

# **THE EFFECTIVENESS OF THE PSYCHOLOGICAL SUPPORT PROGRAM OF THE PERSONAL-PROFESSIONAL GROWTH OF THE STATE EMPLOYMENT SERVICE OF UKRAINE PERSONNEL RESERVE**

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## **Abstract**

Modern methods and technologies of personality development in the context of professional activity have been described and analyzed in this article, in particular, the effectiveness of the program of psychological support of its development in the format of webinars has been discussed. In the hard and unstable time of today: economic changes, social transformations and epidemic threat, the problem of organizing and realization of productive distance learning becomes especially relevant for the professional activity of psychologists, instructors of higher education institutions, preparation of the personnel reserve of the State Employment Service of Ukraine (SESU). The psychological support program has been worked out for the SESU staff reserve and realized on the basis of the SESU staff training institute. Its preparation and realization are focused on the dynamics of such indicators of reservists as motivation of achievement, orientation in time, plasticity of behavior, management of emotions, activity, creativity. The purpose of the article is to prove the effectiveness of the webinar program as a method of remote psychological support of the reservists' development.

Methods which have been used in the program elaboration: five-factor personal questionnaire (Khromov A. B. 2000); self-actualization test - CAT (Aleshina Iu.E., 2003); test for the diagnosis of achievement motivation (A. Mehrabian, 2002); self-development readiness test by V.L Pavlov; test for emotional consciousness (Vlasova O. I., Berezyuk, 2015). The effectiveness of the psychological support program was tested using the G-signs criterion and the t-test for dependent samples. Among the methods of psychological support, special attention is paid to: narratives, methods of educational coaching, narration and symbol drama.

According to the results of the study (106 people), distance learning in the format of webinars has proved to be an effective method of maintaining the staff reserve of the SESU. The implementation of this program and testing its effectiveness have shown positive, statistically significant results.

**Keywords:** personal development, distance learning, psychological support, coaching.

## **Introduction**

One of the priorities of modern Ukraine as a European state is the desire of its citizens to build a modern, democratic society focused on the interests of people,

open to creative innovations and aimed at development. This is a society in which everyone can realize his/her inalienable rights to qualitative education and medical service, deserving work and pensionary

guarantee, to have free access to objective information, modern knowledge, to use social and personal development.

Such guidelines are due to the process of intellectualization, which actively penetrates the lives of Ukrainians, saturated with its mental activity. In this regard, trends in the labor market, requirements for candidates. In addition to the standard intellectual potential of any (professional) activity are changed, they become important: scientific, creative and innovative components, which, in their turn, requires additional analysis and rethinking of the necessary competences and personal qualities of office employees, especially their personnel reserve (Kalenychenko K. M., 2018). The task of specialists in the public employment service is not only to fulfill certain functional responsibilities, but also to provide appropriate social services that must meet the conditions of modern production and management. A specialist of SESU must have modern information technology; be able to adapt to the rapid changes of the labor market, to perceive and introduce new forms of work; be ready to make his|her own decision to achieve the strategic goals of the organization (Dmytriiev-Zarudenko, 2010; 26-30). It determines the actuality of the study of the factors which determine the self-development of the reservist's personality over the course of his|her life and the modern tools of psychological and pedagogical support of a such process.

**The purpose of the article** is to demonstrate the effectiveness of the distance learning program of psychological support of personal growth of the personnel reserve of the SESU by interpreting the results of a formative psychological-

pedagogical experiment of teaching such a contingent of persons.

### **Theoretical background**

The problems of formation and professional development of personnel potential are the subject of scientific exploration of national and foreign researchers, in particular, Karamushka L. M. (2009), Shchkin G. V. (1994), J. Hadsen and J. Reich J. (2015), Khomenko-Semenova L. O. (2015), Pritchard J. (2014), Romanov N. M. (2010) and others. An analysis of the scientific and methodological literature on training and development of the personnel reserve convincingly proves that the emphasis in modern professional adult learning shifts from the formation of professional skills to the development of their social and personal skills (soft skills), such as: change management, leadership, emotional intelligence and creativity. In particular, James Pritchard (2014), while studying at the University of Oxford at Brooks University, examines "coaching of reasonable actions" of US civil servants, uses group coaching, mentoring, and even yoga philosophy and practice to develop participant leadership. The practice developed by J. Pritchard is understood by the author as an innovative approach to USSL self-service (CSL) and has methodological support in the form of a workbook for specialists in such a "teamwork for primary and collaborative care" (Oxford University Press, USA, 2014). By 2014, the practice of organizing such work was mastered by more than 470000 US civil servants.

In the analysis of modern technologies for the development of the personality of a specialist of the State Employment Service, the achievements of distant education deserve special attention, methodical

supply of which is presented by audio- and videotransmissions, E-Learning, webinars etc. In modern Ukraine, distance education is actively developing thanks to the computerization of the population and the development of IT technologies. The experience of using it captures the undoubted benefits of such training. First of all, it is an expansion of the number of people who are able to receive training, namely persons with special needs. In addition, it makes it possible to train its users in remote areas of the country. In these circumstances, communication with teachers can be accomplished by a variety of ways, both online and off-line, and teacher and student contacts are more frequent, faster, and more effective via chat and email than in-person or correspondence since they do not require spatial integration of both sides of learning. Third, the use of remote technologies is effective for organizing an individual approach to educational activities. A student himself/herself chooses the pace of learning and at the same time can promptly receive teachers' answers to the questions that arise during the learning activity. In the fourth place, the development and implementation of the curriculum as a series of webinars solves the problem of accessibility in a single time dimension of educational services to users of educational services from different regions of the country and even the world.

The problems of distance education are integrated at the pole of the psychological readiness of the population to use such educational programs. So, from 2012 to 2014, Harvard University researchers J. Hadsen and J. Reich conducted research among MOOC (Massive Open Online Courses), online platforms with free educational courses.

The main advantage of these platforms is their accessibility. Users only need Internet access to master the knowledge content they host. The developers of the free learning project believed that such services would help democratize knowledge and allow different sections of the population to close the educational gap. The researchers checked 68 online courses from Harvard University and MIT. Over the course of the project, 164 198 Americans aged 13-69 passed. It turned out that the most common category of MEP users is university students, usually from wealthy families. Also, online courses are extremely popular with those who involved in science and technology. But people from poor regions or low levels of education were in the minority: according to the study, they simply had no need to acquire such knowledge. (John D. Hansen, Justin Reich, 2015).

Thus, despite the obvious advantages, the use of distance learning has real limitations, which overcoming it requires educators and developers to create programs of appropriate psychological and pedagogical support for the audience of users. In view of this conclusion, the objectives of our study included: 1) to develop the form and content of the program aimed at developing the personality of the reservist of the SSSU; 2) describe the procedure for on-line testing of such a program; 3) to present statistics in favor of the effectiveness of the developed psychological support program.

### **Methodology**

The study involved 106 personnel reserve staff of the State Employment Service of Ukraine (SESU), who underwent refresher training at the Institute of Training of SBSU of the city of Kiev in the semester period from 01.09.2018 to

31.12.2018. Among them, there were 98 women and 8 men between the ages of 19 and 43 ( $M = 30.89$ ;  $SD = 7.74$ ). 85% of these persons do not have higher education

(see Table 1), with 62% working in the PESU, 26% having part-time employment and 11% not working (see Table 2).

**Table 1. The education of respondents**

	Frequency	Percentage	Valid percentage	Accumulated percentage
accountant economist	8	7,5	7,5	7,5
master of manicure	8	7,5	7,5	15,1
without specialization	76	71,7	71,7	86,8
travel agent	8	7,5	7,5	94,3
florist	4	3,8	3,8	98,1
photographer	2	1,9	1,9	100,0
<b>Total</b>	<b>106</b>	<b>100,0</b>	<b>100,0</b>	

**Table 2. Employment of respondents**

		Frequency	Percentage
Valid	does not work	12	11,3
	works	66	62,3
	part-time	28	26,4
	<b>Total</b>	<b>106</b>	<b>100,0</b>

The composition of the sample is due to the peculiarity of a complete set of research groups that were previously selected as a promising staff reserve of such service. The initial ascertainment of participants was conducted during the training sessions, corrective-developmental work and their final psychological examination - during the intersession period.

In order to develop a program of psychological support, the research participants were offered a battery of tests to determine the dimensions of their personality and motivation to achieve, which included: *A five-factor personal questionnaire* (Khromov, 2000); Self-actualization test – SAT (YU.E. Aleshyna); Diagnostic test for the achievement motivation by A. Mehrabian (Fetyskyn, 2002; 72-76); V.L Pavlov's "Readiness for Self-Development" test to determine the

type of readiness (Piekhota, 2009; 30-33); Emotional Self-Test for the diagnosis of peculiarities of the development of intrapersonal emotional intelligence of personality (Vlasova, Berezyuk, 2015). The author also has developed a questionnaire focused on identifying the objective characteristics of the subjects' life (age, gender, place of residence, education, profession, previous and current professional activity, etc.).

The effectiveness of the psychological support program was tested using the G-marks criterion and the t-Student test for the dependent samples. All mathematical operations were performed in the IBM SPSS Statistics computer program (version 20.0).

### **Results**

In forming the components of the program of psychological support, we relied on the results of an empirical study

that describes the personality of the employee of the State Employment Service of Ukraine and demonstrates the connection of personal dimensions of civil servants with their need to develop themselves. In the article "Factors affecting the personal development of employees of the State Employment Service of Ukraine" (Kalenichenko K.M., Vlasova O.I., 2019) the experience of such a study, which, in particular, revealed low and average indicators of this category of employees on the following scales: motivation achievements, time orientation, creativity, plasticity, empathy, emotion management is described in detail. The applied correlation analysis has showed a positive relationship between the motivation data of the employees of the SESU and the development of their need to know themselves ( $R = 47$ ,  $p < 01$ ). In their turn, respondents' desire to know themselves was related to such dimensions of their personality as creativity  $R = 55$ , plasticity of behavior  $R = 64$ , time orientation  $R = 66$ , responsibility for their emotions  $R = 42$ , emotion management  $R = 66$ , empathy  $R = 48$ , plasticity  $R = 68$ , curiosity  $R = 49$ , prudence  $R = 62$ , responsibility  $R = 53$ , and activity  $R = 54$ . The identified dependencies were put in the basis for the development of the Program of psychological support for personal and professional development of the personnel reserve of the State Employment Service of Ukraine. Its implementation was carried out in the format of a webinar cycle. The tasks of using the program became the need to: 1) increase the level of development of

the psychological qualities of the participants, which contribute to their personal growth (motivation to achieve, orientation in time, creativity, plasticity, empathy, management of emotions); 2) to create educational conditions for the transition of the reservist's personality to self-development and self-improvement in the conditions of organized educational process.

The implementation of the program includes three content blocks: Personal development of the head; Time management technologies; Individual Development Plan (KM Kalenichenko, 2018). Its structure is described by the following topics: Goal setting; Fundamentals of time management and project planning; Leadership as the personal development of a leader; Development of emotional intelligence and creativity; Change management technologies; Creating an individual development plan (see Table 3). Each block provides self-study tasks (for which a list of recommended literature is provided). The total duration of the distance learning course is five weeks (based on 2 webinars per week). During the course of the webinars, three basic functions of participants' training were realized through the help of special interactive techniques in the structure of each block: information-cognitive, correction-developmental and control and diagnostic. Among the leading methods of the program there were mini-lectures, coaching techniques, narrative method, techniques of production situation analysis, group symbolism and others.



**Table 3. Structure of the program of psychological support of the personnel reserve of the SESU**

<b>№</b>	<b>Stages of the forming experiment</b>	<b>Block</b>	<b>Webinar</b>	<b>Tasks</b>
1	<b>Preparatory</b>		1 lesson	Acquaintance with the group, organizational issues, class time and course program.
2	<b>Main</b>	<b>Time management technologies</b>	Goal setting (2 lessons) + self-study	Increasing the competence of participants in the topic, forming their motivation for self-development, their self-exploration with the help of the technique symbol drama "Mountain Motive".
3			Time management and project planning (2 lessons) + self-study	The feedback is about the drawings and the narrative of the students. Increasing your own competence in the subject. consolidating knowledge by developing your own project plan.
4		<b>Personal development of the head</b>	Role of emotional intelligence (2 lessons) + self-preparation	Feedback on organizing your own reservist projects. Increasing your own competence in the subject. understanding your own emotions. Passing a self-test to determine leadership style.
5			Creativity Development (1 lesson)	Increasing your own competence in the topic, developing the reservist's creativity. Reflection.
6			Change management technologies (2 lessons) + self-study	Increase your own competence in the topic. Mastering future managers with methods of diagnosis and self-diagnosis of psychological factors that influence the features of change management in the organization.
7		<b>Individual development plan</b>	Creating a personal development plan (2 lessons) + self-study	Development of an individual reservist development plan. Development of an individual development plan for future reservist subordinates. Finalization of development plans, Summary of work and individual control.
8	<b>Finishing</b>		1 lesson	Summarizing, conducting the second diagnostic slice, summarizing the results.

In developing the program of psychological support of training of the personnel reserve of the State Employment Service of Ukraine, we have paid attention to such aspects of the organization of its realization as: constant support of motivation to the training of participants, availability of materials and training

facilities (both for students and for teachers), balance between theoretical and practical tasks, an opportunity for participants of the program to learn without breaking from the main activity, and at an individual pace and using modern techniques. For the purpose of optimal information development by participants, the duration of one webinar did not exceed 60 minutes. At the end of each lesson, the materials remained available for re-viewing.

At the final stage of implementation of the program of psychological support for the development of the staff reserve of the SESU, in order to identify the individual changes of participants, they were retested on the scales: need for self-knowledge, motivation to achieve, empathy, managing their emotions, orientation in time, creativity and plasticity of behavior.

Comparative analysis of the results of diagnostic sections before and after the forming experiment showed the presence

of statistically significant differences in the performance of reservists according to the G - criterion. The critical values of the criterion G for the statistical significance levels are  $p \leq 0.05$  and  $p \leq 0.01$ . As can be seen from table 4, the statistical significance between the scores of all involved in the diagnosis of scales before and after the participants of the distance learning program  $p < 0.01$ . Also, the Z value is normalized and associated with a significance level of  $p = 0.000$ . Since the significance level is less than 0.01, we can be confident in the statistical significance of the differences between the indicators before and after the program. To account for the differences obtained between the diagnostic sections before and after the forming experiment, the t-Student criterion for the dependent samples was selected. It allows to compare the averages of two measurements of the same trait for the same sample.

**Table 4. The Indicators of the significance of the differences before and after the escort program**

<b>Determinants of personal growth before and after the support program</b>	<b>WKM</b>	<b>Achievement motivation</b>	<b>Empathy</b>	<b>Emotion Management</b>	<b>Time Orientation</b>	<b>Creativity</b>	<b>Flexibility behavior</b>
Z	-8,125	-8,002	-4,101	-9,900	-10,100	-8,267	-9,592
Significance of differences (P)	0,000	0,000	0,000	0,000	0,000	0,000	0,000
Note: WKM =I want to know myself $p < 0,01$							

The data in Table 5 show that the average values of the individuals we had studied after completing the distance

learning program increased on almost all selected scales.

**Table 5 .The Indicators of personal development of a SSSU reservist before and after escort**

<b>Determinants of personal growth</b>	<b>Average Points to</b>	<b>Average Points After</b>	<b>Standard Deviation to</b>	<b>Standard Deviation after</b>
WKM	2,7925	3,6038	0,92290	0,81275
Achievement motivation	93,3679	106,7170	21,11119	22,55945
Empathy	2,8868	3,1887	1,26732	0,97700
Emotion Management	2,8679	4,5094	1,10476	1,04422
Creativity	41,0377	44,3962	8,25420	6,76501
Time Orientation	38,0943	46,0189	4,36987	4,75491
Flexibility behavior	7,9623	9,5472	1,92193	2,15200
<b>Note: WKM =I want to know myself p &lt; 0,01</b>				

The indicators of the positive dynamics of reservists on the scale of achievement motivation (106.7170 vs. 93.3679 = 12 points) have been particularly different. The time orientation scale has showed high differences (8 points = 46.0189 versus 38.0943). The average results of the growth of indicators which have been obtained by us on the scales of creativity are (by 3,3 points = from 41,0377 to 44,3962), The average low increase of the results of the program is fixed for the scales of emotion management (1,64 points = 4,5094 against 2,8679) and plasticity of participants' behavior (1.5849 points = 9.5472 vs. 7.9623). The lowest increase in the number of reservists was indicated by the empathy scale (3.1887 versus 2.8868 = 0.3019 units), which is known to have predominantly individual-genetic determination of manifestations.

### **Discussion**

As a matter of discussion, it should be noted that the executed research has demonstrated the effectiveness of on-line use of some modern technologies and methods of professional development and psychological support of personal growth of employees of SESU.

In the process of designing a program to support the development of personnel reserve, we actively used the techniques of psychological support of future managers, highlighted in the monographic study by Karamushka L. M., Moskalov M.V. (2011), who have reasonably demonstrated the ability to develop the psychological readiness of such professionals for leadership by preparing them to manage change in the organization. The analysis of production situations, group discussions and brainstorming, role-playing and business games used by researchers for this purpose were adapted in our work for use in webinar mode.

As an important resource in the preparation of the distance learning program it should also be considered coaching technology, which has proved to be particularly productive for raising the self-organization and self-regulation of educational and professional activities of the personnel reserve representatives. As in the studies of S.M. Romanova (2010), Yu.V. Nikonenko (2012), L. Khomenko-Semenova (2015) we have adopted the four-stage GROW coaching model proposed by J. Whitmore (2003) as a



methodological basis for the development of our program. The four symbols that make up the name of this model correspond to the first letters of the words indicating the steps in the client's problem decision with the coach. The first stage "the goal" involves defining the goals and objectives of solving the problem; - the second stage of "reality" - defining the state of the problem, identifying the resources, knowledge needed to solve it; - the third stage of "option" - the search for possible ways to solve the problem, the choice of the most optimal; - the fourth stage of "will" - application of selected strategies and their testing in action. In our case of implementation of the tested distance program, the letters of its name indicate the corresponding stages of the on-line discussion. Through the use of such a logic of organizing the virtual communication of the participants of the program intensified the formation of their appropriate skills of productive self-organization of their own communication and activity, which testified to the final analysis of their reflexive feedback.

The results of the initial ascertainment section of the study have showed low indicators of the temporality of the reserve staff of the State Employment Service of Ukraine as its participants, the lack of a well-developed mechanism of personal time experience. As a methodical tool for solving such a problem, the method of narrative has been used in the work, and its application is a consistent description of the person's life in a given time interval (Chepelev N.V. et al., 2013). The choice of such a psychotechnical instrument, which has been shown by the statistical calculations presented above, has contributed to a significant increase of participants' indicators on the time

orientation scale (8 points = 46.0189 versus 38.0943). On the other hand, Gone J.P., Miller P.J., Rappaport J. (1999), revealing the potential of using narrative practice, consider that its use not only enhances human competence over time, but also plays a large role in the construction and representation of his/her identity (including also his/her cultural identity). According to scholars, in many of the personal narratives they have identified as "cultural identity narratives", narrators always maintain tensions between the individual and the sociocultural environment. Thus, such narratives, among other things, provide a unique opportunity for the researcher and the authors of the texts to explore their conscious, reflexive self-construction, taking into account the fullest extent of the personality's relationship with the culture, and thus to make apparent for the sake of exploring what actually determines the person's behavior (Gone JP et al., 1999). Taking into account given in our study the complexity, informational content and simplicity of the narrative method application, it is recommended for more extensive utilization in on-line psychological support programs for adult learning related to the solving problems of the methodological support of their personal growth.

We also have come into collision with some technical difficulties related to the quality of communication services when implementing the psychological support program for the personnel reserve of the SESU. Interruptions in Internet connection in some cities of residence of program participants were compensated by webinar entries. In addition, not all students in the study groups joined the classes in a timely manner, including important reasons, but due to the availability of webinar records,

they were able to view them at a convenient time, perform the necessary independent tasks and thus to ensure a more complete training in the program and the following webinars.

### **Conclusion**

One of the conditions for the successful realization of the task of development of the personality of the reservist of the State Employment Service of Ukraine is his / her qualified psychological support in order to form the desire of such a specialist for constant personal self-improvement throughout his/her professional activity. The presented research has shown that the program of psychological support of the personnel reserve of the SESU, due to the complex approach of the authors to its design and implementation and the interested attitude of the participants to participation in it, allows to create both external and internal conditions for self-development of the personality of the employee-reservist of the SESU.

According to the research, the main substantive characteristics of actualization and self-development of the future manager's personality are: its directed expansion of cognitive ideas about themselves, increasing motivation of achievement, emotional intelligence, gaining positive experience in the development of time orientation and goal setting, plasticity of their own behavior. Such components of psychological support, being included in the appropriate training program of the reserve staff of SESU, determine the orientation and dynamics of future managers of employment services, contribute to the maturity of those professionally important personal mechanisms, the use of which enables a person to transform him- or

herself, organize independent activity for future self-perfection.

Implementation of the developed program and verification of its effectiveness have shown positive statistically significant results, which allow its use in further work. Distance learning in the form of webinars has proved to be an effective didactic form of organization of psychological support in professional adult education. In terms of planning for further research, attention should be drawn to the limitations of the program application of psychological support of the personnel reserve of the State Employment Service of Ukraine. In particular, further optimization requires methodological support aimed at developing participants in psychological training of empathy, emotion management and plasticity of behavior.

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