



INFLUENCE OF COACHING IN PEDAGOGICAL MODELING ON THE COMPETENCIES OF MANAGEMENT STUDENTS IN HIGHER EDUCATION INSTITUTIONS

Nadezhda Shabalina

Department of Economics and Management of Elabuga Institute, Kazan Federal University - Russia
<https://orcid.org/0000-0002-7947-9565>. E-mail: shabalina.n.n@mail.ru

Innokentiy Baishev

North-Eastern Federal University named after M.K. Ammosov - Russia
<https://orcid.org/0000-0002-0231-9176>. E-mail: sciprhd@gmail.com

Sergei Kolganov

Moscow Aviation Institute (National Research University) - Russia
<https://orcid.org/0000-0002-2684-4805>. E-mail: reality731@yandex.ru

Olga Ilina

Kamyshin Technological Institute (branch of) Volgograd State Technical University - Russia
<https://orcid.org/0000-0002-8897-2044>. E-mail: ilina@kti.ru

Olga Gribkova

Moscow City University - Russia
<https://orcid.org/0000-0001-8553-8675>. E-mail: gribkovaov@mgpu.ru

Andrey Baksheev

Krasnoyarsk State Medical University. prof. V.F. Voyno-Yasenetsky – Russia
<https://orcid.org/0000-0001-7607-731X>. E-mail: baksh-ai@yandex.ru

ABSTRACT

Objective: The study aims to model opportunities to implement coaching technologies in training management students within the higher education system. The study objectives include defining the concepts of pedagogical modeling and coaching, as well as the role of coaching in the higher education system; examining traditional and innovative coaching approaches, tools, and practices used in management training; identifying the problems that hinder the application of coaching and proposing ways to overcome them.

Methods: Qualitative and quantitative research methods were used, including a review of scientific literature and an expert survey. Data collection took place from January to March 2024, involving the analysis of literature and a survey of 51 experts in the field. Data analysis was performed using statistical techniques, such as Kendall's coefficient of concordance.

Results: The study identified the most commonly used traditional and digital coaching technologies and assessed the problems associated with their implementation in management training. Key technologies included the GRO model and online coaching platforms. The main challenges were a shortage of qualified coaches and financial limitations. Measures such as coach training and financial support were suggested to overcome these challenges.

Conclusions: The systematic application of coaching technologies can be an important element in management training, provided that identified challenges, such as the lack of administrative support and financial resources, are overcome. The findings have practical relevance for Russian universities and can help train managers capable of meeting the challenges of the current labor market.

Keywords: Pedagogical modeling. Coaching. Digital coaching. Management students.



INFLUÊNCIA DO COACHING NA MODELAGEM PEDAGÓGICA SOBRE AS COMPETÊNCIAS DOS ALUNOS DE ADMINISTRAÇÃO EM INSTITUIÇÕES DE ENSINO SUPERIOR

RESUMO

Objetivo: O estudo visa modelar oportunidades para implementar tecnologias de coaching no treinamento de alunos de administração no sistema de ensino superior. Os objetivos do estudo incluem definir os conceitos de modelagem pedagógica e coaching, além do papel do coaching no sistema de ensino superior; examinar abordagens, ferramentas e práticas tradicionais e inovadoras de coaching usadas no treinamento em gestão; identificar os problemas que dificultam a aplicação do coaching e propor maneiras de superá-los.

Métodos: Foram utilizados métodos de pesquisa qualitativos e quantitativos, incluindo a revisão de literatura científica e a condução de uma pesquisa com especialistas. A coleta de dados ocorreu de janeiro a março de 2024, envolvendo a análise de literatura e um levantamento com 51 especialistas na área. A análise dos dados foi realizada por meio de técnicas estatísticas, como o coeficiente de concordância de Kendall.

Resultados: O estudo identificou as tecnologias tradicionais e digitais de coaching mais utilizadas e avaliou os problemas associados à sua implementação no treinamento de gestores. Entre as principais tecnologias destacam-se o modelo GRO e plataformas de coaching online. Os principais desafios incluem a falta de treinadores qualificados e limitações financeiras. Medidas como o treinamento de coaches e o apoio financeiro foram sugeridas para superar esses desafios.

Conclusões: A aplicação sistemática de tecnologias de coaching pode ser um elemento importante no treinamento de gestores, desde que superados os desafios identificados, como a falta de apoio administrativo e de recursos financeiros. As descobertas têm relevância prática para universidades russas e podem ajudar na formação de gestores capacitados para enfrentar os desafios do mercado de trabalho atual.

Palavras-chave: Modelagem pedagógica. Coaching. Coaching digital. Estudantes de administração.

1 INTRODUCTION

Modeling is a method widely used in pedagogy and didactics (Bodina & Telysheva, 2023) that allows combining empirical and theoretical knowledge in an experiment or through the creation of logical constructs to build a simplified system of complex processes (Feizuldayeva et al., 2018; Gladilina et al., 2018; Ybyrainzhanov et al., 2022). Pedagogical science uses modeling to address the tasks of managing the educational processes, improving the learning process, and teaching educational material (Yesplova et al., 2019).

Pedagogical models provide a systematic presentation of both the content of education and the various forms and instruments of training, the methods of organization and control



of the educational process, the programmability and algorithmization of the operations of selecting and using educational material, structural and logical links between individual stages of learning, dynamism, etc.

Innovative thinking and creativity are becoming critical qualities for managers in the current context (Karpova et al., 2021). The ability to promptly find unconventional solutions to problems is becoming a key to success (Yumashev et al., 2018). Managers need to be able to see opportunities in challenges, implement innovations, and accelerate the changes that help companies emerge from crises stronger and more competitive (Kenzhin et al., 2021).

To uncover the potential of management students, it is important to implement effective learning tools that respond to their unique needs and facilitate continuous development (Gapsalamov et al., 2020). Among these instruments are contemporary coaching technologies (Jackson, 2020; Yessenova et al., 2023). Combined with traditional coaching used in universities, they contribute to the creation of an innovative and effective educational process that assists management students in developing their potential, creativity, and leadership qualities needed for success in today's dynamically changing business environment (Bobkov et al., 2020; Karitskaia & Sabadash, 2017). The implementation of coaching in management training is an important component in creating competitive organizations that can effectively deal with challenges and succeed in today's labor market (Dedkova et al., 2015; Yespolova et al., 2019). This testifies to the relevance of modeling the application of coaching in management training in higher education institutions.

2 LITERATURE REVIEW

Pedagogical modeling is a key category in present-day pedagogical science, considered a tool of theorizing, aimed to create new forms of scientific knowledge and educational activity in the shape of various pedagogical models (Tatur, 2006).

Researchers modeling pedagogical reality (Drobilenko & Zuev, 2009) note such inherent properties of the process of developing innovative pedagogical models as a multicomponent nature; interdisciplinarity; multidimensionality and multifactoriality; the student-centered approach; intensive use of technology; personalized information and educational environment; extensive use of visualization tools, etc.

Definitions of pedagogical modeling in modern educational sciences are diverse and sometimes ambiguous (Tarasov & Kravtsov, 2023). Below we present the key system-forming ideas that characterize the methodological positions of researchers formulating the



essence of the concept:

- pedagogical modeling is considered simultaneously a method of pedagogical research and a natural product of the evolution of pedagogical thought aimed to create pedagogical innovations in the form of theoretical constructs, technologies, forms, methods, systems of restrictions, and other structural elements of scientific research in education (Vikulina & Polovinkina, 2013);

- pedagogical modeling in any of its forms relies on the principle of systematicity and can be considered within the framework of the system approach as system-pedagogical modeling of personal development, self-realization, and socialization through the choice of the most optimal educational resources and products of intellectual activity (Goriachova, 2008);

- pedagogical modeling is applied as a method and technology of comprehending new knowledge to improve the quality of education and optimize educational activities (Dakhin, 2004);

- pedagogical modeling is reproduced as a process and a result and is algorithmic and stereotypical, provided by the application of a pedagogical model and built based on modeling techniques in various educational environments (Bordovskaia, 2011).

Among the mandatory elements of pedagogical modeling, we would like to name the orientation and innovative development of pedagogical objects, processes, and systems and a wide range of opportunities for constructing new pedagogical objects, phenomena, and situations (Akhmetshin et al., 2021).

Studies into coaching suggest that the existing definitions are also ambiguous (Togaibayeva et al., 2023). According to N.H.D. Terblanche (2020), coaching is a method focused on unlocking a person's potential to maximize their performance and success in work. This approach focuses on individual development and goal achievement.

M. Milistetd et al. (2019) define coaching as a systemic process focused on attaining specific results, specifically making a person facilitate change through self-study. T.N. Aksenova (2017) expands that coaching supports the person's independent development and self-improvement, helping them find the inner resources to change and achieve their goals. Several researchers see coaching as an art that contributes to the effectiveness of a person's learning and development (Kostrova & Shibarshina, 2019). A.M. Grant (2014) emphasizes the role of a coach as a specialist who assists in the improvement and development of skills, abilities, and competencies. Researchers assert that coaching is a multidimensional concept employed to achieve different goals (Sorokopud & Uvarova, 2016). It contributes to the improvement and effectiveness of learning (Sundukova et al.,



2022), unlocks individuals' potential, and promotes their personal growth and development (Collet, 2015).

Coaching is gaining increasing popularity in the Russian higher education system (Galustian, 2016; Vanykina & Sundukova, 2015), as it helps both students and faculty achieve better results (Zelenko & Kovaleva, 2018) and cultivate their talents and abilities (Afanasev & Iskumenko, 2016).

Despite the considerable body of research about coaching and coaching technologies, coaching in management training within the higher education system remains underinvestigated (Akhmetshin et al., 2021). Therefore, additional research is needed. The application of coaching in management training can be a rather promising avenue. Further research on it can contribute to effective approaches to the integration of coaching in the educational process and the professional development of student managers, who will find success in today's innovative world.

The study thus aims to model the opportunities to implement coaching in management training in the system of higher education.

3 METHODS

In accordance with the specificities of coaching in management training as part of the higher education system, we employed a qualitative-quantitative approach to research. Data collection proceeded from January 20 to March 20, 2024 in the form of the analysis of scientific literature on the research problem and the processing and analysis of expert survey data.

At the first stage of the research, the source base for the study, including methodological literature and scientific articles, was selected and analyzed. This stage described the traditional and digital coaching technologies used in management training.

The second stage consisted in conducting an expert survey. Emails with invitations to participate in the study were sent to 55 experts. Selection criteria for the expert sample included at least 8 years of teaching experience or at least three publications on the problem under study published in peer-reviewed journals. A total of 51 experts agreed to take part in the survey. They were sent emails asking them to rank the presented traditional and digital coaching technologies by importance by assigning points. The experts were further asked to indicate problems in contemporary coaching technologies and possible measures against them and then rank them by importance.

After obtaining the experts' responses, based on their scores, the rank of each coaching technology, problems in their application, and measures to counter the problems were



determined. Next, the weights of the technologies, problems, and measures were calculated, determining their significance in management training according to the experts. For a more objective data analysis, we assessed the consistency of expert opinions through mathematical processing using Kendall's coefficient of concordance.

All survey participants were informed about the purpose of the survey and the intent of its organizers to publish the results in a summarized form.

4 RESULTS

The conducted analysis of research literature and the expert survey enabled us to identify the most widespread traditional coaching technologies and present them in order of importance (Table 1).

Table 1. Coaching technologies used in management training

Technology	Practical application	Rank	Weight
GRO model	A popular coaching model used by educators to assist students in stating and achieving their goals. The model comprises four steps: Goal (specifying concrete goals), Reality (assessing the current situation), Options (exploring possible strategies), and Way Forward (identifying practical steps). This systemic approach allows managers to develop clear plans for personal and professional development	1	0.25
Balance wheel	Utilized by teachers to help students evaluate and balance various aspects of their lives, such as learning, personal development, work, relationships, and well-being. This technology gives managers a tool for reflecting on and resolving imbalances to achieve growth and success	2	0.21
COACH model	Used to mentor and empower students on their journey of self-discovery and leadership development. By applying this model, educators encourage future managers to become effective leaders	3	0.17
Disney Strategy	Employed to stimulate creativity in creative managers. This technology encourages them to take on different points of view (of a dreamer, a realist, and a critic) to explore ideas, improve concepts, and develop innovative solutions, as well as stimulates out-of-the-box thinking and improves problem-solving skills	4	0.13
Funnel questions	Consists in stating a series of well-structured questions that gradually come down to specific problems or solutions. Instructors use this technique to help students in analyzing complex problems, think critically, and make well-reasoned decisions	5	0.10
Cartesian questioning technique	Cartesian questions imply the exploration of logical links between thoughts, emotions, actions, and results. Educators use this approach to help managers understand their basic convictions and motives, which facilitates self-knowledge and personal growth	6	0.08
Metaphorical associative maps	Used to help students understand complex concepts by tying them in with familiar experiences. This technology assists with understanding, improves communication, and encourages creative thinking	7	0.06

Note: compiled based on the scientific literature analysis and the expert survey; the concordance coefficient $W = 0.71$ ($p < 0.01$), indicating a strong consistency of expert opinions.

Next, proceeding from the literature review and the expert survey, we identified the most up-to-date coaching technologies based on digital technology that need to be used in combination with traditional coaching technologies (Table 2).

Table 2. Digital coaching technologies

Technology	Rank	Weight
Online coaching platforms	1	0.34
Mobile coaching apps	2	0.28
Video coaching sessions	3	0.18
Coaching in augmented and virtual reality	4	0.11
Coaching tools based on artificial intelligence	5	0.09

Note: compiled based on the scientific literature analysis and the expert survey; the concordance coefficient $W = 0.73$ ($p < 0.01$), indicating a strong consistency of expert opinions.

The literature review and the expert survey also enabled us to identify and rank by importance the existing problems in the application of modern coaching technologies (Table 3) and the measures to overcome them (Table 4).

Table 3. Problems in the application of modern coaching technologies

Problem	Rank	Weight
Shortage of qualified coaches and trainers	1	0.38
Financial limitations	2	0.29
Lack of support from the university administration	3	0.22
Unfavorable learning environment	4	0.11

Note: compiled based on the scientific literature analysis and the expert survey; the concordance coefficient $W = 0.69$ ($p < 0.01$), indicating a strong consistency of expert opinions.

Table 4. Measures to overcome problems in the application of modern coaching technologies

Measures against problems	Rank	Weight
Training and support for qualified coaches	1	0.28
Establishment of training courses in universities	2	0.20
Financial support	3	0.18
Support from administration	4	0.15
Creating a favorable learning environment	5	0.11
Mobilizing experts and partners	6	0.08

Note: compiled based on the scientific literature analysis and the expert survey; the concordance coefficient $W = 0.69$ ($p < 0.01$), indicating a strong consistency of expert opinions.

5 DISCUSSION

Integrating coaching technologies (Table 1) into their methodologies, university teachers create transformative learning experiences for future managers. These methods, tools, and practices allow future professionals to develop important skills, such as creative problem-solving, self-awareness, effective communication, and leadership, which are vital for success in their future careers. These technologies should be combined with more cutting-edge coaching techniques, capable of supporting and extending the obtained results (Table 2).



Online coaching platforms and coaching software enable distance interaction with coaches and mentors. Such platforms often offer videoconferencing, messaging, and shared file access functions, which support effective communication and learning from any location. Coaching instruments increasingly integrate artificial intelligence, ensuring personalized learning experience and instant feedback. Mobile coaching apps provide flexible and convenient access to coaching resources and learning materials from smartphones and tablets. These apps can offer goal-setting and progress-tracking functions, as well as self-assessment tools. Video coaching sessions allow one to record and rewatch their interaction with mentors and roleplaying exercises. This approach allows identifying spheres for improvement in communication, presentation, and leadership skills (Zelenko & Kovaleva, 2018).

AI coaching tools analyze data, identify patterns, and offer insights to improve the coaching process (Sundukova et al., 2022). Augmented/virtual reality offers an interactive experience to practice skills, simulate real-life scenarios, and receive instant feedback in a safe environment.

Adaptation of higher education institutions to the latest coaching technologies will ensure effective management training, which can be an important element in training future executives. The experts believe, however, that this adaptation is currently hindered by several issues (Table 3).

First, successful coaching implementation requires experienced and qualified specialists with a deep understanding of coaching processes and skills to support students' development. The shortage of such specialists hampers the use of advanced coaching methods, approaches, instruments, and practices. Second, the implementation of cutting-edge coaching technologies may require considerable financial costs to train coaches and create specialized training programs and infrastructure for coaching sessions. Third, the successful coaching introduction requires support from the university administration, which needs to recognize the importance of developing students' creativity and leadership qualities and contribute to the creation of conditions for the realization of this goal. Fourth, coaching implementation calls for a change in the culture of learning and student-teacher communication. It is important to create a favorable environment for openness, trust, and support of students in their development.

To overcome the identified problems associated with the introduction of modern coaching technologies in Russian universities, the experts suggested that specific measures need to be taken (Table 4). Specifically, universities can organize external training for faculty members eager to implement coaching in their work, as well as training courses within the





university focused on mastering the skills of the future. Support for these specialists will ensure quality and effective work with students.

Universities can also allocate funding for the introduction of coaching and training, courses, and the equipment needed for coaching sessions. Of no less importance is the creation of an educational environment conducive to openness, interaction, and support between students and teachers. This can be achieved by means of joint projects, incentive measures, and communication platforms. Equally essential is to ensure that the university administration provides its support for coaching initiatives.

The university administration can actively facilitate the adoption of these approaches and the creation of favorable conditions for the development of creativity and leadership qualities in students. Furthermore, universities can collaborate with coaching experts and specialists to develop effective programs and methods for the development of creativity and leadership skills.

These measures can ensure the successful introduction of modern coaching technologies in Russian higher education and improve management training. However, another factor to be reckoned with is self-study, which allows students to expand their knowledge, gain new skills, and explore select topics in more depth, enriching their professional and personal development. The possible paths of self-study include reading specialized literature, attending webinars, participating in master classes, practicing skills in real situations, and participating in team projects.

A balanced combination of coaching technologies in universities and active self-study can become a powerful tool for the development of managers able to effectively implement innovations, manage changes, and respond to modern challenges. This, in turn, will facilitate the further development of Russian business and society, encourage the development of creative ideas, and ensure the country's sustainable competitiveness.

6 CONCLUSIONS

The application of coaching can become an important element in management training, yet some problems hinder its successful introduction. These issues include the shortage of qualified coaches and trainers, financial limitations, a lack of support from the university administration, and an unfavorable learning environment.

The measures proposed to overcome these problems include the training and support of qualified coaches, the organization of training courses, financial support, the creation of a favorable educational environment, support from the university administration, and the



involvement of experts and partners.

Our findings have practical significance for Russian universities, as they can help train managers satisfying the current requirements of business and social life. Such specialists will contribute to the further development of Russian business and society and ensure the country's sustainable competitiveness.

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