Abstract

Purpose: It is the era of talking about post-corona beyond the corona era. Corona is having a rapid impact on society as a whole. Many scholars predict that the pandemic will not stop as a single event, but will become daily life with a different name. With the rapid development of various media such as working from home and social media, it has become an era that requires more individual initiative. Coaching can be the most needed skill in this pandemic era. Social interest in coaching is also increasing. The pandemic is further increasing the need for coaching. In this paper, we look at the research trend of coaching in the times, and especially suggest implications for coaching research methods in the military.

Method: In order to understand the research trends in the field of coaching, this study searched for doctoral dissertations on the RISS site of the Korea Education and Research Information Service. As a result, papers from 1992 to January 2021 were searched. The reason for the study of the doctoral dissertation is that it was judged that targeting the research results of researchers who entered the academic field as official experts provides data on stable re-search trends. First, 489 doctoral dissertations were searched, and through content analysis, doctoral dissertations with “coaching” were selected and compressed into a total of 210. The 210 papers were categorized through content analysis. Trend analysis through content analysis has the advantage of being able to implicitly show the research trend of a specific discipline. Afterwards, the selected papers were classified by period, research field, and major re-search field, and the trend of research was analyzed.

Results: As a result of the analysis, the number of dissertations related to coaching has increased since '10, and exceeded 23 publications in '16. By research area, 53 in the field of education, 53 in the field of education, 40 in the field of sports, 37 in the field of business, 21 in general coaching, 23 in medicine, 18 in religion, 9 in public institutions, and 6 in career management. Was. The main research fields were 63 papers related to the coaching program, 41 coaching leadership papers, 9 scale development papers, and 1 leadership coaching paper. In the case of public organizations, the number of papers decreases when compared to other fields, and in particular, military-related research was confirmed in three cases: coaching program development, effectiveness analysis, and coaching competency model development.

Conclusion: Coaching requires active research and application in the military as well as the private sector. To this end, future research is necessary to expand the quantitative expansion of military-related coaching, group coaching and group coaching, etc., research in connection with group coaching and organizational culture improvement, and development of a coaching program for all executives. Finally, through the development of a leadership coaching diagnostic tool that reflects the characteristics of each group, we measure the current level of leaders and propose research and development of educational programs.

Keywords] Coaching, Military Coaching, Content Analysis, Meta Analysis, Public Institutions

1. Introduction
It is the era of post-corona beyond the era of COVID-19. Corona is having a rapid impact on society as a whole. Many scholars predict that the pandemic will not stop as a single event, but will become daily life with a different name. Jason Schenker(2020), in his book “The Post Corona World,” discusses the expansion of investment in education due to changes in education, the crisis of prestigious universities, and the expansion of investment in Edu-tech[1].

With the rapid development of various media such as telecommuting and social media, what is of concern is the polarization of education and economy. In the field of education, the initiative of individual students is also important, but information, economic power, and caregiver’s interest are also important. Due to the corona, it is also important to secure learning tools such as computers when students learn on their own at home on the Internet, as well as the interest and management ability of teachers and primary caregivers who manage to allow students to study voluntarily[2][3][4].

Not only the education of school-age students, but also the number of office workers who have to manage their own work quantity and quality without a manager due to the vitalization of working from home is increasing rapidly[5]. The activation of non-face-to-face work and telecommuting also requires a change in the focus and method of leadership in the organization[6]. In 2017, IBM abolished telecommuting, which reached 40% in 24 years. The reason is that working in the office was an effective choice over working from home for an innovative and creative work environment. However, due to the corona, these changes have returned to the situation where they are forced to work from home and non-face-to-face work. Leaders in the era of Corona must act as the right role model and maintain online and offline contacts[7]. In the background, even if they are evaluated as a result of their work, there is a concern that work productivity will decrease as time passes in the case of office workers who do not demonstrate self-leadership well.

Many people are in stressful situations due to the coronavirus. The level of stress varies from person to person, and the form of coping with it varies[8]. Shin Kwang-cheol(2010) said that “online lectures” at universities in the post-corona era are no longer a simple matter of choice. He insisted on changing the direction of education from 'teaching' to 'learning' and further to 'coaching’[9].

Due to the corona, it has become an era of coaching that requires more individual initiative. Coaching can be the most needed skill in this pandemic era. 93% of the top 1000 companies in the U.S. practice manager coaching because coaching is showing practical effects in the business field[10].

Interest in coaching is also increasing in our military. Coaching education in the military began as part of the development of the leadership competency of military leaders, and initially began as a form of 2 to 3 hours of education. Currently, in the name of leadership coaching in all military units, it is spreading with on-site coaching for 4-5 days and non-face-to-face coaching for 6-10 weeks for military leaders.

This study aims to present implications for the direction of coaching research in the military, a public organization that is now applying coaching in earnest through the analysis of previous research related to coaching while preparing for the post-corona era.

2. Theoretical Background

2.1. The concept of coaching

ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The term Coach comes from the horse-drawn buggy in the 16th century Hungarian city of Kocs. Coaching is often compared to trains and wagons to explain coaching. The main difference is that the destination of the train is determined, whereas wagons allow the person riding the wagon to decide their destination and change the destination in the process of moving[11].
From a functional point of view, tutors were sometimes referred to as coaches at British universities in 1840. In particular, the term coach began to be used in the sports field in 1880, when a person who instructed a college student rowing on the Thames in Cambridge was called a coach. As a modern concept, the term coaching began in 1971 when Timothy Galway, captain of Harvard’s tennis club, taught people to play tennis. He found that people learn easily and enjoyably by focusing their consciousness on the potential in their clients rather than teaching them technical methods[11].

He named this educational method inner game and used it to teach various fields of sports. In the early 1980s, John Whitmore applied these principles to business and wrote a book called “Coaching for Performance.” In business administration, on the other hand, in business administration, many people applied 1:1 individual intervention that started with organizational development and what we now call organizational development from the 1940s to the 1960s. Before the term ‘coach’ became widespread, people were already practicing what we call coaching today[12].

Coaching is a distinct point from counseling, mentoring, teaching, consulting, and facilitation expressed in similar areas[13]. Coaching is about helping customers set and achieve their own goals. Counseling generally plays the role of analyzing the causes of events that have occurred in the past and returning the current state to the normal category. In the case of consulting, an expert analyzes the organization, diagnoses it, and suggests a solution, but its acceptance depends on the organization. Coaching focuses on the future rather than the past and believes in finding solutions on its own, where the coach acts as a helping partner on an equal footing with the client[11] <Figure 1>.

**Figure 1.** Relationship between coaching and other domain.

There are three philosophy of coaching. First, there are endless potentials for everyone. Second, the answer you need lies in that person. Third, in order to find an answer, partnership with someone is effective. In other words, in coaching, humans are basically viewed as beings that are intact, have answers, and are creative[14].

This concept of coaching seems to be particularly suitable for the Corona era. As non-face-to-face contact becomes more common and more time spent alone or on a small scale, individual initiative is becoming more important than ever. Motivation occurs more easily when physical contact with others increases, but when non-face-to-face contact increases, you must motivate yourself. Therefore, it is important to have the ability to accurately set one’s goals through coaching and to self-check whether you are systematically trying to achieve your goals. In this case, self-coaching or coaching will be effective[15].
2.2. Characteristics of the military as a public organization

Many scholars have discussed the difference between public and private organizations, and these theoretical arguments have been put together in the form of the theory of characteristics of public organizations by scholars centered on Hal Rainey. The differences between public and private organizations studied by Jeon Young-han(2009) are as follows[16].

Table 1. Differences between public and public organizations.

<table>
<thead>
<tr>
<th>Division</th>
<th>Private organization</th>
<th>Public organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational environment</td>
<td>The existence of a market for trading organizational output</td>
<td>No market for trading organizational output</td>
</tr>
<tr>
<td>Organizational goals</td>
<td>Clear goal</td>
<td>Ambiguity, diversity, limiting the measurement of target achievement</td>
</tr>
<tr>
<td>Organizational structure</td>
<td>Flexible and flexible organizational structure</td>
<td>Rules and strong hierarchy strict</td>
</tr>
<tr>
<td>Job attitude</td>
<td>Various levels of job satisfaction and organizational commitment</td>
<td>Relatively low level of job satisfaction and organizational commitment</td>
</tr>
<tr>
<td>Motivation</td>
<td>Motivation by external factors</td>
<td>Motivation by intrinsic incentives</td>
</tr>
<tr>
<td>Leadership</td>
<td>Various according to organizational characteristics</td>
<td>External environment is important for political support</td>
</tr>
<tr>
<td>Organizational change</td>
<td>Flexible organizational change</td>
<td>Relatively difficult organizational change</td>
</tr>
</tbody>
</table>

In summary, compared to private organizations, public organizations are characterized by lack of market exposure, ambiguity of organizational goals, strict administrative processing and execution, constraints on leadership, the need to manage internal and external related organizations, and difficulties in innovation because they are operated with public funds.

What public management theorists pay attention to as the most important environmental difference between public-private organizations is that unlike private organizations, most public organizations do not have a market to trade their outputs[16]. In private organizations, decision-making within the organization has a direct impact on cost reduction, management efficiency, and performance improvement. In addition, it can be expressed visually in terms of production volume and sales. However, it is difficult for public organizations, including the military, to measure clear output. Military personnel are diverse and enormous, and the budget is obtained according to government policies, so it takes a long time to innovate quickly.

Comparing military organizations and general social organizations, missions, scales, and system configurations have unique characteristics. The military organization aims to protect national security, which is a vital interest by constructing, maintaining, and operating a special group called the military. To this end, war is restrained and prepared, and these activities are likely to be perceived as a consumer group that wastes the national budget if they are not aware of their importance in normal times. In addition, enormous budgets are required to build and maintain a military organization, and the military organization is a mixture of civilian and military, so its forms are diverse[17].

Regarding the characteristics of the military organization, Janowirz(1979) defined the military organization as a hierarchical combat group based on class, responsibility, and authori-
The characteristic of military organization is the absoluteness of completing the military mission. The defeat in the war puts the very existence of the state at risk. Second, it is the organization of the upper and lower command system by rank and position. Authority and responsibilities are assigned according to position and rank, and the roles and duties of members are clear. Third, the mission is performed based on the uncertainty, complexity and contingency of the battlefield situation as an essential characteristic of war. Fourth, it is the force and normativeness of the military organization. Considering the specificity of military missions and the characteristics of the battlefield environment, we can see the importance of command and control.

The military as a public organization has a number of specialties, but it is an organization that is run around people. This is why various management, leadership, and administrative theories in general society are practically used in the military. Considering the fact that the usefulness of coaching is increasing socially and human resource development is more important, it can be said that coaching is also necessary for the military as a public organization. In particular, considering the complex battlefield environment, it will be more useful through coaching to foster soldiers with leadership.

2.3. Military coaching status

In the case of military coaching, coaching for each group was educated in the form of a subject as a way to enhance the core competencies of leaders. In '13, the army started coaching for company commanders to prevent negative leadership, and is being expanded to target battalion commanders from '16 and division commanders from '18. After conducting coaching, the Army improved its leadership level by 5-10% as a result of effectiveness evaluation. This means that leadership coaching is positive for field commanders' leadership development. The Air Force, Navy, and Marine Corps are conducting leadership coaching for commanders in accordance with the policy decisions of the Ministry of Defense. Leadership coaching defined by each group is as follows (Table 2).

Table 2. Definition of leadership coaching for each military.

<table>
<thead>
<tr>
<th>Division</th>
<th>Definition</th>
<th>Features and core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of defense</td>
<td>Leadership coaching is a system that helps to promote change and growth through self-awareness based on leadership level diagnosis and advice in order to enhance the leadership competency of field unit commanders.</td>
<td>Policy perspective leadership competency change and growth</td>
</tr>
<tr>
<td>Army</td>
<td>Flexible leadership coaching expert (instructor) provides coaching targets (leaders) with opportunities to reflect on their own by recognizing the difference in leadership level assessed by themselves and others, and systematically helping leaders to develop and grow their own leadership</td>
<td>Procedural perspective self-development and growth</td>
</tr>
<tr>
<td>Navy</td>
<td>An integrated process that helps the commander identify and accept differences in perceptions of the upper, lower, left, and right unit members about his or her leadership, and contribute to the development of his or her leadership capacity and a positive organizational culture as a Leader as coach.</td>
<td>Coach type leader organizational culture development</td>
</tr>
<tr>
<td>Air force</td>
<td>A series of processes that help commanders to contribute to the development of their leadership capabilities and a positive organizational culture by identifying differences in perceptions of the upper, lower, left, and right unit members about their leadership</td>
<td>Leadership competency organizational culture development</td>
</tr>
</tbody>
</table>

In summarizing the definitions, the status of each institution and the areas that each group focuses on show little differences. In the case of the Ministry of Defense, the leadership coaching system initiated by the Army was defined from a policy and institutional point of view to spread and operate the leadership coaching system to the entire military. In the case of the Army, emphasis was placed on the procedural aspects of leadership coaching currently in operation. The Navy focuses on coach-type leaders and organizational culture development,
while the Air Force pursues both leadership capability development and organizational culture development.

The military's essential goal of suppression and victory of war has a paradoxical character. It is a hierarchical group that requires strict discipline and obedience, and at the same time, considering the characteristics of war represented by contingency and uncertainty of complexity, it is essential to establish and apply creative operational plans by soldiers. Because things are difficult for anyone to predict on the battlefield, flexible decision-making by each combatant, including the leader, is required[19][22].

2.4. The need for military coaching

The necessity of coaching in military organizations is as follows. First, it is necessary to develop human resources more proactively and creatively than ever before, according to the reduction of military force. The voluntary and self-management of military personnel is required due to the nature of the military that requires strict discipline and creative battles. Our military can cultivate these leaders through coaching, and when leaders demonstrate coaching-type leadership, these talents can be nurtured[23][24].

Second, coaching is necessary for the development of military organizational culture. Coaching is being evaluated as an effective way to change the perception system of members of the organization[25]. The role of the leader in the military is very important. However, in a situation where the desire for a horizontal organizational culture is increasing and creative problem solving is important, it becomes increasingly difficult to change the organization alone. Therefore, coaching can lead to actual organizational culture change by coaching not only with the leader but also with the members.

Third, coaching can be effective in maximizing the potential of new generation soldiers. In recent years, leadership is changing its perspective from a vertical relationship that exerts influence to a horizontal partnership, a form that enhances the motivation of members of the organization and supports the achievement of their goals[26]. Soldiers enlisted recently are demanding respect for character in a horizontal relationship as citizens in military uniforms[21].

Finally, it can provide military commanders with opportunities for reflection and insight[16]. Unlike general organizations, military leaders have no choice but to nurture them from beginners to advanced leaders through long-term experience and education, except for a few special branches such as military religious affairs, military legal affairs, and military doctor. Therefore, military executives who will be serving long-term services should be nurtured into advanced leaders through coaching. If you reflect the coaching philosophy of coaching’s holistic, creative, and resourceful skills, you will be able to foster excellent leaders[27][28].

3. Research Method

In order to understand the research trends in the field of coaching, this study searched for doctoral dissertations on the RISS site of the Korea Education and Research Information Service. As a result, papers from 1992 to January 2021 were searched. The reason for the study of the doctoral dissertation is that it was judged that targeting the research results of researchers who entered the academic field as official experts provides data on stable research trends.

First, 489 doctoral dissertations were searched, and through content analysis, doctoral dissertations with “coaching” were selected and compressed into a total of 210. The 210 papers were categorized through content analysis. Trend analysis through content analysis has the advantage of being able to implicitly show the research trend of a specific discipline. Afterwards, the selected papers were classified by period, research field, and major research field, and the trend of research was analyzed.
4. Analysis of Research Results

For the doctoral degree with the subject word of coaching, one or two papers were published every year for almost 15 years from '92 to '08. As the number of papers started to increase from 10 years, it exceeded 23 publications in '16. Between '18 and '19, the volume increased to 29 each <Figure 2>.

**Figure 2.** Present status of doctoral thesis by year.

The results of reviewing the published thesis by research field are: 53 in education, 40 in sports, 37 in business, 21 in coaching, 23 in medical care, 18 in religion, 9 in public institutions, and career managers. It was in order of 6 episodes. Among them, coaching general is coaching theory, verification of the effectiveness of coaching leadership, and research on coaches themselves. Three out of nine public institutions were military-related papers <Table 3>.

**Table 3.** Current status by research field.

<table>
<thead>
<tr>
<th>Year</th>
<th>Career</th>
<th>Public institutions</th>
<th>Education</th>
<th>Enterprise</th>
<th>Services, agriculture</th>
<th>Sports</th>
<th>Medical treatment</th>
<th>Religion</th>
<th>Coaching general</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>6</td>
<td>9</td>
<td>53</td>
<td>37</td>
<td>3</td>
<td>40</td>
<td>23</td>
<td>18</td>
<td>21</td>
<td>210</td>
</tr>
<tr>
<td>Ratio</td>
<td>2.9</td>
<td>4.3</td>
<td>25.2</td>
<td>17.6</td>
<td>1.4</td>
<td>19.0</td>
<td>11.0</td>
<td>8.6</td>
<td>10.0</td>
<td>100</td>
</tr>
</tbody>
</table>

The field with the largest number of theses is the field of education. The reason coaching is active is the result of showing that the coaching method is effective in allowing students to study on their own in connection with self-directed learning[3]. The sports field is a field where modern coaching has begun and is being studied continuously. In the corporate field, starting with executive coaching, research has been continuously conducted in connection with team coaching, group coaching, and the spread of coaching organizational culture[29].

By major research subject, there were 63 papers related to coaching programs, 41 coaching leadership papers, 9 scale development papers, and 1 leadership coaching paper. Thesis related to coaching program development and effectiveness verification has been active since 2013, and research continues until recently. Thesis related to coaching leadership is constantly increasing, showing that coaching is expanding to the field of organization management. The scale development thesis shows that research has been active since '19, and research on scientific verification of coaching is active. One study on leadership coaching was published in 2020.
In the case of public organizations, the number of papers is lower compared to other fields. This shows that interest in coaching is weak due to the nature of the public sector where it is difficult to present tangible goals such as productivity and profit pursuit. In particular, there are three studies related to coaching in the military, which are the development of coaching programs and research on effectiveness. Lee Dae-gyeom(2016) developed a coaching program for naval sergeants, Lim gye-hwan(2016) analyzed the effectiveness of coaching and directing leadership for platoon-level units of the Marine Corps, and Lee Yong-kweon(2019) on the development of a military leader’s coaching competency model and educational needs. Studied. This shows that more research on coaching related to public organizations, especially military, is needed in the field of coaching.

5. Conclusion and Implications

In the early days, the trend of coaching-related research was mainly focused on educational program development thesis by emphasizing the practicality of coaching. In recent years, more elaborate research is underway with the development of the scale. As the research on coaching leadership that links leadership and coaching is increasing, it can be seen that the importance of coaching as a part of leadership in an organization is increasing. It can be said that the field of coaching shows the trend of developing from a practical field to a more systematic discipline.

There is a need to expand research related to coaching in public organizations. If coaching is activated in public organizations that affect the people's life as a whole, it will play a role in improving the quality of life of the people and raising policy satisfaction.

In particular, considering the military's mission characteristics and the importance of leadership, I would like to propose several research directions in the military. First, it is necessary to expand military-related coaching research. Considering the philosophy of coaching, the influence of coaching in the county where life and death are together is enormous. If the number of studies proving the effectiveness of coaching in the military increases in quantity, it will help to spread the coaching culture in the military. Second, research and effectiveness verification for groups such as group coaching and team coaching. Currently, leadership coaching for one leader is the mainstream. Considering the characteristics of the group acting as a group, research on the group is needed. Third, it is a study that links coaching within the county and organizational culture improvement. The improvement of the organizational culture will in-
crease its effectiveness when targeting members of the organization together with leaders. This is because in order to achieve the organizational goals according to the vision of the organization, the direction of the leader and the direction of the members of the organization must be aligned to double the effect. Fourth, it is necessary to develop a coaching program for all executives. If they return to society based on their self-coaching and coaching experience in the military, our society will be able to develop into a mature society made up of citizens with more initiative and responsibility. Finally, it is suggested that the development of a leadership coaching diagnostic tool that reflects the characteristics of each group, measures the current level of coaching of leaders, and develops an education program that can develop it.

6. References

6.1. Journal articles


6.2. Thesis degree


6.3. Books

6.4. Additional references


7. Appendix

7.1. Authors contribution

<table>
<thead>
<tr>
<th>Initial name</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>SY</td>
</tr>
<tr>
<td>-Set of concepts ☑</td>
<td></td>
</tr>
<tr>
<td>-Design ☑</td>
<td></td>
</tr>
<tr>
<td>-Getting results ☑</td>
<td></td>
</tr>
<tr>
<td>-Analysis ☑</td>
<td></td>
</tr>
<tr>
<td>-Make a significant contribution to collection ☑</td>
<td></td>
</tr>
<tr>
<td>-Final approval of the paper ☑</td>
<td></td>
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<tr>
<td>-Corresponding ☑</td>
<td></td>
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<tr>
<td>-Play a decisive role in modification ☑</td>
<td></td>
</tr>
<tr>
<td>-Significant contributions to concepts, designs, practices, analysis and interpretation of data ☑</td>
<td></td>
</tr>
<tr>
<td>-Participants in Drafting and Revising Papers ☑</td>
<td></td>
</tr>
<tr>
<td>-Someone who can explain all aspects of the paper ☑</td>
<td></td>
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</tbody>
</table>