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Editorial

Welcome to the first issue in Volume 8 of the IJEBM. Once again the contributions to this issue reflect the broad scope of our journal and the geographic diversity of its readership.

Our first two papers are both reflections from the field. They focus on observations grounded in the authors' coaching practices. The first reflection has the intriguing title of 'Grappling with the gods' and presents a practical reflection on narcissism in leaders and the issues that this may present for coaches. The author, Kerri Kearney from Oklahoma State University, concludes by giving some possible guidelines for coaching the narcissistic client. The second reflection is by Eva Pinkavova, an independent coach from the UK, who has recently moved to the United States. Eva draws on Kegan's theories of cognitive development in a piece titled 'Keeping our heads above water' and provides examples from her practice that illustrate that an understanding of the theory can help executive coaches, particularly during times of organisational change.

The first of our peer reviewed papers is 'Assessing leadership readiness using developmental personality style.' This is a conceptual article contributed by Candis Best, who is also an independent coach working in the USA. The Leadership Readiness Index (LRI) presented here uses developmental personality style theory to establish categories of leadership readiness that can then be used during the assessment phase of a coaching relationship. The LRI serves as a contextualizing instrument for translating assessment data into a feedback mechanism for purposes of setting and evaluating coaching goals relative to the client's prospects for effective leadership.

Our next paper is also a conceptual paper by Claudio Pousa and Anne Mathieu from the Université de Sherbrooke, Québec, Canada. The paper, titled 'Sales Managers' Motivation to Coach Salespeople' draws on expectancy theory to generate a model of behaviour that is then manipulated, using a mathematical approach, in order to explore different results and the implications for organisations.

Our final coaching paper, 'The Coach in Asian Society: Impact of Social Hierarchy on the Coaching Relationship,' is submitted by Lina Nangalia and Ajay Nangalia of the Global Coach Trust in Bangalore. Using a case study approach it explores how executive coaches across Asia can adapt the ubiquitous Western model of coaching in order to make it culturally congruent for their clients. Findings show how the deeply embedded concept of social hierarchy influences the role and status of the coach in Asian culture.

In the first of our two mentoring papers Katherine Meyer and Heather Bouchey from the USA focuses on a mentoring programme for at-risk youth. In the article 'Daring to DREAM' they present results from a quantitative study that examined whether participation in DREAM, a Northeastern United States, activity-based mentoring programme, was positively associated with children's physical self-efficacy; global self-esteem; academic self-concept and educational expectations.

The second mentoring paper and the last in this issue, is titled 'Motivation of paid peer mentors and unpaid peer helpers in higher education.' In the paper, Jenepher Lennox Terrion, and Dominique Leonard, from the University of Ottawa, use semi-structured interviews to explore the motivations of student peer mentors in voluntary and paid peer mentoring services at the University. Findings suggest that both paid and unpaid mentors are motivated by factors such as learning about themselves and fulfilment, but that paid mentors are primarily motivated by a desire to help young people, while volunteer peer helpers are highly motivated to fulfil social needs. The research is important in that it sheds light on the impact of payment on motivation to perform peer mentoring.

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