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In this issue of the *International Journal of Evidence Based Coaching and Mentoring* we are pleased to include two quantitative studies of coaching as well as four qualitative studies. We also have two conceptual papers that present interesting views on the application of goal focused coaching.

The first quantitative paper is by Frode Moen and Roger Federici from the Norwegian University of Science and Technology. It focuses on the development and testing of a multidimensional 'Coaching Leadership Self-Efficacy Scale', concluding that such a scale could be an important means of measuring the effectiveness of coaching programmes for leaders in business.

Our second paper looks at Australian coaches' views on coaching supervision. This quantitative survey conducted by Anthony Grant, from the Coaching Psychology Unit at University of Sydney suggests that although there is much support for supervision, a number of coaches are experiencing a negative experience with complaints particularly about peer group supervision and unskilled supervisors. The results emphasise the value of supervision for developing insights and enhancing perspectives, and also stresses the complexity of coach supervision as a skill. There are significant implications for practice.

In the third paper, Elaine Cox and Claire Patrick from Oxford Brookes University in the UK, describe a year long action research study focusing on how a combination of individual and group coaching can enhance performance and motivation in the workplace. The study focuses on a coaching intervention designed to help a group of retail support workers to manage their emotions more effectively in order to improve workplace relations and motivation. Findings suggest that as a result of the coaching employees were more resilient and dealt with emotional situations in more considered manner. This further impacted the performance of the work-group within the organisation. The authors suggest that findings from the study could be useful across the retail support sector.

Tracey Sempowicz and Peter Hudson from Queensland University of Technology, Australia then present the qualitative findings from their study of mentoring with pre-service teachers. This interpretive study explores reflective thinking using a mentoring feedback framework to collect and analyse video, audio and observational data from two mentor-mentee case studies with experienced primary teachers. Findings reveal that mentors modelled reflective practices to their mentees which in turn influenced the mentees' reflective practices and their pedagogical development

For our fifth contribution, Kathryn Oowler researching in Auckland, New Zealand focuses on how the Life Code Matrix (LCM) model can be effective in supporting internal motivation. Qualitative research was undertaken with 15 participants undergoing transition in their lives and results suggest that the LCM can improve worker confidence and capacity to learn as well as helping to develop positive work-place relationships and support work-place engagement.

The sixth paper is by Sraban Mukherjee and is a case-study of an internal coaching intervention designed to build leadership capacity in a large production company based in India. The research aimed at understanding the impact of the internal coaching process from the coach's perspective. It used transaction style inventory data of the manager-coaches, before and after coaching, together with a survey. Findings suggest improvement in coach's interpersonal skills and improvement in transactional styles.

This issue of the journal also includes two conceptual papers. The first is from Yossi Ives, from the UK, who presents an initial conceptualisation of relationship coaching for single people. The paper argues that coaching offers an effective framework for helping singles form sustainable life-partnerships. Ives suggests a combination goal-focused coaching and developmental coaching in order to encourage more adaptive relationship attitudes and skills for single clients. The paper presents a model of relationship coaching which could serve as a guide for coaching singles through a process of discovery and subsequent action towards achieving their relationship aim.

The second conceptual contribution, and our final paper, is entitled 'What do you *Really* Want: an Examination of the Pursuit of Goal Setting in Coaching'. In this paper Debra Jinks and Janice Dexter from the UK examine society's desire for setting targets and goals. They then discuss the dissonance between coaching principles and coaching practice and the negative consequences of a target driven culture. The authors are concerned that some coaches may adopt models and ways of working that are too simplistic to negotiate what they call "the multifaceted nature of human motivation". Their solution is a move towards goal exploration that is subtle, refined and in tune with clients' preferences.

There is also one conference review in this issue. Claudia Filsinger and Sally Worth provide an overview and commentary on the Women and Leadership: Closing the Gender Gap conference, held at Oxford Brookes University in September 2011.

Elaine Cox, July 2012