CALL FOR PAPERS

The International Journal of Evidence Based Coaching and Mentoring calls on authors to submit papers on culture in coaching, to appear in issue 11/2, August 2013.

Culture in coaching research – new directions for coaching as an academic discipline?

Submission deadline: 15 January 2013

Over the last two decades or so, research on the notion of culture in coaching has seen a steady and growing interest. However, although academic domains and theoretical perspectives have varied, research that was drawn upon has predominantly viewed culture at the national level, employed quantitative research designs, and adopted the organisation perspective. Areas that were covered were for instance global leadership development (e.g. Gundling 2011; Mendenhall et al. 2008), international assignment (e.g. Harris and Dickmann 2005), cultural diversity and awareness, and global competencies (e.g. Jokinen 2005; Hampden-Turner; St Claire-Ostwald 2007; Trompenaars 2000). A minority of studies adopted a more person-centred approach in cultural assimilation processes, expatriate journeys, and developmental theory (Kiss 2012, Kohonen 2005, Osland 2000, den Outer 2010, Wilson 2012, Plaister-Ten 2009, 2010).

Cross-cultural coaching or global leadership development models have predominantly been informed by, and built on the work of cultural anthropologist Geert Hofstede (e.g. 1994), such as cross-cultural competence and creating values (Hampden-Turner and Trompenaars 2000; Smith, Peterson and Schwartz 2002; Trompenaars and Hampden-Turner 1997), cultural orientations framework in coaching (Rosinski 2003), and cross-cultural competence for management and leadership (House et al. 2004; Moral & Abbott 2009; Moran, Harris, & Moran 2007; Schneider and Barsoux 2003).

The context for coaching practice and, consequently, the landscape for culture in coaching research are changing rapidly; what was once the status quo may soon cease to be so. A report by the International Coach Federation (2012) locates coaching practice and corresponding revenue predominantly in Western Europe and North America. However, coaches come from an increasingly varied number of countries, and coaching practice in Latin America and the Caribbean is expanding fast (ICF 2012). In addition, the growing economies of Brazil, Russia, India, and China (the so-called BRIC nations) have led to the emergence and early development of coaching practice in these countries (Passmore 2009). Moreover, over the last decade or so, there have been fundamental changes in the length (more short term) and nature (e.g. virtual) of international assignments (Harris and Dickmann 2005; Deloitte 2012) a trend which calls for new (virtual) leadership competencies (Caulat 2012). An increasing number of people are now working in multi-cultural teams, even when they are physically located in their home countries.

These changing circumstances necessitate further research to explore the effects on coaching practice and the direction of coaching research. However, perhaps they also constitute the impetus to take a closer look at coaching as an academic discipline. Perhaps the cultural awareness that is slowly infiltrating the coaching profession will allow coaching researchers to take a step back and cast a critical eye on coaching practice as a socially constructed phenomenon. This act of introspection may provide answers to a number of questions: what is the coaching discipline’s own cultural bias? What are the social and historical narratives that make coaching culturally situated in the way that it is? What wider social patterns can be identified that make it so? However, it is also entirely possible that coaching theories are by definition located in a cultural relativist way of thinking. Whatever the outcome, there may be benefits from looking at cross-cultural coaching practice for the coaching discipline as a whole so that coaching from a cultural perspective becomes integral to coach training, rather than as a specialist adjunct.

For its next special issue, to appear on-line in August 2013, the IJEBCM calls on papers that provide novel insights into the issues raised above. We welcome papers that outline theoretical and practical implications for the coaching domain of the kinds of changing economic and social circumstances described above. In particular, we welcome papers that, by applying an introspective lens, suggest an agenda for future coaching research and directions of development for coaching as an academic discipline.

For more information on submission please look at the website or contact the Assistant Editor: Birgit den Outer – b.den OUTER@brookes.ac.uk
References:


