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Editorial

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Welcome to Volume 12 of IJEBM. In issue 1, we have a bumper crop of nine papers from authors based in six different countries. The variety of papers is worthy of note, as there seems to be a growing concern with peer and group interventions. It is always good to see empirical research being undertaken to keep pace with practitioner interests.

The first paper in this issue however, relates to boundary issues, another topic of perennial of interest. Francine Campone working at Fielding Graduate University in California has explored the coaching/psychotherapy boundary in her paper 'At the Border', where, in order to examine the issues in some detail, she uses a case study of a client with Dissociative Identity Disorder.

Our second paper entitled 'Travelling Together' is by Elizabeth Forbes from the University of Cambridge in the UK. Elizabeth focuses on what coaching can offer creative writers. In the paper she shares findings that indicate the nature of the learning achieved, as well as discussing conversational approaches and reflective practice.

Paper three is by Anthony Gatling from the University of Nevada, USA, and looks at the extent to which business coaches perceive they possess the qualities of authentic leadership and how this affects coaching performance. Using a quantitative methodology, Gatling's findings suggest that effective coaching involves the application of authentic leadership qualities that enhance work performance, life experience, self-directed learning, and personal growth of clients.

The fourth paper describes steps towards the benchmarking of coaches' skills. In this study, Susie Linder-Pelz, working in Australia, looked at how Hall developed his coaching models, and particularly the development of coaching benchmarks and the benchmarking methodology. Susie's aim was to evaluate Hall's benchmarking process objectively and compare it with other approaches in the field of coaching. The research question was: how robust and trustworthy was the process Hall used in identifying the core coaching skills and deriving their specific behavioural indicators?

Paper five is a critical literature review of Psychodynamic Group Executive Coaching. Here Graham Ward, Erik van de Loo and Steven ten Have examine how group coaching is growing as a leadership development intervention for executives and consider the psychodynamic group coaching intervention technique practiced at a global business school.

Next, and also focusing on group coaching, Manfred Kets de Vries, explains the 'Group Coaching Conundrum'. The article discusses the challenges facing coaches when undertaking the journey to becoming a group coach, beginning with some observations about group and team coaching, descriptions of the conundrums faced by coaches in a group coaching context and including a coach's reflections on leadership group coaching where he shares his inner journey toward becoming a group coach. The second part of the article considers what makes group coaching an effective intervention and offers seven premises that characterize the psychodynamic processes that take place during group coaching.

Paper seven is from Anita Collins and colleagues, working in Australia. Their paper, 'Talking career across disciplines,' focuses on a peer group mentoring initiative for women academics. It uses a narrative approach with eight women to suggest diversity in the strategies used to navigate career pathways. These findings contribute to an understanding of what is needed to attract and retain quality staff in Higher Education settings.

Paper eight also focuses on the benefits of peer coaching, but this time as a support system for early childhood education students. Tracey Hooker from Waikato Institute of Technology in New Zealand uses a mixed-methods approach to investigate how students are supported at tertiary level through peer coaching partnerships and considers whether both partners identify the same benefits.

Our final contribution is also concerned with peer relationships. Michael J. Roszkowski and Phenix Frazier Badmus from Philadelphia, USA, examine mentees' interests in becoming peer mentors. In a quantitative study of 509 peer mentored first-year college students, these authors looked at the relationship between interest in becoming a mentor and indirect indicators of satisfaction, such as the quality of the mentee's perceived experiences. The results establish that relationship, but the effect size is very small.

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