



The impact of individual coaching on the subjective and objective success of gifted youth

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Abstract. This paper examined the impact of coaching on the subjective and objective success of gifted youth in Ukraine. Individual coaching is becoming an effective tool for developing the individual potential of young people and contributes to self-realisation and the successful achievement of set goals. The study focused on evaluating how individual coaching contributes to both personal and performance outcomes among gifted youth across diverse professional domains. Individual coaching helps in achieving specific goals and outcomes, improves skills, boosts self-esteem, and develops personal qualities that foster self-determination and positive personality development, as well as professional self-realisation. The study defined the specific goals of coaching for gifted youth. Through the development of self-regulation and motivation, gifted young individuals are better able to control their emotions and increase their level of intrinsic motivation, which supports effective goal achievement. In addition, the ability to set both personal and professional goals and identify paths for their realisation contributes to the process of achieving success. The development of critical thinking and decision-making skills enhances the capacity to reflect on complex situations and find appropriate solutions. Increasing self-confidence and self-esteem is essential for overcoming challenges and realising personal and professional potential. The study also identified the role of leadership qualities and teamwork in the development of collaboration and leadership skills. Motivation for self-development and learning can foster a life orientation toward continuous self-improvement. The necessity of providing psychological support during training and development was highlighted, as it helps to overcome stress and anxiety related to giftedness. The results of the study indicated the importance of applying individual coaching to enhance the success of gifted youth in such fields as socionomic, economic, technical, and creative professions – an issue that is particularly relevant in the context of the current challenges of war

Keywords: psychological support; overcoming challenges; professional self-realisation; personal self-realisation; achievement motivation

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Introduction

In the contemporary education system and youth development processes, the issue of identifying, shaping, and realising the individual potential of gifted individuals is becoming increasingly relevant. This enables the full disclosure of their abilities, promotes personal and professional growth, and enhances the overall effectiveness of talent realisation. The success of gifted youth is influenced by many factors, among which personal development and support from professionals play an important role. This is especially relevant for gifted youth in fields such as the socio-economic, economic, technical, and creative sectors, as each has its own characteristics and requirements.

O. Akimova *et al.* (2023), K. Raof *et al.* (2024) note that one of the main aspects is the development of such objective qualities in young people as self-regulation skills and the ability to maintain a harmonious personality that can effectively self-actualise in crisis situations. Gifted young people who have faith in their own abilities are more likely to take on new challenging tasks, overcome difficulties more persistently, and succeed. M. Neihart (2021) found that intrinsic motivation affects the level of self-efficacy. According to A. Alexopoulou *et al.* (2019), M. Seliverst & R. Turenko (2024), for gifted youth facing special social and emotional challenges, resilience is essential to maintain well-being and achieve long-term success. In addition, V. Lozovetska (2024) emphasises that psychological and social factors are equally critical for supporting gifted individuals, as they shape the foundation for inner balance, adaptability, and successful self-actualisation in the face of challenges.

In the face of present-day challenges – particularly war, socio-economic instability, and the growing complexity of the global information environment – providing support and creating favourable conditions for the development of gifted Ukrainian youth is becoming increasingly important. Young professionals in the socio-economic, economic, IT, and creative fields possess innovative potential, critical thinking, and an active social

stance, all of which are key to the processes of recovery and strategic development of the country in the post-conflict period. However, external factors such as information instability, insufficient resources, and psychological exhaustion, and internal barriers like uncertainty, lost motivation, and anxiety about the future, significantly hinder the effective self-realisation of gifted youth.

The studies by K. Roth *et al.* (2020), Y. Kozlovskiy *et al.* (2022) point to the need for self-development, self-esteem, and self-improvement. M. Armour (2018), M. Hryshchenko & V. Zelenin (2025) note that one of these approaches is coaching, which contributes to the education of an acme-centric mature personality capable of self-reflection, self-organisation, self-development and self-realisation. In this context, individual coaching serves as an important tool for supporting the development of personal and professional competencies that help young people to overcome challenges and enhance their inner resources. Nevertheless, despite the growing popularity and dissemination of this practice, there remains a need for further systematisation and in-depth research into its impact specifically on gifted youth. The purpose of the study was to assess the specific influence of individual coaching on the subjective and objective success of gifted youth.

To analyse the literature on the current state of the issue, the following databases were used: Scopus, Medscape, Web of Science, PubMed, and Google Scholar, covering the period from 2018 to 2025. The search was conducted using the following keywords: “professional self-realisation”, “personal self-realisation”, “psychological support”, “overcoming challenges”. During the study, methods such as analysis, synthesis, and theoretical generalisation of the obtained results were applied.

Subjective and objective success of gifted youth

The success of a young individual, especially in the early stages of career development, is a multidimensional and complex phenomenon.

It encompasses not only objective indicators of achievement in the fields of education, professional activity, and social realisation but also the subjective sense of life satisfaction, self-realisation, and the pursuit of deeper meaning in existence. Success in the professional sphere is not only a subjective feeling of satisfaction, but also a system of objective signs that reflect the level of personal fulfilment in the relevant field (Raouf *et al.*, 2024).

Objective signs of success in life are manifested through the assessment of a person's achievements by society or a relevant social group, and his or her life according to criteria that are important for a particular social environment or society as a whole. For an objective assessment of success, society's values and external signs, such as career growth, material well-being, appearance, family, etc. are important (Schork *et al.*, 2022; Akimova *et al.*, 2023). Identifying the factors that support the development of gifted youth under conditions of uncertainty and crisis remains a relevant and important task for contemporary psychology.

Contemporary research focuses on the importance of characteristics such as adaptability, self-regulation, resilience, motivation, and the ability to self-actualise, which contribute to success in both professional and personal spheres. These qualities help young people not only to navigate challenges and difficulties effectively but also to change and adapt in accordance with new life realities. Among these qualities are motivation for success, perseverance, communication skills, physical endurance, the ability to anticipate future events, and flexibility in response. These traits foster high achievement and strengthen self-confidence. However, the path to professional growth may be obstructed by various barriers – external or internal – and by psychological factors (Lozovetska, 2024).

Under the conditions of military aggression and restrictions, the ability of an individual to engage in self-development and self-realisation becomes especially significant. Choosing the right direction for growth and the means to achieve it are key factors for the successful adaptation of young people, enabling them to make effective use

of available resources for the development of personal and professional skills (Anglim *et al.*, 2020). One important aspect is the ability to interact constructively with others, including individuals of different social statuses, and to avoid and resolve conflicts effectively – this forms the basis of social competence. It enables comfortable collaboration, the establishment of relationships with diverse groups, and active participation in socially significant projects (Sharov, 2020).

Education plays a vital role in this process by providing methods for support and development of self-realisation. A self-realisation strategy grounded in personal awareness and activation mechanisms is a key element of personal and professional growth. It facilitates the development, adjustment, and transformation of life strategies, helping individuals respond effectively to the challenges of the contemporary world (Filonenko *et al.*, 2022). When developing life goals, individuals rely on the “aspiration” component (interests and desires). When assessing their capabilities, they draw on the “I can” component (self-awareness, self-attitude, self-esteem). At the decision-making stage, the “I must” component is activated, involving self-regulation and societal expectations. All of these elements are tied to decision-making, motivation, and life and value orientations (King *et al.*, 2023).

Overall, the success of a young individual in times of uncertainty is determined by the dynamic interaction between internal resources and external circumstances. While objective achievements remain important, personal fulfilment, resilience, adaptability, and value-driven life strategies increasingly shape long-term success. Supporting gifted youth in developing these multidimensional competencies is essential for fostering their effective self-realisation, particularly amid social instability and global challenges.

Coaching for gifted youth during the war

Under socio-economic conditions and in the context of war, it is necessary to develop strategies for the support and development of gifted youth – the

future professional, intellectual, and creative elite of the country. One effective tool for supporting professional development is individual coaching, which contributes to both the achievement of objective results and the formation of a subjective sense of success and life satisfaction. Coaching is an individual training process aimed at activating inner potential, developing necessary professional abilities, and mastering strategies to achieve results. It is based on the prior life and professional experience of the young person and helps them in finding their own professional solutions. A specialist's personal approach to professional activity may require adjustment, one that relies on their internal potential.

With the help of coaching, a variety of skills can be developed that are essential for personal growth and the achievement of success by gifted youth. These skills include self-reflection – the ability to analyse own thoughts, emotions, and behaviour; holistic thinking – the ability to view a situation from different perspectives; self-motivation – the capacity to maintain interest and a sense of purpose; communication – skills in active listening and expressing one's own ideas; problem-solving – creativity and the ability to find effective solutions; strategic planning – the ability to set clear goals and determine ways to achieve them; tolerance of failure – psychological resilience and adaptability; emotional regulation – a vital aspect of self-regulation, involving the ability to identify, understand, and manage own emotional states so that they do not hinder the achievement of set goals (Lozovetska, 2024).

Coaching as a tool for potential development. In this study, coaching is viewed as a structured partnership process that helps to develop an individual's inner potential. It is based on the assumption of an individual's capacity for self-awareness, self-determination, and self-realisation. Coaching is particularly effective for young people with high intellectual and creative potential, who often face existential dilemmas, a lack of supportive roles, goal frustration, and socio-psychological instability.

Coaching and personal growth. Coaching as a tool for personal growth is considered a means for unlocking potential, developing self-awareness, inner motivation, and goal-setting (Trofaïla, 2025). According to D. Stober & A. Grant (2006) and S. Greif (2007), coaching positively influences self-reflection, decision-making, and adaptability. A. Grant & M. Hartley (2013) notes that in times of external change and turbulence, coaching support helps to maintain stability and fosters inner autonomy in behaviour.

Coaching and professional development. The effectiveness of coaching in the development of leadership qualities, strategic thinking, time management skills, and emotional regulation is supported by numerous meta-analyses (Jones *et al.*, 2016; Cannon-Bowers *et al.*, 2023). Coaching is regarded as a practice that enables individuals to adapt to complex challenges and build confidence in their soft skills (Baron & Morin, 2010).

Subjective well-being as a marker of success. The concept of subjective well-being integrates a cognitive component – life satisfaction – with emotional components, such as a sense of meaning, positive experiences, and psychological resources (Ryff, 1989; Diener *et al.*, 2010). This approach is especially relevant for studying young professionals during periods of forming their professional identity, increasing workloads, and adapting to the realities of a country in a state of war. In the studies by E. Diener *et al.* (2018) and E. Kim *et al.* (2020), subjective success is defined as a comprehensive characteristic of life satisfaction, inner harmony, and personal integrity. J. Anglim *et al.* (2020) summarise the role of personal factors in shaping psychological well-being, which is relevant to working with young people at the start of their professional journey. A. Gilfillan & C. Ehrnstrom (2023) highlight the importance of coaching in supporting the mental health of young adults, especially in the context of post-stress social changes.

Coaching provides vital emotional support and helps overcome difficulties, particularly in challenging life and social situations (Hryshchenko

& Zelenin, 2025). Based on a model of social competence development, coaching stimulates personal growth, encourages self-reflection, and helps in the development of key skills for effective interaction with others. It enables individuals to become aware of their social roles, improve communication skills, empathy, emotional regulation, and conflict resolution. This approach fosters social confidence, self-realisation within community activities, and enhances the quality of social interaction (Calderón-Mafud *et al.*, 2018; Wan *et al.*, 2021). Educational coaching supports the development of gifted youth (van Nieuwerburgh & Barr, 2016; Passmore *et al.*, 2018). The study by O. Chaika (2021) emphasises the necessity of an individualised approach in coaching sessions, considering gender characteristics, personal and career goals, and individual preferences. In addition, M. Armour (2018) highlights the need for supervision and structured support for coaches to ensure a high-quality impact.

Self-realisation, motivation, and a sense of personal efficacy are essential components in forming professional self-realisation. Personal efficacy is a motivational mechanism that regulates an individual's actions according to expected success (Zimmerman, 2000; Lee *et al.*, 2018). L. Golovey *et al.* (2019) states that it is a process of consistent integration of internal resources and social context, which promotes the active and productive participation of gifted youth in professional activities. The importance of self-motivation is also established, as it includes emotional stability and goal-directed behaviour. These components interact with the existential search for meaning, perspectives, and life guidance in dynamic conditions (Yanovskaya, 2019). A connection has been established between coaching, internal motivation, and the development of self-awareness (Boyatzis *et al.*, 2015; Wan *et al.*, 2021). R. Boyatzis *et al.* (2015) present the concept of the Positive Emotional Attractor (PEA), which explains how coaching activates deep internal resources by shaping a vision and image of the future. Integration models by

J. Zenger *et al.* (2009) describe a deep awareness of one's personal mission as the key to increasing motivation and sustainable leadership potential.

Characteristics of gifted youth in the context of sociocultural crisis. Gifted youth constitute a socially vulnerable group that, simultaneously, holds great potential for societal development. In the current context of war, an unstable labour market, and the transformation of the education system, members of this group are facing high psychological pressure, emotional burnout, and the loss of target goals. Coaching during wartime becomes especially significant, as it helps gifted youth to maintain psychological balance, rethink life goals, and adapt to new realities. Researchers M. Hryshchenko & V. Zelenin (2025) have demonstrated that coaching can be an effective tool for support in difficult circumstances and contemporary challenges. K. Roth *et al.* (2020), Y. Kozlovskiy *et al.* (2022) emphasise the importance of developing inclusive and multicultural spaces, where coaching serves as a means of dialogue and support.

During the coaching process, the following goals are achieved with gifted youth: development of critical thinking skills and decision-making abilities, which help to enhance the capacity to reflect on complex situations; increase in self-esteem and confidence, which are crucial for overcoming challenges and successfully realising own potential; development of leadership qualities and the ability to work in a team; provision of psychological support during education and development, which helps to manage stress and anxiety associated with giftedness; motivation for continuous self-development and learning, which contributes to the development of life orientation and ensures ongoing self-improvement; enhancement of personal growth, development of self-awareness, increased confidence and motivation; fostering of the ability to achieve goals and succeed in education or career; development of communication skills – the ability to lead others and collaborate effectively in teams; development of time management skills, the ability to plan time effectively and prioritise tasks

correctly; development of self-regulation – the process of managing own actions, emotions, and thoughts to achieve set goals. This includes the ability to manage reactions to external influences and adapt effectively to change. A successful career requires not only professional knowledge but also the ability to manage time, energy, and emotions effectively; development of psychological resilience; support in defining and realising life values and goals (Lozovetska, 2024).

In times of war and socio-economic uncertainty, coaching emerges as a vital and flexible tool for supporting gifted youth in their personal, emotional, and professional development. It enables young individuals to unlock their inner potential, navigate psychological challenges, strengthen soft skills, and maintain motivation and resilience. By fostering self-awareness, emotional regulation, and strategic goal-setting, coaching contributes not only to career readiness but also to holistic well-being, offering a structured yet personalised approach to growth in a complex and changing world.

Coaching and areas of its application in gifted youth

These goals contribute not only to academic success but also to the development of a well-rounded and harmonious personality in gifted youth. Moreover, it is important to consider that for young people in different fields of specialisation (socio-economic, economic, technical, and creative), coaching goals may be adapted and directed towards the development of specific competencies. Accordingly, concrete goals can be identified for each group: socio-economic fields – enhancement of communication skills and emotional intelligence; development of the ability to manage conflict situations and interpersonal relationships; fostering civic engagement and leadership; economic fields – development of entrepreneurial or managerial skills; acquisition of strategic thinking and decision-making abilities; advancement of financial literacy and planning skills; technical fields (IT specialists) – improvement of technical skills and innovative thinking;

development of project management and teamwork abilities; ability to create personal projects and start-ups; creative fields (musicians, actors) – development of creativity and artistic self-expression; mastery of public speaking and performance skills; enhancement of teamwork abilities and promotion of creative ideas.

For IT specialists, there is a direct link between personal traits and professional success. Thus, communicativeness, assertiveness, enthusiasm, readiness for collaboration, and empathy contribute to career achievement. The importance of traits such as organisation, diligence, and reliability in attaining career goals is also highlighted. Additionally, creativity and openness to new experiences are valuable in the IT industry, although they are not the primary factors of career success (Chayka & Zelenin, 2024).

Labour market conditions require companies and their managers to be able to effectively adapt to new environments, develop strategic plans, and consider ways to improve organisational performance and employee productivity. In contemporary society, successful leadership is associated with the ability to influence a team and organise its work effectively to achieve shared goals. A manager's role involves decision-making, taking responsibility for mistakes, and using them as opportunities for personal growth (Seliverst & Turenko, 2024). According to O. Kredentser (2021), the key psychological factors that correlate with professional self-efficacy include, at the personal level: emotional intelligence, quality leadership, innovativeness, drive for change, self-esteem, and mental health; and at the organisational level: organisational commitment, career advancement, motivation, job satisfaction, work engagement, and the psychological characteristics of the task performed. Experience in managerial positions increases confidence in one's own capabilities and the ability to fulfil responsibilities effectively. In their study, R. Chayka & V. Zelenin (2024) highlight the significant potential for developing managerial and leadership qualities in business organisation managers through the use of varied coaching

models. Objective success is interpreted through achievements in the professional sphere, participation in public events, career advancement, and involvement in educational and leadership programmes. In this context, the Human Capital Theory model is relevant, as it views investment in the development of skills and competencies as the foundation for professional mobility (Becker, 1993). Coaching helps to increase the self-confidence of gifted youth, enabling them to recognise their strengths, improve internal self-esteem, and become more aware of their capabilities. Through the use of visualisation techniques, gifted young individuals imagine themselves in successful roles, which in turn stimulates intrinsic motivation and reinforces their self-belief.

The structure of the coaching programme includes the following four stages:

- diagnostic stage – identifying the current needs and development areas of participants from four professional groups (socioeconomic, economic, IT, and creative specialisations) through interviews and observation;
- clustering of needs – grouping individual requests according to five key domains: somatic and behavioural, emotional and volitional, mental and cognitive, social and creative, and existential and spiritual (Fig. 1). This summarises the needs of young people during times of transformation and allows for the targeted design of individual and group programmes;

- coaching support, conducted in group or individual coaching sessions, with the use of adapted interventions determined by the participants' needs;

- effectiveness assessment – measuring changes through subjective indicators (surveys, SWLS, Ryff's scale) (Table 1) and objective indicators (professional progress, external achievements, mentor evaluations) (Table 2).

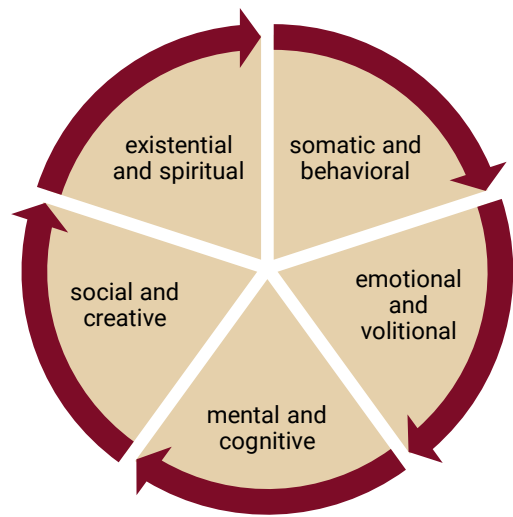


Figure 1. The main areas of coaching needs among gifted youth in socioeconomic professions, economic specialisations, IT specialists, and representatives of creative professions

Source: compiled by the author

Table 1. Criteria for changes in the subjective success of gifted young people

Sphere	Criterion	Example wording
Somatic and behavioural	Level of fatigue, habit of resting	"How often do you feel energetic during the day?"
Emotional and volitional	Emotional regulation, motivation	"Is it easier for you to focus on your goals in stressful situations?"
Mental and cognitive	Goal setting, strategic thinking	"Has your career path planning become clearer?"
Social and creative	Initiative, leadership	"Do you take responsibility for group decisions more often?"
Existential and spiritual	Meaning of life/work, awareness	"Do you have a clearer understanding of your life and professional direction?"

Source: compiled by the author

Table 2. *Criteria for changes in the objective success of gifted young people*

Category	Indicators	Source
Career progress	Promotion/change of role, new projects	HR feedback, self-reports
Activity in professional communities	Presentations, participation in events, mentoring	CVs, LinkedIn, social cases
Learning/educational dynamics	Participation in programmes, certificates	Certificates, courses, internal training
Leadership behaviour	Initiative, influence on the team	Coach reports, 360° feedback

Source: *compiled by the author*

Ukrainian researchers point to the effectiveness of coaching in the development of professional identity and emotional self-regulation among young specialists (Lasson *et al.*, 2016; Burkalo, 2019; Trofaiła, 2025). Coaching serves as a tool for personal support and plays an important role in the development of a human resource pool, and in the successful adaptation of Ukrainian youth during the war and in the post-war recovery period.

Conclusions

The literature presented forms an advanced, multifactorial theoretical framework for analysing coaching as a tool for developing both the subjective and objective success of young people. Self-actualisation is achieved through continuous self-improvement, stress and emotion management, intrinsic motivation, and the development of tolerance and resilience. It is important to maintain a balance between internal values and external factors that contribute to success and personal growth. It allows for the substantiation of the choice of goals, tools, and evaluation criteria for a coaching programme. It has been shown that individual coaching has a positive impact on both the subjective and objective success of gifted youth, regardless of their field of study. It has been found that in socio-economic, economic, technical, and creative spheres, coaching contributes to the development of self-awareness, motivation, the desire for self-development,

and the acquisition of new professional competencies, which directly influences self-realisation and enhances personal and professional achievements. However, the specifics of the application of methods and approaches depend on the particular field of activity. For gifted youth in socio-economic professions, coaching effectively helps to develop communication, empathy, and social adaptation. In the economic professional sphere, coaching fosters the development of leadership qualities, managerial skills, and strategic thinking. Coaching enhances the level of analytical abilities, the capacity to learn quickly, and problem-solving skills among young professionals in technical fields (e.g., IT specialists). In creative spheres (musicians, actors), coaching leads to increased confidence in creativity, overcoming fear of failure, and the ability to present own ideas. Individual coaching can be recommended as an effective means of developing talented youth, promoting their successful integration into contemporary society and professional environments. Promising avenues for further research include exploring gender-specific aspects of coaching among gifted youth.

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Conflict of Interest

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Вплив індивідуального коучингу на суб'єктивну та об'єктивну успішність обдарованої молоді

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Анотація. В статті розглядалось питання щодо впливу коучингу на суб'єктивну та об'єктивну успішність обдарованої молоді України. Індивідуальний коучинг стає ефективним інструментом для розвитку індивідуального потенціалу молодих людей та сприяє самореалізації та успішному досягненню поставлених цілей. Дослідження було зосереджене на оцінці того, як індивідуальний коучинг сприяє як особистісним, так і професійним результатам обдарованої молоді в різних професійних сферах. Індивідуальний коучинг допомагає в досягненні конкретних цілей та результатів, покращує навички, підвищує рівень самооцінки та розвивати індивідуальні якості, які сприяють самодетермінації та позитивному розвитку особистості, її професійній самореалізації. В ході роботи було визначено конкретні цілі коучингу для обдарованої молоді. Завдяки розвитку саморегуляції та мотивації обдаровані молоді люди можуть краще контролювати свої емоції, підвищити рівень внутрішньої мотивації, що сприяє ефективному досягненню цілей. Крім того, вміння встановлювати як особистісні, так і професійні цілі, визначення шляхів їх для їх реалізації допомагає в процесі досягнення успіху. Тоді як розвиток навичок критичного мислення та прийняття рішень сприяє покращити здатність обдумувати складні ситуації та знаходити правильні рішення. Підвищення рівня самовпевненості та самооцінки є необхідним для подолання викликів та реалізації особистісного та професійного потенціалу. В роботі було визначено роль лідерських якостей та командної роботи при формуванні навичок співпраці та лідерства. Мотивація до саморозвитку та навчання може сприяти формуванню життєвої орієнтації на безперервне самовдосконалення. Показана необхідність забезпечення психологічної підтримки під час навчання і розвитку, що допомагає подолати стреси та тривоги, пов'язані з обдарованістю. Результати роботи вказали на необхідність застосування індивідуального коучингу для підвищення рівня успішності обдарованої молоді таких сфер діяльності, як соціономічних, економічних, технічних та творчих, що особливо актуально у контексті сучасних викликів війни

Ключові слова: психологічна підтримка; подолання викликів; професійна самореалізація; особистісна самореалізація; мотивація досягнення