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It is with great pleasure that I am able to welcome two new assistant editors to IJEBCM: Dr. Colleen Harding from Bournemouth University and Dr Judie Gannon from the Oxford School of Hospitality Management. Colleen has already edited the Special Issue of IJEBCM published in June, and will be working alongside me and Judie to bring coaching and mentoring research to the widest possible global audience. In this issue of IJEBCM we have fourteen papers addressing a broad range of coaching and mentoring topics that reflect both researcher and practitioner concern.

Our first paper was presented at the International Coaching Supervision Conference in June 2014 and explains a model of co-facilitation for supporting group coaching-supervision. In the paper Michelle Lucas and Carol Whitaker from the UK describe how, as two coaching supervisors, they work together to deliver co-facilitated group coaching supervision. The model they present here is not meant as a prescription of how to work, but instead deconstructs how these supervisors work.

In our second paper, Michael Read from Vancouver Island University in Canada asks what coaches can learn from the history of jazz-based improvisation. Read suggests that improvisation in jazz can be conceptually linked to the kinds of interactional relationships found in coaching. Using jazz history, this paper makes a number of propositions to challenge coachees and researchers to examine whether jazz concepts such as decision-making speed, group size, level of pre-arrangement, and improvisation can be applied in coaching contexts.

Next, we have a cluster of papers that have client health and well-being at their heart. Ilona Boniwell, Evgeny Osin, Anna Sircova launch the idea of time perspective coaching to both improve time management and enhance well-being. In their paper they suggest a fresh way of dealing with multiple time management issues. They have considered a number of coaching intervention techniques and examined them in relation to time perspective theory. The paper thus offers a guide for practitioners wishing to use time perspectives in their coaching, including performing initial diagnostics and distinguishing problems and practical tools that can help overcome negative consequences associated with over-reliance on particular time frames.

The fourth paper also focuses on health and well-being. Dee Gray and colleagues present findings from a pilot study that explored the usefulness of a Salutogenic coaching model. The model was developed and tested by three coaches who work in executive coaching, eco-coaching and life coaching. Within these contexts they explored whether the three part process that begins with identification of a primordial centre could contribute to the wellbeing of coachees.

Sunny Gordon-Bar's article examines how personal systems coaching can increase well-being for single mothers in Israel through increases in self-efficacy and goal achievement. In this mixed-methods research, single mother degree students were studied and findings suggested a decrease in self-handicapping thoughts following coaching.

Our sixth paper is an integrative literature review of motivational interviewing and co-active life coaching. Here, Elizabeth Hall working in the USA considers these two approaches as potential interventions for positive behaviour change in 'at risk' adolescents. She presents some implications for practice and further research.

Also focusing on coaching/mentoring with adolescents, Qing Wang and Ian Milford propose a unified psychological model of coaching and mentoring for supporting learning. Their study followed the course of mentoring in informal education settings and coaching in formal education settings, with combined evidence suggesting that coaching and mentoring in this context involves complex and subtle psychological, social, emotional, cognitive and contextual processes for all participants.

The eighth paper in this issue focuses on the influence of the Five Factor Model of personality on the perceived effectiveness of executive coaching. Rebecca Jones and colleagues working in the UK, used a cross-sectional survey to measure personality and found a significant positive relationship between extraversion and perceived coaching effectiveness. The study contributes to an emerging literature on antecedents of coaching effectiveness.

Minna Rollins, Brian Rutherford and David Nickell undertook qualitative research in the USA to explore informal mentoring on outcome-based salesperson performance in the insurance industry. Findings suggest that mentoring contributes to salesperson performance but is especially useful for salespeople early in their careers where it can benefit not only the protégé but also the mentor and the organization.

Paper ten explains how goal orientation in coaching differs according to region, experience, and education. In the paper Susan David, David Clutterbuck and David Megginson describe their study of 194 coaches in the US and Europe. Survey results show differences according to region, coaching experience, and education. The findings provide researchers with a reliable measure of goal orientation, and raise questions for further research.

In our next paper, Nicky Terblanche from South Africa has examined knowledge sharing using Social Network Analysis as a coaching tool. In the study Social Network Analysis artifacts were used not only to help identify coachees, but also to set coaching goals, create self-awareness, identify behavioural changes, and to provide some measure of the coaching efficacy in improving knowledge sharing in a team.

The final three articles spotlight virtual coaching in some form and highlight some challenges for this area of practice. Harald Geissler and colleagues in Germany, present findings from a qualitative study of a virtual coaching programme combining telephone coaching with an internet-based coaching programme. In the study of 14 clients, each received three coaching sessions. Their findings suggest that this coaching format delivers positive results: some participants describe distinct advantages in relation to phone and internet-based coaching when compared to face-to-face coaching, although findings also indicate that a blended approach, combining technology and face-to-face may be most beneficial.

Our penultimate paper, by Claudia Filsinger, focuses on the virtual line manager as coach. In this paper, Filsinger reviews how culture in coaching, virtual coaching and the manager-as-coach exist separately, but that few studies have been undertaken to examine line managers acting as coaches in virtual and cross-cultural settings. The article identifies relevant findings from existing studies with the aim of increasing understanding of the coaches' skills requirements and drawing conclusions for organizations.

The final paper in this issue looks, in hindsight, at the challenges of virtual mentoring for future higher education leaders in Afghanistan. Victoria Lindsay and Hank Williams give a personal account of a British Council and Afghan Ministry of Higher Education project that

aimed to establish mentoring relationships between new leaders in Afghanistan and volunteers from UK higher education. Findings suggest the need for simple programme design; the inappropriateness of mentoring to develop management and leadership skills at this time; a desire to formalise inputs; a necessity for face-to-face input and the difficulties of establishing mentoring relationships virtually. These findings contribute to a greater understanding of the challenges inherent in implementing virtual mentoring in challenging post-conflict environments.

Elaine Cox, 27th July 2014