



Characterization of the profile of professionals working in communication and coaching processes

Caracterização do perfil de profissionais atuantes em processos de *coaching* e o trabalho em comunicação

Caracterización del perfil de los profesionales que trabajan en el área de la comunicación en procesos de *coaching*

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Abstract

Introduction: The coaching method has shown effectiveness when applied on different modalities and environments. Consisting of different strategies and content, communication is one of the main topics of its training programs, which is a pillar of appropriate and efficient social behaviors and attitudes. Several professionals actively participate in this process, including the Speech-language Pathologist. **Objective:** To identify and describe the profile of 21 professionals working in coaching processes with a focus on communication. **Method:** This was a descriptive study carried out through the application of a questionnaire prepared with open and closed questions, in order to survey the contents related to professional training, areas of expertise, training in coaching, the presence of an instructor-speech-language pathologist in training courses, topics on communication included in the training course plans, items of practice in communication and place of professional insertion. Simple descriptive analysis by percentage. **Results:** The study included professionals with different original backgrounds complemented by specific coaching training, with practical experience in different niches. The contents addressed in this

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Authors' contributions:

JR, PSSVR: methodology/data collection/data analysis/article outline.

RRRP: study design/methodology/guidance/critical review.

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Received: 9/24/2020

Accepted: 1/27/2021



training aim at the adequacy and control of behavior, emotions and, mainly, communication, especially in assertiveness strategies, non-violence and expressiveness, with no instructor-tutors with original training in speech-language pathology. **Conclusion:** Further research on this topic is important and necessary, as they promote the specificities of professional activities in coaching processes, including the speech-language pathologists.

Keywords: Coaching; Speech, language and hearing sciences; Communication.

Resumo

Introdução: o método *coaching* é utilizado sob diferentes modalidades e ambientes, mostrando efetividade. Constituído por diversas estratégias e conteúdos, um dos temas principais de seus programas de treinamento é a comunicação, pilar dos comportamentos e atitudes sociais adequados e eficientes. Vários profissionais, entre eles o fonoaudiólogo, participam de modo ativo deste processo. **Objetivo:** identificar e descrever o perfil de 21 profissionais que participam de processos de *coaching* em trabalho com a comunicação. **Método:** estudo descritivo, realizado por meio da aplicação de um questionário elaborado com questões abertas e fechadas, visando ao levantamento dos conteúdos relativos à formação do profissional, áreas de atuação, a formação em *coaching*, a presença de um instrutor-fonoaudiólogo em cursos de especialização, temas sobre comunicação incluídos nos planos de cursos de formação, itens da prática em comunicação e lugar de inserção profissional. Análise descritiva simples por porcentagem. **Resultados:** são profissionais com diferentes formações originais complementadas pela formação específica em *coaching*, com atuação prática em diferentes nichos; os conteúdos trabalhados nesta formação visam à adequação e controle do comportamento, emoções e, principalmente, da comunicação, sobretudo em estratégias de assertividade, não violência e expressividade, sem instrutores-tutores com formação original em fonoaudiologia. **Conclusão:** pesquisas sobre este tema são importantes e necessárias, pois indicam a especificidade das atuações profissionais em processos de *coaching*, entre eles o fonoaudiólogo.

Palavras-chave: *Coaching*; Fonoaudiologia; Comunicação.

Resumen

Introducción: el método *coaching* es utilizado bajo diferentes modalidades y entornos, mostrando efectividad. Integrado por diferentes estrategias y contenidos, uno de los ejes temáticos de sus programas de formación es la comunicación, pilar de las conductas y actitudes sociales adecuadas y eficientes. Muchos profesionales, incluso el logopeda, participan activamente en este proceso. **Objetivo:** identificar y describir el perfil de 21 profesionales que participan en procesos de *coaching* en el trabajo con la comunicación. **Método:** estudio descriptivo, realizado mediante la aplicación de un cuestionario elaborado con preguntas abiertas y cerradas, con el objetivo de revelar los contenidos relacionados a la formación profesional, áreas de especialización, formación en *coaching*, la presencia de un instructor logopeda en cursos de especialización, temas sobre comunicación incluídos en los planes de cursos de formación, prácticas de la comunicación y lugar de inserción profesional. Análisis descriptivo simple por porcentaje. **Resultados:** son profesionales con diferentes formaciones originales complementadas por la formación específica en *coaching*, con experiencia práctica en diferentes nichos, los contenidos trabajados en esta formación tienen como objetivo la adecuación y control del comportamiento, las emociones y, principalmente, la comunicación, especialmente en estrategias de asertividad, no violencia y expresividad, sin instructores-tutores con formación original en terapia del lenguaje. **Conclusión:** investigaciones sobre este tema son importantes y necesarias, ya que indican la especificidad de las actividades profesionales en los procesos de *coaching*, incluido el logopeda.

Palabras clave: *Coaching*; Terapia del Lenguaje; Comunicación.

Introduction

Around 1830, the word ‘coach’, which until then was used in England to name coach drivers, began to be used as a synonym for ‘tutor’, the one who prepares and monitors students, leading them on their academic journeys², and aiming at progress at different school levels. This role of the coach, in monitoring a person and in defining and preparing for the achievement of their future goals, gradually began to be developed in a practice that was gradually gaining specificity.

Later, this practice started to be integrated with sports, thus receiving a greater emphasis on the sense of training, leading to success in competition, being called as ‘coaching’, as it was performed by the coach³, already constituting a methodology.

From the sports environment, coaching was moved to the business world, starting to further expand its scope and meanings, especially those aimed at raising awareness of skills and competences, which are actions always included in the idea of monitoring, with a view to reaching a given goal⁴.

It is worth remembering that two tennis coaches, the American W. Timothy Gallwey and the British John Whitmore, organized the coaching method, moving it to the corporate environment, encouraged by the athletes, and concerned with the management of their business⁵.

Thus, the term coaching came to be used particularly in the sense of personal development. In 1960, it was used for the first time in an educational program and in 1980 was further developed, especially in the professional environment⁶. Currently, coaching is a widespread work method, which is operated by different professionals in various modalities, being included in personal or group initiatives aimed at developing basic skills and abilities for adequate and efficient social performance, with a view to reaching certain goals.

The coaching method includes specific tools and techniques applied by a qualified professional - the coach - in partnership with the client - the learner, in an instigating and creative process that inspires them to maximize the learner’s self-knowledge, self-confidence and self-control in their attitudes and behaviors, reflecting on effective actions⁷. This is an inductive process operated by the coach by presenting a logically linked sequence of questions or problematic situations. As reported by Gallwey⁴, conversation is an operator that aims

mobilize learners in their own reflections and in their own work of change, awakening their skills and competences, as suggested by Withmore⁴. Since “the act of asking a question values people and their answers”, the method aims to develop a conversation to generate insights to learning⁸.

Therefore, the coach must properly understand and understand the urgencies, needs and goals of the learner, who must take the role of protagonist in the whole process.

There are many strategies and instruments used that depend both on the theoretical orientation of the coach’s specialized training and on the issues that they face in their work and, of course, on the learner’s particular demands, including their professional scope⁹.

The coaching method was developed and included in different areas, differentiating the performance of professionals in different modalities, defining educational, executive, personal, and career coaching, among others.

Discussions remain current on the coach’s most appropriate qualification, the most appropriate posture of the learner and the structure and function of the relationship between them. This is due to the diverse universe of knowledge involved, as well as the very particular needs and possibilities of the subjects involved¹⁰.

Some authors believe that knowledge about the environment in which the coach will act is appropriate for the coach’s best qualification, and it may contribute to the success of the action¹¹.

Most of the time, the coach has an original training that is complemented by the training in coaching by a specialized and recognized institute, which responds to the consideration of the importance of knowledge in a specific field assisting the professional in his performance as a coach in a given modality. Knowledge about the business world in the exercise of executive coaching is a recurring example¹¹.

The specialized training of coaches provides for the introduction of the general grounds of the method, complemented by content from different disciplines, with emphasis on Psychology, concerning the development of self-knowledge and self-control by the learner regarding their skills and competences according to the demands of their personal and/or professional context. Communicative improvement is included in this disciplinary set

and in the demands of learners in the most varied modalities of coaching¹².

Weaknesses, difficulties or communicative limitations are psychosocial stressors that affect behavior, with different manifestations, developing inappropriate and inefficient attitudes that may affect the performance of the subject in their different social experiences.

The work with communication may be understood as an accelerator of the training process in different areas, properly focusing on the person who wants to enhance their communicative skills or reduce the obstacles related to the topic, in order to achieve their goals

Thus, dealing with the communicational aspect is part of coaching processes and is reported in the literature in the field, mainly associated with assertive communication, non-violent communication and expressiveness^{13,14}.

Abraham Maslow introduced assertive communication in psychology, reporting it as an affirmative and potentially convincing conduct that guarantees effective performance alongside emotional assertiveness. In turn, non-violent communication, introduced by the work of Marshal Rosenberg, is based on the idea of self-esteem and empathy and is part of the fundamental tripod of the so-called social skills, along with the characteristics mentioned above¹³. These ideas address behavioral and attitudinal aspects.

There are numerous and different coaching programs that include aspects of assertiveness and non-violence, profiled in the concept of leadership, in different environments, and it should be noted that these actions are included in the context of behavior and attitudes^{15-16,17}.

Expressiveness, which is addressed vertically by Speech-Language Pathology, is the communicative possibility that refers to oral and body manifestations, always within an attitude of empathy, since it develops communication in a discursive way, enabling a vigorous and effective interaction with the other¹⁶.

This concept was developed in a more articulated way in the midst of a work in the speech-language pathology field in differentiating counseling work from therapeutic work¹⁵.

In addition to the transmission of a message, vocal, which refers to speech and voice, and body expressiveness, represented by facial expressions, gestures and body movements, make it possible to

“convey the speaker’s emotions and attitudes”¹⁶ which certainly has an effect on the emotions and attitudes of the individual¹⁸.

Therefore, expressiveness brings together the basic aspects for personal and professional relationships of any kind: communicative ability, in the sense of effective discursive interaction, emotional attitude and social behavior. In this perspective, it is a broader concept than assertiveness, which is clarified only in terms of behavior and social conduct. In turn, this does not mean that assertiveness is not on the list of aspects addressed by the speech-language pathologists in the work with communication, but it does mean that assertiveness receives another perspective in the performance of these professionals¹⁴.

Speech-language pathologists, who approach communication as a specific focus of their attention and which is constant in their training and in its different practices, have had an increasingly expressive participation in coaching processes acting in the communicational aspect, either as an advisor, consultant or even as a coach¹⁶.

In fact, there are professionals who call themselves coaches in communication, others who prefer to be recognized as advisers in communication, and who can participate in coaching processes, while others recognize themselves as consultants, guiding the development of training programs in communication. An exciting question arises from this diversity: what is the profile of the professional who performs the work with communication in coaching processes?

It is interesting to note that some studies point out the difference between clinical work and advice/consultancy in Speech-Language Pathology¹⁵, but the path between advice and coaching is still a subject of discussion and results in different arguments in this field. In Psychology, this distinction is based on discipline, consisting of clinical and non-clinical actions, while this difference does not even exist in other fields.

In order to participate in this discussion, this study aimed to identify and describe the profile of 21 professionals working in coaching processes with a focus on communication.

Method

This was an exploratory study, with a favorable opinion from the Research Ethics Commit-

tee, under the no.: 2,751,528, and registration at Plataforma Brasil. The study had a guiding question: what is the profile of the professional who works in coaching processes with a focus on communication?

Procedures:

Data collection: Data collection was carried out through the application of a questionnaire, and some aspects were observed to avoid non-sampling and sampling errors¹⁹⁻²⁰:

1-This study applied the same questionnaire applied in a previous study*, with minor adjustments linked to the lexical aspect and to the purpose of this study, in order to obtain clear and coherent answers with the questions presented and, thus, this questionnaire was considered as a pre-test. However, it should be noted that this type of procedure, which consists almost entirely of open questions, always has the possibility of having answers that apparently lack clarity and propriety, precisely because of the uniqueness of each respondent. That is to say, this procedure must take into account the unpredictability of responses, both in terms of content and syntax, as well as in lexical terms. There are individual variations.

2-The instrument was introduced on the Google Forms platform (Appendix 1), with ten open questions and one closed with multiple choice answers, aiming to collect certain data, defined from information obtained in the researched literature and the purpose of the study, that is: field of expertise of the coaching (Q 1), original training, specialized training in coaching and motivation for this training (Q 2,3,4 and 5), the presence of an instructor-speech-language pathologist in the

training courses and topics on communication addressed (Q 6, 7 and 8) general aspects addressed in the training (Q 9), items of practice and place of professional insertion (Q 10 and 11).

3-The questionnaire was available for one month on two social networks (Facebook and Instagram) without any other assistance in the search for respondents, except for the presence of the questionnaire notification on the networks, asking any professional working in the coaching universe to participate in the research in progress, answering the questionnaire. Besides this notification, there were also clarifications regarding the nature and objectives of the study, pointing out the importance of the answers to be obtained.

Subjects: The participants were chosen by convenience, with the condition of being active in the universe of coaching, in order to avoid sampling errors. The questionnaire was answered spontaneously by 21 professionals who presented themselves during the prescribed period and then a number was assigned to identify each one (Participant 1, Participant 2, etc.) in order to maintain confidentiality and anonymity.

Data analysis: The data were analyzed in simple percentage terms, presented in graphs for better visualization and description. Categories were established due to the diversity of responses to questions 9A and 10, based on the incidence of the same or similar answers, for subsequent percentage treatment

Ethical approval: This study was approved by the Research Ethics Committee and all participants signed the ICF.

Results



Figure A. (question no. 1): "In which area of coaching do you work?"

This question aimed to identify the coaching area in which the professional worked. Most pointed mainly to two modalities, personal coaching (33%), and communication coaching (29%), followed by career coaching (24%) and, finally,

executive (or business) coaching (9%), with 5% unspecified, with the answer "none (area) yet". It is interesting to note the presence of "communication coaching".

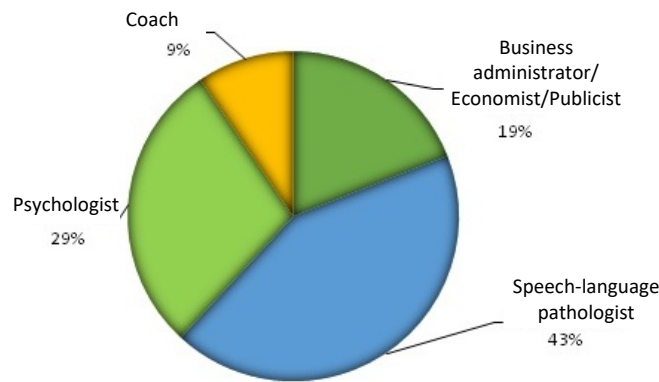


Figure B. (question no. 2): "What is your main occupation?"

The information obtained by this question was related to the original training of the professional. Speech-language pathologists and psychologists were the majority (43% and 29% respectively)

among respondents, followed by business administrators, economists and publicists (19%). Only 9% of the participants did not identify another formation, reporting only their role as a coach.

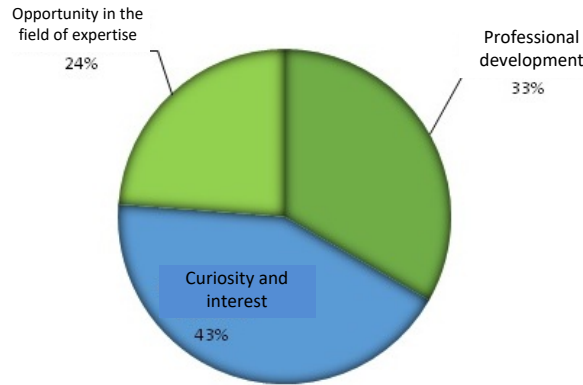


Figure C. (question no. 3): "How and why did you enter the Coaching area?"

This question was directly linked to the previous one, since there is an original professional training in most cases and, therefore, it was necessary to ask the reason(s) that led to an option for specialized training in coaching. Some respondents

associated this option with two reasons: expansion of professional training to improve professional performance (57%). While the other answers (43%) were explained by other reasons, such as interest/curiosity/opportunity.

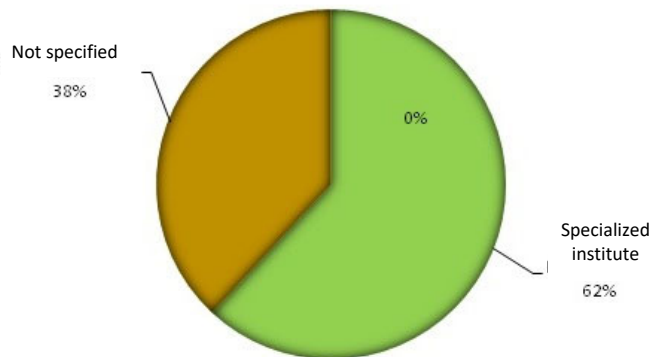


Figure D. (question no. 4): "How was your training to be a coach?"

This question is the first in a group of questions linked to the training of the coach. In Question 4, most respondents reported that they had undergone training at a specialized institute (62%), while the others reported unclear responses, such as very complete/very good and only one individual reported that the training was not carried out at a specialized institute.

Question 5 asked about the time of training. This question had such a wide diversity of responses, possibly due to the difference between the programs and methodology of each institute, that a representative chart would not be relevant. It should be noted that the majority of respondents reported the time according to a set of months and year (29% and 28%, respectively) and then hours (43%).

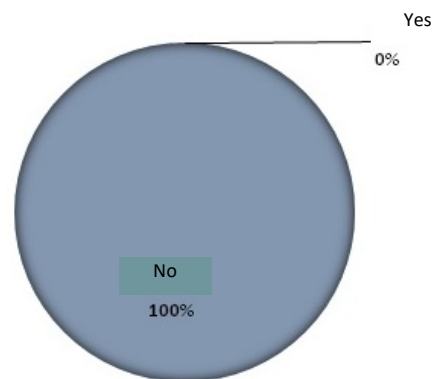


Figure E. (question no. 6): "Did your training course/training include a speech-language pathologist?"

This question aimed to identify the profession of the instructors of the training courses, specifically if a speech-language pathologist was included in this group. All (100%) respondents reported that there was no speech-language pathologist among the instructors at the institute where they

were trained. Questions 7 and 8 referred to aspects related to the possible presence of the speech-language pathologist and, when there was no such professional, these questions were not relevant in the set of answers, despite their supposed relevance, in case of affirmative answers to Question 6.

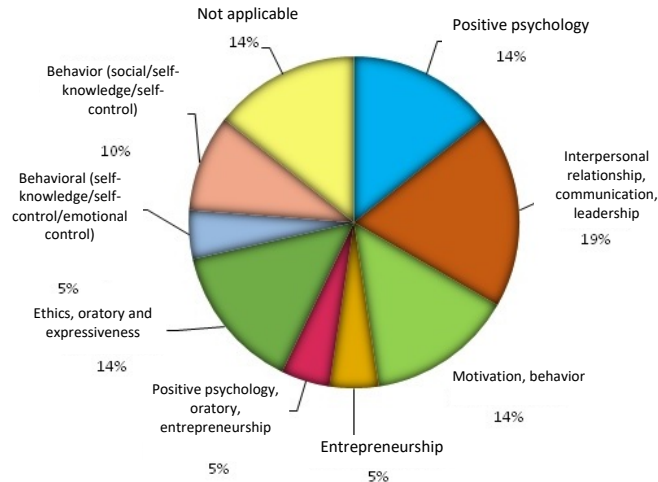


Figure F. (question no. 9A) - "What aspects are covered in the training?"

The first part of the question sought information on the topics addressed on the training courses. Most reported more than one theme, including several themes that were brought together in three categories: training of social behavior, communication and emotional behavior.

The second part of the questions, aimed to raise additional information to Question 6, in the case of the absence of a speech-language pathologist as an instructor in the training courses. Most reported the presence of business administrators, publicists and psychologists as instructors.

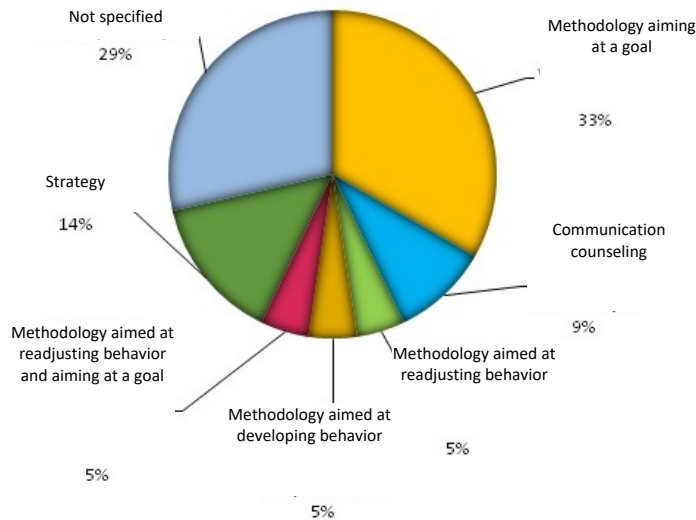


Figure G. (question no. 10): "How does coaching work?"

This question asked the interviewee for a definition of coaching. Many respondents (48%) defined coaching as a methodology used in the development or readjustment of behavior, aiming to reach a given goal, while 14% defined it as a strategy, and 9% as a certain practice.

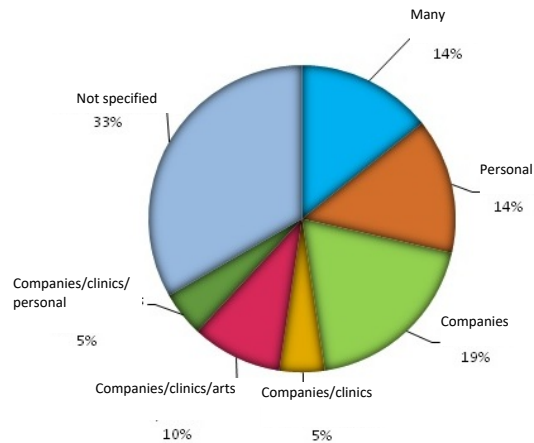


Figure H. (question no. 11): "What are the opportunities for professional insertion?"

This question sought general information about the possible niches of professional practice. It should be noted that the majority made comments that did not allow the identification of one or more specific niches (47%), with responses such as: "It depends on the demand of each individual." Other respondents reported two main niches: personal (14%) and business (39%).

There may be a non-sampling problem in this regard, due to the apparent similarity between that question and the first question in the questionnaire, which may have caused some kind of confusion in the respondents.

It should be noted that the results obtained refer to the sample of this study, which is a result of an exploratory investigation, and cannot provide a generalization about the information sought. However, the results may suggest certain peculiarities in the profile of these professionals, especially those concerning the guiding questions of the intended discussion and may start a reflection that may lead to considerations at the end of the discussion.²⁰

Discussion

The study brought data for the profiling of a professional with expertise in coaching processes, which can be combined into two complementary parts: 1) The original and complementary training of professionals and their field of expertise; and 2) Specific knowledge on the method, its strategies (main and secondary) and objectives, with emphasis on the participation of the communication area in this process, as well as potential field of expertise.

The most used terms for the definition of coaching were: methodology (48%), strategy (14%) and counseling (9%), as shown in the Chart 10.

The most reported term, methodology, is in line with the data found in the literature, which indicates coaching as a method^{4,6,7} to awaken self-awareness of personal skills and abilities, which are blurred, disjointed or even ignored, which can positively qualify (or not) the performance of a person in any personal or professional area.

The basis of the method develops a path of questions to be carefully followed, aiming to discover such competences and skills⁵, as shown in some answers, and in line with the literature, when it addresses the privileged strategy in the process, as reported by a participant: (These "questions and answers are for reflections and exercises to be done" (P8-speech-language pathologist) or another participant, who reported that "goals are created in weekly conversations with the coach" (P5-psychologist).

The client involved has a leading role in this work, with the coach being responsible for developing this path. Secondary strategies, as well as the use of complementary advice, are a choice of each coach in partnership with the learner, according to the particularities of their conditions and needs⁹⁻¹⁰, as shown in these responses and also in the literature: "It depends of each client.", (P4) "It depends on the demand of each individual." (P5)

Almost all respondents are professionals with original training, with psychologists and speech-language pathologists standing out in this sample, as shown in Chart 2. As shown in Chart 4, this training is complemented by a specific training in coaching in specialized institutes. It also shows that coaching is based on assumptions, with well-established objectives, which is in line with findings in the literature⁷, but something quite different

from the trivialization of profession sometimes suggested mainly in the media.

Several respondents reported that training in coaching aimed at vertical integration in professional training, ensuring better performance, as shown in Chart 3, and recognize a very important time for a technical training, as recommended by national and international coaching associations²⁴⁻²⁵.

As shown in the literature¹⁰⁻¹⁴⁻²¹ and also in Chart 9A, different contents are developed in this specialized training, aiming at the adequacy and control of behavior, attitudes, emotions and communication, in order to achieve a goal.

However, although reported in the Chart 9A, Chart 6 shows that the courses do not include a tutor-instructor with original training in Speech-Language Pathology, an area in which communication is the main topic of discussion and performance. This can denote the recent entry of this professional in coaching processes, although their very expressive participation.

This may also explain the scarcity of scientific work and the lack of the professional among tutors of the training courses. In addition, there may be a public understanding that does not see the potential work of speech-language pathologists, restricting their work to the rehabilitating context. Kyriillos (2004)¹⁵ reported this aspect as a process of “enabling the communicative function” (p151) to improve performance. As shown in Chart 9B, tutors-instructors are usually business administrators, publicists, or psychologists.

With high demand for professional practice, the niches of personal coaching²³ and executive coaching^{2,7,10} emerged as the most frequent, followed by the so-called communication coaching (vocal coaching/voice coaching and communication/communication) and a very small participation of health and arts, as shown in Chart 1. However, although this sample did not find such cases, the literature shows a wide range of coaching activities in health and the arts, for example in nursing²⁶, with actors²⁷⁻²⁸ and singers²⁹.

On the other hand, the findings reinforce data shown in the literature on the predominance of practice in executive coaching and vocal coaching by speech-language pathologists, indicating a kind of harmony between their original training and their work in communication in coaching processes¹¹.

A table (Appendix 3) was prepared to compare the professional’s original training and the mode of coaching, in order to identify whether there would be a positive relationship between these aspects. This sample really found such a relationship, since all respondents who reported the modality of communication coaching (vocal coaching, communication, and communication counseling) were speech-language pathologists, as well as those who reported personal coaching (life coaching, and personal coaching) were psychologists. This observation leads to reports in the literature on the relevance of the original knowledge as an important tool for successful coaching.¹⁰

The clarification on the coaching modality chosen to work (Chart 1) raised a doubt about the nature of the communication work, if this practice can really be called as coaching, as a single modality, or if it is a specific counseling work that can be part of coaching in different areas. This question arose due to the diverse responses, such as: “work with communication”, “coaching in communication”. The study did not find other studies in the literature that focus on this topic.

Conclusion

Although limited, this study obtained answers to its guiding questions, reported in the methodology²². The responses of the 21 participants allowed to draw an initial profile of the professionals who work in coaching, in different modalities: they are professionals with an original degree followed by training in coaching in specialized institutes, in relatively extensive courses, consisting of different disciplines, covering a wide range general content of the method, as well as a diversity of specific strategies and tools. Communication participates in this set of contents, as a fundamental aspect of training. However, even though communication is the main topic of their education, speech-language pathologists are not included as tutors-instructors of the courses, whose participation could represent an important role, including in research.

There are many speech-language pathologists working in the coaching area, with different names, such as: vocal coaching, communication coaching, and communication counseling. The variety suggests a reflection to differentiate coaching in communication and communication counseling, as applied between counseling and clinical prac-

tices¹⁵. It also suggests a clarification about the apparent reduction in the work in communication in vocal interventions, given that communication does involve voice, but also speech, discursive construction and listening posture, as some works already reported in the considerations about expressiveness¹⁴⁻¹⁸. Further research on this topic are important and necessary²², as they promote the performance of speech-language pathologists in the field of coaching and show the possibility of their pertinent and valuable participation in an increasingly strengthened professional niche.

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Appendix 1: Questionnaire

25/08/2018

A Fonoaudiologia e a Formação em Coaching

Speech-Language Pathology and Coaching Training

*Mandatory

Speech-Language Pathology and Coaching Training

To identify and describe the participation of the speech-language pathologist in coaching training.

1. In which area of coaching do you work?

Your Answer

2. "What is your main occupation?"

Your Answer

3. How and why did you enter the coaching area?

Your Answer

4. How was your training to be a coach?

Your Answer

5. How long does coaching training take?

Your Answer



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A Fonoaudiologia e a Formação em Coaching

6. Did your training course/training include a speech-language pathologist?

() Yes

() No

7. If so, what kind of topic was addressed by the speech-language pathologist?

Your Answer

8. What does the speech-language pathologist teach/train during coaching training?

Your Answer

9. What aspects are covered in the training? Which professionals participate through classes and lectures?

Your Answer

10. How does coaching work?

Your Answer

11. What are the opportunities for professional insertion?*

Your Answer

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Appendix 2: Examples of data collection (Tables 1, 10 and 11): tables that included sentences reported in the discussion were selected

Question no. 1: "In which area of coaching do you work?"

Participants	Question #1
1	"None yet."
2	"Organizational and spiritual."
3	"Life coaching."
4	"Career, personal and health coaching."
5	"Work with communication."
6	"Expressive communication."
7	"Relationship and sexual."
8	"Voice and communication coaching and career coaching."
9	"Career, life and professional."
10	"Vocal coach."
11	"Communication coach."
12	"Voice and communication coaching."
13	"Life coach."
14	"Communication."
15	"Personal."
16	"Personal and life coaching."
17	"Coaching in business communication."
18	"Personal coaching."
19	"Coaching in communication."
20	"Personal and life coaching."
21	"Personal."

Question no. 10: "How does coaching work?"

Participants	Question #10
1	Coaching is a methodology that aims to leverage the client's results through the achievement of goals defined in weekly conversations with the coach.
2	To define the current and desired state - developing an action plan. Reassignment of limiting beliefs throughout execution.
3	Work conducted by a professional who is capable of generating learning and facilitating a path to an objective.
4	The coaching process can last from 5 to 12 sessions (depending on demand) with face-to-face or video assistance, using tools and dynamics aimed at self-knowledge, self-development, goal setting and building a life project.
5	Individual assistance works with 10 sessions, which address self-knowledge in the first step and the action plan for achieving the client's goal in the second step.
6	We are communication counselors, and we make proposals and exercises.
7	Many coaches provide a consultancy per session, others provide lectures and training. Each coach is specialized in an area. In my case, I provide lectures, training and online consulting via Skype, but also with online courses where the person can watch videos with the techniques taught and in video lessons that are provided on an exclusive platform. When it comes to online consulting, the client reports the problem with the specific man she relates to and I explain the reason behind his actions based on my experience giving advice to men and telling her what to do in each situation.
8	In general, there are 10 sessions to guide the client (learners) to get the desired results more quickly and effectively.



Participants	Question #10
9	To be comfortable with your career, have experiences in the corporate world; questions and answers to reflect and exercises to be done; it works motivation, and it is up to anyone who wants to evolve/develop. Empathy with the coach/learner - trust process.
10	Individual or group sessions, focused on the needs of each client.
11	It depends on each customer. Sessions are prepared according to demand and objective, and can be held in groups.
12	It can be in person or online, always prioritizing patient demand - focused on the complaint.
13	It is prepared according to demand. It is important to focus on the beginning, middle and end and also to emphasize the importance of customer adherence, as specific strategies are prepared for each case or situation.
14	It is prepared according to demand. It is important to focus on the beginning, middle and end and also to emphasize the importance of customer adherence, as specific strategies are prepared for each case or situation.
15	I use coaching strategies together with my original professional performance. These techniques applied according to the profile of each therapy patient.
16	I apply established programs/techniques with the learner to get to their goals faster.
17	I work in companies that want to improve the individual performance of their employees - as a speech-language pathologist, I work mainly in the communication area, in order to generate better interpersonal contacts.
18	These strategies are designed and developed in partnership with customers. In my area, I normally work with heads of companies that have just taken their position and they want to be prepared for that responsibility. I work in companies with a focus on their employees, call centers, etc., wherever there is demand.
19	My consultations are like therapies in the speech-language pathology area, but for patients who want assistance including coaching guidelines. Each session lasts 40 minutes and is directed to the patient's complaint, which is commonly linked to work.
20	These strategies exist and are discussed with each learner to obtain the best solution to their complaint.
21	Strategies developed together with the learner so that it is possible to achieve their goals.

Question no. 11: "What are the opportunities for professional insertion"

Participants	Question #11
1	Any area of the person's life.
2	Training and human development of individuals and companies.
3	All professions that somehow work with the client's development.
4	Various contexts: organizational, health care, personal, lectures, digital products, school, university, competitive examination, etc.
5	Any person/professional benefits from this direction of conduct and attitudes.
6	Companies.
7	Lectures in leased rooms, YouTube and online via Skype.
8	Lectures in leased rooms, YouTube and online via Skype.
9	All areas: architecture, construction, law, advertising, business, trader, mother and executives. When you want to make behavioral adjustments, it can be made for any profession, this technique adapts to any professional.
10	Companies, theaters, clinics, etc.
11	Any place.
12	Companies, offices, training, private consultation, almost every professional area.
13	Companies.
14	Any location that has demand.
15	All.
16	Companies, hospitals, and television.
17	Companies.
18	Companies and clinics.
19	Companies.
20	All.
21	Any location that has demand.

Appendix 3: Comparative table between questions

Chart 01 – “In which area of coaching do you work?” X Chart 2 – “What is your main occupation?”

Participants	Question #1	Participants	Question #2
1	“None yet.”	1	Psychologist.
2	“Organizational and spiritual.”	2	Business administrator.
3	“Life coaching.”	3	Psychologist.
4	“Career, personal and health coaching.”	4	Psychologist.
5	“Work with communication.”	5	Speech-language Pathologist.
6	“Expressive communication.”	6	Speech-language Pathologist.
7	“Relationship and sexual.”	7	Coach.
8	“Voice and communication coaching and career coaching.”	8	Speech-language Pathologist.
9	“Career, life and professional.”	9	Publicist and Economist.
10	“Vocal coach.”	10	Speech-language Pathologist.
11	“Communication coach.”	11	Speech-language Pathologist.
12	“Voice and communication coaching.”	12	Speech-language Pathologist.
13	“Life coach.”	13	Psychologist.
14	“Communication.”	14	Speech-language Pathologist.
15	“Personal.”	15	Psychologist.
16	“Personal and life coaching.”	16	Coach.
17	“Coaching in business communication.”	17	Speech-language Pathologist.
18	“Personal coaching.”	18	Business administrator.
19	“Coaching in communication.”	19	Speech-language Pathologist.
20	“Personal and life coaching.”	20	Psychologist.
21	“Personal.”	21	Business administrator.