

Vol. 7, No. 1, February 2009

Editorial

Welcome to Volume 7 of the International Journal of Evidence Based Coaching and Mentoring. We start the year with a bumper issue of nine papers, suggesting perhaps that the amount of coaching and mentoring research taking place across the globe could be increasing. Indeed we have for the first time contributions in this issue from Singapore and Crete.

Our first paper, entitled 'Evidence is a verb: a relational approach to knowledge and mastery in coaching', is a view from the field of coaching in which David Drake outlines the principles for the bases of evidence-based coaching practice. His aim is to shed light on the knowledge base. In order to do this David introduces two models: the first identifies the domains of knowledge that underpin coaching and the second explores the artistry required for drawing on these domains whilst working with clients. David sees coaching as a distinct field of practice and calls for a comprehensive, evidence based approach to clarifying the knowledge base.

The second paper continues the quest to pin down the fundamental character of coaching. Bob Hamlin, Andrea Ellinger and Rona Beattie explore the definition of coaching by comparing it to organisation development and human resource development, concluding that all three fields of practice are similar, particularly in relation to purpose and process. They claim that a separate coaching profession may be compromised by this finding. This is a somewhat contentious claim and it is anticipated that this paper will generate significant debate within the developing coaching profession. We look forward to publishing responses to the paper in future issues.

As we continue to marshal the boundaries of coaching, our third paper from colleagues in based in Canada present a substantial annotated bibliography of life coaching and health research, which might demonstrate some divergence from OD and HRM. Courtney Newnham-Kanas, Paul Gorczynski, Don Morrow and Jennifer D. Irwin from the Faculty of Health Sciences, University of Western Ontario, have compiled a very useful summary of critically appraised life coaching studies related to health research and, stemming from that summary, outline possible avenues for future health-related coaching research.

Our fourth paper follows nicely from the annotated bibliography and looks at the impact of Co-active Life Coaching on female university students with obesity. In this paper Melissa van Zandvoort, Jennifer D. Irwin and Don Morrow explore the impact of Co-active life coaching on obese female university students. They conclude that participants attributed enhanced self-acceptance; living healthier lifestyles; and making themselves a priority, to their recent coaching experience. Thus life coaching has potential as a method for supporting obese individuals in improving their relationships with themselves, and may serve as a catalyst in facilitating weight-loss.

Five empirical studies of mentoring are also included in this issue. The first is a descriptive study of mentoring and technology integration among teacher education faculty. In the paper, Linda Larson of McNeese State University, Louisiana, USA, examines the effectiveness of a mentoring programme designed to help faculty integrate technology into teacher education courses. The main findings are firstly that no matter what their technology integration skill level, the mentees agreed that most helpful aspect of mentoring was the one-on-one coaching; and secondly that mentees seem to prefer mentors who can gauge the level of their mentee's technology expertise, and then provide individualized learning experiences with the appropriate degree of challenge and guidance. The study also showed that mentees found that having a personal relationship with their mentors was a valuable component of the mentoring.

The next paper, entitled 'Indications of mentoring efficacy in the development of school administrative assistants' is by Patrick van Esch from Australia. Patrick's action research study looks at how school administrative assistants (SAAs) could develop and align workplace performance in line with their job description in four key areas: Generic Competencies, Office and Administration, Financial Management and Teacher and Student Support. This study uses

quantitative measures and based on positive correlations recommends that mentoring be used to meet the training and development needs of all administrative roles within the public school sector.

The third mentoring paper is contributed by Etienne St-Jean and Josée Audet from Université Laval, Québec and is entitled Factors Leading to Satisfaction in a Mentoring Scheme for Novice Entrepreneurs. Data was collected from entrepreneurs participating in a formal mentoring programme and results show that it is very important for mentees to feel that their mentors truly understand what they are going through and can help produce visible results in the firm. Trust is also of utmost importance and both mentors and mentees have to respect the “moral contract” they established at the beginning of the relationship.

In the first paper submitted to this journal from Singapore, Lim Lee Hean from Nanyang Technological University looks at a decade and a half of Singapore mentoring experience. The purpose of the paper is to present findings from a review of pertinent major research in Singapore and highlight the system-wide impact of in-service leadership mentoring. Findings reveal that protégés appreciate the role-modeling of their mentor principal in relation to service in leadership and the facilitation of learning and that the impact of leadership mentoring on the education system in influencing school leaders is substantial, over and beyond the period of its structured implementation.

The final paper in this issue is ‘Fostering voluntary informal health mentoring in primary school: what are the teachers’ barriers?’ by Pelagia Soulatou of King’s College London and other colleagues working at the Technological Educational Institute (TEI) of Crete and the Faculty of Medicine at the University of Crete. Using a quantitative approach, the study identifies the barriers primary school teachers encounter in fostering informal voluntary health mentoring within routine educational practices in Greek public schools. The main conclusion drawn from the study is that subjective difficulties and lack of previous training in health-related subjects inhibit teachers from adopting informal health mentoring. Overall though they are willing to adopt a health-mentoring role despite reported obstacles.

Also included in this issue are three book reviews.

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