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International Centre for Coaching & Mentoring Studies

20th Annual Coaching & Mentoring Research Conference

18 January 2024



Thursday 18th January 2024

9.00 am – 5.00 pm

Programme and Abstracts

9.00 Coffee (Foyer outside Clerici Learning Studio)/Virtual coffee via Zoom
9.30 Welcome – Professor Tim Vorley, Pro-Vice Chancellor, Dean of Oxford Brookes Business School
9.35 Keynote Speech: Professor Tatiana Bachkirova
10.05 Presentation of Prizes (APECS; EMCC; The Janice Cook Prize) – Representatives from APECS; EMCC; OBBS Introduction to Leader as Coach Programme and Commercial Coaching Courses Room: Clerici Learning Studio

10:20 Paper 1.1 – The contribution of team coaching to team effectiveness: an action research study <i>Clerici Learning Studio – Virtual delivery</i> Colm Murphy (Doctor of Business Administration University of Portsmouth) (PJ) The presentation focused on three main contributions to our knowledge and understanding of the relationship between team coaching and team effectiveness. First, that team coaching influences intra-team and team-stakeholder relationships and by extension the perceptions of team effectiveness by team stakeholders, Second, a new understanding of the relationship between team coaching and team adaptation resulting in greater team effectiveness. Third, the importance of the relational aspect of team coaching, conceptualised as team coaching working alliance, for creating psychological safety within the team as a foundation from which change and adaptation can occur.	10:20 Paper 1.2 – The use of Transactional Analysis (TA) scripts and strokes in coaching <i>Room: CLC. 1.09</i> Lorna MacDougall (MA Coaching and Mentoring Practice, Oxford Brookes) (II) This study addresses how coaches apply Transactional Analysis (TA) concepts, specifically scripts and strokes, in one-to-one coaching. Interviewing experienced coaches unveiled contextual and process elements surrounding how these concepts are used in practice. Contextual elements encompass coach training, contracting, supervision, self-awareness, reflexivity, and establishing a safe environment. Process elements involve the role of strokes in building and supporting relationships and the nuanced use of scripts requiring advanced TA training. Finally, a conceptual framework shows how scripts and strokes are incorporated into coaching practice.	10:20 Paper 1.3 – Do teachers value their experience of being coached? <i>Room: CLC. 1.09 – Virtual delivery</i> Sara Hampton (MA Coaching and mentoring Practice, Oxford Brookes) (SH) From a phenomenological epistemology the primary aim of this research was to gather the narrative of teachers who have been coached to gain insight into their perspective of its benefit to their wellbeing. I conducted qualitative research having conversations with six teachers who had been coached and collected their personal narrative to explore with them the meaning and significance they placed on the experience of being coached.
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10:55 Coffee break (Foyer)/Virtual break via Zoom

11.15 Paper 2.1 – Coaching with the heart in mind

Room: Clerici Learning Studio

Janine Roberts (Doctor of Coaching and Mentoring, Oxford Brookes) (II)

This research explored the influence of coaching on leaders' emotions within the context of their organisational relationships. Using constructivist grounded theory, interviews with 12 leaders and 10 coaches generated insights from 31 coaching experiences. Varying levels of emotional engagement emerged: engaged, curious, misaligned, and avoidant. Emotional engagement and curiosity cultivated authentic emotional expression, agency, and transformational changes in relationships. Emotional misalignment disengaged leaders. A new emotional engagement theoretical framework, incorporating an 'emotional contract' concept, is introduced in coaching and leadership.

11.15 Paper 2.2 – Youth mentoring: The mentee's perspective

Room: Room: CLC.1.09

Catherine Comfort (Doctorate of Education, The Open University) (PJ)

Youth mentoring provides adult support to young people, often in difficult situations. Extant youth mentoring literature, predominantly quantitative studies of large US programmes, finds mentoring's impact is measurable but small. Recent research into a UK local authority programme challenges the validity of focusing on measurable outcomes. A qualitative methodology, underpinned by asset and social capital theories, were used to explore what mentees value and gain from mentoring and to explain how they achieve change. Implications for mentoring practice are discussed.

11.15 Paper 2.3 – Why Q?

Room: CLC.108

Elizabeth Crosse (Doctor of Coaching and Mentoring Practice, Oxford Brookes) (AM)

When selecting a methodology, we consider our ontology, epistemological position, and the nature of our research question. Less thought is given to the way in which we learn and process information, which is important for neurotypical and neurodiverse researchers. In this session, I present my doctoral research on coach development as a case study, sharing my experience as a dyslexic student using Q methodology (Q). In arguing that Q plays to the strengths of the dyslexic brain, I intend to provoke a discussion on a pragmatic approach to research design to help navigate learning challenges.

11.55 Paper 3.1 – Where is the boundary between coaching and therapy?

Room: Clerici Learning Studio – Virtual delivery

Leoni Kitchin (Doctor of Coaching and Mentoring, Oxford Brookes) (JG)

Coaches often deal with uncertainty and lack clear guidance. This session presents my doctoral thesis on executive coaches' experience

11.55 Paper 3.2 – Making meaning of mentoring: the narratives of Allied Health Professionals (AHPs) mentoring other experienced professionals

Room: CLC.1.09

Amy Stephens (MA Coaching and Mentoring Practice, Oxford Brookes) (PJ)

This study uses iterative narrative inquiry to explore individual framings of mentoring for AHPs who clinically mentor other experienced

11.55 Paper 3.3 – Modal Verbs: From Semiotic Coaching and Educational Semiotics/Edusemiotics to Educational Linguistics and Ontological/Linguistic Coaching

Room: CLC.108 – Virtual delivery

Laleh Molaei (Ph.D in Linguistics, Allameh Tabataba'i University) (II)

Under the realm of Fontanille's qualitative methodology of Semiotics (2003), the current research demonstrates the influence of modal

<p>of the boundary and overlap between coaching and therapy. The findings give a unique insight in to how executive coaches see the boundary and how they practice. Using Q Methodology allows the voices of executive coaches to be heard, looking at experiences in a new way and inviting a refreshed dialogue among coaches.</p>	<p>AHPs. Four separate stories from the field are analysed using a postmodernist perspective to identify contextually significant factors and priorities. These framings, all held as equally valid and informative, are considered in relation to the current paradigm shifts experienced by AHPs and others working in health, education and social care in the UK.</p>	<p>verbs on learning and education through the mediation of coaching, which can be connected and expanded upon in various domains such as mentoring, consulting/counselling, leadership, and similar fields. This study leads us, on one side, to semiotic coaching and educational semiotics/edusemiotics, and on the other side, to educational linguistics and ontological/linguistic coaching.</p>
<p>12.30 Lunch (Foyer)/Virtual break via Zoom</p>		
<p>1.30 Paper 4.1 – Reframing Imposterism: Coaching Clients Who Feel Like a Fraud <i>Room: Clerici Learning Studio</i></p> <p>Rachel May (MSc in Coaching and Behavioural Change, Henley Business School) (JM)</p> <p>This study explores how expert Executive Coaches work with imposterism in clients. It examines the constructs/mindsets coaches hold about this topic, and the techniques they use. Employing a qualitative, semi-structured interview approach and a Reflexive Thematic Analysis lens (Braun & Clarke 2022), the output of the research is a practice model for coaches in development. This study further sheds light on the impact of coach thinking, coaching modality and on impacts for organisations.</p>	<p>1.30 Paper 4.2 – What is the experience of coaching for Black Headteachers working in UK schools <i>Room: CLC. 1.09</i></p> <p>Amanda Wilson, (MA Coaching and Mentoring Practice, Oxford Brookes) (SH)</p> <p>The number of Black headteachers in UK schools currently stands at only 1%. Being a headteacher is a challenge at the best of times, but when ethnicity is added into the frame, the role is made more challenging. Over the last few years coaching has become more commonly used by leaders in school settings. This presentation outlines the results of an IPA study which sought to understating the experience of coaching for Black headteachers working in UK schools.</p>	<p>1.30 Paper 4.3 – Neutral Bystander or Change Agent? How internal coaches support organisational change in Higher Education <i>Room: CLC. 1.08</i></p> <p>Manda Maclean (Doctor of Coaching and Mentoring, Oxford Brookes) (AM)</p> <p>The interconnectedness of organisational and individual change is much debated, yet empirical research remains limited on how internal coaching potentially supports organisational change. My constructivist grounded theory study of 18 internal coaches, across 15 Higher Education Institutions, explores how internal coaches facilitate their coachees to navigate organisational change, manage the tensions that arise and progress to a more agentic position of self-efficacy and autonomy. A conceptual framework to support internal coaching practices was constructed, with implications for practitioner development.</p>
<p>2.10 Paper 5.1 – Coaching in the Digital Age: How is digitalization impacting executive coaching? A grounded theory exploration</p>	<p>2.10 Paper 5.2 – A feasibility study of a wellbeing coaching intervention based on socio-cognitive mindfulness</p>	<p>2.10 Paper 5.3 – Join the Q: Demonstrating the real world application in coaching and mental health of a Q Methodology Q-Set <i>Room: CLC. 1.08 – Virtual delivery</i></p>

<p><i>Room: Clerici Learning Studio</i></p> <p>Brajesh Bajpai (Doctor of Coaching and Mentoring, Oxford Brookes) (JG)</p> <p>Given executive coaching literature has missed acknowledging the impact of socio-contextual factors, this study addresses the gap through a holistic exploration of the effects of digitalisation. The study reveals that while digitalisation significantly impacts the industry, most coaches struggle to comprehend it adequately. The shift to video coaching has led to a loss of depth, disturbed presence, and blurred boundaries. Coaches face both fear of obsolescence and confidence of significance due to digital advancements. This study introduces a framework for understanding digitalisation's impact holistically and a proposes a coaching continuum for managing diverse digital mediums.</p>	<p><i>Room: CLC. 1.09 – Virtual delivery</i></p> <p>Katie Crabtree (PhD in Population Health Sciences, Newcastle University) (II)</p> <p>Socio-cognitive mindfulness is a non-meditative approach to mindfulness and has demonstrated links to increased wellbeing, environmental mastery and goal attainment, thus making it a suitable theory from which to develop a coaching intervention. This presentation shares the results of a study which tested the feasibility of a wellbeing coaching programme based on socio-cognitive mindfulness evidence-based strategies. This will include outcomes related to the recruitment process, measurement tools, intervention adherence as well as the acceptability of the programme from the perspectives of the participants.</p>	<p>Lindsay Foreman (Doctor of Coaching and Mentoring, Oxford Brookes) (AM)</p> <p>As we navigate the highs and lows of doctoral exploration and beyond. Through the power of multiple voices revealed in the Q Set generated by my Q Methodology study, take part in this practical demonstration. Explore how these insights into thoughts and emotions, particularly associated with goal pursuit, have the potential to create the conditions for ground breaking conversations on mental health at an individual, group, and global levels, offering a promising landscape for awareness and authentic change.</p>
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2.45 Coffee break (Foyer)/Virtual break Via Zoom

**3:05 Guest Talk:
Applying for the IOC-ICF Coaching Research Grants,
by Dr Angella Passarelli, Director of Research at the Institute of Coaching, McLean/Harvard Medical School**

<p>3:35 Paper 6.1 – A study into the experience of coaching for women with a later life diagnosis of ADHD <i>Room: Clerici Learning Studio</i></p> <p>Helen Sander-Williams (MA Coaching and Mentoring Practice, Oxford Brookes) (JM)</p> <p>This IPA study investigates the lived experience of woman who have received a diagnosis of ADHD later in life, and who have then received coaching for it. As more is being understood about ADHD,</p>	<p>3:35 Paper 6.2 – Navigating Mentorship: Understanding Challenges and Recommendations for Low-Income Single Mothers in the UK (II) <i>Room: CLC. 1. 09 – Virtual delivery</i></p> <p>Heidi Thomas (MA Coaching and Mentoring Practice, Oxford Brookes) (II)</p> <p>This study explores the intricate experiences of seven low-income single mothers in the United Kingdom, shedding light on societal pressures, mental health hurdles, and nuanced mentor-mentee dynamics. The research emphasises the</p>	<p>3:35 Paper 6.3 – Discovering the uncharted: Autistic women's experiences in workplace coaching <i>Room: CLC. 1. 08</i></p> <p>Cara Langford (MA Coaching and Mentoring Practice, Oxford Brookes) (JP)</p> <p>This presentation will unveil novel insights that challenge existing coaching theory, research, and practice. Uncovering new information that has not previously been explored within the coaching field, namely autistic women's</p>
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<p>there is a realisation that many people, particularly women, have lived a large part of their lives either undiagnosed or misdiagnosed. The resulting lack of treatment has a huge impact on their lives. Upon diagnosis, multimodal treatment is suggested, of which coaching is one element. There is almost no research into the impact of coaching upon adult women with ADHD and this study attempts to start to address this lack, by exploring the experiences of three women.</p>	<p>need for enhanced ethics and peer mentoring by unveiling power imbalances and vulnerabilities. This investigation enriches discussions on mentoring, prompting further research to bridge gaps and foster resilience among single mothers in mentoring programs.</p>	<p>experiences of workplace coaching and ableist power dynamics. It's time to look beyond existing coaching models and explore coaching as a social process that can facilitate change for individuals and society. Get ready to question, explore, and innovate coaching practices from a fresh and unique perspective.</p>
<p>4:15 Paper 7.1 – An investigation into the negative effects experienced by the independent novice coach: A heuristic inquiry <i>Room: Clerici Learning Studio</i></p> <p>Gillian Billington, (MA Coaching and Mentoring Practice, Oxford Brookes) (JM) This research provides an insight into the negative effects experienced by the independent novice coach where currently there is no evident literature. The research employs a qualitative study using a purposive sample and a heuristic inquiry approach and raises awareness of the emotions that are experienced and the contributing factors.</p>	<p>4:15 Paper 7.2 – A Communication Approach to Life Coaching Practices <i>Room: CLC. 1. 09 – Virtual delivery</i></p> <p>Hirtie Dumitrita-Dorina (PhD in Communication Sciences, National University of Political Studies and Public Administration, Bucharest, Romania) (II)</p> <p>As result of its interdisciplinary foundation, coaching can be studied from a communication perspective. As such, coaching employs directive and non-directive practices. Though coaching is nowadays known as, primarily, a non-directive practice, hitherto research has not clarified the nature of the directiveness and non-directiveness of communication in coaching practice in terms of techniques used, the nature of the coaching relationship, and the attributes of the coach. In this direction, the current paper explores the directive and non-directive elements of coaching communication, concerning life coaching and online coaching.</p>	<p>4:15 Paper 7.3 – Developing principles for effective leadership coaching with the Light-Triad: An integrative and constructive grounded theory study <i>Room: CLC. 1. 09</i></p> <p>Lee Norris (MA Coaching and Mentoring Practice, Oxford Brookes) (JP)</p> <p>In the past 20 years, research into the Dark-Triad by Paulhus (2001) and Groves & Furnham (2022) highlighted the propensity for senior leaders and some executive coaches to have these antisocial traits. In contrast, Kaufman et al (2019) published research focusing on the Light-Triad of personality identifying that most people tend towards these ideals. This presentation explores my research into the light-triad in the context of Leadership and Executive Coaching to determine its relevance and potential as a coaching ontology that can influence wellbeing and social purpose in organisations.</p>
<p align="center">4:55 Concluding Remarks – Dr Ioanna Iordanou (Clerici Learning Studio) 5:00 Wine Reception Foyer</p>		

Thank you for coming

