

International Journal of Evidence Based Coaching and Mentoring
Vol. 9, No. 2, August 2011

Editorial

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

Eight years ago, in August 2003, Dr. Grant Ledgerwood and I co-wrote the first editorial for the very first issue of IJEBCM. This was just a few months after we had been having supper with some other colleagues where we had all lamented the need for an academic journal for coaching and mentoring. It was from this short, but very creative discussion in January 2003, that the *International Journal of Evidence Based Coaching and Mentoring* was born.

It is with much sadness, then, that I heard that Dr. Ledgerwood had died in February this year (2011). Grant had been a mentor and a friend to me during those early years of journal formation and during the development of the Doctor of Coaching and Mentoring programmes at Oxford Brookes University. He was a steadfast presence in times of uncertainty and I shall miss him.

That first editorial was entitled: 'The New Profession' and in it we set out our aim: "firstly, to offer an accessible yet powerful discussion platform for the growing number of coaching and mentoring practitioners seeking to validate their practice, and secondly, to provide evidence-based, well-researched resources for students, professionals, corporate clients, managers and academic specialists who need to be at the forefront of developments in the field" (Cox and Ledgerwood, 2003).

Since 2003 there have been a number of indicators that indicate that IJEBCM is achieving that aim: academic discussion around coaching and mentoring now abounds and there are other journals such as the EMCC's *International Journal of Mentoring Coaching, and Coaching: An International Journal of Theory, Research and Practice*, that are helping to further research and debate. This expansion in terms of journals, the rise of dedicated conferences, the recognition of supervision, together with the increase in numbers of postgraduate coaching and mentoring courses, including the Oxford Brookes Doctor of Coaching and Mentoring programme, reflects an almost exponential rise in the sophistication of 'the new profession'.

It is with a mixture of sadness and joy then, that I introduce the papers for issue 9-2 of this journal. The papers all illustrate the growing sophistication and diversity of the profession. There are two quantitative studies focusing on characteristics of coaches, which both use a survey methodology; two conceptual papers, one focusing on supervision for coaching and the other looking at self-determination theory; one qualitative study focusing on executive coaching within organisations and one case study of e-mentoring in use in a learning programme.

Our first paper is entitled 'A Work Behaviour Analysis of Executive Coaches' and is authored by **Glenn Newsom and Eric Dent** from the University of North Carolina, Pembroke, USA. The study uses a survey approach to explore the frequency of specific work behaviours that executive coaches use in their client interactions. One hundred and thirty executive coaches were surveyed and results give indications of the most frequent coach behaviours: establishing trust, honesty, and respect; using open-ended questions; and clarifying and understanding client

concerns and challenges. A number of implications arise from the results of this survey and these are introduced and discussed.

Findings from a global survey of certified professional co-active coaches are presented in the second paper by **Jennifer Irwin, Courtney Newnham-Kanas and Don Morrow** from the University of Western Ontario, Canada. As co-active coaching continues to be used in relation to facilitating health behaviour changes these authors were keen to find out the characteristics of coaches drawn to this type of training. The study developed and applied a coaching profile using a global sample of certified professional co-active coaches and collected data on credentialing, prior professional backgrounds, and coaching session structure.

Our third paper focuses on coaching using self-determination theory. **Gordon Spence and Lindsay Oades** from Sydney Business School, argue that Self-Determination Theory is a useful theoretical framework for coaching. The paper explores the utility of SDT as a theoretical framework for coaching and suggests that it provides a useful set of propositions to guide future empirical work.

The fourth paper is also by colleagues from Sydney Business School. It focuses on parallel processes in clinical supervision and looks at the implications for coaching mental health practitioners. **Trevor Crowe, Lindsay Oades, Frank Deane, Joseph Ciarrochi and Virginia Williams**, outline the potential of parallel processes to enhance experiential learning opportunities in coaching for mental health practitioners. Two coaching approaches (skills acquisition and transformational coaching) are presented to exemplify the potential advantages of using parallel processing in coaching for mental health practitioners.

In the fifth paper **Alison Walker-Fraser**, working in the UK, presents a qualitative study into the real meaning of executive coaching as a social construct of the lived experiences and perceptions of HR professionals. The findings suggest a need for organisations to align coaching with performance measures and to build capacity around executive coaching.

The final paper in this issue focuses on E-mentoring in Online Course Projects. **Sandra Williams, Judith Sunderman and Justin (Jin-Hong) Kim** describe the structure and process of an e-mentoring scheme designed as an applied learning component within a final curriculum course in an online Master's degree at a Midwestern U.S. University. This case study is seen as a forerunner to the development of best practices in online leaning and as a benchmark for future e-mentoring designs in online learning environments.

Also in this issue we have two book reviews: *Developmental Coaching: Life Transitions and General Perspectives*, reviewed by **Rhianon Washington** and *Diversity in Coaching: Working with Gender, Culture, Race and Age*, reviewed by **Jenny Plaister-Ten**.

Elaine Cox
August 2011

Reference

Cox, E. & Ledgerwood, G. (2003), The New Profession, *International Journal of Evidence Based Coaching and Mentoring*, Vol 1, No 1.