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Editorial

Elaine Cox, Business School, Oxford Brookes University, Oxford, OX33 1HX, UK
Contact Email: ecox@brookes.ac.uk

Welcome to Volume 11 of our journal. This year is the 10th anniversary of the journal and since its inception in 2003 we have seen the number and range of papers increase from just three invited papers in our first issue to 10 papers in this issue - contributed by researchers from six different countries. We have also seen the number of editorial board members and reviewers grow over the years to keep pace with the increase in paper submissions and we continue to be grateful to them for their commitment to the journal and for sharing of their expertise.

To celebrate the 10th anniversary and the growing diversity of cultures that embrace the coaching and mentoring philosophy, we are planning to publish a special Coaching and Culture issue of the journal in August – issue 11-2. But in the meantime, it is my privilege to introduce the 10 papers our reviewers have selected for this 10th birthday issue.

Firstly, Christiaan McComb from the University of Newcastle, New South Wales in Australia presents research focused on managing an internal labour market in a manufacturing context. Prompted by perceptions in some parts of the organization that coaching had not been effective, McComb set out to explore the reasons for this conjecture. Some interesting suggestions are offered for further research in this area.

Our second paper concentrates on the effect of a quality of life coaching intervention on psychological courage and self-determination. Devorah Curtis and Lisa Kelley from the Graduate College of Mind-Body Medicine at Saybrook University, San Francisco designed a multiple case study to explore changes in motivation and psychological courage following the intervention. The qualitative cross-case analysis explains how integrative life coaching can support the expression of psychological courage and also enhance shifts toward autonomous motivation.

The third paper looks at how two coaches might operate as a ‘learning pair’. Michael Smith and Rebekah Gilbert, working in the UK, propose that a way in which coaches might enhance their continuous professional development is by making a more efficient and effective use of their everyday work and teaming up with another coach to enhance learning.

The next paper by Tara Mantler, Jen Irwin and Don Morrow, from the Western University in Ontario, examines Motivational Interviewing-via-Co-Active Life Coaching and how training in this approach to coaching impacted smoking hotline employees’ perceived competency to facilitate their callers’ behaviour changes. Participants reported feeling re-energised and increases in competency and a desire for more training were highlighted. The paper concludes that training had a positive impact on participants’ perceived competencies to facilitate behaviour change.

In another article from colleagues at Western University in Ontario, Erin Pearson, Jen Irwin and Don Morrow look at how Motivational Interviewing via Co-Active Life Coaching (MI-via-CALC) has achieved positive results among obese adults. Meeting the need for increased statistical power and using a validated comparison group, this study compared two telephone-based interventions for obesity, one of which used MI-via-CALC. The article comprises a detailed

methodological account of the study with a view to informing the development of prospective coaching-based programmes.

Our sixth article focuses on mentoring as part of an innovative South African approach to building capacity for novice professionals in Biodiversity Management. Philip Ivey, Hilary Geber and Ingrid Nänni explain how in South Africa the mentoring of young scientists is crucial. In 2008 the South African National Biodiversity Institute established an Early Detection and Rapid Response Programme to manage invasive plant species, but as the country still has a legacy of under-development of young scientists from communities disenfranchised under Apartheid, the programme had to employ many inexperienced staff. This paper reports on how the mentoring initiative was built into the programme to develop staff capacity and to provide access to established networks of experienced scientists.

In the next paper Peter Hudson of Queensland University of Technology, Australia explores the role of mentoring of pre-service teachers in selecting and implementing teaching strategies to meet students' learning needs. Using two case studies involving 28 mentor teachers in a professional development programme, findings show that contexts for learning about differentiation occurred at the pre-action, in-action, and post-action stages and suggest that mentoring pre-service teachers on how to devise teaching strategies for differentiated learning needs more research with a wider range of mentors and teachers, including those at different stages of development.

The eighth paper in this issue is authored by Yii-Nii Lin and Angela Yi-ping Hsu from the National Tsing Hua University in Taiwan. The study describes science and engineering master's students experience their mentors/advisors in the academic setting. The study uses a qualitative methodology involving interviews with sixteen master's students from a research-oriented university in Taiwan where a patriarchal culture dominates. The findings suggest that to avoid conflict with their advisors and to survive in a power difference structure, the participants chose to adjust themselves. Suggestions are made for augmenting the mentor/advisor process.

The next paper is an evaluation of the measurement properties of the *Mentor Self-Efficacy Scale* (MSES) among participants in Big Brothers Big Sisters of Canada Community Mentoring Programs. Annalise Ferro and colleagues from the Western University and Centre for Addiction & Mental Health in Ontario examined 249 Big Brothers Big Sisters (BBBS) mentor, child, and parent triads. The results provided preliminary evidence that demonstrated acceptable reliability and convergent validity of the MSES. However, further research is warranted to justify using the scale to augment BBBS policies.

Our tenth and final paper is by Jo Winfield and colleagues from the Centre for Performance in Equestrian Sport in the UK, and spotlights a new area for the journal – equestrian coaching. Elite coaches were selected to take part in a distance mentoring scheme that would promote self-reflection. Findings suggest that during this process coaches developed a positive cognitive awareness of their own ability which in turn facilitated ownership of their practice.

Also in this issue, Yossi Ives reviews the new book *Coaching Understood*.

Elaine Cox
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