

International Journal of Evidence Based Coaching and Mentoring
Vol. 13 No. 2, August 2015

Editorial

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In this issue of the *International Journal of Evidence Based Coaching and Mentoring* we are pleased to include eight papers from five different countries across three continents; four on mentoring and four on coaching. This issue also demonstrates the range of approaches being employed when researching coaching and mentoring and includes qualitative, quantitative and mixed methods studies. We conclude with a conceptual paper that opens a debate on the assessment of coaches.

Our first two papers explore aspects of ‘the self’ in coaching and mentoring. Marsha Carr, Diane Pastor and Pamela Levesque undertook a descriptive collective case study with three academics to explore how a formal semi-structured self-mentoring programme can support professional growth and faculty leadership development for new and existing university faculty. They have discovered that those individuals who are motivated to take control and lead using a common sense approach to self-leadership can use self-mentoring techniques to successfully transition into a new academic role and setting.

In paper two Jonathan Reams and Juliane Reams present a study of the use of Immunity to Change coaching that has been incorporated into a leadership development programme where awareness raising processes were used in an attempt to facilitate movement in specific areas towards a self-authoring mind. This study with coaches, part of a larger piece of work looking at the interplay between the coaching and the leadership programme, indicate that a process of movement from embeddedness and a socialized mindset, to detachment and evidence of an emerging self-authoring mindset were achieved.

The next three papers focus on the motivation of mentors and mentor development. Pam Kennett and Tim Lomas present their findings on mentoring as a way of making meaning at work. Working with four experienced mentors they used interpretative phenomenological analysis to understand the impact that mentoring has on mentors. It was found that mentoring could indeed be a meaningful experience, enhancing work-related fulfilment. More detailed analysis revealed that meaning was engendered through a potent combination of self-determination (incorporating autonomy, relatedness and competence) and self-reflection, and a theoretical model was devised to reflect these findings. The paper offers recommendations for organisations, showing that mentoring relationships may not only benefit mentors (and mentees), but also organisations themselves.

Our fourth paper from Eli Lejonberg and Knut-Andreas Christophersen will be of particular interest to those involved in developing mentoring policy and mentor education as it adds to the limited body of literature on the commitment of mentors to their role. Based on social exchange theory, this article presents the results of a positivist study with 146 mentors exploring the statistical associations between mentor affective commitment as the dependent variable and role clarity, self-efficacy, mentor education and mentor experience as antecedents. Their findings indicate that role clarity and self-efficacy are the most potent antecedents of mentors’ affective commitment to their role, with mentor education in particular assisting with role clarity. Their findings underpin the importance of mentors completing mentor education.

The themes of mentor motivation and development are continued in the fifth paper from Semiyu Aderibigbe, Djonde Frega Antiado and Annaliza Sta Anna who utilised a mixed methods approach to

explore peer mentoring between students in a private university. The findings reveal that peer mentoring appears to be guided by both the apprenticeship and constructivist conceptions of the process. However, whilst peer mentoring is beneficial to the peer mentors, their colleagues and the university, the process can also be challenging. For instance, lack of recognition and difficulty in recruitment were identified as real challenges to the peer mentoring process in this context and the study suggests that peer mentoring can be strengthened with recognition, more training and clarification of expectations.

Continuing with the theme of peer support, our sixth paper from Daniel Z. Merian and Eric M. Snyder used mixed methods to examine the effects of peer coaching among 18 student-athletes in higher education who serve as both a player coach and a coached player. Findings suggest that peer coaching is an effective learning tool that positively contributes to the student-athletes experience. The initiative improved team dynamics, encouraged reflective ideas, built confidence and enhanced the student-athletes learning.

Following the scoping review on Co-Active (Life) Coaching (CALC) literature related to health behaviour change presented by Liu, Irwin and Morrow in Issue 13, Number 1 of this journal, our seventh paper from Andrea Goddard and Don Morrow present their findings on assessing the impact of Motivational Interviewing via Co-Active Life Coaching (MI-via-CALC) on engagement in physical activity for 25 women between the ages of 30 and 55 years. Results compared differences between pre- and post-intervention with the findings suggesting that MI-via-CALC is an encouraging approach for women who are seeking a more physically active lifestyle.

Finally a thought-provoking conceptual paper is presented by Tatiana Bachkirova and Carmelina Lawton-Smith who open four specific debates in exploring the problems inherent in the assessment of coaches. They commence by highlighting the divide that seems to be emerging in coaching between academia and the professional bodies before moving on to discuss the degree to which the gradation of coaching expertise in assessment is justified. The third debate concerns the extent to which competency frameworks are appropriate for coach assessment. Finally they question whether the existing paradigms, on which many assessment systems are based, effectively represent the coaching interaction. They argue that by seeing the coaching engagement as a complex adaptive system, a different conceptual approach to the assessment of coaches is needed, one that focuses on capabilities rather than competencies alone. A new model for the assessment of coaches is discussed, together with implications of the proposed change for professional bodies and educators of coaches.

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