Editorial

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In this issue of IJEBCM we have one reflection from the field article and eight peer reviewed papers, four of which relate to coaching issues or contexts, two that specifically concern coaching supervision and two that focus on aspects of mentoring. We also have two book reviews.

We begin with a fascinating 'Reflection from the Field' contribution from Christine Eastman from the UK, in which she explains her own practice of developing coaching using a combination of narrative and literature. In a case study of working with mature students she describes a creative approach to coaching that combines narrative and literary techniques.

In the first of our reviewed papers, Hany Shoukry, also from the UK, explains his study of the use of coaching as an emancipatory approach, and explores how oppression affects coachees, coaches and the coaching process. Building on a cross-disciplinary review of emancipatory approaches, an initial coaching model was developed and used in a cooperative action research inquiry with twelve coaches from Egypt. The research resulted in the development of a theoretical and practical framework in coaching and provides insights into how oppression affects individuals and their potential journey to emancipation.

In our second reviewed paper, Dee Gray looks at the impact a resilience and wellbeing coaching programme had on staff working for the National Health Service (NHS) in the UK. The programme used the salutogenic coaching approach as well as pedagogical methods relating to transformational learning and positive psychology. The purpose of the study was to evaluate whether the programme supported employees to remain engaged with their work during difficult workplace transitions.

The third paper in this issue focuses on the complexity of coaching in relation to contracting. Here Eve Turner and Peter Hawkins examine multi-stakeholder contracting in an executive coaching context in the UK. A web-based survey was conducted of over 600 executive and business coaches, organisations and clients and found considerable agreement among participants on the impact, benefit and challenges of multi-stakeholder contracting.

Our fourth paper extends the complexity discussion further by focusing on actual roles and relationships. In this study, Marcus Artigliere and Laura Baecher working in the area of teacher development in the USA, use self-study as a methodology to explore how coaching differs depending on the role of the feedback-giver. Using this approach, the authors reflected on the ways different roles are designed to support novice teachers. Findings suggest that the role of the coach subtly shifts based on the relationship with the teacher being coached, and that more understanding is needed within the coaching literature to explain overlaps and differences based on role relationships.

In the fifth paper the value of coaching supervision as a development process is discussed. Alison Hodge from the UK, examines supervision's contribution to continued professional and personal wellbeing for executive coaches. She explains how, despite coaching supervision being a prerequisite

for accreditation of executive coaches in the UK, there is still caution, and even ignorance, about the nature and purpose of supervision. Hodge's action research looked at what happens in the coaching supervision process in order to shed light on its relevance and value. Findings confirmed that although one-to-one reflection on practice with a qualified supervisor is a vital factor there are other useful supports for coaches that contribute to their continued professional and personal wellbeing.

Our sixth paper also focuses on coaching supervision. Mark Robson presents research relating to the introduction of internal supervisors to an internal coaching scheme in one organisation in the UK. Robson points out that the 'voice' of the internal practitioner, whether coach or coach supervisor, is not currently heard in the current coaching literature. This research uses an ethnographic approach to follow the introduction of a group of internal supervisors to an internal coaching scheme and describes their journey.

Our final two papers have a similar focus on mentor retention and reward. In the first of these, Chloe Lancaster and colleagues from the University of Memphis report on a qualitative case study exploring factors of mentor attrition from a community-based mentoring programme in the USA. Factors such as scheduling conflicts, lack of programme structure and loss of relationship were identified as associated with termination. The authors make recommendations for strategies to promote mentor retention.

In their study of the feasibility of financial rewards for mentors, Deepali Mishra and colleagues from India explain how in the entrepreneurship context, mentors are seen as volunteers and philanthropists yet their value is undermined. Their research explored the feasibility of providing financial rewards for mentors and used a survey to explore the viability of different types of financial reward models based on the responses of mentors engaged in the mentoring of entrepreneurs. Findings suggested that there is a need to restructure the mentoring system in the entrepreneurship domain, since mentors appear to be more professional in today's environment. The authors suggest possible links between mentor growth and the growth of mentees.

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