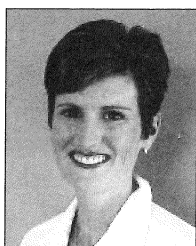


The Conceptual Nature of “Coaching” in Health-Related Research Literature

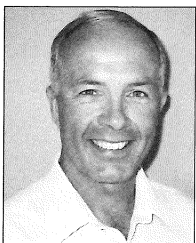
Don Morrow
Jennifer Irwin

Abstract for Poster

Our poster presentation examines the use of the term coaching as it is found in a purposeful sampling of health-related literature. It has been our experience that the term coaching is accepted as a generic term for a technique or intervention that has a multiplicity of meanings and applications. For example, to the Coaches Training Institute, coaching is a “co-active” technique wherein the coach rarely advises. Coach U, on the other hand, considers the primary role of the coach as an advisory one. Thus, when research indicates a particular finding or conclusion that attributes behavior change to coaching, how do we know what the coaching intervention has been? There is an urgent need within the broad field of coaching to develop a more accurate nomenclature regarding the multifaceted nature of “coaching.” This paper explores the use of the term coaching as it has been used in health-related literature. We have used a purposeful sampling technique of such journals as: Journal of Clinical Epidemiology, Journal of Clinical Oncology, Cancer Nursing, SAMAREL, Research in Nursing and Health, among others. Through this exploration, it is our hope that we can begin to map out more accurate ways to convey both the nature of the term coaching and its impact on health-related behaviors.



Dr. Jennifer Irwin is a professional life coach trained in the Co-active model at the Coaches Training Institute and also holds a Ph.D. in Health Behaviour. Her two backgrounds complement one another within coaching sessions and presentations. Dr. Irwin is a qualified Myers-Briggs Type Indicator (MBTI) facilitator, a published author, and a university professor. She has presented to and worked with individuals and groups of many sizes (up to 1,200) on a wide variety of topics.



Dr. Don Morrow is a professional life coach trained in the Co-active model at the Coaches Training Institute. He holds a Ph.D. in the Health Sciences with over 25 years experience working as a professor with students at all levels of the Canadian university educational system. His two backgrounds complement each other in that his joy in both is working with people to enrich and fulfill their individual aspirations in their lives. Dr. Morrow has a variety of levels of training with the Myers Briggs Personality Inventory (MBTI), and he has used that instrument to teach individuals and groups how better to understand and apply their own inherent gifts. He is a widely published author and an experienced presenter to groups varying from small workshops to formal classes of 1200 people. As a lover of life, a committed

husband, father of three sons, an accomplished athlete, a professional educator, a risk-taker, and a trained coach, he uses his variety of life experiences and professional expertise in service to his clients.

The authors' professional coaching website is: <http://www.possibilitieslifecoaching.com/>

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De-Mystifying Research: An Introduction for Coaches

Carol Kauffman

[Editor's Note: In an effort to promote the understanding of research by all interested coaches, the Second ICF Coaching Research Symposium is including a presentation entitled “Introduction to Research.” A large part of that presentation is presented in this article, included here as an introduction for the reader.]

The Art of Coaching is also a Science

We are now entering the second generation of coaching. The first generation, formed by visionaries and leaders, created the new fields of life-coaching and executive coaching. These were the enthusiastic, inspirational and wise leaders who put coaching on the map. It is now a specialty to be reckoned with. Tens of thousands of coaches have established successful practices; hundreds of thousands if not millions of clients are now receiving coaching. The former step-child has become the favored offspring.

This new favored status has a number of ramifications for the coaching practitioner. For a new field to become firmly established, it must move beyond the guru generation. It must begin to prove its worth, show that it isn't magic and that, given proper training, most can become good coaches. In addition, corporate and individual clients now arrive at sessions with more sophisticated expectations and higher hopes of what coaching can offer. To become a major force, the field needs to have a broader base. To withstand the scrutiny of a wider public the field needs to be able to explicitly describe what principles inform interventions, suggest theories that explain why they work and to support itself on the foundation of solid empirical research.

I believe there is a vast array of collective wisdom on what forms and brings out the best in us. I also believe that coaching works. The basic empirical evidence each of us already has is that our clients pay for our services, give us the feedback that what we've done is helpful and show us the validity of their claims through changes in success, life satisfaction and goal attainment. But we need to broaden our personal experience to include more rigorous study and analysis of what works with whom, when, where, and how. Whether we are explicitly aware of it or not, there is, in fact, a deep theory and science of coaching. For many of us it lurks beneath the waterline of our conscious awareness. Although we may sense it, it may feel ephemeral when we try to describe it to the uninformed. Learning the basic skills of research empowers us to reach down and pull the knowledge into the light of day, where everyone can see it. Our theory and practice can be articulated, defined, researched, and replicated.

While there never will be a technology of the soul and much of what we do may seem elusive, there remains much that can be identified, understood, and explored in both quantitative and qualitative ways.

Let's begin!

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