

Editorial: Research methodologies for coaching and mentoring

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This edition of our journal highlights a range of issues that concern academics and practitioners alike. Practice in two new contexts is reported: mentoring in Higher Education in Nigeria and peer coaching in the Learning and Skills Sector in the UK. This issue also revisits issues in SME culture and opens a new debate in coach training/education.

In our first contribution, Stober, Wildflower and Drake emphasise the cross-disciplinary nature of coaching and reinforce previous calls, in this publication, for an evidence based approach to practice. They provide a view that supports the belief of this journal, i.e. that it is vital for coaches to be using a broad, yet reliable, range of evidence to support their practice. This article is particularly useful as it raises a number of questions about evidence-based practice in relation to coaching. These are important questions for all stakeholders: professional associations, since they will undoubtedly monitor continuing professional development; training and education providers, to ensure that an EBP approach is developed and delivered; practitioners and their clients, as they will both benefit, I believe, from the use of evidence based interventions; and academics, who have a commitment to the development of professional practice underpinned by rigorous research.

Peel's paper in this issue is earnest in providing an evidence base. It reports on a study into the impact of small and medium sized enterprise culture on coaching and mentoring. In line with evidence-based practice, Peel presents a very full explanation of his research process, explaining also how a thorough understanding of previous literature helps to identify research questions and provide a rationale for methodological approaches.

The third article in this issue is by Aledejana, Aledejana and Ehindero, who present an analysis of mentoring relationships among teachers in Higher Education in Nigeria. Focusing on eight pairs of university academics the authors conduct a qualitative survey to examine the nature of relationships and compare the Nigerian experience with findings in other countries.

Browne, working in the UK, presents evaluation research carried out on the Teaching and Learning National Transformation Programme within the Learning and Skills Sector. The evaluation looks at the peer-coaching element of the programme and uses Kellogg's Logic Model to evaluate its impact. Browne confirms that this programme is in the early stages of its development and we shall be interested in this journal to learn more about how the peer-coaching element can add value to the transformation of this often neglected area of education in UK.

Laske's paper opens a much needed debate around levels of adult cognition. Laske is in support of developing coaches' cognitive and social-emotional development to enable them to support client development adequately. Using one coach education programme in the United States as case study, Laske argues for educational programmes for coaches to be underpinned by research in, for example, developmental psychology and lists a number of important issues to be addressed by

researchers. I look forward to further discussions and research in this area in future issues.

In this issue we also include two excellent book reviews: Erica Holley reviews *Coaching Leadership: Building Educational Leadership Capacity through Coaching Partnerships* and Christine Champion reviews *Achieving Excellence in Your coaching Practice: How to Run a Highly Successful Coaching Business*.