academic goals, especially for university students. A growing number of researches show that coaching as a soft skill is equally important with “hard skills”, the latter being included in curriculum of universities. Life important skill of coaching can help a student to become a more successful graduate and can help a teacher to encourage students to use all potential of their students.

2. CONCEPT OF COACHING AND RELATION WITH MENTORING

Since its first use, the meaning of the words coaching and mentoring changed.¹⁴ According to Greek mythology and the Homeric epic *The Odyssey*, Mentor was the son of Alcimus, who at the old age was a close friend of Odysseus. The warrior and world traveller Odysseus placed Mentor in responsibility of his son Telemachus, while the hero was away fighting at the Trojan War. When Athena visited Telemachus, she took the disguise of Mentor and encouraged Telemachus to go abroad to find out what happened to his father. Because of Mentor’s relationship with Telemachus, and the disguised Athena’s encouragement and practical plans for dealing with personal dilemmas the personal name *Mentor* has been adopted in Latin, English and other languages, as a term meaning someone who imparts wisdom to and shares knowledge with a less-experienced person.¹⁵ The combination of Athena and Mentor represents the focus on the instrumental male role of the mentor (Mentor) like counselling or guiding, on the one hand, and the (emotional) female role (Athena) affective or emotional quality on the other hand.¹⁶ The combination of male and female roles is known as psychological androgyny.¹⁷ Since then a mentor was described as tutor or as a person, who provides a variety of functions that support, guide, and counsel the young adult.¹⁸ St-Jean, Radu-Lefebvre, and Mathieu describe the goal of mentoring programs is to strengthen the mentees’ self-efficacy.¹⁹

¹⁴ Koopman, R., & Danskin, P., & Ehgrenhard, M.L., & Groen, A. (2021), “The Chronological Development of Coaching and Mentoring: Side by Side Disciplines”, *International Journal of Evidence Based Coaching and Mentoring*, Vol.19(1), pp.137-151.

¹⁵ Roberts, A. (1999), “The origins of the term mentor”, *History of Education Society Bulletin*, No.64, November 1999, pp. 313-329.

¹⁶ Roberts, A. (1998), “The androgynous mentor: Bringing gender stereotypes in mentoring”, *Mentoring & Tutoring: Partnership in Learning*, 6(1-2), pp. 18-30.

¹⁷ Koopman, R., & Danskin, P., & Ehgrenhard, M.L., & Groen, A. (2021), “The Chronological Development of Coaching and Mentoring: Side by Side Disciplines”, *International Journal of Evidence Based Coaching and Mentoring*, Vol.19(1), p.139.

¹⁸ Kram, K.E. (1983), “Phases of the mentor relationship”, *The Academy of Management Journal*, 26(4), pp.608-625.

¹⁹ St-Jean, E. & Radu-Lefebvre, M. & Mathieu, C. (2018), “Can less be more? Mentoring functions, learning goal orientation, and novice entrepreneurs’ self-efficacy”, *International Journal of Entrepreneurial Behavior & Research*, 24(1), pp. 2-21.

During the Renaissance, aristocrats and scientific communities used mentoring practices to educate promising young people.²⁰ The word “mentor” became synonymous with wisdom, guidance, counselling and advising.²¹

In its turn coaching can be defined as the process of on-going, on-the-job training carried out regularly by a person with the intent of developing another person’s skills.²² Asking questions is one of the most typical coaching techniques, first developed in the ancient Greece, where several philosophers, including Aristotle and Plato followed the “Socratic Method” of asking questions instead of presenting an argument.²³ Socrates is regarded as one of the first coaches although the name “coach” emerged much later.²⁴

In “The History or Pendennis” by Thackeray (1849), the term coaching is used for the first time with personal support.²⁵ In this story some students are travelling in a coach while receiving tutor support. The students use the same word for the vehicle and for being tutored, while travelling in that vehicle. Lately coaching has shifted from instructing to more facilitating development.²⁶ By the end of the 19th century, coaching was used to support sportsmen such as in football with the establishment of paid coaching²⁷ and in rowing where a cyclist shouted advice to the rowers on the river. Coaching sportsmen was seen by several people as an unsporting way of support because the sportsmen got support from others.²⁸

Both disciplines – mentoring and coaching – struggle with a lack of clear understanding of their professions²⁹, and they also struggle with each other. Coaching and mentoring have developed side by side and both are engaged in personal development with assistance of third person – coach in coaching or mentor in mentoring. Following Parsloe arguing that coaching and mentoring are similar,³⁰ a debate started about definitions of coaching and mentoring.³¹ Also the original of coaching and mentoring was questioned as it was suggested that the techniques were borrowed from other disciplines like counselling, psychology, teaching and consulting.

²⁰ Wickman, C. And Sjodin, T. (1997), *Mentoring: The most obvious yet overlooked key to achieving more in life than you dreamed possible: A success guide for mentors*, New York: McGraw-Hill.

²¹ Koopman, R., & Danskin, P., & Ehgrenhard, M.L., & Groen, A. (2021), “The Chronological Development of Coaching and Mentoring: Side by Side Disciplines”, *International Journal of Evidence Based Coaching and Mentoring*, Vol.19(1), p.139.

²² Ritter, M.L. (1994), “Senior leader mentoring: Its role in leader development doctrine (Master’s theses). West Point, USA: U.S. Army Command and General Staff College.

²³ Garvey, B., & Stokes, P., & Megginson, D. (2009), *Coaching and mentoring, theory and practice*. London: Sage.

²⁴ De Haan, E. (2007), *Relationele coaching. Wegen naar meesterschap in helpende gesprekken*, Assen, the Netherlands: Van Gorcum.

²⁵ Koopman, R., & Danskin, P., & Ehgrenhard, M.L., & Groen, A. (2021), “The Chronological Development of Coaching and Mentoring: Side by Side Disciplines”, *International Journal of Evidence Based Coaching and Mentoring*, Vol.19(1), p.139.

²⁶ *Ibid*, p.138.

²⁷ Dixon, P., Garnham, N. and Jackson, A. (2004), “Shareholders and shareholding: The case of football company in late Victorian England”, *Business History*, 46(4), pp.503-524.

²⁸ Garvey, B. (2012), *A very short, fairly interesting and reasonably cheap book about coaching and mentoring*, London: Sage.

²⁹ Haggard, D.L., & Dougherty, T.W., & Turban, D.B., & Wilbanks, J.E. (2010), “Who is a mentor? A review of evolving definitions and implications for research”, *Journal of Management*, 37(1), pp.280-304.

³⁰ Parsloe, E. (1995), *Coaching, mentoring and assessing: A practical guide to developing competence* (revised edn.), London, Kogan Page.

³¹ Bozeman, B. and Feeney, M.K. (2007), “Toward a useful theory of mentoring: A conceptual analysis and critique”, *Administration & Society*, 39(6), pp.719-739.

Knowing benefits and possibilities of both instruments – coaching and mentoring – the universities can use them to assist their students for better performance. Although there are differences in origin or coaching and mentoring, they are not competing, rather collaborative tools with the same goals, namely, to help and support a person in development and acquiring new skills and education.

3. COACHING MODELS AND TECHNIQUES

Modern coaching offers a wide range of models and techniques. Coaching models are methods designed to guide an individual through a process of transition from where they currently are to where they want to be. The purpose of a coaching model is to create a framework for guiding another person through the following steps:

- 1) establishing a desired goal,
- 2) understanding where they are,
- 3) exploring options for where they are headed,
- 4) determining what may be obstacles and 5) establishing a plan of action.

Some of the most popular coaching models to be used are GROW,³² SMART,³³ CLEAR,³⁴ SOLVE,³⁵ FUEL,³⁶ STEPPA,³⁷ ACHIEVE³⁸ and OSKAR³⁹ models. As seen, coaching models are typically comprised of the steps that are outlined by an easy to remember acronym. Although every model is in some way different, however they have some fundamental similarities. These models mostly focus on trust, questioning and open communication. They aim to set the coachee's specific goals, to explore his/her options, and to develop a plan of action in order to achieve those goals.

There are three theoretical foundations of coaching: 1) the sociocultural foundation-regards ethics, societal and socially constructed self-identity as central to its meaning – making frames,⁴⁰ 2) the learning foundation⁴¹ – emphasis on experiential learning, scaffolding changes to result in new actions known as proximal development,⁴² and 3) positive psychology⁴³ – focused on individuals and communities, emphasizing

³² The acronym stands for: Goal setting, Reality, Options, What Action is Next.

³³ The acronym stands for: Specific, Measurable, Actionable/Achievable, Realistic, Time bound.

³⁴ The acronym stands for: Contracting, Listening, Exploring, Action, Review.

³⁵ The acronym stands for: State the problem, Observe the problem resolved, List the Exceptions, Verify the plan, Execute the plan.

³⁶ The acronym stands for: Frame the conversation, Understand the current state, Explore the desired state, Lay out a success.

³⁷ The acronym stands for: Subject, Target, Emotion, Perception, Plan, Pace, Adapt or Act.

³⁸ The acronym stands for: Assess the current situation, Creatively brainstorm alternatives, Hone goals, Initiate options, Evaluate options, Validate an action program design, Encourage momentum.

³⁹ Outcome of coaching that is expected, Scaling the situation on a slide of 1 to 10, Know-how and resources available, Affirm plan and take action, Review what worked.

⁴⁰ Law, H. (2019), "Narrative coaching – Part 1: An introduction and the first step", *The Coaching Psychologist*, Vol. 15, No. 2, December, p. 40.

⁴¹ Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

⁴² Also see Drake, D. (2018). "reating zones of proximal development in coaching: The power of working at Thresholds". *The Coaching Psychologist*, 14(1), pp.42-47.

⁴³ Seligman, M.E.P. & Csikszentmihalyi, M. (2000), "Positive psychology: An introduction". *American Psychologist*, 55(1), pp. 152-164.

knowledge, skills, strengths, virtues, aspirations, hopes, feeling of satisfaction⁴⁴ and dreams rather than weaknesses and despairs. Grounded on these foundations coaching is unique and special activity, by application of which one can activate potential of a coachee.

Coaching is about conversation amongst peers where understanding and knowledge of the issue are exchanged, transferred and learning takes place.⁴⁵ A coach guides a coachee towards coachee's own solutions mostly by asking right and so called powerful questions. A powerful question ignites the imagination of a coachee, helping him or her to overcome boundaries. Good coaching questions are able to provoke thought, invite creativity, generate energy, touch deep meanings and stimulate reflective conversation.⁴⁶ Usually, powerful coaching questions are open-ended, solution-oriented, direct, and lead to action⁴⁷. Additionally, in order to get a better outcome and for a coaching question to become powerful, it should contain positive assumption and be asked at the right time.

According to 16 Forbes Coaches Council members⁴⁸ these are some of the most powerful questions to be asked to coachees:

- 1) What's standing in your way?
- 2) Can you tell me more?
- 3) What will happen if you don't take this step?
- 4) What does success look like?
- 5) What are you most proud of?
- 6) What do you want?
- 7) What have you done to try to solve the problem?
- 8) What are you doing to *not* achieve your goal?
- 9) If your main obstacle didn't exist, how would your life look like?
- 10) What do you need most right now?
- 11) What will things look like after you've been successful?
- 12) What is the most important thing in the world to you, and why?
- 13) So what?
- 14) Why not?

A question, whether it is in a coaching or teaching context, is stronger when it encourages the person to reflect and elaborate. For instance, asking, "Do you like to study Insurance law?" has the potential to stop the conversation. Instead an open-ended question, "What about studying Insurance law is satisfying to you?" stimulates a person to think about this topic and engage in a deeper meaning conversation.

The most basic coaching model, developed by Whitmore is so called GROW model, which is usually taught to new coaches.⁴⁹ Its strength lies in enabling the coach to structure the conversation and reach a meaningful result. It is the default, go to model for most

⁴⁴ Regarding feeling of professional satisfaction in academic work, see: Phillips, N. (2019), "What is academic success anyway? A rejoinder to "confronting the crisis of confidence in management studies"", *Academy of management learning and education*, Vol.18, No.2, p.306.

⁴⁵ Law, H. (2019), "Narrative coaching - Part 1: An introduction and the first step", *The Coaching Psychologist*, Vol. 15, No. 2, December, p. 39.

⁴⁶ Miller, K.D. 73 powerful coaching questions to ask your clients. <https://positivepsychology.com/coaching-questions>

⁴⁷ Moore, C. (2021), "100 Most Powerful Life Coaching Questions" <https://positivepsychology.com/life-coaching-questions/>

⁴⁸ Forbes Coaches Council. <https://www.forbes.com/sites/forbescoachescouncil/2018/06/21/16-powerful-questions-coaches-ask-their-clients-to-help-achieve-their-goals/>

⁴⁹ Whitmore, J. (2004), *Coaching for performance. GROWing people, performance and purpose*. Nicholas Brealey Publishing.

coaches in supporting coachees to bring about behavioural (and cognitive) change.⁵⁰ For not working intuitively a more successful coaching session is the one where certain sequence of key stages exist. According to GROW model the letters is an abbreviation of goal, reality, options and will. At the stage of “goal” a coach asks about goals of the coaching sessions. Further at the stage of “reality” a coach asks about actual situation, events, problems and efforts to settle. At the third stage of “options” a coach questions about other possibilities to solve the situation, about different approaches and possible solutions. Finally at the stage of “will” wraps up and asks what, when and how the coachee is going to proceed in a very concrete way.

Another coaching model, which especially emphasis clear and defined expected outcomes is so called SMART model. It means setting goals in specific, measurable, achievable, relevant and time-bound manner, where the first letter of each word stands for SMART. Unclear goals are one of the biggest stumbling blocks to effective goal setting and performance. On the contrary articulated and measurable goals channel a person to focus on the efforts. For instance, a goal “I want to be the best student in a faculty” is not a SMART goal, as it does not confirm any of the SMART parameters. With an assistance of the coach this semi-goal can be transferred into the SMART goal. The same goal can become:

- 1) S - specific if it says “I want to be the best student in the Civil Law subject”;
- 2) M - measurable if it says “I will pass an exam and get 10 points in the final exam of Civil Law”;
- 3) A - achievable if it is added “I will pass the Civil Law exam and get 10 points, because I already have good grades, and I will study constantly to know the Civil Law topics even better”;
- 4) R - relevant by saying “I will pass the Civil Law exam, as this subject is included in curriculum for my year students”;
- 5) T - time bound “I will pass an exam of Civil Law and get 10 points by the end of this semester in January 15”.

Now the goal is transformed in a more specific, measurable, achievable, relevant and time bound way and meets SMART model requirements.

There are several most widespread coaching techniques used by successful coaches in work with their clients. In fact, these techniques are not unique only for coaching, but instead also applied in other areas and professions, where work with people and personal development is at stake. Some of the commonly used coaching techniques are the following eight:

- 1) Active listening - focusing of coachees thoughts, needs and concerns;
- 2) Asking open-ended questions - encouraging the coachee to tell more and think wider about his or her story;
- 3) Collaboration - promoting a coachee to cooperate with the coach in personal development process;
- 4) Making good use of time - respecting time allocated for coaching session and using time efficiently;
- 5) Emotional intelligence - having ability to understand feelings of coachee and properly reacting to emotions;
- 6) Communication - using ability to clearly and informatively voice an opinion and observations;

⁵⁰ Panchal, S. & Riddell, P. (2020), “The GROWS model: Extending the GROW coaching model to support behavioural change”, *The Coaching Psychologist*, Vol16, No.2, p. 12.

7) Good judgment - expressing thoughts, hypothetical suggestions and proposals for coachee;

8) Follow through - monitoring progress of coachees after completion of coaching sessions, making sure the coachee keeps up with promised goals and feels support and observation of the coach.

A topical coaching technique worth mentioning in this article is a narrative coaching technique. It is based not only on a belief that storytelling has power to transform life which is deep rooted since the dawn of human civilization, but also because it has long established psychological foundation which the discipline on coaching psychology is based - both in research and practice.⁵¹ A Stelter (2012) defined, a narrative coaching is a developmental conversation and dialogue, a co-creative process between coach and coachee with a purpose of giving the coachee a space and an opportunity for immersing him/herself in reflection on and understanding of: i) his/her own experiences in the specific context; and ii) his or her interactions, relations and negotiations with others in specific contexts and situations.⁵² A narrative coaching is a co-creative process - a developmental conversation where the coach listens to the coachee's stories of lived experience and supports them to identify values, skills, meaning and strengths in order to redevelop those stories and re-author them, which opens new possibilities in the future.⁵³ As noted by Thomson, if you listen to a client as though he is from another planet, you learn a lot.⁵⁴ A great way to start coaching intervention is to ask the client to tell their life story. By listening and observing the story a coach can have the first impression of a person, values, goals and ways to work further with a particular person.

According to White the narrative approach may consist of the following techniques: i) externalizing conversations, ii) remembering/re-authoring, iii) outsider witness re-telling (in group) and iv) definitional ceremony (community) - re-tellings of re-tellings.⁵⁵ Going through step by step the narrative coaching process a coach first of all invites a coachee to tell a story about recent events and the personal experiences about them, focusing on specific and unique outcomes, learning and problem-solving skills identified in the story. A coach asks broad and also narrow questions to precise time, place, environment and other aspects of the story. Further a coach encourages a coachee to reflect and evaluate the impact of the story, and then asks to justify coachee's action and make judgments about the agreed action in relation to dreams, hopes and values. The coachee is invited to think about what he or she will do next. In the conclusion a coachee shall be encouraged to formulate preferred commitments, desires, hopes and plan of action.

One of the newest coaching techniques is a coaching whilst walking.⁵⁶ According to this technique a coach has coaching session in motion, having a walk together with a client.

⁵¹ Panchal, S. & Riddell, P. (2020), "The GROWS model: Extending the GROW coaching model to support behavioural change", *The Coaching Psychologist*, Vol16, No.2, p. 12.

⁵² Stelter, R. (2012), *A guide to third generation coaching: Narrative-collaborative theory and practice*, Dordrecht Heidelberg, Germany: Springer, p.8.

⁵³ Law, H. (2019), "Narrative coaching - Part 1: An introduction and the first step", *The Coaching Psychologist*, Vol. 15, No. 2, December, p. 40.

⁵⁴ Thomson, C. (2009), "Enneagram styles, coaching, and the use of metaphor", *The Enneagram Journal*, July, p.140.

⁵⁵ White, M. (2007), *Maps of narrative practice*, New York, NY: Norton.

⁵⁶ Cook, S. & van Nieuwerburgh, C. (2020), "The experience of coaching whilst walking: A pilot study", *The Coaching Psychologist*, Vol.16, No.2, p. 46.

Such technique departing from traditional environment indoors is especially topical in the epoch of Covid-19, where outdoors is even healthier place for conversation.

Thus it can be seen a wide diversity of coaching models and techniques possible to be used by coaches during coaching sessions. Although coaching models are conventionally applied between at least one coach and one coachee, still these models and techniques can be used individually under condition that a person, who wants to develop in some way, is ready to have a look at own situation with eyes of neutral observer. All coaching models and techniques have positive outcome if used correctly.

4. COACHING AS A TOOL TO WORK WITH UNIVERSITY STUDENTS

A research of Lancer proves that one-on-one coaching can have profound effects on university students and can also help them to maximize their time at university.⁵⁷ A coach can increase confidence of students, positively affect career choices and relationship among peers and with academics. In her research Lancer recommends universities to invest in one-on-one coaching for all students to improve students' experience and promote their personal growth. Indeed, a coach in universities as a personal growth assistant can be significant supporter of students. Lancer explains in a diagram that there are eight tensions for university students:⁵⁸

1. Narrowing down – Opening up
2. Treading water – Pushing forward
3. Owned action – Absorption in mass of ideas
4. Being you – Fitting in
5. Connection – Separation
6. Day to day – Thinking forward
7. Fixed plans – Fluidity of life
8. Doing enough – Going all in

Coaches can support students to navigate these typical tensions, recognizing both ends of each polarity and understanding that being human means to constantly live in these tensions – challenges and according to van Deurzen so called “ordinary difficulties”.⁵⁹

If teachers are in a role of coach, it requires them to adopt themselves to a different kind of interaction with students. A role of teacher and a role of coach differs in way that a coach is more coachee orienteered and neutral then the teacher.

In the light of the above, the individuation of well-defined actions that will conduce to a goal is useful for subsequent performance. This may also help to strengthen determination and self-control, because following a plan means consciously choosing to act according to the long-term outcome rather than distracting oneself with less important tasks.

5. CONCLUSIONS

This contribution explains a concept of coaching as useful soft-skill to learn and to apply by persons willing to develop personally or professionally in any area. Coaching

⁵⁷ Lancer, N. (2020), ““Yes Woman”: A career coach reflects on the experience of doing a PhD and its contribution to coaching psychology”, *The Coaching Psychologist*, Vol.16, No.2, p.10.

⁵⁸ Ibid, p.9.

⁵⁹ Van Deurzen, E. & Arnold-Baker, C. (2018), *Existential therapy: Distinctive features*, Oxford: Routledge, p.185.

models and techniques are traditionally created to be applied by neutral and separate coach – a person, who guides through coaching process the client – a coachee. However a responsible and self-disciplined individual with a basic knowledge of coaching can apply these models and techniques without assistance of a professional coach.

Researches show that people often are not sufficiently precise in formulating their goals, which endangers reaching positive outcomes. For this reason, coaching encourages them to be more specific, realistic and time-bound when setting their personal, professional or academic goals.

Study years in universities is significant period of time for every student, where further life path is being chosen and established. Therefore it is especially important to integrate coaching models and techniques into the study process in order to improve students' self-confidence and unleash their full potential for academic and professional future. Other benefits of coaching are developing such skills as organizational leadership as well as public speaking.

Universities should be encouraged to consider coaching as supporting service to their students to help them to reach higher academic and professional results. If during study process students could study basics of coaching, it could help them to become more aware about benefits of such a soft skill and use it for their personal development.