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Editorial

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This issue of the IJEBCM we have two reflections from the field article, nine peer reviewed papers, a call to action for mentoring scheme coordinators and one book review. Our peer-reviewed papers cover a range of coaching and mentoring themes while our book review, from Sue Fontannaz, assesses the recent contribution by the partnership of Ian McDermott and L. Michael Hall 'The Collaborative Leader'.

Our first reflection from the field is provided by Richard Ladyshewsky from Perth, Australia, who offers a fascinating set of insights, arguments and evidence for peer coaching in supporting organisational learning. Using the SCARF model (Rock & Schwartz, 2006) to help understand how peer coaching can support learning Ladyshewsky identifies two case examples where peer based approaches to learning offered effective ways supporting wider organisational learning.

Our second reflection from the field is delivered by Michelle Lucas who explores the coaching supervision mind-set and develops a set of principles for exploration based on her practice and the existing literature. Using an engaging and reflective style Lucas urges the supervisory, education and wider coaching community to engage with the principles which have currently emerged and invites participation through an action research project based on Co-operative enquiry methodology to move the field forward.

The first peer-reviewed manuscript on coaching focuses on how innovative coaching is compared to other more established helping professions. Abravanel and Gavin examine coaching's beliefs and values, theoretical paradigms, techniques and methods as part of their insightful analysis. Their arguments attest to the foundations of coaching emerging from counselling and psychotherapy but they also highlight how coaching demonstrates 'cutting edge' elements of practice distinguishing itself as a helping profession for our contemporary dilemmas. Mercdedes Lopez, in our second full article, also uses the backdrop of working alliance in therapy to extend our understanding of the coaching alliance, by exploring the need for coaching specific alliance definitions in her qualitative study with clients. The article offers

preliminary operational definitions of the coaching alliance and identifies ways that coaching practice and research can advance.

Our third peer-reviewed article from Sue Smith draws on counselling, mentoring and coaching to explore blended styles of coaching amongst internal coaches in a multimedia organisation. This study identifies the range of styles available to internal coaches and the balance between coaching and other supportive relationships, alongside their capacity to extend the impact of the development intervention in the organisation. In the fourth peer-reviewed article from colleagues at York St John University the potential benefits of coaching are explored from the perspective of coachees who are currently accessing mental health services and student coaches. Pendle, Rowe and Britten explore the literature on mental health recovery through the themes of identity, hope and responsibility and risk before using the Interpretative Phenomenological Approach (IPA) to analyse semi-structured interviews conducted with the coachees and coaches. The value of the coaching experience for both participants in the coaching encounters provides clear evidence of the opportunities for coaching amidst the support offered to those recovering from mental health illness and for the development of coaches.

The fifth paper by Lawrence and Whyte draws upon research from Australia and New Zealand on team coaching. The authors take the four main team coaching models from Hackman and Wageman (2005), Clutterbuck (2007; 2013a), Hawkins (2011) and Thornton (2010) and explore through interviews with team coaches, their adoption of models and approaches their practice of team coaching. They identify the influences beyond the four team coaching models and call for more opportunities for coaches to develop team coaching approaches and further research in this area of coaching.

Our sixth article uses a narrative approach to explore how coaching supports the development of expatriates' career capital. Raja Salomaa and Liisa Makela from the university of Vaasa in Finland identify how the three strands from career capital (knowing how, knowing why and knowing whom) can be enhanced through coaching with expatriates. Their findings do pinpoint that there is further capacity for coaches to work on the 'knowing whom' element when coaching expatriates to build successful long term global careers and improve international organisational outcomes.

In our seventh peer-reviewed article Bradford and colleagues explore the impact of and interplay between training, mentoring and coaching as forms of personal learning in the sales environment. Their findings based upon a survey with their sample of 878 sales personnel from a US company indicate the combination of external training and internal mentoring offered the sales force the best learning outcomes. The conclusions highlight how specific interventions can address low rates of learning transfer amidst personal learner characteristics and aspects of learning environments.

In our final three articles the focus is on mentoring and its impact in different settings and for different groups. White and colleagues provide our eighth peer-reviewed article which focuses upon mentoring relationships in sport. They use the Coach Mentor Role instrument (CMRI), across a sample of volleyball coaches, to identify the most and least effective functions and roles in mentoring relationships from the proteges' perspective. White et al

(2017) report that coaches recorded no significant difference in the performance of career support or psychosocial support provided by mentors, with both functions rated highly though they do identify significant differences in the effectiveness of the specific roles mentors performed with the roles of friend, acceptor, role model, challenger and counsellor rated as the most effective. Christie and Baghurst, in our penultimate article submission, investigate college mentoring amongst African American (AA) males through the Student African American Brotherhood (SAAB) using a qualitative approach. Their participants attest to the value of their mentoring experiences with professional success and leadership abilities identified as outcomes from the mentoring support provided. The final article from Reeves explores inter-cultural mentoring amongst new entrant immigrants and business networks in small and medium sized cities in Canada. Providing detailed insights from interviews she reports on the opportunities which such mentoring initiatives offer immigrant communities and existing business networks. The prospects for further research and community development are identified from this exploration of inter-cultural mentoring.

We end this editorial with a 'call to arms' for those involved in developing and operating mentoring schemes. The STAMINa Mentoring Network is based upon a project funded by the University of Oxford's ESRC Impact Acceleration Award and coordinated through Oxford Brookes University's International Centre for Coaching & Mentoring Studies. The central tenet of the project is to share good practice in developing sustainable mentoring schemes, and support mentoring scheme coordinators, across disciplines and contexts. There are three main issues that mentoring schemes typically face as they grow and develop. These issues are sustainability, effective transitions for administrative systems and practices for reporting on impact and these same issues are recorded to a greater or lesser extent across different settings. The network is an alliance of mentoring scheme coordinators from the education, professional, research and healthcare sectors who are developing resources, cases studies and offering workshops to those involved in running mentoring schemes. The network is also seeking to recognize the skills and knowledge associated with developing and operating mentoring schemes and tackle the limited level of support and development typically afforded mentoring scheme coordinators (Abbott et al., 2010; Clutterbuck, 2006).   If you would like to find out more, join the network and access the case studies and resources available, please contact us via our social media contact details:
Twitter @MentorNetwork1, LinkedIn STAMINA Sustainable Mentoring Network
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References

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