

# Editorial

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## Article history

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This issue of the IJEBM marks the first edition where I formally step into the ‘Editor in Chief’ shoes vacated by Dr. Elaine Cox. As a founding editor the International Journal of Evidence Based Coaching and Mentoring, Elaine continues to make a prodigious contribution to the field of coaching and mentoring not least through her wise navigation of this journal, which is now ABS listed, as well as authoring and editing countless articles and books. We owe Elaine a huge debt for her insightful leadership of the journal, and alongside Professor Tatiana Bachkirova, the development of the International Centre for Coaching & Mentoring Studies at Oxford Brookes Business School. Elaine will remain on the editorial board of the journal providing the team with the support and guidance needed as it transitions into new editorial hands.

Ahead of presenting the papers in this twentieth volume of the journal, a huge thank you goes to the authors for submitting their papers, our wonderful peer-reviewers who provide a crucial service to the publication, the great editorial team Dr Sally Jackson, Dr Colleen Harding and Dr Elaine Cox, alongside our brilliant publishers Daniel Croft and Hazel King.

In this first edition for 2022, we have five full peer-reviewed articles, one Reflections from the Field article, and two book reviews. Our peer-reviewed papers cover a range of coaching and mentoring themes; including coachee readiness, leadership coaching in the military while a cluster of submissions (one book review, one full peer-reviewed paper and the Reflections from the Field paper) focus on coaching and/or mentoring in higher education settings.

In our first full peer-reviewed paper, *Mentoring as a Pathway to Labour Market Integration: Evidence from a Belgian Programme*, Lisa Bagnoli and colleagues from the Université libre de Bruxelles in Belgium and the South Mediterranean University in Tunisia examine a Belgian based migrant youth mentoring to work programme (DUO for a JOB). Their examination identifies the range of benefits youth with migrant backgrounds can accrue from mentoring experiences, as well as the wider policy and programme implications for such initiatives.

The second peer-reviewed manuscript, *Leadership Coaching as a Transformative Process in the Military* by John Hinck, shifts the focus to a leadership coaching programme in the United States Air Force (USAF). The article offers an examination of a leadership coaching programme targeted specifically at military instructors as coaches supporting students as coachees. Three phases of data collection were used to answer the research questions posed. As such, this paper offers distinctive insights into coaching and instructor development in a military context, driving forward our understanding of leadership development, and specifically coaching, for military leadership.

Our third peer-reviewed article, *Improving Self-awareness and Engagement through Group Coaching*, is provided by Dutch and New Zealand based authors, Anna Sutton and Cecile Crobach. They evaluate a group coaching programme, by explicitly focusing on understanding self-awareness development and work engagement, using a pre- and post-test design. Their results recognize the value group coaching can offer as a safe space for clients to understand their emotions and emotional events, and consequently, benefits arise for organisations too.

In the fourth peer-reviewed paper, colleagues from the University of Stellenbosch Business School in South Africa, Associate Professor Salomé van Coller-Peter and alumni, Dina Johanna Adriana de Vries report on a study, which uses Critical Interpretative synthesis (CIS) to understand the factors that influence coachee readiness. In their paper entitled, *Towards building Theory on Coachee Readiness*, they develop a framework, which offers real world as well as important theoretical contributions to our understanding of coachee readiness in the different stages of change in coaching.

The fifth peer-reviewed paper, first Reflections from the Field paper and first book review all focus on the same context of coaching, and/or mentoring in higher education institutions (HEIs). From the Middle East College in Muscat, Oman, Priya Mathew and Ahmed Hakro provide the peer-reviewed paper, *Coaching in a Higher Education Institution in the Middle East: Reflections on the Obstacles and the Way Forward*. Their paper identifies the ways a coaching intervention supports professional development but also the challenges of navigating cultural differences in some coaching relationships. George Callaghan, from the Open University in the UK then offers his Reflections from the Field, by sharing experiences of establishing a coaching culture in an academic setting. In *Introducing a Coaching Culture within an Academic Faculty*, he provides a candid analysis and helpful reflections on the challenges to developing a coaching culture in an HEI, but also highlights the potential value of coaching in pressurized academic environments. These two papers tie in with my own book review of Kay Guccione and Steven Hutchinson's book, *Coaching and Mentoring for Academic Development*. This much needed contribution to staff and personal development in the higher education sector offers a solid evidence base for creating organizational policies and practices related to coaching and mentoring, alongside invaluable personal strategies, knowledge and skills for those in the sector.

Our final submission is the second book review, undertaken by Elaine Cox. Elaine considers James Gavin's new manuscript *Foundations of Professional Coaching: Models, Methods and Core Competencies*. Her evaluation identifies the applicability of the range of topics covered to both novice and experienced coaches, and coach educators. The range of tables, vignettes, appendices and personal reflections emphasise the quality and scope of this new addition to the coaching canon.

Dr Judie Gannon, Editor in Chief  
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