

Vol. 6, No. 2, August 2008

Editorial

Welcome to this larger than usual edition of our journal. Included in this issue are six academic papers that are grounded in primary empirical data. Then there are two theoretical pieces, one of which is in the form of a dialogue. Finally we have a view from the field, our occasional series of accounts by leading figures relating to aspects of coaching or mentoring practice.

The first two papers are studies of the application of co-active coaching in different contexts in Canada. The first, by Courtney Newnham-Kanas, Jennifer Irwin and Don Morrow, is a study looking at the impact of one to one coaching on obesity. In this study co-active coaching was found to have an impact on increased self-esteem, functional health status and decrease in waist circumference. A second study explores the impact of co-active coaching on physically inactive 12 - 14 year olds in Ontario. In this paper Paul Gorczynski, Don Morrow and Jennifer Irwin highlight some difficulties in effecting coaching for this age group, results were inconclusive and the authors urge further studies.

Our third paper is from Dave Peel who researches coaching and mentoring practices in Small and Medium Enterprises (SMEs) in Wales. In this paper, Peel highlights the complex nature of the barriers that hinder coaching practice in SMEs, suggesting that the key to coaching and mentoring success lies with owner managers themselves.

The next paper focuses on mentoring as a component of staff development in Higher Education in Nigeria. David Okurame presents a quantitative study that corroborates findings from research from other parts of the world in relation to mentoring support for academic staff. Results showed important areas of support, but also a number of barriers that impact on mentoring in this context.

The fifth paper is also set in Higher Education, but this time in the context of Australian pre-service teacher education. Lesley Scanlon's qualitative study explores the experience of student mentors and presents three illustrative case studies of mentoring. As well as highlighting how mentoring provides an important developmental element for student mentors, Scanlon concludes with some interesting epistemological observations about the difference between teaching and mentoring.

Our final empirical study is a quantitative study of mentoring from Enver Ozkalp and colleagues at Anadolu University, Turkey. Interpersonal trust was found to be a strong factor in mentoring relationships, but the gender of mentees and dyads failed to make significant contributions to perceived mentoring relationships. Findings from the study suggest the need for more in-depth research on multicultural issues in mentoring.

Otto Laske's paper is presented in the form of a series of dialogues between a mentor with knowledge of the constructive developmental framework and a mentee with a desire to understand developmental coaching further. The dialogues focus on the mental processes needed to work with constructive developmental theories in a coaching context.

The penultimate paper is a conceptual analysis of coaching approaches written by Yossi Ives. The paper explains how the therapeutic and the goal-oriented approaches to coaching are divided by quite distinct theoretical and practical differences.

The final contribution to this issue is a view from the field from Rey Carr, working in Canada. Carr, who readers will know as the founder of the Peer Resources website, discusses coach referral services, arguing that the degree to which these services are able to deliver an effective match creates questions about their purpose.

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