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RESEARCH ARTICLE

APPLIED KINESIOLOGY AND COACHING: DEVELOPING PEOPLE

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ABSTRACT

The integration of holistic therapies and human development in personal and professional contexts has been marked as a tendency of this century. This paper seeks to show how applied kinesiology can be used as an adjuvant in human enhancement and targeting processes using Coaching. The descriptive and integrative study of literature is associated with pragmatic perception of therapists as users of techniques. The motivation of the work is the possibility to make the most effective coaching process, causing the client to achieve their goals and disable parallel psychoenergetic emotions and blockages that prevent aligning achieved goals and personal fulfillment. The integration of both techniques, although incipient, shows that it is possible to unlock emotions such as frustration, low self-confidence and other, resulting in people more focused on their goals.

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INTRODUCTION

This paper aims to show how applied kinesiology can be used in the coaching process. While the first technique is related to psychoenergetic issues and the second to the achievement of goals, there is the possibility to match them, taking advantage of their strengths to better meet coachee needs. The overall objective is therefore to determine how applied kinesiology can be used as a complementary technique to the coaching process, amplifying their results. The specific objectives are to identify the instrumental kinesiology able to expand the effectiveness of coaching and propose specific types of sessions of kinesiology in the coaching process. The article is justified by the possibility of accelerating the process of improving a coachee, disabling emotions and blockages that prevent he/she from achieving his/her goals and progress. In addition, the author's experience with applied kinesiology has shown that most situations impeding advancement in careers, personal life, profession etc. comes from chronic energy blockages, identifiable and unlockable with applied kinesiology. It appears that there is no incompatibility in the use of techniques which enables the study, making them complementary. In the literature comprising the two areas, we do not see the combination of holistic tool to conduct coaching process, which makes it innovative research in this respect. The relevance of the study lies in the possibility to expand the body of knowledge and tools to better develop human aspects of coachees who seek the Coaching and applied kinesiology

stimuli for their professional and personal improvement. The methodology adopted for the study was a literature search for the characterization of Coaching and applied kinesiology and the description of the case study experienced by the researcher, in which the techniques were applied in a complementary manner and integrated search. The method adopted is descriptive, drawing on the comparative study of techniques to better understand their interactions. It presents the concepts, the theoretical foundations of the two techniques, their properties and interactions, as well as the case of successful use of applied kinesiology to Coaching.

Theoretical Foundations

Concepts

Applied Kinesiology

According to Frost (2013), kinesiology was "originally defined as the study of structures and functions that produce animal and human movement" (Frost, 2013, p. 355). By now, applied kinesiology can be understood as a diagnostic tool that uses the neuromuscular system and other measurable parameters to help access what is wrong and what to do to improve the conditions of the client as a whole (kinesiology.nu, 2014). The concept is that applied kinesiology seeks to identify, through the reaction of the muscles, bottlenecks of energies that cause imbalance in the psychophysical condition of the individual. The applied kinesiology is part of the group of Holistic Therapies that, according to the Brazilian Classification of Occupations (CBO), falls in the number 3221 - technologists

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Table 1. Evolution of Applied Kinesiology

Year / period	Event / Fact	Researcher
324-322 BC	He is Considered the father of kinesiology	Aristotle
217-212 AC	He determined the hydrostatic principles of motion	Archimedes
131-201	He is considered the father of sports medicine and the study of man in motion	Galen
1452 - 1519	He conducted studies of human gait movements and brought the principles of kinesiology	Leonardo da Vinci
1564 - 1643	The father of classical mechanics, studying the mathematical laws governing the movement	Galileo Galilei
1608 - 1679	He studied the bones as movements governed by main mathematical principles	Alfonso Borelli
1642-1727	He establishes the laws of motion and inertia	Isaac Newton
1728- 1793	He identified the origin and insertion of the muscles, the shape of the muscles and studied strength, hypertrophy, contraction and relaxation	John Hunter
1780	He discovered that the counter muscle function is the result of electrical impulses	Galvani
1806-1875	They explained the influence of electricity on humans, focusing on physiology	Guillaume Benjamin Amand Duchenne
1829-1901	He introduced the terms isometric and isotonic s for muscles	Adolf Eugen Fick
1854-1908	He establishes the muscle classification as prime movers, synergists, fixators, or antagonists.	Charles Edward Beevor
1914	He published the first textbook on body mechanics	Jules Amar
1930	He created the massage system in spots that increased lymphoma drainage	Frank Chapman
1930	He identified points touched the skin which increased the flow blood of specific organs	Terrence Bennett
1964	He studied and coining the term applied kinesiology	George Goodheart
1969	He identified techniques for diagnosis and correction of misalignment of the bones of the skull (head centration)	George Goodheart
1970	He identified the points of acupuncture, representing 14 meridians and their functions in the regulation of human body structures	George Goodheart
1971	He presented the study of correlations between muscles, organs, glands and meridians, including tests of excess energy in the meridians associated with muscles	George Goodheart
1973	He created the <i>Touch for Health</i> , using acupressure, touch and massage to improve postural balance and reduce physical and mental pain and tension.	John F. Thie
1974	He founded the <i>International College of Applied Kinesiology (ICAK)</i>	George Goodheart
1976	Tion creates the <i>Three In One Concepts</i> , which basically consists of techniques aimed at cleaning the muscle circuits, stress testing and corrections with digital (fingers / acupressure)	Gordon Stokes
1979	He created the <i>Thought Field Therapy (TFT)</i> , which diagnoses and treats certain psycho-emotional issues by tapping (soft hitting specific points)	Roger Callahan
1995	He creates the <i>Emotional Freedom Techniques (EFT)</i> , used for emotional relief for tapping	Gary Craig

Source: Adapted from Frost (2013), Couto (2008), Rasch (1991), Strokes and Whiteside (1984) and Wilkes and Vartuli (2010)

and technicians in aesthetic and complementary therapies, which aim to "... psychosocial treatments of diseases -neuro-functional, musculoskeletal and energy [...]. Evaluate the physiological, systemic, energy, vibrational and unaesthetic disorders patients / clients [...] with the aim of reducing pain, bring the energy, physiological and psycho-organic balance ... "(Brazil, 2002).

Coaching

The Brazilian Society of Coaching establishes the following concept:

Coaching is a process that aims to raise the performance of an individual (or group company), increasing the positive results through methodologies, tools and techniques scientifically validated, applied by a qualified professional (the *coach*), in partnership the client (*coachee*) (Da Matta; Victoria, 2012)

The concept highlights some important information for understanding the practice of coaching, namely points:

- Process: in Coaching there isn't an isolated moment of action, in which there is only the final coachee or initial state, but the whole sequence of its development, since each stage is important to outline their progress toward the objectives desired;

- Partnership: Coaching establishes a relationship between the client (coachee) and the professional (coach), indicating that the trajectory to be followed should be evaluated, discussed and covered by both;

- Scientific methodology: the coaching process should not be conducted without method or technique, as it has been proven to generate frustration in not achieving objectives by coachees.

Thus, Coaching should be seen as a technique beyond training as advocate Bonani *et al.* (2007). Coaching is more than training because the coach stays with the client until the moment he attains the results. The coach empowers the client to produce, so that your intentions turn into actions that, in turn, are translated into results. The coach helps to develop confidence before obstacles (Bonani *et al.*, 2007). The International Coaching Federation (ICF, 2014) extends the concept defining Coaching "as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in complex and uncertain environment today."

History, Principles and Applications of Applied Kinesiology

History: The early studies of applied kinesiology dates from 1964, when the American chiropractor George Good heart (Frost, 2013) developed studies involving the reaction of

muscles and emotional events. The term kinesiology from the Greek *Kinesis* is related to the study of the movement and was named first by Good heart as *Applied kinesiology* (AK), or the study of how the movement of the muscles stimulated by nerve act on the bones in order to ensure generate posture and movements. Table 1 shows the main developments related to kinesiology applied kinesiology moments.

Principles

The applied kinesiology is included in the context of Holism (Smuts, 1973) that explains and addresses the issues of the body by chaos theory and quantum theory (Weil, 1991; Frost, 2013). The proposal is to understand the human being as a single, specific whole and interacting with their environment, within an engaging system which is part on an ongoing evolutionary process of mind and body system. The goal of kinesiology, in this case, is to locate and correct the points that make the unbalanced energy and affecting the health and harmonious functioning of the body. The main basis of applied kinesiology is that "the body never lies" (Frost, 2013, p. 177). This principle is based on the registration of psychoenergetic somatic disorders by muscles, from causing discomfort to the development of disease. "The examiner (therapist) tests the patient (client), diagnoses and provides corrective treatment" (Frost, 2013, p. 217), which may be by acupressure stimulation at certain predefined points and correction (neurovascular), massage points reflexes (neurolymphatic) and reprogramming exercises.

The experience of Good heart (Frost, 2013) consisted in testing the serratus anterior muscle of a client who had shoulder problem. When evaluating the muscle, he noticed nodules that, when massaged, made the muscle bound, ie, strong muscle testing. This finding, massaging a muscle at its ends where tendons attach to bones, gave rise to what is today the reference applied kinesiology as "origin-insertion technique" (Frost, 2013, p. 401). These are the two ends of muscles: the origin is part of the muscle which is connected to bone (through the tendon) that does not move when the muscle contracts; insert is part of the muscle that moves toward the origin, when the muscle contracts. Good heart's vision was that chronic problems suggest the need to use the triad of health: Structural - physical body; chemical - current and mental energy - interaction between emotions and reflections on the body and vital energy. The three elements of the symbol are applied kinesiology, as shown in Figure 1.



Source: Kinesiology.nu (2014)

Figure 1. Symbol of Applied Kinesiology

The symbol shows a person shrouded by the triad of health, surrounded by five spheres representing the structures most affected by imbalances in the spinal column and that would be the causes of the imbalance psychoenergetic client, namely: (i) nerve problems, (ii) imbalanced Lymph (iii) – vascular and cranial-sacral imbalances, (iv) respiratory imbalances and (v) the meridians imbalances - acupuncture (kinesiology.nu, 2014). Thus, applied kinesiology is based on principles of chiropractic and requires manual manipulation of the spine, extremities and cranial bones as the structural basis of its procedures. This leads to its main characteristic: the use of muscle testing technique, in which there is an indicator muscle reacts to "on" (strong test) or "off" (weak test). For this it is necessary to have a "safe", inornotonic (Frost, 2013) indicator muscle. Good heart discovered that muscle testing is the most direct method to find the treatment that best suits the need of the coachee, and based on the assessment of muscle tone, ie, the level of continuous contraction while the muscle is at rest. This concept leads to the 4 types of muscle tone (i) hypertonic - a lot of muscle tone; (ii) normotonic - has great muscle tone, in which the positive and negative stimulus are recognized and the muscle reacts in a natural way; (iii) hypotonic - has little muscle tone; and (iv) atonic - has no muscle tonic and is soft. "Good hart noted that the processing of turning off a muscle-strong conditions improved gland and organ involved" (Frost, 2013, p. 515)

Applications

The kinesiology can be applied in the diagnosis and treatment location (identification of points of energy blockage), the process of behavioral change in nutritional testing and other substances (evaluation of drugs and foods that can block the human system of incompatibility, incorrect dosage etc.) and the activation of the left and right sides of the brain. The possibilities of the technique involve the elimination of health problems, improved posture and coordination, increased stamina and immune and elimination of pain, among others (Frost, 2013).

Tools

Without exhaust all the wide range of instruments capable of use by applied kinesiology, we present some tools of action (Frost, 2013):

- a. Alignment of chakras: refers to the identification of disharmony of the chakras and main plexus client (coronal, frontal, throat, heart, solar plexus, sacral and basic) and the correction so that the energy flux returns to work fully;
- b. Emotional stress relief (ESR): refers to the practice of reprogramming negative and destabilized emotions in the memories of the body and seek similar reactions to events that occurred previously, being replaced by positive emotions (Stokes and Whiteside, 1984). When the clients, after correction, contact situations that evoke the initial emotions, they no longer sought the same response previously given and they are opened to form positive emotions;
- c. Emotional freedom technique (EFT): refers to the integration of ATE with "tapping" in the chakras, seeking

to explore the coachee first negative emotions that undermine them and its physical and emotional consequences, verbalizing feelings and situations for subsequent reprogramming with positive affirmations (Wilkes and Vartuli, 2010);

- d. Floral access to content: refers to the coachee reading characteristics of particular types of floral identified by the muscular test in order to release emotions disturbs. The coachee is urged to read the description of the floral aloud, to interact with the essence. Among the BFR are Ararêta, Bach, Californians, Daughters of Gaya, Gabriel, Netherlands, Mines, Saint German and South;
- e. Nutritional Fixes: refers to testing the resistance of muscles when influenced by food, drugs, herbs etc. to identify blocker elements of the energy system and make the best of rebalancing.
- f. Neurolymphatic, neurovascular and acupuncture fixes: refers to energy adjustments acupressure, placing hands or touch the meridians, respectively.

Coaching: Methodologies and Applications

Origins

The origin of Coaching dates back to antiquity and is attributed to Socrates the first initiatives acting as *coach* to use the *maïeutica* - teaching process through thought-provoking questions that led to doubt - teaching his disciples (Bonani *et al.*, 2007). Coaching was also used in sports and, nowadays, coaching wins differentiated proportions and can be applied in the direction of people's lives (life coaching) and professional development (professional coaching) among other meanings.

Types

According to Clemmer (1995) there are seven main focus of Coaching and they define their types: in people, learning, skills, performance, results, and future leadership. Table 2 shows the main types of coaching and its characteristics or its concepts:

Table 2. Types of Coaching

Type of Coaching	Concepts / Features
Business Coaching	It aimed to improve the organization's performance, and it can approach the strategic planning and succession and organizational changes
Coaching Psychology	It faces the well-being and performance in life and work of the <i>coachee</i> , using coaching models that are based on psychological approaches and theories of adult learning and children
Executive and Professional Coaching	It focuses in managers and professionals seeking better performance in their activities; it may address development of competences, leadership, team development
Personal and Life Coaching	It faces the individuals and their aspirations; it may address aspects of family relationships, life planning etc.

Source: Adapted from Da Matta and Victoria (2012) and ISCP (2012)

MATERIALS AND METHODS

There is no clear definition in the literature for developing a unique program of coaching or method. In addition, each type

of Coaching highlights a different methodology. Here is presented a shared vision and unified understanding of the works of Da Matta and Victoria (2012) and Bonani *et al.* (2007), applied to the coaching staff, the focus of researchers' studies of this work. It is noteworthy, therefore, that although Coaching can be done individually or in groups, as well as face or virtual, it is chosen for the lived experience and for the individual face shape. The process of personal coaching involves 8-12 sessions, ranging from the establishment of the contract and overview of the current life situation of the *coachee* to the conclusion about the results achieved with the process. Table 3 shows the sequence of steps or sessions.

Table 3. Steps / Sessions of Coaching

Steps / Coaching Session	Features / Actions
Contract	Establishment of arrangements for the beginning of work between coach and <i>coachee</i>
Evaluation of the current situation	Identification of the level of satisfaction of the <i>coachee</i> with the main issues of his life, seeking to identify the areas considered most important and bringing awareness to the <i>coachee</i> to their real condition
Capacities	Identification of the skills, strengths and weaknesses of the <i>coachee</i> , putting it head-to-head with the possibilities for positive use of their strengths and the need to reassess and minimize your weaknesses
Expected results	Definition of the goals by the <i>coachee</i> expectations, associating them with dreams and life prospects
Objectives and targets	Detailing the expected results, i.e. SMART goals: Specific, Measurable, Attainable, Realistic and Timely
Plan of action	Definition of the set of actions to be developed so that the objectives are achieved, indicating milestones assessment and forms of evidence reaching the intended targets route
Assessment	Conclusions about the Coaching process and its effectiveness for the <i>coachee</i>

Source: Adapted from Da Matta and Victoria (2012) and Bonani *et al.*(2007)

Steps / sessions above are interspersed with other non-sequentially displayed seeking: evidence values, beliefs and personal and professional criteria; logically discuss beliefs and limiting factors to the development of the coachee; reprogram unwanted behaviors and create awareness and effective. Also noteworthy is that each session should include moments of feedback and evaluation of learning from the process.

Comparisons with other similar techniques

Considering the similarity of the profusion of terms and not necessarily appropriate uses of coaching, are presented in Table 4 the main differences between professional guidance, mentoring, coaching and counseling.

Applications

Coaching is applied to enhance individual, group and organizational skills, in a process of partnership that takes personal goals to align themselves with the goals of teams and organizations. Coaching allows the coachee better visualize their goals, from the awareness of their potential and their

Table 4. Professional Guidance, Mentoring, Coaching and Counseling

Factor	Professional Guidance	Mentoring	Coaching	Counseling
Concept	It is a process that facilitates the choice of youth in moments of reflection and indecision in choosing his/her career	It is a process in which an older, more experienced professional (mentor) acts as sponsor and coach to youth	It is a process that seeks to unlock the potential of a person (<i>coachee</i>) so they maximize their performance and reach their results with the partnership of a coach	It is a process of psicoterapeutical counseling, individual or organizational. The process aimed at improving the welfare of the advised
Origin	At the end of 17 th century, seeking to have "the right man in the right place"	Mentor, the adviser of Telemachus, son of Odysseus (Trojan War)	In the area of sports, the coach takes the role of supporting the end result of the team	Decade of 1950 in psychology area, at the United States
Public Target	Children, teens, pre-retirees	Restrict to professional already working in the labor market	Aimed at professionals already working in the labor market	Any person
Principles	Independence, impartiality, confidentiality, equal opportunities, holistic perspective	Autonomy, learning by guidance and experience	No judgment, partnership, motivation	Help to help themselves; therapy person-centered
Method	Diagnosis and advice through self-focusing and unconscious aspects	Initiation, cultivation, preparation, redefinition	Clear definition of the <i>coaches'</i> goals; the coach does not have to be an expert in the area of the <i>coachee</i> ; discussion of alternatives, evaluation of strengths and weaknesses, defining the path	Definition of the set of behavioral goals, analysis of situations, reinforcing desired behaviors, adjustments in the treatment plan, learning by coachee
Singularity	Interface with the process of facilitating the choice, decision-making and drafting of life	Aimed at the corporate environment, generating relation between more experienced employees with less experienced	The coach does not have to be an expert in the area of the <i>coachee</i> . Does not address psychological or pathological disorders	Used in clinical practice and medical, psychological or psychotherapeutic counseling
Approach	Clinical, socio-historical, constructivist, behavioral, community approach	Personal interaction, mentoring	Based on neurolinguistic programming and Appreciative Inquiry	Career counseling and emotional counseling

Source: Adapted from Silva (2010), Rogers (1942), Parsons (2005), Abbot (2005), Barroqueiro (2002)

values. It also empowers the coachee in the sense that he will be more confident to achieve expected results through persistence, determination, time management etc.

Case Study

The case presented here refers to the work with a coachee in the period of January-March 2014 through 10 sessions of approximately 1h15min weekly. Two sessions of kinesiology for treatment of specific issues that promoted blockage in the coachee progress in achieving its goals were added. The coachee is young, 25 years old, going to university and presented as immediate goal of coaching the need for financial independence. Although already working in the job market as an intern, he sought more definitive positioning in order to support his basic needs (housing independent of parents, own transport, etc.). The first contact with the assessment of the level of satisfaction of its areas of life (personal, professional, relationships and quality of life) indicated that the professional sector was the less satisfactory area of the coachee, which would still have about 1.5 years to finish college and enter the job market effectively. This long-term perspective for the coachee was presented as too demotivating, associated with uncertainties lived. In addition, the coachee had a history of conducting interviews of frustrated stage: the selection process was conducted, the coachee was selected to the interview

(usually intermediate phase of the event) but he wasn't hired. Another issue highlighted by the coachee was frustration with the expectation of a result. According to coachee's words: "when I want something very much, things do not work out." This thought-form generated in the coachee the feeling that it would not be worth fighting for his goals, but he accepts whatever life offered him by merit. Initially, he envisioned as results the possibility of opening his own business through the franchise system or investing his time studying to be a public clerk, which implies in being submitted to a public concourse. This will enable him to pay his personal bills, cover rental housing and perform simple desires such as going out with his father for a snack and be able to afford the expenses. Learning to discuss his current situation led him to understand that the feeling of "being in the same position", keeping the *status quo*," would not help him and that change was necessary and immediate. The high point of the process was the discovery of the coachee about his capabilities and skills and opportunities that would be opened with the use of their skills. The consciousness of his value as a human being had become part of their existence. The coachee started to see new perspectives, shifting the focus to consider how the activities performed: the trend was that the activities were performed "by obligation or duty" without any pleasure or exciting goal and went on to evaluate the activities as a means of progress including the studies for college or for competitions. The goal of the

coachee returned into finding, in the activities he was currently performing or in future ones he intended on doing, "softness", translated as comfort, safety, tranquility. At that point it was identified that the coachee work needed self-confidence and the ability to understand how to deal with frustrations. At that point, the tools of applied kinesiology to unlock psychoenergetic factors that impeded the progress of the work of coaching were used. From muscle testing, the emotional priorities were identified, which were then subject to deactivation at present and in previous years of existence of the coachee, accessed through age recession. The deactivations were performed by means of contact with the reading of the actions and descriptions of flower essences, EFT sessions and ESR sessions and neurolymphatic corrections. The results are shown in the following session of the coach when the coachee was more open to assess his strengths and use them as leverage in his life. Then we used the technique of mental rehearsal as a way to modify the unwanted behavior of the coachee related to fear of disapproval in competition or job interview. In addition, training was conducted with the coachee to better prepare him for possible interview questions for professional positions. In the words of the coachee, the training process generated security and increased self-confidence. Another resource used was the "anchor", which resulted in the use of a physical marker (anchor - tightening the cuffs) to rescue positive and tranquil emotion, used for cases of anxiety or fear of frustration.

Later the coachee assessed his beliefs, values and dreams more freely, more focused on himself and allowed to glimpse the possibility of helping others develop philanthropic activities and remain financially. The commitment to the results of the coachee rose from 80% to 100% until the last session. From the moment the coachee felt safe, it was possible to establish the way to achieve his results. The roadmap indicated that besides the desired financial independence, it became clear that the important work being developed as a professional activity could allow him to be able to assist others, matching his dreams and beliefs. The development and monitoring of the layout plan showed full commitment of the coachee, which could fulfill the tasks for which he proposed himself to complete. The results showed that there was a change of the coachee in to the way he looked and saw the world, allowing himself to wish and dream, to see that the activities performed (for instance, studying for the contest) not as a burden or obligation, but a way to achieve his goals and to have a clearer idea of what his life goals are. The strongest evidence was the ability to complete the entire program of the public concourse in a timely manner to carry out a further review.

DISCUSSION

This topic brings a critical evaluation of these two techniques, comparing them and adding information about their similarities and specificities, the synergy between them, as well as limitations on the joint use.

Similarities and specificities between both techniques

The first to be presented similarity between the techniques is its purpose: both seek balance and the improvement of the

individual, making real changes in people's life. While kinesiology seeks changes by bringing psychoenergetic balance, coaching brings change through objective and concrete stance achievement of goals. The kinesiology in this context tends to modify the physical-mental-emotional state of the client, while the coaching takes the client to self-assess, in a typical function of self-knowledge, which allows him or her to envision positive change in his or her life. Another similar point is the ability to intervene. Both techniques seek to intervene immediately in the client's situation, taking it out of a state of inertia that does not help in its progress. The kinesiology addresses the complex mechanisms of self-sabotage and blockages, conscious or not, the coachee brings in his lifetime. The coaching takes the coachee to be aware of his or her outlook on life and thinking of ways to achieve his or her goals and dreams. The two techniques were developed based on a partnership between client and facilitator. In the case of kinesiology, the therapist works to diagnose, through muscle testing, trends and obstacles presented by the client. In the coaching, the coach leads the coachee to wonder about his desires and needs, questions that lead him to identify his reason to continue in full walk of life.

Still in line with the similarities techniques involve specific method. The kinesiology establishes a sequence of steps until the application of muscle testing and determination of priorities for coachee testing, according to what the body needs. It is a process that deepens the need to balance the client, passing in stages that lead to the heart of the problem/situation really causing the imbalance. Coaching, on the other hand, establishes a growing process of discoveries and definitions of life, from a general diagnosis of the situation experienced by the coachee, through the identification of their strengths and weaknesses, living your dreams and beliefs, setting goals and reaching the definition of the pragmatic way forward, assessing evidence of achievement.

Synergy between both Techniques

The synergistic context of the two techniques is interesting in the sense that, although the two can be developed separately, the combination of their possibilities considerably amplifies the potential of each one individually. During the sessions of coaching it is observed that the coachee sets limits that could be worked with techniques of "limiting beliefs". However, when it is joined to the kinesiological diagnosis, we have the opportunity to seek the origins of the problem and not superficially treat the consequences. The depth in problem origins, in this case, has the advantage of being able to open new fronts in other sectors and balance not only what was initially investigated, enabling the expansion of resources to change the coachee and greater effectiveness of coaching. Synergy does not stop there. The coaching is conceptualized as a technique that is not within the therapeutic context and its performance is restricted to the rational and conscious. On the other hand, kinesiology works eminently imbalances, blockages and disorders of psychoenergetic nature. Here comes the opportunity to use both techniques, considering them complementary in the search for holistic development of client / coachee and meeting his expectations fully.

Limitations

The limitation on the concurrent use of the two techniques is the experience required for each to be used at an appropriate time for the effective development of client / coachee. It is feared that the excessive or inappropriate use of kinesiology can lead the coachee to lose interest in the process of coaching and value only the therapy, diverting its primary and fundamental purpose. Moreover, the process of coaching without kinesiology reduces possibilities of progress. Importantly, this article does not make an apology to these techniques, together or separately, but seeks to assess how both can be effective in the human development of the client / coachee.

Conclusions

At the conclusion of this study, we turn its goals to its reach. In the case that the overall objective was to verify how applied kinesiology can be used as a complementary technique to the process of coaching, amplifying its results, it appears that the possibilities of integration of techniques is feasible and possible. The case study showed that success in the complementarity of the techniques is the ability to observe the right moment to introduce specific session of applied kinesiology in the process when coaching. Furthermore, it was observed that kinesiology allows the release of psychoenergetic blockage the coachee might display, allowing amplification in his development in coaching. As for the specific purpose of identifying instrumental kinesiology capable of increasing the efficacy of coaching, it is noted that various tools can be employed, for example, anchoring the relief of emotional tension and release techniques of emotions. Furthermore, diagnosis and correction of deviations, unlock energies and feelings is another advantage that kinesiology brings to be integrated with coaching. Finally, the specific purpose of proposing specific types of sessions of kinesiology in the process of coaching can be described thus:

- a. Session unlock limiting beliefs: geared to assist the coachee in the diagnosis process and releases factors that prevent him from fully achieving his objectives. This is the session that should occur when the capacity assessment is applied, because it allows the coachee to have a general idea of his current situation and to identify his potential. This singular moment is the ideal to discuss the reasons why the desired progress is not being achieved and what factors prevent the coachee from developing fully.
- b. Session treatment of phobias and trauma: toward the identification of phobias, traumas and alike that make the coachee vulnerable to frustrations and emotional impediments to progress towards his goals. Translate into approaches that involve age recession in search of moments that led to the physical-emotional distresses which consists in fear of taking the next step.

Other sessions could be given, but this study is restricted to those because they are based on pragmatic experience of the author with his coachee. Future studies may point the indication of new sessions from other consolidated experiences of the integrated practice of applied kinesiology into coaching.

The author intends to continue applying jointly the techniques and assessing the feasibility previously achieved in their integration in order to maximize the results to be achieved by clients / coachees.

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