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Editorial

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Welcome to the August 2017 issue of our journal. For this issue we have a fine combination of peer reviewed coaching and mentoring papers from across the globe: four from Australia, one from India, one from Nigeria, one from Austria, one from Spain and two from the United Kingdom. The subject areas are varied and include managerial and executive coaching, group coaching, coaching in healthcare and in a new field to me, kick boxing. We also have papers on mentoring in organisational and educational contexts, as well as for supporting migrants.

Our first paper focuses on group coaching in a large complex healthcare organisation. Colleagues from the Coaching Psychology Unit at University of Sydney discuss qualitative findings from their pilot group coaching programme. Findings from the study suggest the need for preparation and communication and for a clear and explicit goal focus. The authors also identify the important role of the structure of the group coaching process and the value of follow up.

The second and third papers are also by Australian colleagues. Burt and Talati from Curtin University, conduct a meta-analysis of executive coaching outcome studies that have used randomised control trial studies. The authors claim that research examining the effectiveness of coaching has not kept up with the growth and demand of researchers. Their meta-analysis investigates the outcomes of coaching, including performance, well-being, attitudes and self-regulation, using only randomised control trial studies. Results indicated that coaching has a moderate significant positive effect on coaches, suggesting that coaching is effective for individuals.

In the third paper, Ladyshevskey and Taplin, also from Curtin University, explore perceptions of managerial coaching and work engagement using the Measurement Model of Coaching Skills and the Utrecht Work Engagement Scale to measure the relationship. Almost 200 MBA students responded to a survey and results demonstrate a positive relationship between perceptions of a manager's coaching behaviour and employee perceived work engagement. The results also suggest the benefits of managerial coaching on organisational performance measures.

The fourth paper from Australia is from Paul Lawrence from Sydney Business School. Lawrence conducts a literature review that suggests the role of the managerial coach appears to be more challenging than that of the external coach and argues that managerial coaching may be more usefully regarded as a discrete and demanding discipline in its own right. The article concludes with suggestions for future research.

Our fifth paper is from Stewart-Lord, Baillie and Woods, working at London South Bank University in the UK. Their qualitative study explores the perceptions of National Health Service staff on their coaching and mentoring programme. The aim of the study was to determine the value of the programme. Findings suggested that individuals were able to develop personally and professionally and identified the importance of a strong organisation-wide leadership of the programme, as well as managerial support to enable staff to engage in the programme.

Paper six is an integrative literature review on the impact of life coaching on courage, fear and anxiety. In the paper Joanna Jarosz from Spain synthesises data from previous research studies about the impact of life coaching as an intervention. Her findings suggest that life coaching is a reliable approach that may enhance individual courage and decrease fear and anxiety.

Relatedly, our seventh paper focuses on coaching to enhance the mental toughness of people learning kickboxing. Colleagues from the University of East London in UK investigated whether combining positive psychology coaching and kickboxing would progress the development of mental toughness compared to kickboxing alone. The 28 participants had been taking part in a four-week kickboxing course and completed the Mental Toughness Questionnaire (MTQ48), but only 14 participants received coaching. The results suggest that positive psychology coaching may have a role in developing mental toughness when it is combined with vigorous physical exercise.

In the first of our mentoring papers, Okurame and Ajayi from the University of Ibadan in Nigeria, explore the effects of mentoring on the cognitive task performance of Nigerian undergraduate students. Findings reveal that type of mentoring (formal and informal) as well as feedback (positive, negative, no-feedback) both have an effect on levels of cognitive task performance. The authors also suggest a significant interaction effect of mentoring and feedback on cognitive task performance.

For our next paper, Neuwirth and Wahl, both working in Vienna, Austria, have studied the effects of the similarity between mentees and mentors on the evaluation of the 'Mentoring for Migrants Program'. Results of the online questionnaire ($N=177$) showed that the program was evaluated positively by the mentored migrants. No relation was found between objective similarity in the sociodemographic background of the mentees and mentors and the program's evaluation. The authors conclude that matching mentees and mentors according to their attitudes could positively influence the program's success.

The final paper in this issue from Arora and Rangnekar, researches mentoring in Indian organisations and revisits Noe's Mentoring Functions Scale. A sample of 363 managerial employees working in public and private sector organisations in North India were recruited. Results support the two-dimensional factor-structure of mentoring functions in consonance with Noe's study. The research not only highlighted the potential utility of the measure in the Indian context but also suggested useful mentoring specific interventions that could be practised by Indian organisations for sustaining managers' career growth and development.