

A morphological and bibliological analysis of the International Journal of Evidence Based Coaching and Mentoring 2003-2012

Josh Hodge, Department of Management & Marketing, La Trobe University,
Melbourne, Australia.

Contact Email: j.hodge@latrobe.edu.au

Abstract

This article presents a bibliological and morphological analysis of the research articles in the International Journal of Evidence Based Coaching and Mentoring (IJEBCM). The findings highlight the most frequently referenced journals and books and the demographic of the authors. They also determine that the articles are more likely to be about coaching than mentoring, that research is more likely to be grounded in a business context, and that articles are relatively consistent in their form in regards to word count, number of references, and readability, while the number of articles per issue has been increasing over time.

Keywords: coaching research, mentoring research, morphological analysis, bibliological analysis.

Introduction

When I began my research on coaching and mentoring, I was frustrated that I could not find data that described the nature of the publications. I wanted a topographical map of the landscape of coaching research; one that gave me the longitude and latitude but did not try to describe the characteristics of every plant or rock face on the trail. Grant's annotated bibliography of coaching (2009, pp. 28-114) gave an overview of what papers were in the research landscape, yet I still wanted to know what those papers were like in the aggregate. I noticed in Grant (2009) that over a quarter of the publications listed came from the *International Journal of Evidence Based Coaching and Mentoring* (IJEBCM). This represents a substantial portion of the entirety of coaching literature. This presented an opportunity for me to 'scratch my own itch' as well as add to the body of knowledge about the nature of coaching and mentoring research and publications. In this article, I examine the full text of the research articles in the IJEBCM as a population of artefacts, both in their form (morphology) and in their reference (bibliology). The result is a brisk description of the IJEBCM between 2003 and 2012. This may assist those new to this body of knowledge to gather a quick birds-eye-view, as well as help long-time readers of the IJEBCM to zoom out and consider the shape of the forest without disregarding the merits of each 'tree' therein. This article is grounded in a positivist paradigm and does not attempt to describe characteristics that would require qualitative analysis such as the content, arguments, and findings of the articles. The methods of analysis are first reviewed, and then the outcomes of the data analysis are identified.

The current issue and full text archive of this journal is available at <http://ijeBCM.brookes.ac.uk/>

Methodology

Each article of the IJEBCM was downloaded from the website (<http://ijebcm.brookes.ac.uk/>). The text of the IJEBCM was bounded to articles (thus editorials and book reviews were excluded) and circumscribed from Volume 1 Issue 1 (2003) to Special Issue 6 (2012). It is common for reviews of literature to consider the themes in a qualitative manner, yet this article takes a quantitative approach that uses various objectively identifiable elements of the articles as a form of data for testing. Descriptive statistics and data manipulation techniques were employed to identify authors' demographics (location and gender), explore the morphology of the articles (use of diagrams and tables, word count and readability), and identify the bibliographical characteristics (types of references, context of the research, and analysis of word usage).

Demographic Analysis

Location of Author

The author's location was identified from their location acknowledgment or bi-line and manually encoded to SPSS (IBM Corp., 2013). SPSS was selected due to its ability to process large amounts of data and perform a range of statistical analyses, as well as the familiarity of the software to the author. Each article in the IJEBCM was given a unique identifier, and then each author of the article was given a separate line entry. The same weight was given to each author despite their order in the list of authors. Each author of a paper is counted equally, whether the paper was authored alone or as part of a group. There is some bias in that authors who were preparing their paper whilst enrolled at a university may consider 'home' to be another location but state the location of their current residence in their paper. From the encoded location data, a count of author locations was performed using SPSS. This is presented in Table 1. A visual representation of the nations from which the authors came was made using a bubble map (see Figure 2). The bubble map was produced using Excel's bubble chart tool. The size of the bubbles indicates the number of authors while the locations on the map were defined using the x and y coordinates in Excel.

Author Gender

The gender of the author was approximated based on their first name. The first name of each author was exported from SPSS to Excel. The gender of first names was identified using U.S. census data (U.S. Census Bureau, 2011). The U.S. Census Bureau provides data of first names by gender. The list is created by comparing the name entered on the census to the respondent's gender. When two or more census respondents have the same first name then it appears in the list. When the gender of census respondents is the same for 95% of entries, then it is classified by gender. Names that are an inconsistent allocation of gender are not included. A short script was written in Visual Basic for Applications (VBA) to complete the analysis drawing on the U.S. census names data source. VBA is a programming language that can be used to automate tasks within Microsoft applications such as Excel (Walkenbach, 2013). The VBA script compared each first name to the list of names in the U.S. census data. If the name had a gender assignment from the census then a gender was allocated to the name in the adjacent field. If there was no listing of the gender in the U.S. census data for the author's first name, then it was listed as 'Unknown'. For each author that was listed as unknown, the bi-line was checked to identify if a gender specific personal pronoun (he/she, his/her, etc.) was present, this was then manually added to the Excel file.

The current issue and full text archive of this journal is available at <http://ijebcm.brookes.ac.uk/>

Morphology

Use of diagrams and tables

To identify the number of diagrams and tables, each article was reviewed and the number of tables and number of diagrams was entered into SPSS.

No of words per article/per edition

The body of each article was converted to plain text using Adobe Acrobat. Reference lists, bi-lines, abstracts and other minutia were removed. The text from diagrams and tables was retained. Each of these plain text documents was opened in Microsoft Word, a word count was completed, and the result was entered into SPSS for analysis. The sum of the word count of the articles in each edition was calculated.

Readability analysis

Readability was assessed using the Flesch-Kincaid Grade Level score. This allows an objective analysis of the complexity of a text based on the average sentence length (ASL) and the average number of syllables per word (ASW). The resultant figure is based on the U.S. grade-school levels. Thus, a score of 5.0 would be understandable to a fifth grader. The formula is (Kincaid, Fishburne, Rodgers, & Chisson, 1975):

$$(0.39 \times ASL) + (11.8 \times ASW) - 15.59 = \text{Flesch-Kincaid Grade Level}$$

Microsoft Word has a Flesch-Kincaid calculation tool. VBA was used to write a short script that opened each plain text article (that already had reference lists, bi-lines, abstracts, and other minutia removed), performed a Flesch-Kincaid analysis, and passed the outcome for each article to an Excel spreadsheet. These details were then imported to SPSS for analysis.

Bibliological analysis

Reference analysis

To analyse the references, they were imported into a database in a format that could be drawn on for analysis. For example, each author had to be identified, which required each author to have his or her own unique entry in the database. The list of references from each article was extracted to rich text format using Adobe Acrobat. This output was selected to maintain formatting such as italics. A script was written in VBA that would parse the sections of each reference into the correct database fields. Due to some inconsistencies in formatting, this did not produce perfectly formatted references. Because of this, each reference was then manually reviewed. Although the process was tedious, it was faster than manually entering each reference. During the manual review process, each reference was given a classification of Journal, Book, Conference Proceedings, Dissertation/Thesis/Manuscript, Newspaper, Paper, Website or Other using the APA sixth edition referencing guidelines. This data was analysed using Excel.

Identifying discipline and context

Analysis was required to identify the focus discipline (Mentoring or Coaching) and the context in which the research was performed (Business, Other Coaching Practice, Public Sector, Health Care, Volunteer Organisation, Mental Health, Sport or Business and Public Sector). Each article was read and then manually classified. This information was entered into SPSS alongside the other data imported from Excel.

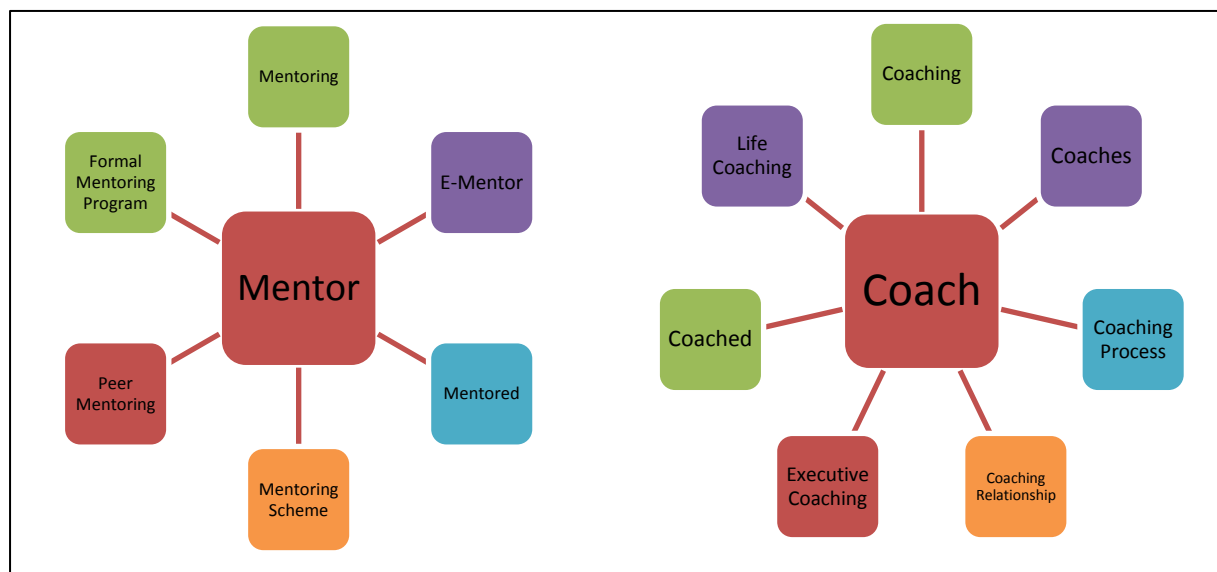
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Stated keywords

The keywords of each article were entered in plain text in Excel. Keywords are the words that the authors choose to place at the start of the article under the heading “Keywords”: to indicate the content of the article. The phrasing of the keywords was retained. For example, if the keyword listed was ‘executive coaching’ this was regarded as a single entry. The word ‘coaching’ in this instance was not counted individually. Excel was used to de-duplicate a copy of the list. Each word in the unique word list was then counted in the primary list using the COUNTIF function in Excel.

Word instance frequency

The inspiration to analyse word instance frequency in the IJEBCM came from Persson (2007), who analysed French coaching literature using the interactive model of data analysis developed by Huberman and Miles (1984). Proper nouns taken from the text are used as a unit of analysis, each word representing a conceptual reference or meme. From the body of each article (excluding references, bi-lines, abstracts, and other minutia), individual words were extracted into Excel using VBA scripting to automate the task. Each word was entered into the spreadsheet alongside a reference to the article that the word came from. Additionally, high frequency word pairs and triplets were identified and added as instances in the list. For example “executive coaching” or “formal mentoring program” were added and then counted in the body of the text using the VBA script. A list of over 19,000 distinct instances was sorted for instance frequency, and the top 2,000 entries were manually washed for inconsequential words (it would not have been of great interest to discover that the word ‘and’ was very frequently used). Derivatives of the primary word instance were then grouped under the primary word that they relate to (see Figure 1).



The relationship between the primary word instance and their derivatives.

Figure 1 - Word instance grouping example

Once a list of the most common words was generated, a count of these word instances was calculated for each edition of the IJEBCM using the Excel COUNTIF function and some simple VBA scripting to automate the task.

Research findings

Author demographics

The unique perspective of an author is inevitably imbued in the work. The demographics of authors, such as their gender and location, informs about potential bias in the literature, how well the body of knowledge is representative of the industry as a whole, and other areas of potential new research.

Author Gender

A gender approximation using first names was performed and where a gender specific personal pronoun was present in the author bi-line this was manually added to the database (N=230; female=131; male=88; unknown=11).

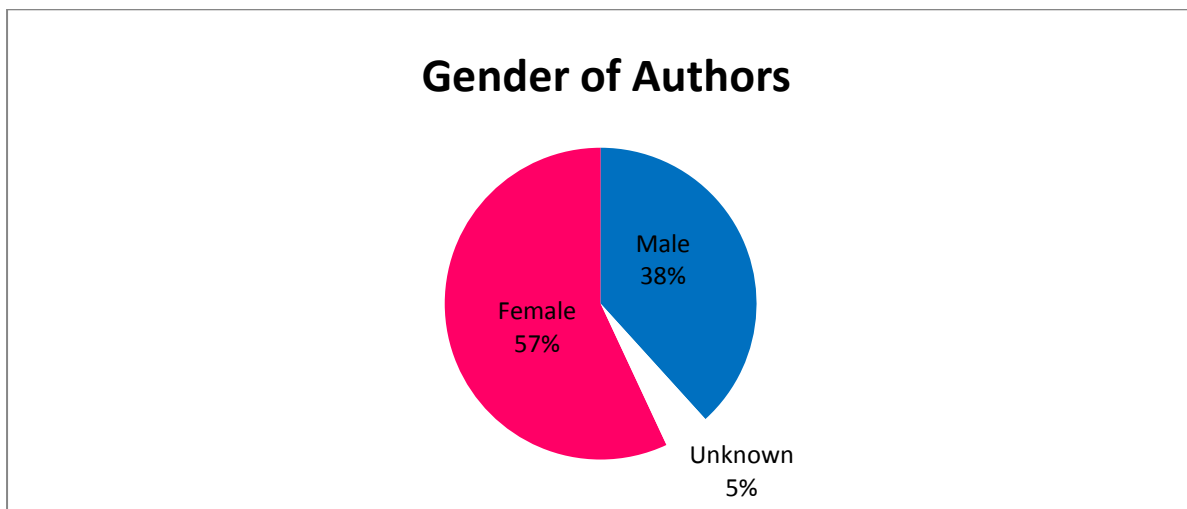
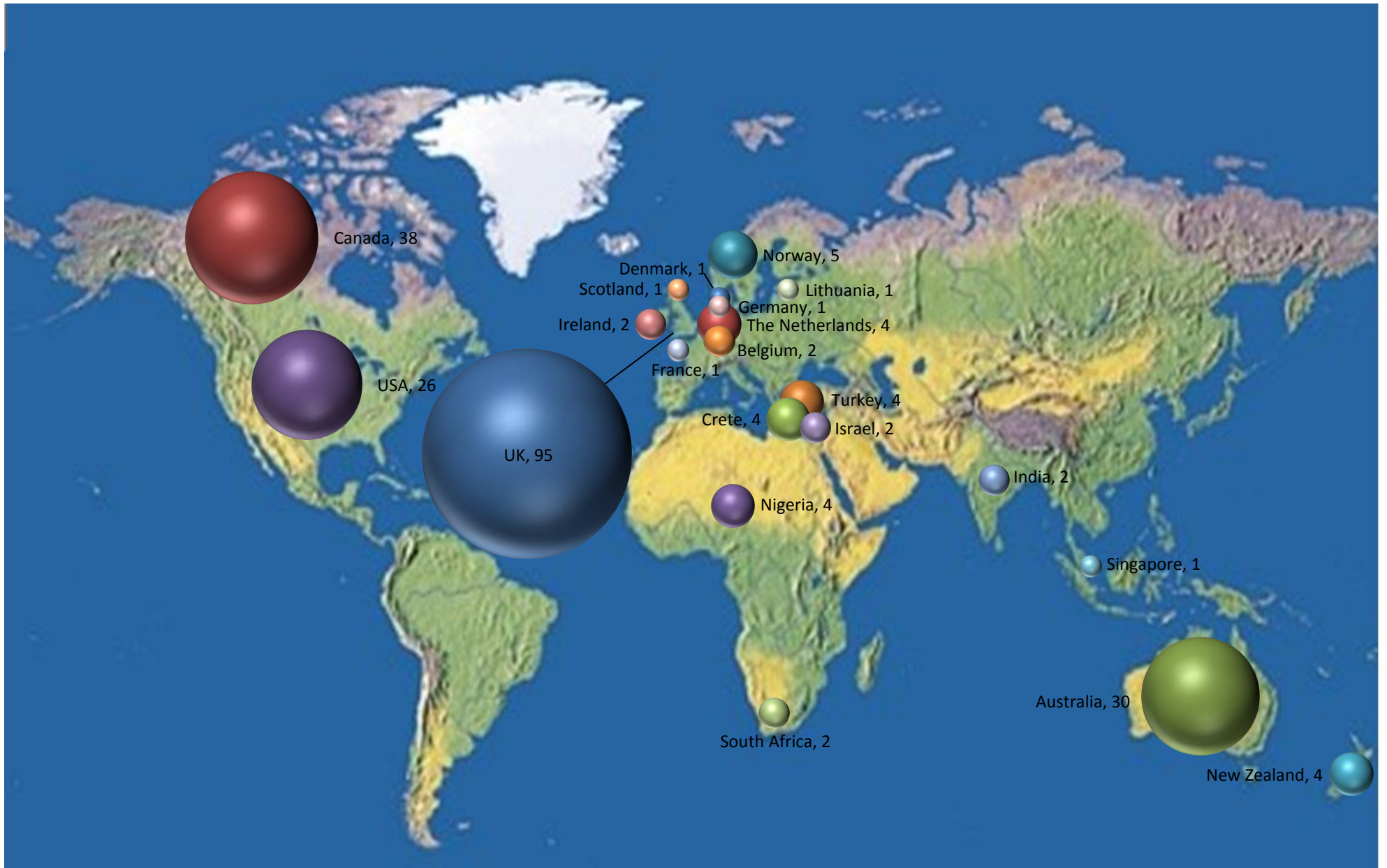


Figure 2 - Gender of Authors

Grant & Cavanagh (2007, p. 754) state that the coaching industry has a gender composition in which females have a higher representation, a number of other studies concur with this: Grant & Zackon (2004) n=2,529, female coaches=73.1%; Newnham-Kanas, Irwin, & Morrow (2011) n=130 female coaches=76.7%; Newsom & Dent, (2011) n=130 female coaches=67.7%. The authors of articles in IJEBCM display a gender balance that is in alignment with the industry.

Location of author

A total of 230 authors identified their locations. The most frequent author location was in the United Kingdom (n=95). Authors from the United Kingdom outnumbered the combined total of the next three most frequent author locations (Canada=38; Australia=30; USA=26; $\Sigma=94$). The hosting institution of the IJEBCM being based in the UK may have affected this outcome. Although some editions of the journal feature UK authors only (Vol.1 Iss.1; Vol.3 Iss.2; Vol.4 Iss.2; Vol.5 Iss.2; Special Iss.2; Special Iss.3), the title of 'International' is largely well-founded as demonstrated by the following investigation (Figure 3 and Table 1):



Bubble size indicates the number of authors in the location.

Figure 3 - Location of Authors

Issue	UK	Canada	Australia	USA	Norway	Turkey	The Netherlands	Crete	Nigeria	New Zealand	Belgium	India	Ireland	South Africa	Israel	Denmark	Singapore	Scotland	France	Germany	Lithuania	Total
Vol.1 Iss.1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Vol.2 Iss.1	3	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6
Vol.2 Iss.2	2	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
Vol.3 Iss.1	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6
Vol.3 Iss.2	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7
Vol.4 Iss.1	2	-	-	4	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	9
Vol.4 Iss.2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6
Vol.5 Iss.1	-	3	1	-	-	-	4	-	-	2	1	-	-	-	-	-	-	-	-	-	-	11
Special Iss.1	6	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7
Vol.5 Iss.2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Vol.6 Iss.1	4	-	2	1	-	-	-	-	-	2	-	-	-	-	1	-	-	-	1	-	-	11
Special Iss.2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Vol.6 Iss.2	2	6	1	1	-	4	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	15
Vol.7 Iss.1	3	9	1	2	-	-	-	4	-	-	-	-	-	-	-	-	1	-	-	-	-	20
Vol.7 Iss.2	2	-	5	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Special Iss.3	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7
Vol.8 Iss.1	-	4	-	3	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	9
Vol.8 Iss.2	5	6	-	4	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	16
Special Iss.4	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	11
Vol.9 Iss.1	1	2	3	-	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	9
Special Iss.5	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	10
Vol.9 Iss.2	1	3	7	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15
Vol.10 Iss.1	2	3	5	4	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	16
Special Iss.6	10	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	12
Total	95	38	30	26	5	4	4	4	4	4	2	2	2	2	2	1	1	1	1	1	1	230

Table 1 - Location of Authors

Morphological analysis

A morphological analysis considers the form of the text as artefacts to be analysed. The word count and number of articles per edition is considered. The use of graphical elements and tables is identified. Lastly, an objective measure of readability is applied.

No of words per article/per edition

A word count was generated for each article. With the exception of an outlier (Vol.7, Iss.1, pp. 17-45 *Annotated Bibliography of Life Coaching and Health Research*; 35,040 words in the body), the articles show a consistency in form with an average word count of 5,404. The number of articles per issue has increased over time. It shows an increased number of contributors and a growing interest in evidence-based coaching and mentoring research.

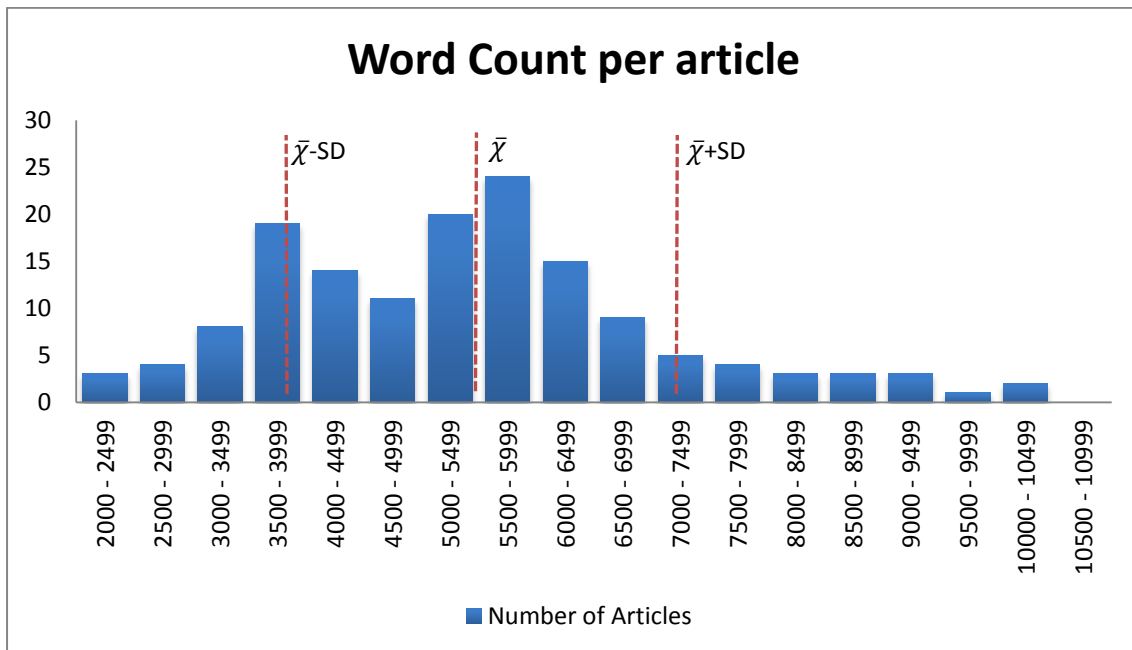


Figure 2 – Word Count per article

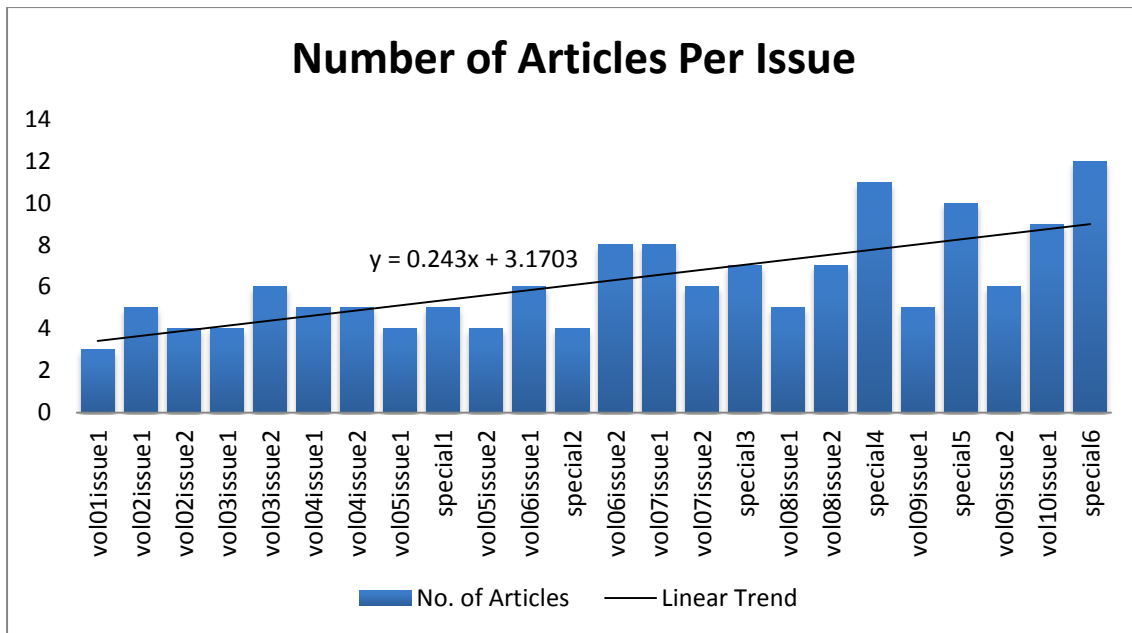


Figure 3 – Number of Articles Per Issue

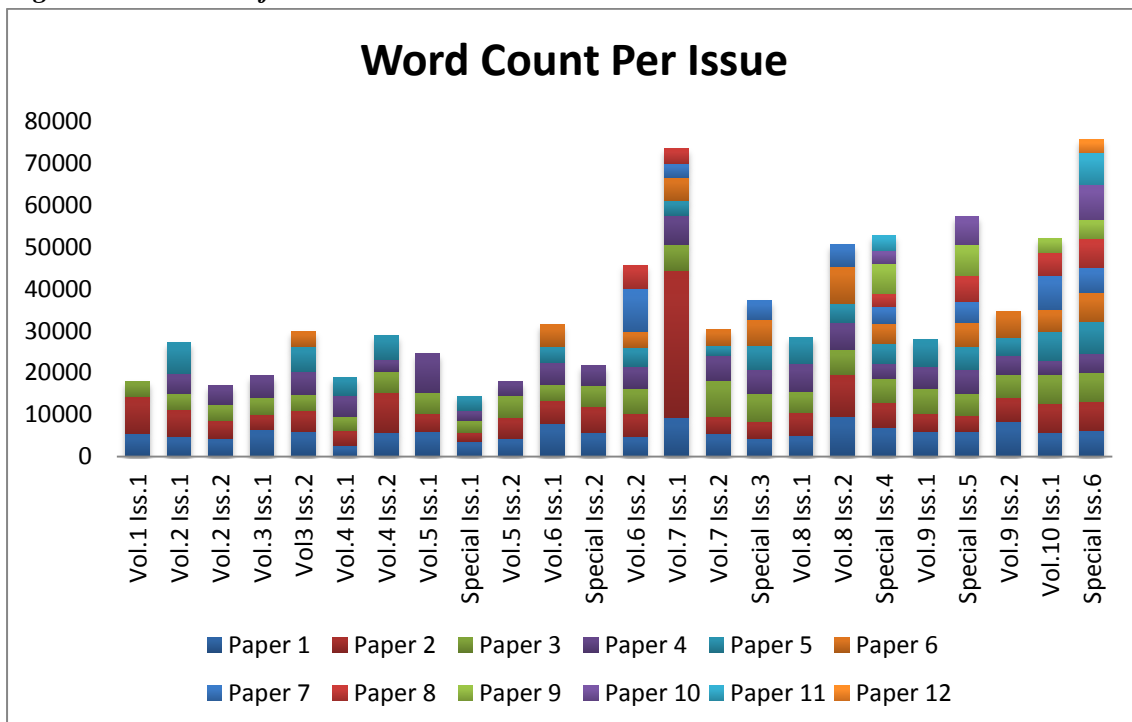


Figure 4 – Word Count Per Issue

Use of diagrams and tables

Each paper was manually reviewed to identify the presence of tables and diagrams. The data was encoded in a database for analysis. The presence of tables tends to indicate the manifestation of in-depth data that is displayed to the reader so that they may compare the analysis of the author with their own observations of the data. Meanwhile, diagrams, such as graphs or flow charts, intend to turn data into information in order to allow the data to tell its story. 49.66% of articles feature a table, while 42.95% of articles feature a diagram. 30.87% of articles do not feature a table or a diagram.

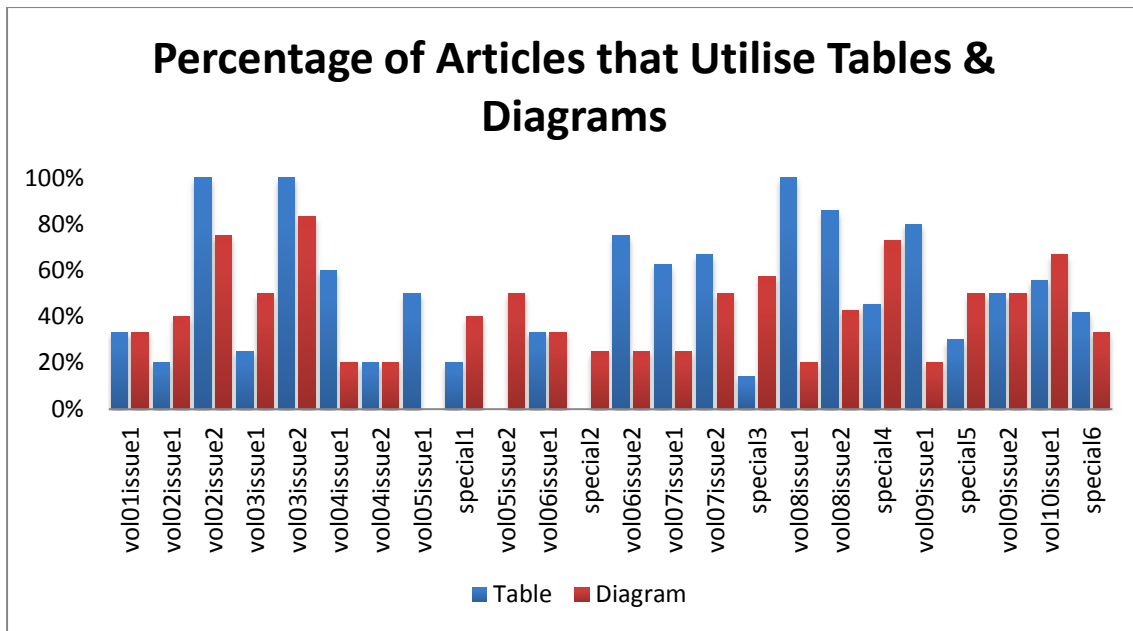


Figure 5 – Percentage of Articles that Utilise Tables & Diagrams

Readability analysis

Readability was assessed using the Flesch-Kincaid Grade Level score. The text of the articles displayed the level of complexity that one would expect from an academic journal. The average level was 13.9 with a standard deviation of 1.78. This level has remained steady over time and shows no significant difference between articles in regular editions and those in the special editions. Incidentally, this article has a Flesch-Kincaid Grade Level of 12.

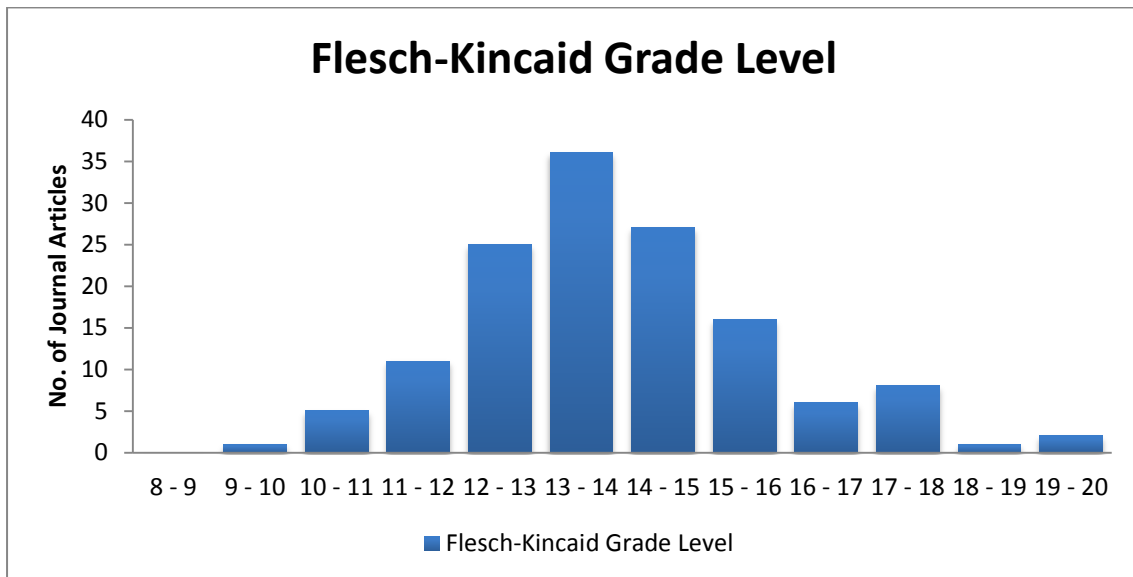


Figure 6 – Flesch-Kincaid Grade Level

Bibliological analysis

The bibliological analysis considers first the undergirding references of the journal and then the text itself. The focus discipline is identified, the research context is considered, and keywords and word instance frequency is analysed.

Number of references

Quality references are a recognised representation of academic rigor. References were individually extracted to a database for analysis. Papers show a high standard of scholarly referencing with an average of 39 references per paper (SD=21.29). Although Figure 7– *Number of References* seems to be showing a trend over time of an increased number of references this is due to the increased number of articles per issue, not an increase in reference utilisation.

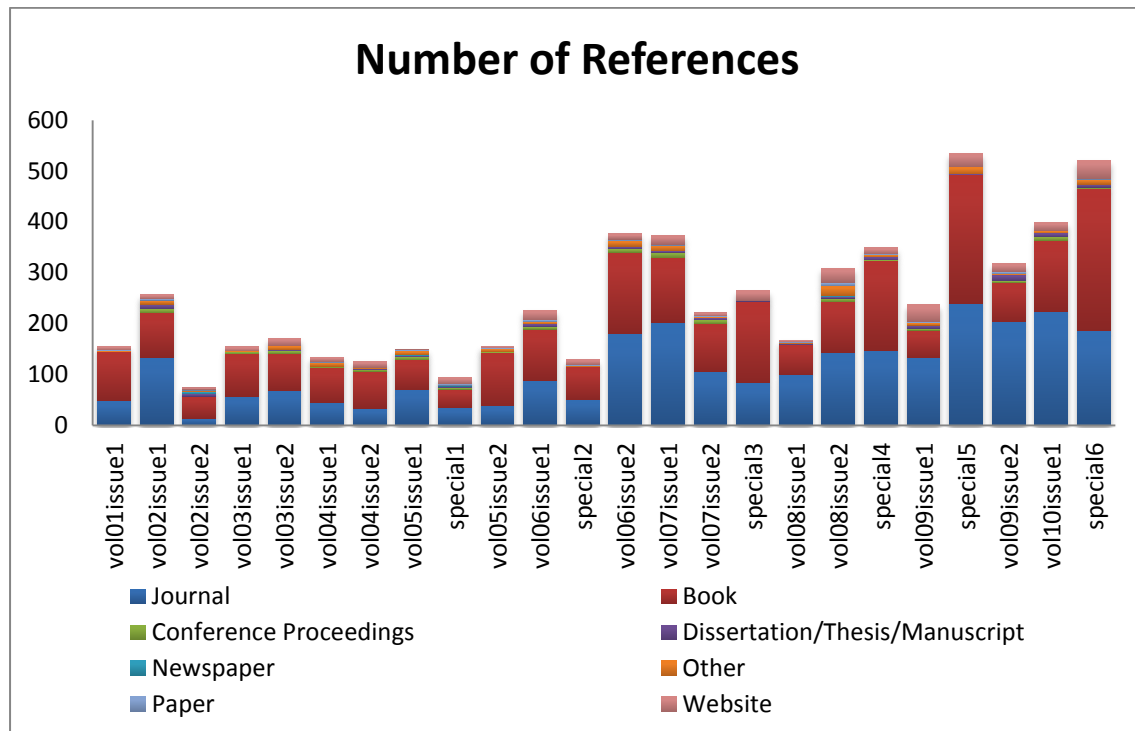


Figure 7 – Number of References

Journal articles (n=2,625) and books (n=2,570) are by far the most common form of reference.

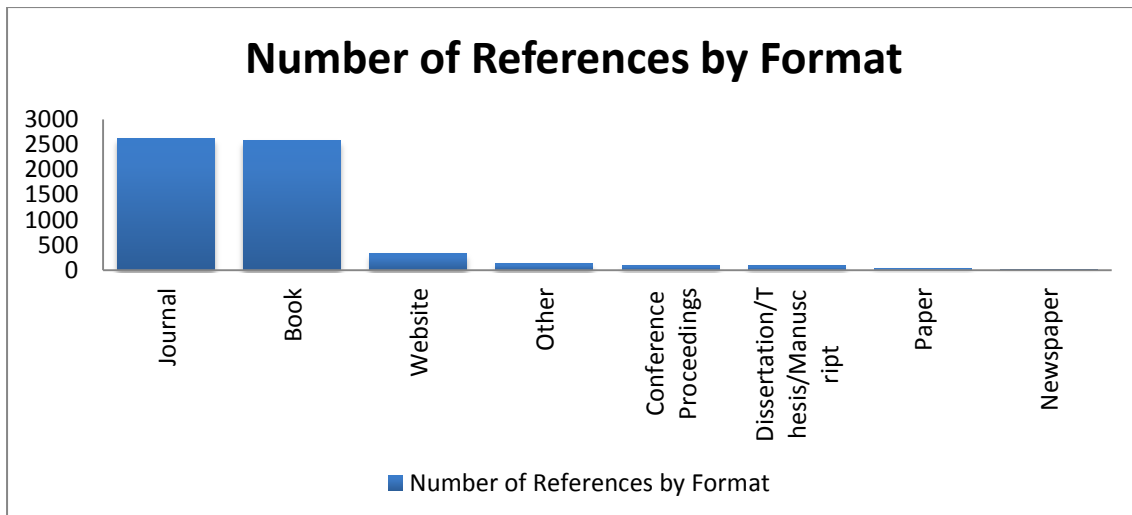


Figure 8 – Number of References by Format

Because of the rich body of research in the IJEBCM, there is a risk that articles would become increasingly self-referencing. Although there has been an increase in articles referring to previous IJEBCM articles, the ratio has still remained very small. Overall, only 5.94% of journal references come from the IJEBCM. The highest ratio of IJEBCM articles to other journal articles is in Special Issue 1 with a rate of 14.71%.

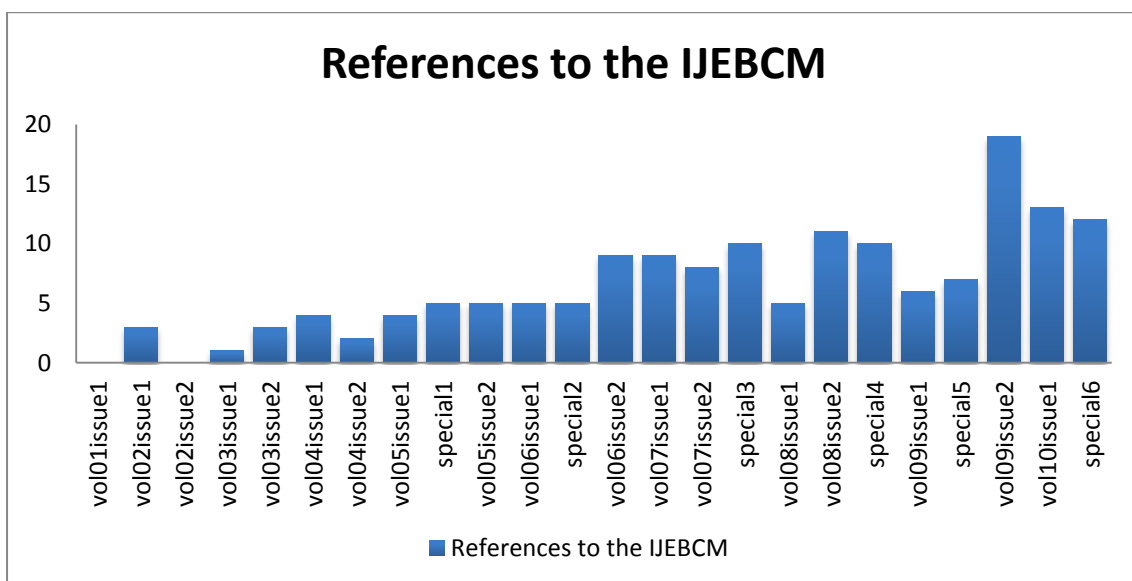


Figure 9 – References to the International Journal of Evidence Based Coaching and Mentoring

Most frequent journal reference

The most frequently referenced author in the IJEBCM is Grant (n=131). Considering the axiom ‘publish or perish’, Grant may be in contention for immortality. Unsurprisingly, the most frequently referenced journal article (n=11) is by Grant (2003): “The impact of life coaching on goal attainment, metacognition, and mental health” from *Social Behaviour and Personality*. The article is followed by “Executive coaching: A comprehensive review of the literature” (Kampa-Kokesch & Anderson, 2001; n=10). The most frequently referenced articles originating from the IJEBCM are: “Health Promotion

Theory and Practice: An Analysis of Co-Active Coaching” (Irwin & Morrow, 2005; n=9) and “Executive, Workplace and Life Coaching: Findings from a Large-Scale Survey of International Coach Federation Members” (Grant & Zackon, 2004; n=7).

Citation	No. of References in IJEBM
Grant, A. M. (2003). The impact of life coaching on goal attainment, metacognition and mental health. <i>Social Behavior and Personality</i> , 31(3), 253-264.	11
Kampa-Kokesch, S. & Anderson, M. Z. (2001). Executive coaching: A comprehensive review of the literature. <i>Consulting Psychology Journal: Practice and Research</i> , 53(4), 205-228.	10
Irwin, J.D., & Morrow, D. (2005). Health Promotion Theory and Practice: An Analysis of Co-Active Coaching. <i>International Journal of Evidence Based Coaching and Mentoring</i> . 3(1), 29-38.	9
Wasylyshyn, K. (2003). ‘Executive coaching: an outcome study’, <i>Consulting Psychology Journal: Practice and Research</i> , 55 (2), 94-106.	8
Laske, O. E. (1999). An integrated model of developmental coaching. <i>Consulting Psychology Journal: Practice & Research</i> , 51(3), 139-159.	8
Grant, A., & Zackon, R. (2004) Executive, workplace and life coaching: Findings from a large-scale survey of International Coach Federation Members, <i>International Journal of Evidence Based Coaching and Mentoring</i> , 2(2), 1-15.	7
Kilburg, R. R. (1996). Toward a conceptual understanding and definition of executive coaching. <i>Consulting Psychology Journal: Practice and Research</i> , 48(2), 134-144.	7
Bachkirova, T. (2004) ‘Dealing with issues of the self-concept and self-improvement strategies in coaching.’ <i>International Journal of Evidence Based Coaching and Mentoring</i> . 2 (2) 29-40.	6
Brotman, L. E., Liberi, W. P., & Wasylyshyn, K. M. (1998). Executive coaching: The need for standards of competence. <i>Consulting Psychology Journal: Practice and Research</i> , 50, 40-46.	6
Cox, E. (2003) ‘The Contextual Imperative: Implications for Coaching and Mentoring.’ <i>International Journal of Evidence Based Coaching and Mentoring</i> . 1 (1) pp 9-22.	6

Table 2 – Most frequently referenced journal articles

Most frequent book reference

Although books and journal articles are referenced in similar frequency in the IJEBM, books manage a larger number of unique references than journals. In the instance of Stober & Grant (2006); Cox, Bachkirova, & Clutterbuck (2010); and Palmer & Whybrow (2007), this may be assisted by book-section references where the author of a journal article may reference multiple sections of the book in the one article. The most popular book reference (n=30) is *Co-active Coaching: New Skills for Coaching People toward Success in Work and Life* (Whitworth, Kimsey-House, Kimsey-House, & Sandahl, 2007).

Citation	No. of References in IJEBCM
Whitworth, L., Kimsey-House, K., Kimsey-House, H. and Sandahl, P. (2007) <i>Co-active Coaching: New Skills for Coaching People toward Success in Work and Life</i> , Mountain View, CA Davies Black Publishing.	30
Stober, D.R. and Grant, A. M. (eds.) (2006) <i>Evidence Based Coaching Handbook</i> . New Jersey: John Wiley & Sons.	22
Cox, E., Bachkirova, T. and Clutterbuck, D. (eds.) (2010) <i>The Complete Handbook of Coaching</i> , London: Sage Publications Ltd.	24
Palmer, S. & Whybrow, A. (eds.)(2007) <i>Handbook of Coaching Psychology: A Guide for Practitioners</i> . London: Routledge.	23
Zeus, P. and Skiffington, S. (2000), <i>The Complete Guide to Coaching at Work</i> , Roseville, NSW: McGraw Hill Book Company.	16
Zeus, P. and Skiffington, S. (2002) <i>The Coaching at Work Toolkit: A Complete Guide to Techniques and Practices</i> . North Ryde: McGraw-Hill Australia.	12
Megginson, D. and Clutterbuck, D. (1995), <i>Mentoring in Action: A Practical Guide for Managers</i> , London: Kogan Page.	12
Clutterbuck, D. (2004) <i>Everyone Needs a Mentor</i> , London: Chartered Institute of Personnel and Development.	11
Bandura, A. (1998). <i>Self-efficacy: The Exercise of Control</i> . New York: W.H. Freeman and Company	9
Skiffington, S., & Zeus, P. (2003) <i>Behavioral coaching: How to Build Sustainable Persona and Organisational Growth</i> , Sydney: McGraw-Hill Australia.	7
Bandura, A. (1986) <i>Social Foundations of Thought and Action: A Social-Cognitive Theory</i> , Englewood Cliffs, NJ: Prentice Hall.	7

Table 3 - Most frequently referenced books

Focus discipline

Each article was read to identify the primary theme of the article. It was then manually encoded as either an article about coaching, mentoring, or an article that featured both coaching and mentoring. On an article-for-article basis, coaching is a more popular topic of research (n=107, 69.30%). A number of articles deal with both coaching and mentoring (n=13, 12.09%), but even taking those into account, mentoring receives less coverage than coaching. Passmore (2007) points out that the line between coaching and mentoring is ‘more blurred than is sometimes suggested in the literature,’ mentors could be deriving value from the coaching-focused articles even if mentoring is not specifically mentioned.

Issue	Coaching	Mentoring	Coaching & Mentoring	Total	% Coaching	% Mentoring	% Coaching & Mentoring
Vol.1 Iss.1	1	-	2	3	33.33%	-	66.67%
Vol.2 Iss.1	4	-	1	5	80.00%	-	20.00%
Vol.2 Iss.2	3	-	1	4	75.00%	-	25.00%
Vol.3 Iss.1	3	-	1	4	75.00%	-	25.00%
Vol3 Iss.2	5	1	-	6	83.33%	16.67%	-
Vol.4 Iss.1	3	1	1	5	60.00%	20.00%	20.00%
Vol.4 Iss.2	2	2	1	5	40.00%	40.00%	20.00%
Vol.5 Iss.1	3	1	-	4	75.00%	25.00%	-
Special Iss.1	4	-	1	5	80.00%	-	20.00%
Vol.5 Iss.2	2	-	2	4	50.00%	-	50.00%
Vol.6 Iss.1	4	1	1	6	66.67%	16.67%	16.67%
Special Iss.2	4	-	-	4	100.00%	-	-
Vol.6 Iss.2	4	3	1	8	50.00%	37.50%	12.50%
Vol.7 Iss.1	3	5	-	8	37.50%	62.50%	-
Vol.7 Iss.2	3	3	-	6	50.00%	50.00%	-
Special Iss.3	5	1	1	7	71.43%	14.29%	14.29%
Vol.8 Iss.1	3	2	-	5	60.00%	40.00%	-
Vol.8 Iss.2	4	3	-	7	57.14%	42.86%	-
Special Iss.4	11	-	-	11	100.00%	-	-
Vol.9 Iss.1	4	1	-	5	80.00%	20.00%	-
Special Iss.5	10	-	-	10	100.00%	-	-
Vol.9 Iss.2	5	1	-	6	83.33%	16.67%	-
Vol.10 Iss.1	5	4	-	9	55.56%	44.44%	-
Special Iss.6	12	-	-	12	100.00%	-	-
Total	107	29	13	149	69.30%	18.61%	12.09%

Table 4 - Focus Discipline Per Issue

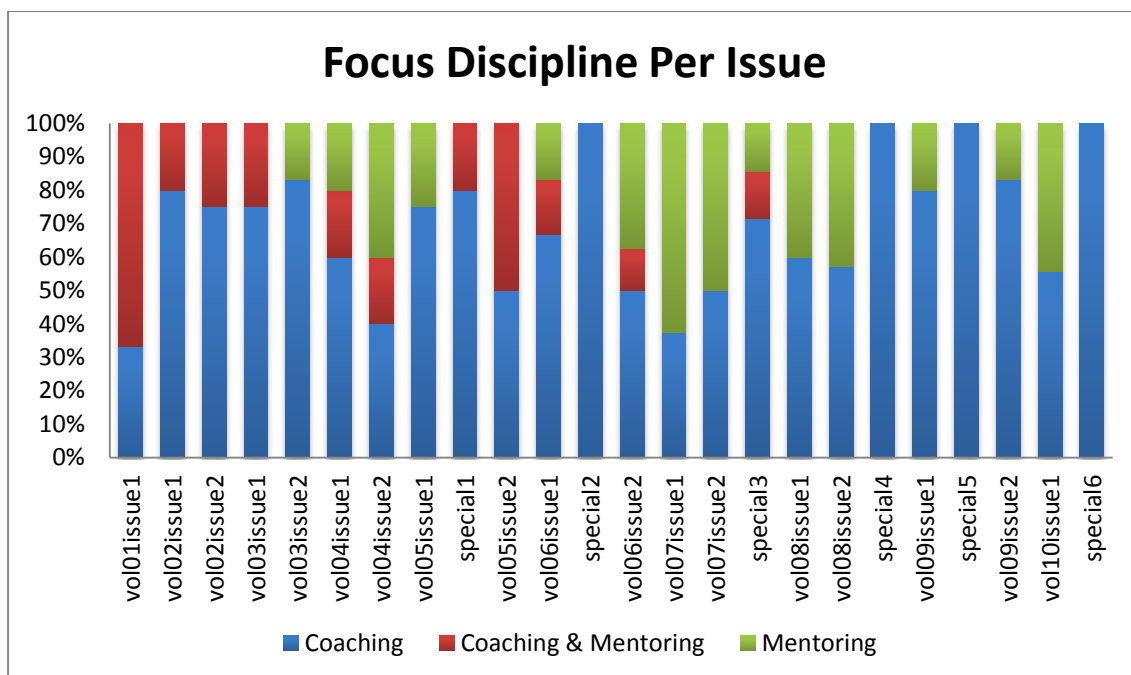


Chart shows the percentage of an issue that is devoted to coaching, mentoring or both. Normalising the figures to a percentage eliminates the ambiguity associated with issues that feature greater or fewer articles.

Figure 10 - Focus Discipline (Coaching or Mentoring) Percentage Per issue

Research context

Each article was manually classified into a database identifying the primary setting for the research. The classification ‘Education’ referred to both school and university research. The classification ‘Other Coaching Practice’ was used to denote any research that referred to the practice of coaching but didn’t clearly delineate the setting of the coaching practice. Some of these would account for life-coaches in private practice; others, psychologists using coaching in their work; and still others from various undisclosed coaching settings. Business and coaching practice settings were by far the most frequent for research (Business=53, 40%; Other Coaching Practice=43, 29%). Education was more frequently explored in the Mentoring discipline (Education∩Mentoring=20), while Health Care and Mental Health received more attention from coaching researchers (Health Care∩Coaching=11; Mental Health∩Coaching=4). Although coaching finds some of its origins in sports (Berg & Karlsen, 2007), IJEBM has long since moved beyond this origin. Of the five articles that refer to sport (Special Iss.1, pp. 24-29; Special Iss.2, pp. 40-51; Vol.7 Iss.2, pp. 50-63; Vol.4 Iss.2, pp. 19-42; Vol.8 Iss.1, pp. 67-84), the only one that has sport as its core focus is in regard to mentoring in sport.

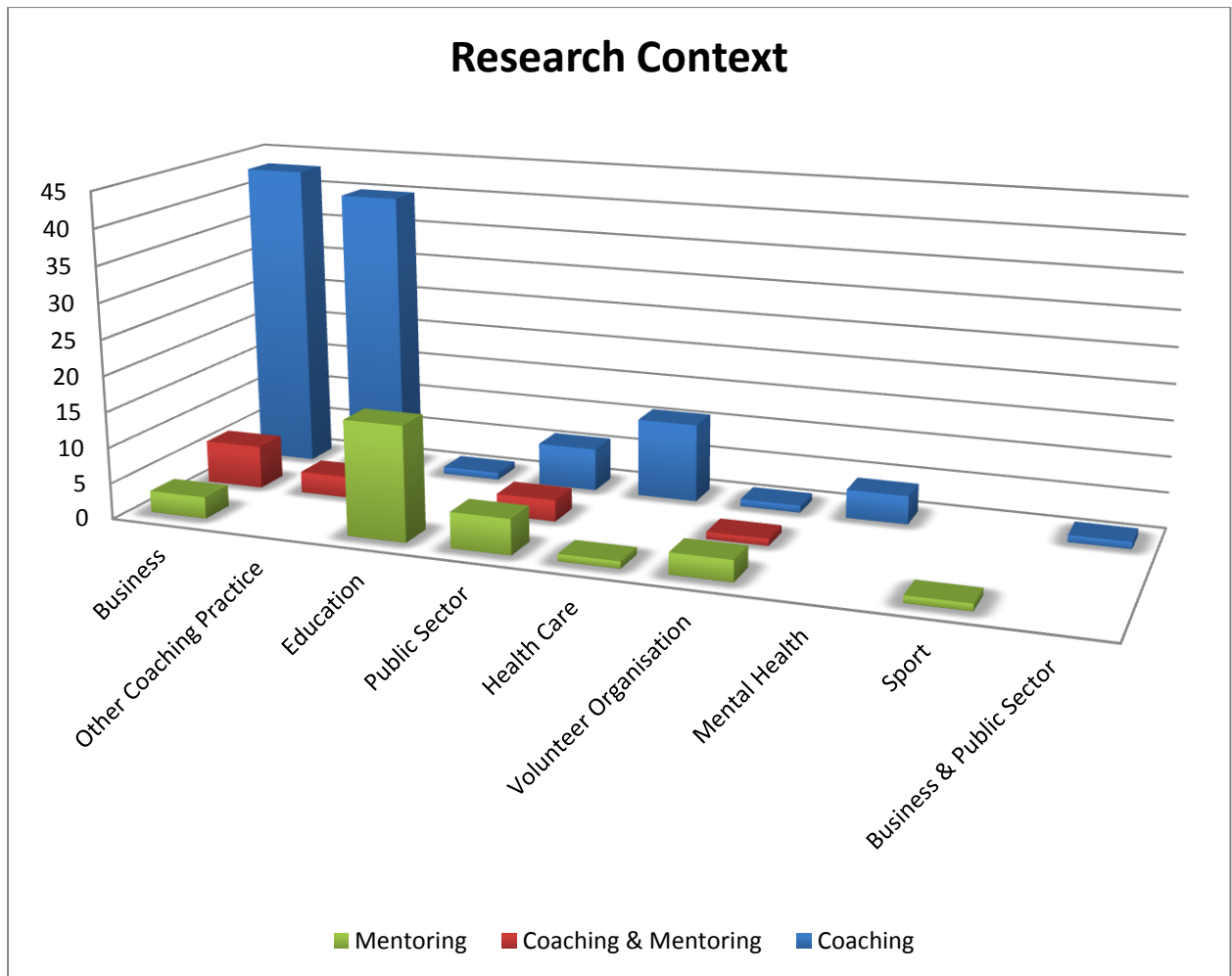


Figure 11 - Research Context

	Business	Other Coaching Practice	Education	Health Care	Volunteer Organisation	Mental Health	Public Sector	Sport	Business & Public Sector	Total
Coaching	44	40	4	11	1	4	2	-	1	107
Coaching & Mentoring	6	3	3	-	1	-	-	-	-	13
Mentoring	3	-	20	1	3	-	1	1	-	29
Total	53	43	27	12	5	4	3	1	1	149

Table 5 – Research Context

Stated keywords

All articles, with the exception of Vol.6 Iss.2, pp. 100-113 and Vol.7 Iss.1, pp. 39-103, have keywords that were selected by the authors to represent the content of their article. Naturally, ‘Coaching’ (n=49) and ‘Mentoring’ (n=31) have the highest frequency, followed by ‘Executive Coaching’ (n=12), ‘Leadership’ (n=7), and ‘Higher Education’ (n=7). No discernable trends over time were identified. The top 15 keywords featured below were a top ten listing but the last slot was shared by six keywords, thus a top 15. The top 15 keywords represent 22.26% of the total keywords used.

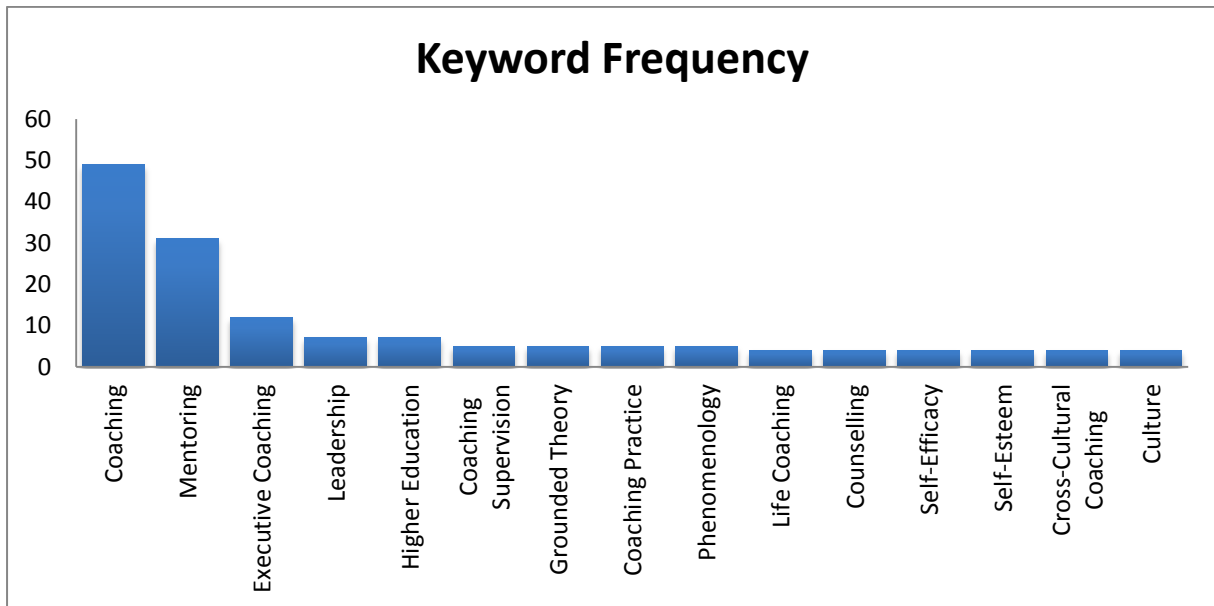


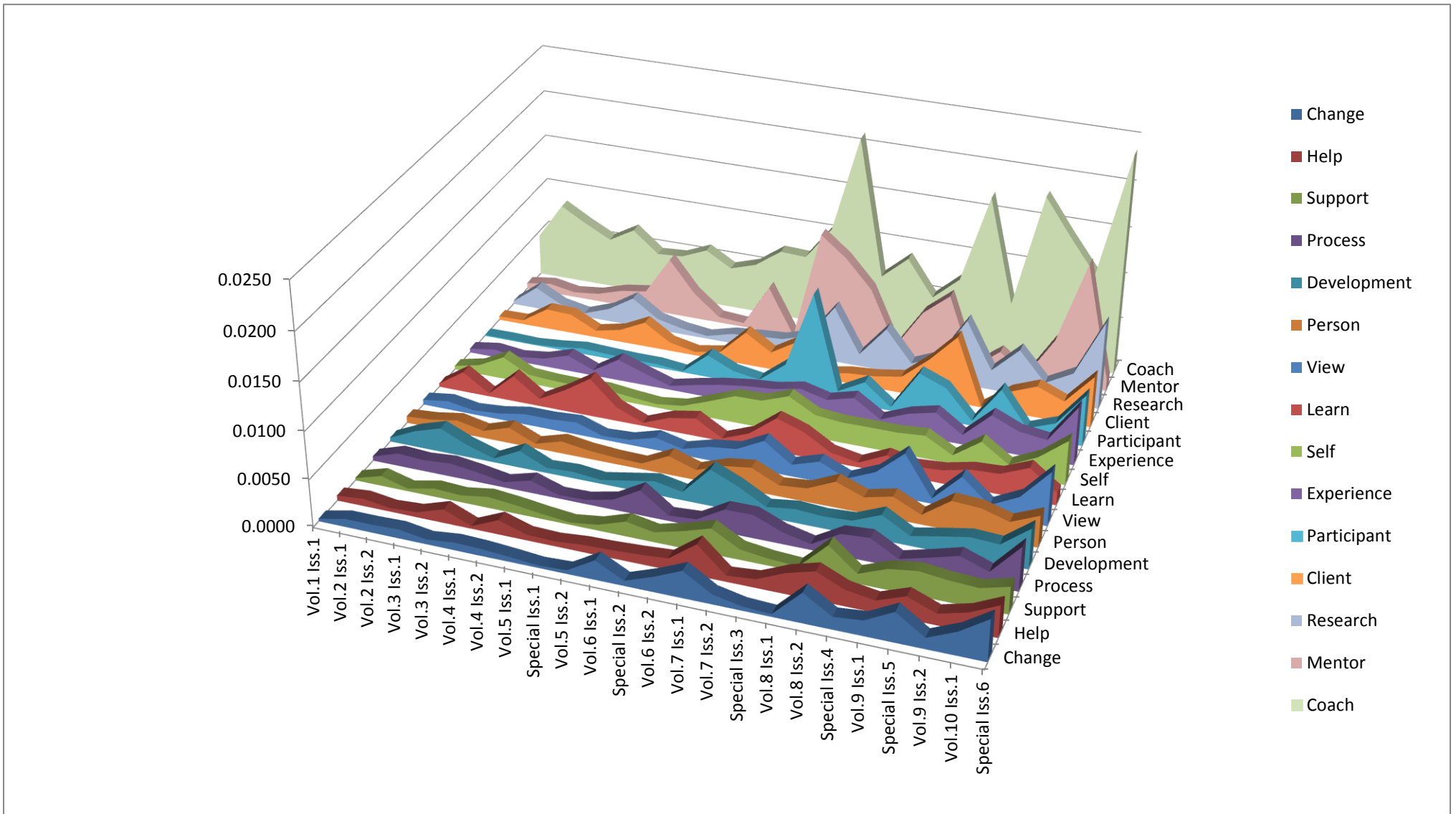
Figure 12 - Keyword Frequency (Top 15 Keywords)

	Coaching	Mentoring	Executive Coaching	Higher Education	Leadership	Grounded Theory	Coaching Practice	Coaching Supervision	Phenomenology	Self-Efficacy	Counselling	Cross-Cultural Coaching	Self-Esteem	Culture	Life Coaching
Vol.1 Iss.1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Vol.2 Iss.1	3	1	-	-	1	-	-	-	-	-	-	-	-	1	-
Vol.2 Iss.2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Vol.3 Iss.1	-	-	1	-	1	-	1	-	-	-	-	-	-	-	1
Vol.3 Iss.2	3	1	-	-	-	1	-	-	-	-	-	-	-	-	-
Vol.4 Iss.1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Vol.4 Iss.2	2	2	-	1	-	-	-	1	-	-	-	-	-	-	-
Vol.5 Iss.1	-	-	2	1	-	-	-	-	-	-	-	-	-	1	-
Special Iss.1	2	1	2	-	-	-	-	-	-	-	1	-	-	-	-
Vol.5 Iss.2	4	1	-	-	1	-	-	-	1	-	-	-	-	-	-
Vol.6 Iss.1	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-
Special Iss.2	4	-	-	-	-	-	-	2	1	-	-	-	-	-	-
Vol.6 Iss.2	1	4	-	-	-	-	-	-	-	1	-	-	1	-	2
Vol.7 Iss.1	1	4	-	1	-	-	-	-	-	-	-	-	-	-	1
Vol.7 Iss.2	2	3	1	1	-	-	-	1	-	1	-	-	-	-	-
Special Iss.3	3	2	-	-	-	1	-	1	1	-	1	1	-	-	-
Vol.8 Iss.1	-	1	1	1	-	-	-	-	-	1	-	1	1	-	-
Vol.8 Iss.2	-	2	-	1	-	-	-	-	-	1	-	1	1	1	-
Special Iss.4	6	-	1	-	1	2	-	-	-	-	1	1	-	-	-
Vol.9 Iss.1	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-
Special Iss.5	6	-	1	-	1	-	1	-	2	-	-	-	1	-	-
Vol.9 Iss.2	2	-	-	-	1	-	1	-	-	-	1	-	-	-	-
Vol.10 Iss.1	1	3	1	-	-	-	-	-	-	-	-	-	-	-	-
Special Iss.6	5	1	1	-	-	1	2	-	-	-	-	-	-	1	-
Total	49	31	12	7	7	5	5	5	5	4	4	4	4	4	4

Table 6 - Top 15 Keywords Per Issue

Word instance frequency

The most frequent conceptual instance was for ‘Coach’ (n=10, 710), followed by ‘Mentor’ (n=4, 146). This aligns with the stated keywords. Yet, ‘Leadership’ (n=607) and ‘Higher Education’ (n=39) ranked much lower than in their respective keyword frequency at positions 212 and 2,322, respectively. In issues where a specific topic is discussed, word usage tended to be skewed, with high word instances in that issue and otherwise low usage. There is a number of instances in which the minus one standard deviation is less than the minimum. No discernable trends over time were detected.



Word instance frequency expressed as a percentage of the total number of words in the edition to remove the effect of the size of the edition on the word instance frequency.
Figure 13 - Word Instance Frequency – Top 15 Words

Conclusion

The *International Journal of Evidence Based Coaching and Mentoring* is a rich and varied body of knowledge. The research demonstrated a number of data points. First, authors are more likely to come from the United Kingdom and other western nations. They are also more likely to be women. Articles are relatively consistent in their form in regards to word count, number of references, and readability, while the number of articles per issue has been increasing over time. Furthermore, articles are more likely to be about coaching than mentoring. Lastly, research is more likely to be grounded in a business context. A comparison of these facts to other journals may be an area for further research. Now that the longitude and latitude of the IJECBM have been identified, it could be compared to the topology of other coaching and mentoring journals.

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Josh Hodge is based at the Department of Management and Marketing, La Trobe University, Melbourne, Australia.