

Special Issue No. 2, Autumn 2008

Editorial

Elaine Cox, Business School, Oxford Brookes University, Oxford, OX33 1HX, UK
Email contact: ecox@brookes.ac.uk

Welcome to this 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 4th April 2008. Research in the field of coaching and mentoring is relatively new and this annual conference is organised specifically to provide an opportunity for postgraduate students from any institution to share their work with a much wider audience.

As befits our evidence-based approach, each of the papers highlights the research literature relevant to the study and also discusses the methodology in some detail. The four papers that comprise this issue include two phenomenological studies and two grounded theory studies and cover a wide spectrum of coaching interest.

The first paper is a study of coaches and coachees experience of self-doubt. Lynne Hindmarch uses the phenomenological approach to uncover how self-doubt is often a work-related phenomenon. The paper discusses the implications of coaching practice.

Our second paper is by Joy Bussell and is entitled Great Expectations. In this important study, Joy used a grounded theory approach to look at the issues facing women returning to work after childbirth. Seven stages of transitional perspectives of work are proposed, each reflecting women's attitudes to work. This seven stage model is offered as a starting point for coaching support and other interventions.

The third paper in this issue explores the role of supervision in coaching. Tina Salter uses a grounded theory approach to examine coaches' current thinking in relation to supervision and uncovers a fear of coaching supervision, particularly the fear of imposition by professional bodies. There is also evidence that coaches are developing their own ways of obtaining supervision, such as peer group supervision.

The final paper is by Annabel Harper and looks at coaches' decisions to use psychometric testing. Using a phenomenological approach Annabel investigates the reasons why coaches choose to use psychometric testing and considers whether accreditation is important. The findings suggest that as well as knowledge of psychometric tests, a background of psychological knowledge is also important.

The 5th Coaching and Mentoring Research Conference will be held on Thursday 16th April 2009.

Papers are invited from postgraduate students of coaching and mentoring Proposals (no longer than 1000 words) should be sent to Dr. Elaine Cox – ecox@brookes.ac.uk

