

# Special Issue No. 10, June 2016

## Editorial

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This special issue of IJEBM is the publication platform for postgraduate students who presented their research at the annual Coaching and Mentoring Research Conference at Oxford Brookes University on Thursday 14th January 2016. As with previous special conference issues, it provides an opportunity for new researchers to share their methodologies and findings with IJEBM readers across the world.

This issue contains 16 papers and includes two papers on mentoring; four on the coaching process; seven on different coaching contexts, including leadership coaching, group coaching and cross cultural coaching; and three papers on methodological issues relating to the study of coaching.

Our first paper is by Sally Blake who examines support for professionals as they seek to become mentors. Her paper looks at the experience of four mentors mentoring in their first formal scheme. Findings showed that even experts in a professional field can experience anxieties as a mentor and proposes a model for mentor development to support the experiential transition from ‘professional-as-mentor’ to ‘professional mentor.’

The second paper is the first of four examining aspects of the coaching process. Glenn Wallis used heuristic inquiry to focus on coaches’ experiences of generating questions. The research highlighted three paradoxes that coaches tried to balance while asking questions of their clients.

The third paper is by Peter Hill and provides insights into the nature and role of listening in the creation of a co-constructive coaching dialogue. The research explored the interpretive nature of listening in coaching through the experiences of a few coaching partnerships, and concluded that client perspectives, by focusing on values, assumptions and emotions appeared pivotal to their experience of being heard.

Paper four, focuses on the possibility of making ‘a shift in the room’. In this paper Joyce Moons examines how coaches attempt to create transformational shifts in a short period of time. The study used a grounded theory approach to show that transformational shifts evolve over the course of coaching, rather than happening live in the room. An Evolving Transformational Shift (ETS) model is presented that maps out interventions that help to increase the possibility of transformation.

Nigel Emson is the author of the fifth paper. He explores the use of metaphor and explains how metaphors can provide insights into clients’ sense making. Using thematic analysis with eight executive clients, the findings of this study suggest that metaphor can offer the coach an awareness of clients’ values and unconscious sense making.

Our sixth paper also focuses on coaching for leaders and particularly how the transfer and sustainability of learning can be enabled. In this paper, Janice Cook presents a post doctoral collaborative action research study that examined whether the ‘Collaborative Action Coaching for Leaders’ model can be used in other coaching contexts. The study reports that a range of coaches were able to apply the model, whilst still retaining their professional identity as a coach.

The seventh paper in this special issue was also carried out in the context of executive and leadership coaching and sustainability. Nelia Koroleva, asks whether there is a disconnect between coaching practice and academic research in assessing sustainable change. She argues that reflective practitioners face critical challenges in facilitating sustainable change in their clients because there is no blueprint for how to implement it. The findings of the study led Nelia to present a three-category theoretical model that fills the gap in the current research and offers a practical implementation of sustainable change.

Sue Wotruba's context is leadership team coaching. This case study explores the importance that coaching practitioners attach to the coaching relationship in a team context. Findings suggest that coaches consider it important to develop a trust-based relational connection with teams at both the individual and the collective level, but that establishing and maintaining connection is complex and challenging.

Paper nine is also concerned with group coaching. Eli Fumoto's paper explores group coaching to cultivate creative confidence and build motivation to nurture creativity. The research developed a group coaching model using an action research methodology undertaken in Switzerland and the United Kingdom.

The tenth paper, entitled "A leap into the unknown: The self-employed coach's experience of self-doubt" is by Sas Petherick. In this study, Petherick explores the experience of self-doubt of four self-employed coaches. The study concludes that the skills and knowledge required to fulfil the roles of both coach and business owner are dynamic and complex and take time to master and the experience of self-doubt has symbolic, psychological and economic impacts with the potential to prevent self-employed coaches from being able to do their work in the world.

Gabby Bardoy's paper 'Is it time for paramedics to reflect on their wellbeing, confidence, and be empowered within their profession?' explains how the significant increase in the number of paramedic practitioners leaving the profession is related to increased anxiety and stress associated with the role. This qualitative study ascertained how delivering a short course of coaching sessions to paramedics could make a difference to their wellbeing, stress levels and satisfaction.

The twelfth paper is by Nesochi Awujo. Using a case study approach, Awujo's study explored the influence of mentoring on Christian mothers from an African background in dealing with their challenges. Findings suggested that the mothers experience both value conflict and role conflict challenges and that mentoring has a direct influence on how they deal with practical challenges in every area of life.

Our next paper presents a coaching framework for developing the psychological capital of a global mindset. In this paper, Penelope Parish describes a small heuristic study that resulted in a tentative theory of how person-environment matching can help when coaching international executives.

Our final three papers focus on methodological issues concerning the study of coaching or mentoring. In the first of these, Theresa Hammond uses a Q methodology to evaluate coaching and mentoring in the pastoral ministry. The study assessed subjective experiences and the impact of coaching/mentoring environments. Q Methodology is demonstrated to be a useful evaluation tool.

The penultimate paper, focuses on issues in conducting quantitative studies on the impact of coaching and mentoring in Higher Education. In this paper, Jill Andeanoff highlights the issues of conducting quantitative research to establish outcomes of coaching interventions. The paper highlights the methodology used to carry out a quantitative study of a peer coaching intervention, comparing the academic attainment of a coached group of students with a group of students who received no coaching.

In our final paper, Richard Sale reflects on the *process* of carrying out research for a professional doctorate. He questions whether the methodology used by aspiring academics is necessarily relevant

for practitioners who carry out doctoral research from within their professional practice. There is a challenge to readers to consider their own research practice.

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