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Editorial

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Welcome to Volume 13 of the International Journal of Evidence Based Coaching and Mentoring. In this issue we have articles originating from Ireland, The Netherlands and further afield in Australia, the United States of America and Canada, with four of the papers focussing on mentoring and three concentrating on coaching.

Christina Turner & Grace McCarthy explore the factors which influence managers' engagement in 'coachable moments' in organisations through deployment of the critical incident technique. They highlight that the likelihood of managers taking advantage of coachable moments depends on the situation and relates to time available, skills and the nature of the relationship (trust between the coach and coachee). The perceived risks of an informal coaching conversation were also part of managers' awareness and the authors highlight the value of training around supporting managers' ability to effectively assess these risks and utilise informal coaching occasions.

Liu, Irwin & Morrow undertake a scoping review of Co-Active Life Coaching (CALC) related to health behaviour change in the second article in this issue. Not only does this article provide helpful insights into health and co-active life coaching it provides a valuable overview of the six-stage methodological framework for conducting scoping reviews. It concludes with a clear overview of the impact of CALC interventions aimed at improving health-behaviour related outcomes.

The use of drama techniques in team coaching provides the focus for Marie-Claire Dassen's article. The challenges of team coaching highlight why drama techniques provide helpful, distinctive and creative ways of working with groups. Using a range of data methods, as well as the author's own practice, evidence from successful and unsuccessful team coaching, using drama techniques, are explored. The findings highlight how specific drama techniques appear to have particular resonance at different stages of the coaching process and the conclusions and recommendations emphasise the implications for coaches and teams seeking coaching support.

The fourth article in this edition challenges mentors in the science, technology, engineering and mathematics (STEM) fields to evaluate their mentoring style, specifically their broaching style, to improve their ability to effectively mentor cross-race proteges. Carroll and Barnes

argue that supporting mentors to ensure effective mentoring experiences for opposite race proteges, through the three self-diagnostic steps developed from their study, will contribute to better minority career outcomes in the STEM sectors.

The value of mentors is highlighted again in our fifth article where Laukhuf and Malone adopt a phenomenological approach to explore how mentoring shapes women entrepreneurs' confidence and ability to build their businesses and flourish personally and professionally. The enduring benefit of mentoring is also evident in this study where the women participants then show continued commitment to community support as well as the development of their businesses.

Mentoring is also the focus for Sheri Gotrian-Ryan's paper where it is explored as part of a leadership development program within the academic management field. Using a mixed methods design the findings show that the dual nature of mentoring, specifically the psychosocial and career development functions, add value to leadership development programs. Specifically this study shows mentoring offers mentors and proteges the opportunity to exchange knowledge and expertise to build future leadership confidence and capability.

Our final paper again focuses upon mentoring in the higher education context by exploring three case studies of mentoring programmes associated with the Dublin Institute of Technology. These cases stretch across a variety of peer mentoring, as well as traditional mentoring scenarios, extended across students, academics, technical staff and other institutions and community ventures. The authors evaluate the cases and highlight the value of deploying mentoring to ensure learning from internal colleagues and enhance organisational goals and staff experiences.

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