

# New perspectives on career coaching

This edition contains the latest thinking on career coaching. It features the results of a recent survey and papers focused on practice in public and private sector contexts. There are also new conceptual pieces and contributions from course providers outlining their distinctive approaches. In short, this edition is essential reading for anyone connected with this growing and exciting field.

**Charles Jackson** discusses a recent survey on the changing shape of the career profession in the UK. The similarities and differences between work in the public and private sectors are explored and implications for the careers profession discussed.

**Denise Taylor** offers a personal view of career coaching in private practice. She discusses the development of a working relationship and the use of assessments and other exercises. Client examples are included to show the results of this career coaching process.

**Lynne Barnes** and **Elizabeth F. Bradley** discuss their work with Deaf students in the higher education sector. A case study is developed focusing on the development of employability skills with this client group.

**Bill Law** discusses the different vocabulary used in careers work and poses the question 'Where's the big idea?' Among his answers are a more developed programme of education, a need for critical thinking and a move to conceptualising careers work as a feature of civil society.

**Rob Nathan** in conversation with **Wendy Hirsh** discusses developing sustainable career coaching in the workplace. They look at some of issues in working with employers and explore the theories that inform Rob's practice.

**Janet Sheath** discusses the education and training of career coaches and proposes a psychological model. The model identifies a spectrum of activities within which career coaches work and the skills needed.

**Julia Yates** argues for an approach to career coaching based on positive psychology. She argues that this approach has led to the rigorous application of scientific methods to generate empirical evidence and explores how positive psychology can inform and enhance career coaching interventions.

**Gill Frigerio** and I propose that the design of career coaching should be linked skilfully to career-related learning, career literacy, contracting and calling. Overall, a view of career coaching as a creative and critical art is foregrounded.

---

**Phil McCash, Editor**

---