Characteristics and Consequences of Coaching Practices

Dathan D. Rush and M’Lisa L. Shelden

Abstract

This bibliography contains selected references to the operational characteristics of coaching practices. Coaching is an adult learning strategy that promotes a learner’s knowledge, reflection, and deep understanding of desired practices. The sources of information included provide a basis for understanding the characteristics and consequences of coaching that support an adult learner to improve existing abilities and develop new skills.

This CASEmaker bibliography includes selected references to different conceptual and operational features of coaching practices. Coaching is an adult learning strategy where a coach promotes a learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations (Rush & Shelden, 2005; Rush, Shelden, & Hanft, 2003).

The primary role of a coach is to provide a supportive environment where the learner and coach jointly examine and reflect on current practices, develop new skills and competencies with feedback, and problem-solve challenging situations. The coach’s and learner’s primary goal is for the learner to demonstrate the competence and confidence for him or her to engage in self reflection, self correction, and generalization of newly acquired skills and strategies to situations as appropriate without ongoing coaching (Hanft, Rush, & Shelden, 2004; Rush et al., 2003). The Prescription for Practice lists five references that readers should find especially helpful in terms of fully understanding the characteristics and consequences of coaching practices.

Coaching Practices

Conceptualization

Rx Prescription for Practice Rx

Improve your knowledge and understanding of coaching practices by reading and mastering the following:


Outcomes and Benefits

Evidence now indicates that coaching promotes learner use of desired practices, including, but not limited to, the adoption of new instructional innovations, increased use of effective teaching practices and decreased use of ineffective practices, and promotion of sustained behavioral change (Rush, 2003). Studies that include findings from coaching interventions include the following:


Miller, S. P. (1994). Peer coaching within an early child-


Operationalization

A recently completed research synthesis of the coaching literature (Rush, 2003) found that coaching consists of five key characteristics (joint planning, observation, action, reflection, and feedback). Descriptions of the key characteristics and elements of coaching practices can be found in the following sources:


Conclusion

The coaching process consists of five key characteristics necessary for operationalizing the practice in order to achieve desired results. Research now indicates that coaching is an effective adult learning strategy for strengthening the use of existing skills and the development of new abilities (Rush, 2003). This CASEmaker bibliography included selected references useful for conceptualizing and operationalizing coaching as an adult learning method (Brookfield, 1986; Knowles, Holton, & Swanson, 1998).

References


Authors