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Editorial

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In this issue of our journal we have six papers that fall into two distinct categories: three are reporting on new, empirical research using either grounded theory or quantitative methods, whilst the other three use a combination of conceptual and experiential analysis to present explanations of extant coaching models.

Our first article is from **Orly Michael** from Bar Ilan University in Israel. She reports on a quantitative study exploring support for student teachers via the Perach Mentoring Project. This is a mentoring programme aimed at promoting the educational and cultural advancement of intellectually, emotionally or socially under-achieving children in Israel. Dr. Michael's findings reinforce Goodlad's earlier pioneering work in the UK and also emphasise the personal development of the mentor as well as the mentee.

In a grounded theory study reported by **Kerryn Griffiths** and **Marilyn Campbell** from Queensland University of Technology, the competencies of coaches in Australia were compared with International Coach Federation (ICF) competences. The aim was to begin to formulate coaching standards that are evidence based. The study examines and discusses the ICF core competencies, presenting evidence to strengthen their credibility and also to inform future refinements. As an example of systematic research into existing coaching competences and regulation, the results herald a future for shared standards in coaching.

In our next quantitative paper, **Lorna Stewart** and colleagues at City University in London have presented a quantitative study looking at the influence of the character of coaching clients and explore whether the client's personality impacts on success through coaching. The research found some positive correlations between the application of coaching development and conscientiousness, openness to experience, emotional stability and general self-efficacy. Results have suggested that coaching clients may not all be equal in their ability to transfer coaching acquired development into the workplace. This appears to be an area for significant further research.

Our next submission, from **Susie Linder Pelz** and **Michael Hall**, also working in Australia, is a theoretical paper, with practical applications. The authors present a valuable analysis of the relationship between metacognition, change and coaching, and some constructive insights into the theory underpinning Neuro- linguistic Programming, before going on to introduce their 'Meta-coaching Methodology'. This is then illustrated with interesting case studies. The paper, addresses Linley's call in a previous issue of this journal ([Volume 4, Number 2](#)) for coaching to be based on explicit psychological principles.

In our next paper, **Lin Ayo**, and **Cath Fraser** from New Zealand examine collegial relationships in tertiary and higher education in their institution and present a model of internal peer/peer relationships, where there is a specific definition of coaching. Results lead to a call for adequate resourcing for professional support in higher education - a problem that seems endemic across the globe. The study, entitled 'The Four Constructs of Collegiality' identified four distinct tiers of needs that are unlikely to be addressed through a single

relationship, but are more likely to be addressed through a series of mentoring and collegial alliances.

Our final article is by **Graham Ward** and is entitled, Towards Executive Change: a psychodynamic group coaching model for short executive programmes. In the article aspects of the clinical approach are discussed and a model presented that draws on elements of psychoanalytic theory and group dynamics, combining motivational interviewing and brief therapy to present a model that practitioners can use. The model thus borrows from some aspects of clinical models, but stays, as Ward says, firmly within the coaching sphere.