

Special Issue No. 3, November 2009

Editorial

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Welcome to the third Special Issue of the International Journal of Evidence Based Coaching and Mentoring. The papers in this issue have all been contributed by postgraduate students who presented at the Coaching and Mentoring Research Conference, held at Oxford Brookes University on 16th April 2009. This annual conference is organised specifically to provide an opportunity for postgraduate students to share their work with a much wider audience.

Each of the seven papers in this issue demonstrates the use of qualitative research approaches and their appropriateness for studying aspects of coaching and mentoring. The first two discuss some of the methodological challenges and choices that need to be made when beginning a doctoral level empirical study in the field, whilst the remaining five papers report on empirical studies carried out at masters level.

The first paper is by **Linda Neal** and explores some of the debates around grounded theory in order to highlight how grounded theory supports the dialogue between theoretical and pragmatic concerns. The second methodological examination is from **Colleen Harding**, who looks at three options for researching a specific coaching and mentoring area: action research, grounded theory and case study.

Our third paper is written by **Liz McGivern** and uses a phenomenological approach to understand the lived experiences of coaches in supervision. McGivern presents four key themes that emerge from the study: granting permission, opening practice to scrutiny, looking in and through the mirror and improving practice.

The fourth contribution is by **Annie Kimblin**, where the methodology used is heuristic. Kimblin explores the occurrence and effects of the Inner Game (Gallwey, 1974) on nine experienced coaches. The paper presents the reactions and coping strategies employed by coaches in response to the habits of mind that seemingly inhibit their practice.

The fifth paper comes from **David Carson** and focuses on the impact of mentoring on serving female police officers in the United Kingdom. A phenomenological approach is used to uncover the experiences of six women officers, whose concerns include work-life balance, career development and power relationships.

The penultimate paper in this issue is **Jenny Plaister-Ten**'s exploration of cross-cultural coaching. Again, a phenomenological approach explored the possibility that the coach can facilitate the understanding of cultural worldviews in the cross-cultural coaching relationship. Findings highlight the diverse meanings of cross-cultural coaching; an exploration of the background, experience and qualities of cross-cultural coaches; the building of key cross-cultural coaching competencies; and the facilitation of cultural understanding in the cross-cultural relationship.

The question of where the boundary lies between coaching and therapy always arouses interest and our final paper, from **Alison Maxwell**, reports on findings from a phenomenological study that looks at this issue. The paper highlights how psychological issues that are brought to the coaching session may, or may not, create a 'boundary', dependent upon the willingness and ability of the coach and the client to work with such personal or psychological material.

References

Gallwey, T. (1974), *The Inner Game of Tennis*, London: Pan Books - Macmillan Publishers Ltd.

**The 6th Coaching and Mentoring Research Conference will be held on
Thursday 14th January 2010
Oxford Brookes University Business School, Wheatley Campus
Please email: jason.davis@brookes.ac.uk for more information**