“Prospects for use of coaching in Ukrainian banks”

AUTHORS	Vasyl Brych https://orcid.org/0000-0002-4277-5213 http://www.researcherid.com/rid/I-3188-2017 Borys Yazlyuk https://orcid.org/0000-0002-2078-0644 http://www.researcherid.com/rid/G-6532-2017 Saak Hudratian Khrystyna Snihur Liudmyla Dermanska https://orcid.org/0000-0002-6741-0771 http://www.researcherid.com/rid/H-1821-2017

ARTICLE INFO	Vasyl Brych, Borys Yazlyuk, Saak Hudratian, Khrystyna Snihur and Liudmyla Dermanska (2018). Prospects for use of coaching in Ukrainian banks. *Banks and Bank Systems*, *13*(2), 116-129. doi:10.21511/bbs.13(2).2018.10
DOI	http://dx.doi.org/10.21511/bbs.13(2).2018.10
RELEASED ON	Tuesday, 26 June 2018
RECEIVED ON	Friday, 04 May 2018
ACCEPTED ON	Friday, 22 June 2018

LICENSE	This work is licensed under a Creative Commons Attribution 4.0 International License

JOURNAL	"Banks and Bank Systems"
ISSN PRINT	1816-7403
ISSN ONLINE	1991-7074
PUBLISHER	LLC “Consulting Publishing Company “Business Perspectives”
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”

NUMBER OF REFERENCES	NUMBER OF FIGURES	NUMBER OF TABLES
26	3	2

© The author(s) 2026. This publication is an open access article.

BUSINESS PERSPECTIVES

LLC "CPC "Business Perspectives"
Hryhorii Skovoroda lane, 10, Sumy,
40022, Ukraine

www.businessperspectives.org

Received on: 4th of May, 2018
Accepted on: 22nd of June, 2018

© Vasyl Brych, Borys Yazlyuk,
Saak Hudratian, Khrystyna Snihur,
Liudmyla Dermanska, 2018

Vasyl Brych, Doctor of Economics, Professor, Department of International Tourism and Hospitality Business, Ternopil National Economic University, Ukraine.

Borys Yazlyuk, Doctor of Economics, Department of Accounting, Economic and Legal Support of Agroindustrial Business, Ternopil National Economic University, Ukraine.

Saak Hudratian, Ph.D. (Economics), Assistant Professor, Department of Accounting and Auditing, Yerevan Education and Research Institute of Ternopil National Economic University, Armenia.

Khrystyna Snihur, Ph.D. (Economics), Senior Lecturer, Department of International Economics, Marketing and Management, Ivano-Frankivsk Education and Research Institute of Management of Ternopil National Economic University, Ukraine.

Liudmyla Dermanska, Ph.D. (Economics), Head of the Department of Fundamental and Special Disciplines, Chortkiv Education and Research Institute of Entrepreneurship and Business of Ternopil National Economic University, Ukraine.

This is an Open Access article, distributed under the terms of the Creative Commons Attribution 4.0 International license, which permits unrestricted re-use, distribution, and reproduction in any medium, provided the original work is properly cited.

Vasyl Brych (Ukraine), **Borys Yazlyuk** (Ukraine), **Saak Hudratian** (Armenia), **Khrystyna Snihur** (Ukraine), **Liudmyla Dermanska** (Ukraine)

PROSPECTS FOR USE OF COACHING IN UKRAINIAN BANKS

Abstract

Each bank manager should understand that the use of modern personnel management technologies is essential to motivate employees to work efficiently. Coaching is one of the ways to influence employees, it focuses on the formation of employee behavior in such a way as to maximize the independence and effectiveness of the decisions taken. To date, this kind of personnel management is becoming more relevant and significant. The purpose of the study is to determine the methods of coaching and its algorithm in personnel management, the possibility of borrowing the foreign companies experience, as well as its effective use as an innovative approach to personnel management. Scientific findings of leading scholars in personnel management, especially coaching, make the theoretical basis of the research. The research uses the methods of analysis, synthesis and comparison. The article describes the category of "coaching", defines its main characteristics, functions and tasks, examines the use of coaching in the Coaching Policy on the Central Bank of Ireland, analyzes the current implementation of coaching in Ukrainian banks and rationalizes the relevance and prospects for using coaching by Ukrainian banks.

Keywords coaching, coach management, personnel management, management strategies, mentoring

JEL Classification J24, M53, M54

INTRODUCTION

Development of the banking sector as an essential element of the financial industry through diversification and transition to an innovative way of development is a prerequisite for the Ukrainian economy development and enhancing its competitiveness on the international scene. In the context of need to introduce new business initiatives continuously, economic growth and prosperity of financial organizations depend on the managerial staff, which is the scarce resource. Financial institutions gain enormous competitive advantage by investing in their own personnel, demonstrating a professional policy to retain competitive managers, purposefully turning them into leaders. Therefore, shaping a perfect system of management personnel development, which will form the strategic potential of a financial organization, should be one of the pivotal tasks of dynamic banking institution.

The market for coaching, like the market for many other fields of the service sector, is less voluminous and mature in Ukraine than in developed countries, characterized by information opacity, but is growing very rapidly. Currently, integration of coaching technologies into the activity of an enterprise is one of the most effective modern technologies aimed at increasing the business efficiency. If we take into account that using coaching helps to effectively solve organizational problems when introducing innovative business areas of market actors, then it

becomes clear that the focus of coaching, above all, includes: the goals of the organization, the goals of employees, business processes, management systems, organization as an entire system. However, at the moment, the peculiarities of coaching in the bank activity have not been studied, there is no logical scheme of its production, and there is no solid research on its use.

The use of coaching technologies as a tool for employee and a bank development is one of the ways to increase the return on funds spent on a new employee training and adaptation. With the help of coaching it is possible to effectively use limited and hidden resources of a bank, a team and an individual. Coaching focuses on individuality allowing to make the most of individual incentives for the development of continuous learning and improvement of skills, which are important for a given business. Thus, business coaching is a way of developing self-organized employees, which require less control and statement of operational tasks with "ready-made solutions".

1. THEORETICAL BASIS

A large number of scientists are involved in the study of coaching as a new mode of management.

For the first time, coaching as a concept has emerged in sporting activities, however, it has evolved even further and encompassed various fields. One of the reasons for such a rapid expansion is the leaders' awareness of the value of personal and professional assistance provided to the staff of an organization (Bluckert, 2004). The term "coaching" has many definitions depending on how and why it is implemented, as well as on the method defined by practitioners and scientists.

According to Kilburg (1996), coaching is defined as auxiliary relationships that are formed between an employee who has management responsibilities in the organization, and an adviser who uses a wide range of behavioral techniques to help the employee achieve a defined set of goals to enhance the professional activity and personal satisfaction. Subsequently, it improves the efficiency of this employee and improves his productivity.

Vesso and Alas (2016) state that coaching is a process that involves relationships within a team and tasks and consists of learning and transformation.

Antonioni (2000) argues that coaching is a kind of partnership between an employee and a trainer who is usually the manager of this employee and is intended to develop the skills of this employee and increase his potential. Whitmore (2004) states that coaching is the unlocking of human potential for improving his work. Some researchers define coaching as an uninterrupted learning process (Whitworth et al., 1998; Whitmore, 2002) and they agree that coaching does not teach employees; it rather prompts them to study. In this regard, researchers argue that learning occurs when the management introduces coaching with its promising approaches and interactive methods, as opposed to what happens when the directive methods are used (Rich, 1998; Ellinger & Bostrom, 1999).

Similarly, Berg and Karlsen (2012) define coaching as a process of helping and empowering an individual or group of people to develop thinking, being, and approaches to learning. Other scientists focus more on behavioral changes in the workforce, which is a direct effect of training (Cox et al., 2010; Thompson et al., 2012).

However, unlike most researchers who argue that coaching helps to improve organizational performance, skills development and capacity building, Grant and Cavanagh (2011) point out that coaching does not necessarily need to be linked to performance, explaining that coaching has a greater impact on the development of individual self-control capabilities. They note that coaching is a focused activity, as it focuses on achieving individual and professional goals aimed at colleagues. Similarly, Spence and Oaddes (2011) explain that regardless of whether these goals are focused on acquiring certain skills, improving productivity or personality development, the success of the coach will depend on how well the employees can manage their thoughts, feelings and actions while achieving the goal. Analyzing the above-mentioned, it should be noted that the authors view the coaching effectiveness from a

psychological point of view, since the emphasis is mainly on emotions and behavior of employees, regardless of the goal achievement.

Eggers and Clark (2000) focus on the humanitarian aspect of the training, arguing that coaching is extremely useful and productive, because, like no other, it satisfies the deep inside need of all people – a desire to be heard and understood without disapproval. This definition highlights the needs of people and explains how it should be used to enhance motivation, which in turn leads to increase in efficiency. In this regard, Gåserud (2001) focuses on the purpose of coaching, emphasizing the increase in employee performance. He argues that the motivation caused by such an individual approach encourages employees to work harder, take more initiatives and get results that exceed expectations.

Jarvis (2004) defines coaching as the development of human skills and knowledge to improve the staff performance, which in turn will lead to the organizational goals achievement. So, one can clearly state that coaching brings income to employees and organizations in several ways. This leads to positive behavior and motivation of employees who become more interested and have more incentives to take on additional tasks and responsibilities.

Kantsur and Pryshchepa (2014) explore coaching in banking, and note that coaching in a bank's department is a continuous communication between the manager and the employees, an impetus for the bank's successful performance and the employee's professional development in a rapidly changing business environment.

Given the research results, it can be concluded that coaching is an individual employee training for achieving his significant goals, improving planning, mobilizing internal capacity, developing the necessary abilities and skills, mastering advanced strategies to obtain results.

2. RESULTS

Each manager should realize that highly skilled, motivated, confident and result-oriented employees make the basis for the bank's highly efficient operations. When analyzing the bank staffing, it is necessary to pay attention first to the number and productivity of employees, as usually about 30% of the bank staff is made up of highly specialized employees who are oriented to fulfill the limited work with constant indicators and the constant approach to its implementation. At a time when the rapid development of information technology and electronic databases is very important, some positions can be considered ineffective, which in turn proves the bank's irrationality when using its resources. In the future, such a state of affairs may lead to a decrease in total assets and a loss of certain positions on the financial services market of Ukraine. Therefore, it is advisable to pay attention to innovative methods of personnel planning and continuous improvement of their qualifications. Coaching, which is gaining in importance and relevance, is one of these innovative methods.

Coaching is a concept that arose at the intersection of psychology, management, philosophy, logic and life experience; a process aimed at achieving goals in different spheres of life. However, there is no unambiguous interpretation of coaching.

The main task of coaching is not to learn something, but to stimulate self-education so that people can independently find and obtain the necessary knowledge during their work. The essence of this approach is in uncovering the hidden inner potential and bringing the system of self-motivation of each individual into action.

The GROW model makes the basis of the coaching stages (Figure 1).

The main purpose of introducing coaching into the enterprise activity can be defined as the development and implementation of organizational projects aimed at increasing the enterprise efficiency and effectiveness (Figure 2).

At the coaching sessions, that is, during a special structured conversation between a client and a coach, the conditions are modelled that ensure: development of managerial skills of the manager, disclosure of the personal potential necessary for the effective achievement of the goals. With this, the main tasks of coach-sessions can be called: definition of possible career scenarios and desired positions; formation of joint responsibility for the

Source: Developed by the authors.

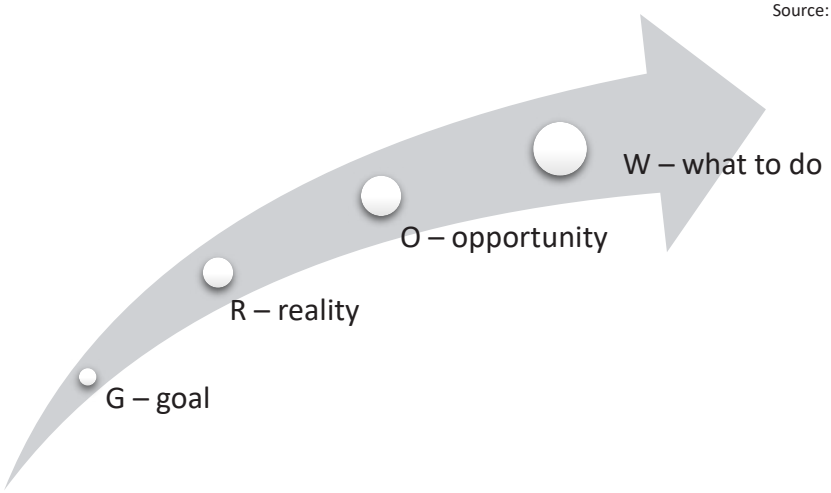

Figure 1. The GROW model

Source: Developed by the authors.

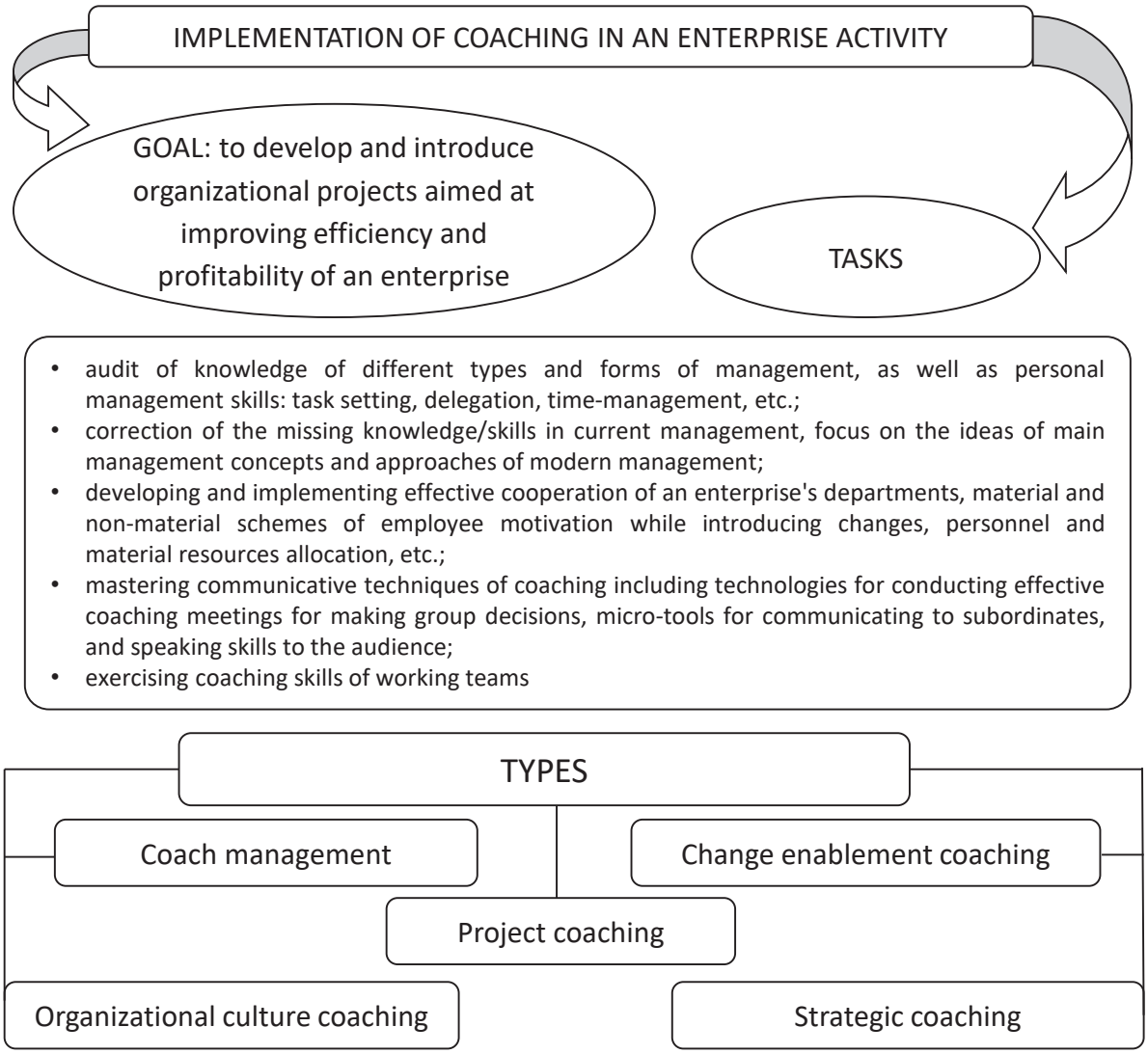

Figure 2. The scheme of implementing coaching as a tool for an enterprise development

Source: Adapted from Landsberg (1996).

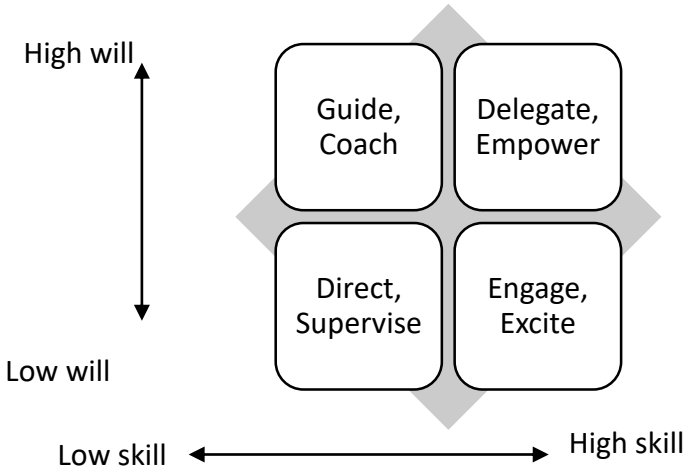

Figure 3. The skill-will matrix

result; achievement of the result by mastering special development skills. The matrix of skills will allow to analyze the existing capabilities of team members and identify the lack of knowledge or experience.

Using coaching can help companies significantly improve their employees' performance, enable more use of productive human potential in achieving the enterprise goals, increase staff motivation. Table 1 reflects grounds for coaching.

Coaching is also capable of facilitating the powers delegation and significantly saving working hours. In addition, employees familiar with the coaching techniques can unconditionally assume responsibility, so the manager will have additional time to perform more complex and important functions, which was not possible before. An employee masters a new algorithm for problem solving, and he will try to consider them not just problems, but tasks that have a quite specific solution. Such an approach in itself greatly increases the personnel efficiency in any field of the enterprise activity. This way provides a long lasting effect of working with a coach.

Owners and managers with knowledge of high-quality coaching use it as a powerful tool, first of all, for finding and making effective deci-

Table 1. Determining the need for coaching

Source: Adapted from Eaton and Johnson (2001).

Basis for coaching	Actions
Skills development: setting up opportunities for new skills that are necessary to learn and exercise	Use coaching to break large scale tasks into smaller ones, gradually introducing new skills. Before choosing a curriculum, one should train and teach staff to determine the goals they seek to achieve.
Progressive projects: monitoring progress and project problems	Training and training sessions should refer to progressive reports on the project. Work on issues that may hinder the successful completion of the project.
Career development: training staff to promote	Setting up specific coaching goals, which can lead to recognition of the personnel achievements. Focusing on long-term projects that are complex and have the potential.
Solving problems: helping employees find problems and possible ways to solve them	Encouraging employees to identify the problem and choose their own way to resolve it. It is necessary to remain sympathetic to your staff problems by encouraging them to work effectively.
Brainstorming: directing the creativity of the team to achieve the goal	To draw attention to the creative modes of solving the problem, and not to the problems themselves. During team coaching, take on the initiative by offering your own creative ideas, and then ask the team to evaluate them.
Overcoming conflicts: reducing disagreements among team members	Coaching focuses on deepening the understanding of the other people thoughts and, thus, avoiding misunderstandings.
Staff motivation: to restore enthusiasm and devotion to the team	Identify the needs and aspirations of people and associate them with the target indicators of activity. It is necessary to prepare the issues that really concern the worker.

sions. It is they who can "capitalize" coaching, that is turn it into a specific valuable resource for themselves and for the enterprise. Klopova, Komyshova and Simonova (2018) noted the low level of leaders' competence in personnel management in the investigated organizations.

If to parallel with the developed countries (USA, Canada, Great Britain, and France), one can clearly see that demand for coaching services is constantly growing in these countries. Enterprises are increasingly investing in coaching, because they work both towards performing daily operational tasks and in the field of personal development of employees. Today, this style of management, as additional motivation for talent and future leaders, is used by more than 500 successful companies, including large ones such as Boeing, American Express, Motorola, IBM, Marriott International, Glaxo Wellcome, that is, almost 70% of the Fortune companies use coaching in their practice (Borisova, 2011).

PricewaterhouseCoopers has the My Genesis Park (GP) development program. This is a global leadership development program that was designed to help individuals to bridge the gap between the leader they are now and the leader they want to become.

Holistic Coaching, one of the My GP sections, points out that coaching is an integral part of the program and is a key element of personal development. For everyone interested in development training, they are integral, focused on the strengths of the personality, on business and are based on accurate and timely feedback.

My GP offers the following professional services:

- Coach partner is responsible for home practice, helps to create an Individual Development Plan (IDP) that will be used as a basis for development.
- Executive coach focuses on providing support, facilitating the transition from theory to practice.
- Peer coaches are project team members who will provide timely feedback throughout the coaching process.

According to the PricewaterhouseCoopers (2011–2015) international survey, the share of corporate clients using coaching services increased by 2 percentage points from 51% to 53% over five years. Accordingly, 47% of clients pay for coaching services themselves.

In 2016, the PricewaterhouseCoopers Academy organized and conducted training for middle managers in the field of "Lean production and six sigma" for OTP Bank, which ranked first among Ukrainian banks in terms of staff costs.

2.1. Coaching in the banks

Highly efficient organizations realize that the company's success depends on its employees. They pay much attention to the personal characteristics of staff selection and development. However, some problems can occur, namely gaps in experience, knowledge, attitudes, skills, aspirations, behavior or leadership necessary for the performing duties. In the new millennium, the successful program of coaching and mentoring is considered a very effective way to increase self-esteem and work efficiency.

A bank, like any commercial organization, cannot exist without sales. Imagine that every bank employee has a sales plan, the performance of which impacts the bonus availability, its size, but almost none of them perform it.

There are many reasons for this, because employees can:

1) hesitate to have a dialog with clients;
2) consider that it is possible to offer products only to those who are interested in them;
3) not know how to fill "rare" products and services;
4) be distracted by the work on customer service – transfers, statements receipt, etc.;
5) be afraid to hear a refusal to product offer;
6) not want to make efforts in the developing new products;

7) consider the products of their bank unsuitable to the client, etc.

At this stage, there is a need for high-quality coaching, which will be aimed at increasing the level of sales of bank products in offices.

The following tasks should serve this purpose:

1) attracting the employees' attention to the need for sales during customer servicing;

2) extension of the range of methods for attracting clients, identifying their needs, presenting products;

3) emphasis on cross-selling;

4) increasing the functional responsibilities of employees at different positions and, thereby, increasing the work efficiency and promoting their professional development;

5) rapid adaptation of new employees to work in departments;

6) assessing staff from the staff reserve in terms of readiness for the position of department managers.

To implement the above goal, a coaching project should be developed. To implement it, the best employees, namely coaches, should be chosen who would like and could transfer their personal sales experience to employees. Retail outlets should be allocated to each coach. In each of these departments the coaches have to work for two or three weeks – the duration depends on the situation in the office (customer attendance, number of employees, sales level, etc.). Thus, at the time of the project, the coach is broken away from the usual activity and works only as a mentor.

The objectives of the coach include monitoring how the department staff communicate with customers, filling out checklist with standards of conduct for each employee, individual interviews with employees based on these check-lists, setting goals by the time of the next meeting, motivating employees for sale and demonstrating how to communicate with clients by personal example.

The coaches themselves will be able not only to share their methods and tools of sales, but also to gain experience in organizing work and distribution of duties of employees from other departments, to exercise a new function for themselves, to learn about new tools for attracting customers and increasing sales.

However, no matter how the coaches are experienced and effective sellers, it is commonly known that an experienced specialist not in every instance can teach someone what he does. Therefore, mentors should also conduct preliminary training in mentoring skills.

During the whole project, weekly "round tables" should be held: on a certain day of the week, the coach and the director of the retail network should meet together to discuss what is happening, what difficulties have arisen, what is planned, how the sales figures have changed, and to make adjustments; as well as weekly individual meetings in coaching format for mentors. Such an individual work is necessary, as the coaches fall into a new situation and fulfill new functions: now they have to not only fulfill the sales plan, as usual, but work with their colleagues, performing certain tasks. You can invite a professional coach to conduct trainings with mentors, where they learn how to do coaching and practice it in gaming situations. Also, professional coaches invited are necessary in case when getting into new conditions, doing something for the first time and encountering obstacles, mentors are lost, feel insecure in their strengths and knowledge, are disappointed in a new role and sometimes even fall into depression. It is important to properly support them at this stage.

Since carrying out the work in the usual context is the main problem of reducing performance, there is a need for a coach who will help to go beyond his usual perception to expand the range of options and opportunities, gradually creating a new experience.

As a result, the goal must be achieved: the number of sales of products and services of the bank should be confirmed. Moreover, growth should occur not only during the supervisory control (mentoring) by the coaches, but also after their return to their

departments, indicating the use of knowledge and skills obtained from the mentors.

The participation in the project will also bring significant benefits to coaches, as during its implementation they will gain personal and professional development. The project will allow the bank management to assess the skills of setting goals, communicating with colleagues, ways to solve problems, organizational skills and stress resistance. Employees will be more motivated to sell and perform routine work.

The project is also beneficial in that it creates a new network of horizontal employee relationships. Typically, employees of different departments communicate, mainly within their department and with those who also visited corporate trainings and corporate events, then after the project, the circle of contacts significantly expands. It contributes to expanding the base of expert knowledge, faster and easier solution of emerging problems, forming a sense of confidence in mutual assistance and support among employees.

As a result of the project, the bank's management will be able to receive new information from a new perspective. This will allow to systematically looking at some recurring issues in individual departments and will lead to standardizing processes and solving some problems at a higher level.

Therefore, coaching is a reliable tool in optimizing human potential and effective activities. Coaching is a continuous communication between the chief and performers, which promotes both the successful activity of the bank and the professional development of the employee in rapidly changing official business conditions.

2.2. Coaching policy in the Central Bank of Ireland

Today, in most advanced banks, coaching is an effective component of the human resource management, because it is used in planning, selecting, adapting, motivating, teaching, developing, certifying and evaluating the staff. It is a system that allows you to see and feel new approaches and opportunities, to reveal the potential and to "restore order" in many spheres of public life. It teaches people to think in a new way.

For example, the Central Bank of Ireland has its own developed document called Coaching policy. The purpose is to determine the philosophy and management of all trainer relationships in the Central Bank of Ireland (both internal and external). The bank's coaching policy, as part of its learning and development strategy, is to support and ensure implementation of the principles and priorities that will contribute to leadership development, change management, employee development and retention.

According to this policy, coaching has an impact on:

- development of the individual and the whole team;
- development of leadership;
- call for action;
- an employee's efforts to improve himself;
- an impetus to increase efficiency and return.

Coaching is part of the management development program in the Central Bank of Ireland (Bank) and is associated with the study of corporate ethos. In addition, sometimes there are cases when an employee has to coach with another colleague than his manager, then this document will define the mechanisms and mode of management of such relationships.

According to Whitmore (2002), coaching unblocks human potential to maximize its own productivity. This helps people learn, not teach them.

The Coaching Policy of the Central Bank of Ireland states that:

- coaching is not directive, the agenda is assigned to the coach, he does not set it;
- coaching focuses on helping colleagues achieve their goals;

- coaching prompts people to dig deep, reflect, analyze and identify steps to reach a goal, which is motivated by a mentor;
- coaching for the purposes, it is not limited to discussions about "everything", but has a certain beginning and ending.
- coaching offers an individual to leave the comfort zone and helps to better understand the potential of the employee.

Different people can differently interpret the word "coaching". In the bank, coaching is focused on developing methods of influence in order to improve the employee performance, solve problems and make decisions. The bank uses coaching interventions to support staff at all levels.

Coaching can be short- or long-term. For example, managers usually meet with coaches on a regular basis for the first few months or more often if necessary. While for ordinary employees, coaching is provided by a linear manager, and is usually short-term and focused on a specific task.

Coaching policy of the Central Bank of Ireland emphasizes four main levels of coaching (Table 2).

In addition to the main four levels, external professional coaching can be offered to workers who return to performing important duties after a long-term absence (maternity leave, business trips, career breaks, long-term leave, return after dismissal, etc.). Coaching in this case is conducted to support employees and accelerate their adaptation to work. The head and/or the deputy head of the department are responsible for the conduct.

Coaching technology is an innovative mechanism that allows an individual to develop and achieve certain results. This method of personnel management is quite positive and effective. However, not all workers can quickly adapt to this and be successful in their field. Therefore, it is necessary to improve the mechanism of personnel management, using coaching.

2.3. Coaching in Ukrainian banks

The methodology of HR policy of PrivatBank can serve as a striking example of the successful use of coach management in Ukrainian banks. The main purpose of HR activity at PrivatBank is to increase the staff efficiency and effectiveness. The main task of the HR department is to oversee the development of human resources as the main condition for fulfilling the strategic objectives. The need for wide-scale development of new products and technologies, the expansion of the powers and responsibilities of specialists and middle managers, necessitates new goals and priorities of the personnel management system. Coaching is one of the priorities of the bank's personnel policy. Thanks to coaching, there is an opportunity to increase efficiency in recruitment, training and placement of personnel, improvement of the motivation system of personnel, organizational culture development.

Table 2. Main levels of coaching according to the Coaching policy of Central Bank of Ireland

Source: Coaching policy of the Central Bank of Ireland.

No.	Level	Type of coaching
1	Managing self	At this level, coaching is short-term and is conducted for new employees and implemented by linear managers or employees who hold the position for a long time
2	Managing others development	At this level, coaching is conducted by internal qualified trainers and/or external professional trainers and is focused not on a specific task but on personal development and leadership development opportunities and is usually guided by tools designed to enhance personal effectiveness such as Emotional Intelligence (EQ) and the Maers-Briggs Type Indicator (MBTI)
3	Manager of managers/ function/ business	Usually, at this level coaching is conducted by external professional trainers in the transition to a managerial position and focuses on the development of managerial capabilities of the employee
4	Senior members of management	Coaching is conducted by external professional trainers for those management members who need support in specific business issues

Intangible motivation of PrivatBank includes the creation of a motivational climate within the team, comfortable working conditions and non-material incentives. The effectiveness of such motivation in a team totally depends on the leader.

Leaders create a working climate in the team:

- providing opportunities for professional and career development;
- informing employees about the bank's tasks, its goals and evaluation of the work of subordinate employees;
- providing the employee with the opportunity to make decisions independently, without exceeding his authority;
- providing a favorable psychological climate in the team;
- stimulating and encouraging the employee for the results achieved;
- providing the employee with the opportunity to participate in decision-making;
- supporting the initiative of employees;
- arranging mentoring; and
- delegating responsibility and authority.

Each PrivatBank employee must use the code of corporate ethics in his activity. This is an official document, which determines how to build relationships between employees and different groups of people; it should be known and adhered to all employees of the bank. This corporate code is created, first of all, to improve corporate conflict management.

Training is an essential component of coaching. Today, PrivatBank is one of the leaders in implementing an effective system of training and professional development of employees. The bank's management has created a distance education system (more than 300 programs and courses), the first PrivatUniversity in Ukraine, three business training centers (a range of sales skills training programs), and the Privat MBA program for the senior and middle management of the bank.

The Privat University and training centers are coordinators in the training and development of personnel at PrivatBank. Each training center has coaches, who are bank employees and mentors for junior staff. Each employee of the bank must go through the main obligatory course programs. There is also the possibility of additional training, ordered by business direction at its own discretion. In 2005, PrivatBank defined a strategy according to which each employee became a product vendor. This strategy has led to the construction of a systematic approach to the staff training in communication and management skills, as well as the ability to sell and serve customers.

Only bank employees can work as coachers in the training centers. Not only the heads of departments conduct coaching, but also departmental managers or, as an option, leading specialists. Couches have an access to the training material used earlier, and can develop their own programs, guided by methodical maps that contain a description of the main elements of the training and material requirements. One of the main requirements of the training is the outline of three main conclusions that the learner will cope with. PrivatUniversity certifies the coach. During certification, which is carried out during the training for coaches, the main focus is on:

- knowledge of the banking product; and
- presentation skills, and especially the ability to hear the participants of the training.

Coaches have to conduct mini-trainings within their group, during which PrivatUniversity representatives should give them a professional rating.

In distance learning, all employees must pass certain compulsory tests, the results of which will be used for:

- assessment of the performance, determining the professional level of the respondent;

- definition of a comprehensive assessment of the employee, which is used when making a decision to transfer an employee to another post by drawing up a rating list.

Since PrivatBank has chosen selling as its main strategy, the rating system was developed. According to the volumes and type of sales, each employee gets bonuses. Taking this into account, staff rating is carried out. PrivatBank defines the lower and upper 3% limit: if the norm is not met and if the employee falls into 3% worse twice, then this employee is threatened with sack, while the best 3% become coaches who draw interest from the increase in the bonus level of their subordinates.

All employees undergo a certain number of tests online in a free time (for example, after work), which increases their theoretical knowledge. To do this, the staff is trained in non-working time on the "Prometheus" online program, during which the following tests are held:

- key tests are necessary to confirm qualification, they are "tied" to a position held in a bank, quantitatively and implicitly differ according to the activity direction. The standard for the implementation of such tests is reflected in personnel orders and affects the decision of the head relative to the category change, promotion, etc.;

- instrumental tests are recommended for study, and are not included in the regulatory limit;

- trainings that are recommended for a particular employee.

It should be noted that the methods of using coaching and personnel motivation in PrivatBank are quite interesting and effective. However, the bank has a high staff turnover, especially across office employees. Another problem is the low interest of average executives in the bank development. It is necessary to focus the coaching system on identifying the needs of the personnel for the interest not only in its own development, but also in the bank development.

When analyzing all these indicators, PrivatBank needs to start with the reviewing the current motivation system, and to offer more interesting motivation system using modern methods of its employees' motivation. This will help reduce turnover and increase the interest of employees in the bank development.

PrivatBank occupies 8th place in terms of the staff expenses (which includes not only the pay employee, but also the cost for his training). OTP Bank ranks first according to the level of expenses for personnel. PrivatBank's staff expences are 47% less compared to OTP Bank.

"HR can do everything!" is the motto of OTP Bank HR department, because they pose as a unit whose task is to do everything to ensure that each employee gives maximum results. The function of this department is not limited to the filling of employment books and bonus calculation, candidate selection and training how to cooperate. Everyone working at a bank realizes that his main task is to generate profits for the bank.

Before starting a new project, or introducing a new product by brainstorming, the bank's HR department identifies the main issues: "Why?", "How will the bank benefit from this?", and "How will this help business?".

In addition to the classic HR functions, this department is responsible for all internal communications in the bank.

One of the major successes in recruiting staff is that when interviewing, the focus is on the individual's personalities, and only then on experience and qualifications (because we can give knowledge to the person, but it is much more difficult to instill values).

OTP Bank is guided by a differentiated approach to assess and motivate employees in different areas, taking into account the business specifics. Nowadays, the bank has a flexible system, which allows receiving a bonus depending on the employee's contribution, the individual tasks performance, as well as the general result of the bank.

The development of competencies is assessed via two models. There are seven general corporate competencies (sales orientation, customer orien-

tation, organizational culture, etc.) for linear employees. For managers, there are four top-level corporate competencies, which in turn are divided into detailed components that give a broad picture of an ideal employee work (a unified list at the OTP Group level). The level of their development is estimated once a year.

Offering trainings, e-courses, video seminars, corporate library, developing blogs, video collections, master classes, etc. to staff is a striking example of the OTP Bank coaching.

One of the interesting decisions is the creation of "Forward and Upward" corporate school for the manager development (within the HR reserve program). According to the program, through the listed tools, a continuous education cycle was built, in which employees are engaged in self-development, solving cases, passing tests, working in mini-groups, attending master classes led by the company's first persons, and exchanging experiences. The task of the OTP Bank HR department is to motivate employees to obtain knowledge and provide sources to them in response to a request.

Alfa Bank is another shining example of coaching.

The bank's personnel policy consists of basic methods, principles, concepts, which apply in the work with the personnel. Alfa-Bank HR department distinguishes three main stages of personnel policy development:

1. Formulation of general principles and objectives of work with personnel in accordance with the organization's strategy.

2. Development of specific personnel procedures, technologies, measures, implementing the personnel policy main tasks.

3. Staff monitoring, which is to implement these measures, staff assessment and strategy adjustments.

The personnel management strategy results from the general strategy of the entire bank, depends on it and is a part of it. The HR department's objectives are aimed at achieving the goals of the organization as a whole. The bank has clear system of rights and responsibilities for employees, functional and job hierarchy, there is a strict executive discipline. But, at the same time, the bank organizational culture is quite democratic.

The bank has a strict executive discipline. The system of responsibilities is clearly specified in official duties for each employee. Each bank employee can consult with his supervisor at any time and discuss the issues that arise. The subordinate-leader relations are built on the basis of the tasks to be solved. Employees are encouraged by the initiative, the desire to learn something new, gain experience and implement it in practice.

The HR department is an equitable business division of the bank, clearly focused on the sale of personnel services to the internal units. The bank has created an institute of coaches, which work with business units directly and which is the think tank, whose task is to form personnel policy, analyze market and implement the results.

Alfa-Bank has a comprehensive system of training for bank employees (before opening branches) and, if necessary, organizes trainings, seminars, corporate training programs for the employees, which are tailor-made for the needs of a particular department.

Alfa-Staff, computer portal for training and development of employees was created, aiming to provide employees with equal opportunities in education and development, to open access to full, accessible and timely information about the training.

The financial results of competing units are estimated quarterly. The winners receive bonuses, which may amount to 50% of the monthly salary fund. Business incentives are envisaged: according to the results of the competition on credit activity, affiliates receive the limit of independent lending, that is, the limit of funds they can dispose of without the central office approval. If the branch occupies one of the last three places during three quarters of the year, the question arises about its head rotation. For highly valuable employees and for those who occupies a more privileged position, the salary is set at a higher level.

CONCLUSION

Now it can be seen that coaching is one of the most innovative management tools. The ability to conduct coaching is one of the competencies of modern management, which allows you to see and realize all the important opportunities for enterprise development. The coach-competence of the manager consists in the systematic and integrative approach to the employee and the company. The dramatic difference of coaching from other methods of increasing the enterprise performance is that in the coaching, the project leader is the most important person of change. In this particular case, the simple principle should be guided: the personal effectiveness of the first person determines the effectiveness of the entire organization.

Nowadays, most leading banks use coaching as an effective component of the human resource management concept, as it is reflected in the planning, selection, adaptation, motivation, training, development, certification and staff assessment. Such a system allows to see and feel new approaches and opportunities, reveals the labor potential. Coaching encourages the employee to think in a new way.

As more and more organizations use coaching in personnel management, it is important to explore the features of coaching culture more deeply. The most important areas of coaching are awareness of the influence of coaches, their behavior and the team's trust in them. The establishment of goals at the individual and command level and their achievement are other important growth areas. The leader awareness of the compliance of his influence with the team members is the most important for the effective development of coaching management in Ukrainian banks.

REFERENCES

1. AlfaBank (n.d.). *HR management*. Retrieved from https://alfabank.ua/
2. Antonioni, D. (2000). Leading, managing and coaching. *Industrial Management, 42*(5), 27-34. Retrieved from https://www.researchgate.net/publication/293720236_Leading_managing_and_coaching
3. Berg, M. E., & Karlsen, J. T. (2012). An evaluation of management training and coaching. *Journal of Workplace Learning, 24*(3), 177-199. https://doi.org/10.1108/13665621211209267
4. Bluckert, P. (2004). The state of play in corporate coaching: current and future trends. *Industrial and Commercial Training, 36*(2), 53-56. https://doi.org/10.1108/00197850410524806
5. Borisova, N. (2011). Роль коучинга в управлении персоналом [Rol kouchinga v upravlenii personalom]. *Problemy teorii i praktiki upravleniya, 11*, 91-100.
6. Cox, E., Bachkirova, T., & Clutterbuck, D. (2010). *The Complete Handbook of Coaching*. London: SagePublications.
7. Eaton, J., & Johnson, R. (2001). *Coaching Successfully*. London: Dorling Kindersley Limited.
8. Eggers, J. H., & Clark, D. (2000). Executive coaching that wins. *Ivey Business Journal, 65*(1), 66-70.
9. Ellinger, A. D., & Bostrom, R. P. (1999). Managerial coaching behaviors in learning organizations. *The Journal of Management Development, 18*(9), 752-771.
10. Gåserud, S. (2001). *Coaching: SåFungerarDet*. Falun: Egmont Richter AB.
11. Grant, A. M., & Cavanagh, M. J. (2011). Coaching and positive psychology. In K. M. Sheldon, T. B. Kashdan & M. F. Steger (Eds.), *Designing Positive Psychology: Taking Stock and Moving Forward* (pp. 293-309). New York: Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195373585.003.0019
12. Jarvis, J. (2004). *Coaching and Buying Coaching Services: A Guide*. London: Chartered Institute of Personnel and Development.
13. Kantsur, I. H., & Pryshchepa, I. H. (2014). Коучинг як інноваційний механізм управління персоналом банку [Kouchynh yak innovatsiinyi mekhanizm upravlinnia personalom banku]. *Zbirnyk naulovykh prats Natsionalnoho universytetu derzhavnoi podatkovoi sluzhby Ukrainy, 1*, 97-104.
14. Kilburg, R. R. (1996). Toward a conceptual understanding and definition of executive coaching. *Consulting Psychology Journal: Practice and Research, 48*(2), 134-144.
15. Klopova, O., Komyshova, L., & Simonova, M. (2018). Professional development in the field of human resource management of heads and specialists of the innovative organizations. *Problems and Perspectives in Management, 16*(1), 214-223. http://dx.doi.org/10.21511/ppm.16(1).2018.21
16. Landsberg, M. (1996). *The Tao of Coaching: Boost Your*

Effectiveness at Work by Inspiring and Developing Those Around You. New York: HarperCollins.

17. OTPBank (n.d.). *HR management.* Retrieved from https://ru.otpbank.com.ua/
18. Privatbank (n.d.). *HR management*. Retrieved from https://privatbank.ua
19. Rich, G. A. (1998). The constructs of sales coaching: supervisory feedback, role modeling and trust. *Journal of Personal Selling & Sales Management, 18*(1), 53-63.
20. Spence, G. B., & Oaddes, L. G. (2011). Coaching with self-determination in mind: using theory to advance evidence-based coaching practice. *International Journal of Evidence Based Coaching and Mentoring, 9*(2), 37-55.
21. The Central Bank of Ireland (2017). *Coaching Policy.* Retrieved from https://www.centralbank.ie/docs/default-source/careers/policies/coaching-policy.pdf?sfvrsn=4
22. Thompson, R., Wolf, D., & Sabatine, J. (2012). Mentoring and coaching: a model guiding professional nurses to executive success. *Journal of Nursing Administration, 42*(11), 536-541.
23. Vesso, S., & Alas, R. (2016). Characteristics of a coaching culture in leadership style: the leader's impact on culture. *Problems and Perspectives in Management, 14*(2-2). http://dx.doi.org/10.21511/ppm.14(2-2).2016.06
24. Whitmore, J. (2002). *Coaching for Performance* (3rd ed.). London: Nicholas Brealey Publishing.
25. Whitmore, J. (2004). Something really has to change: "change management" as an imperative rather than a topic. *Journal of Change Management, 4*(1), 5-14.
26. Whitworth, L., Kimsey-House, H., & Sandahl, P. (1998). *Co-Active Coaching*. Palo-Alto, CA: Davies Blade Publishing.