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CROSS-CULTURAL AND VIRTUAL COACHING AND MENTORING

Introduction

Coaching and mentoring are interactions with a specific client or employee. The coach mentor should always relate to the individual with whom they are working, and not see them as a representative of any particular group or stereotype. There are, however, some cross-cultural contexts in which coaching and mentoring are helpful and where research has identified some differences when compared with generic coaching and mentoring research. This chapter explores cross-cultural coaching and mentoring, and coaching and mentoring at a distance, also known as virtual coaching and mentoring.

Cross-cultural coaching and mentoring

As discussed in Chapter 3, the relationship between coach mentor and client is crucial to the success of the process. This relationship relies on communication, both verbal and non-verbal, and is deeply affected by culture. Culture can be defined as 'the collective programming of the human mind that distinguishes the members of one human group from those of another' (Hofstede, Hofstede et al. 2010). In this section, we will look at coaching and mentoring when working with people from different ethnic backgrounds, but not at organisational culture or cultures of groups such as professions or functions within an organisation. Given the diversity of today's workforce, all coach mentors should recognise the importance of diversity and this is a core competency expected by the Worldwide Association of Business Coaches.

Coaching and mentoring help clients see other people's point of view, thereby helping to realise the potential benefits of a diverse team. This is important for effective online communication, according to Salmon (2000), who also recommends other

coaching and mentoring practices, such as being non-directive and asking stimulating questions, as well as frequent use of summarising, to enable people to keep track of discussions and agreements. The coaching and mentoring client needs to feel understood.

As Rosinski and Abbott (2010) point out, culture is always influential, what varies is the amount of attention we give it. Rosinski and Abbott highlight the opportunities that culture brings to the relationship, enabling an exploration of different perspectives from which new insights and solutions may be gained. In highlighting culture, it is important not to fall into the trap of believing that stereotypes apply to everyone in that culture. For example, some people in a collectivist culture are individualistic and some people in an individualist country have a collective orientation. Furthermore, many countries are now multicultural, with residents and citizens displaying some characteristics of their country of origin and some of their adopted country. The experience of ethnic minorities in organisations may be substantially different from those of the majority as they may have to deal with real or perceived discrimination.

Diversity

Coach mentors working with culturally diverse clients need to simultaneously keep in mind that each person is unique, although there are some broad cultural similarities (Webb 2010). A coach mentor with experience of working with clients from different ethnic backgrounds may recognise patterns but can never assume that those patterns apply to the individual they are working with at any given time. Brand and Coetzee (2013) report on the negative perceptions of a black coachee in a predominantly white male workplace who felt that her experience might have been different with a female black coach who understood where she was coming from. Similar perceptions were reported by Carr and Seto (2013) in Canada. However, although similarity between coach mentor and client may make rapport easier to establish, on the other hand it may also limit opportunities for growth. Vignette 10.1 shows how a coach mentor can help a client think through cross-cultural situations, recognising both their own perspective and those of others.

Vignette 10.1 Culture and age

Sonia was an ambitious young manager from India working in a logistics company in Australia. A hard worker, she had quickly been promoted to team leader. Her team mostly comprised younger people, from a variety of countries, and she found no problem in motivating them and getting the best from them. The only person she did have a problem with was Kumar, who was from the same part of India as she was. Kumar was in his late 40s and had been working at the company for over 20 years. Sonia found it difficult to be assertive with an older male from her own culture. A friend recommended Anna, a coach mentor who helped Sonia think about her sense of identity, her values and her goals. Then Anna prompted Sonia to consider specific incidents from the perspectives of different team members, including Kumar. Sonia realised how difficult it must be for Kumar to report to a young female. She decided to ask Kumar to share

his expertise in team meetings. He had a gift for explaining things clearly, and she began to rely on him for training the others. Kumar blossomed. If he made a mistake, Sonia no longer gave him direct feedback about it. Instead she sought his views as to how they could change the process to lessen the likelihood of anyone making that mistake again. This led to improvements which were later adopted across the company.

Even where similar situations arise repeatedly, the coach mentor cannot assume that different clients will find the same solutions useful. One client who is frustrated at not being promoted might need training to be more assertive, another might benefit from re-framing how they see themselves in the system of their organisation, while another might have blind spots relating to the opportunities available to them. Through listening intently to the individual and their story, cross-cultural mentoring and coaching offer a powerful way to explore the opportunities for learning and growth in diversity (Zachary 2005; Moral and Abbott 2009).

Coaching has been found to help 'mental flexibility and creativity' with Wales arguing that '*understanding different views, different styles and different ethnicities engenders a more supportive environment*' (Wales 2003: 278). Successful diverse teams generate more creative solutions, according to Rosinski and Abbott (2010). Unfortunately, cultural differences can lead to conflict in organisations if not well managed. Coach mentors help individuals and teams surface implicit assumptions and agree on ways to collaborate effectively.

Cross-cultural coaching and mentoring frameworks

Rosinski's three-stage global coaching process (also applicable to mentoring) consists of:

1. *An assessment stage*, where the coach helps coachees to understand their own cultural orientation and that of others.
2. *A target-setting stage*, where coachees adopt a balanced scorecard type approach to setting targets relating to many aspects of their lives, including self, family and friends as well the organisation, the community and the world.
3. *An action stage*, where the coach helps coachees monitor their progress toward their targets, revising targets where appropriate, and reflecting on learning as they make progress.

As Rosinski and Abbott note, this process can be combined with whatever approach the coach adopts. Where one coach mentor might favour a solution-focused approach, another might adopt a positive psychology approach. Systems coaching is particularly appropriate in Confucian societies where the focus is less on the individual and more on the individual's interaction with their environment (Dreyer 2013).

An alternative cross-cultural coaching model proposed by Law, Ireland et al. (2007) challenges clients to articulate their values and cultural beliefs, to gain insights from experience, and to take culturally appropriate actions. This model emphasises the importance of cross-cultural emotional intelligence and uses 360 degree data as the basis for

feedback (Passmore and Law 2009). This can also be used with mentoring. Integral coaching is a narrative coaching approach which explicitly includes culture and relationships, enabling the client to see their experience through different lenses (Armstrong 2009). Generic models like these help the coach mentor to develop their own awareness and leverage diversity with their clients.

Ontological coaching is practised by many coaches in Spain and Latin America, perhaps because this approach was developed by José Olalla (2009) in Chile and hence the materials and training were readily available in Spanish. However, ontological coaching is also popular in English-speaking countries. Coach mentors cannot assume when coaching someone from Spain or Latin America, that the best approach would be ontological coaching. Instead, coach mentors consider the individual with whom they are working and choose an approach which they are competent to use and which they think will work best with a particular individual. They then reflect on the effectiveness of their approach and may modify it with that client or with later clients.

A systems approach helps clients accommodate the multiple perspectives inherent in a cross-cultural environment (Plaister-Ten 2009). Plaister-Ten (2013) developed the cross-cultural kaleidoscope as a guide to topics to explore in the cross-cultural landscape. The model includes a focus on internal influences such as self-identity and external influences such as legal, political, economic, education, history, geography, community, spiritual, cultural norms and diversity (e.g. age and gender). These topics can help illuminate the situation in which clients find themselves and suggest useful areas to explore, but the coach mentor has to be careful to listen to the client and not jump to conclusions.

International research

Notwithstanding the caveats relating to stereotypes, there is some research relating to coaching in different cultures which may be helpful to coach mentors. The majority of research cited earlier in this book relates to coaching and mentoring in Anglo cultures such as the United Kingdom, United States or Australia, even when this is not explicitly stated in the original accounts of the research. In this section, we will highlight research relating to other parts of the world.

Link with values and practices

Instead of coaching and mentoring being seen as Western management fads, it can be helpful to frame them in the context of traditions from elsewhere in the world. Coaching and mentoring share links with Confucian and Buddhist values, such as valuing people and relationships, a focus on self-improvement, and an emphasis on reflection and practice (Wong and Leung 2007; Ng 2009). The Taoist concepts of self-knowledge and flow are also closely linked with the emphasis on raising self-awareness in coaching and mentoring. The African concept of Ubuntu, which Geber and Keane (2013) define as a relationship-centred paradigm, valuing collective responsibility, consensus and harmony, can be explored with clients in many cultures. Fiddler (1998) highlights how storytelling is used by indigenous people to share knowledge, values and reflection. Respecting cultural values, traditions and practices is important

for coaching and mentoring to succeed. Fortunately many of these traditions are consistent with coaching and mentoring.

Exploring the Islamic perspective is a useful way for clients to reflect on their values and their goals according to Palmer and Arnold (2009). The authors suggest sharing Western sayings relevant to an issue and exploring whether there are similar sayings in Arabic. In discussing feedback, for example, they say there is an Arabic saying which translates roughly as 'God blesses the one who provides negative feedback'. This helps senior managers who may be offended by feedback offered by people lower than themselves in the hierarchy to see feedback as a gift to help in their own growth and development. Similar metaphors may be used in different cultures but their meaning may differ. The English phrase 'We're all in the same boat' has very different connotations to the Chinese phrase 'We are sitting in the same boat but looking in different directions' (Dreyer 2013). Metaphors and stories are also useful in mentoring in Fiji (Ruru, Sanga et al. 2013).

Coach mentors in Asia are often expected to be older, wiser, and more senior than the person they are working with (Law, Laulusa et al. 2009). It is important to establish one's credibility early in the relationship as this helps develop trust and respect (Nicholas and Twaddell 2010). Coaching in India may include spiritual guidance and holistic advice, rather than a focus purely on business (Sood 2009). Clients in Asia often expect to receive advice and solutions (Nangalia and Nangalia 2010). Mentoring may be a more appropriate choice in collectivist cultures where people are used to seeking advice from elders (Anagnos 2009; Nangalia and Nangalia 2010). Carr and Seto (2013) argue that coaches who stick rigidly to a non-directive approach may limit results for some clients, arguing instead for adjusting one's approach to create rapport and trust with different clients.

Nangalia and Nangalia found that relationship building took longer in Asia than in the West and that relationships should be strong before coaches give feedback. Ing (2010) disagrees with some of Nangalia's advice, noting that even in the early stages of a coaching relationship, coach and coachee need to agree on how they will work together and some form of partnership is thus formed. She also disagrees with the notion of coaches needing to be more directive, recommending instead that the coach help through asking questions and helping clients to discover their own solutions, rather than through telling people what to do. Furthermore, she argues that the giving of feedback helps build the relationship, and is not a subsequent stage in the process.

In many countries in Asia, as well as Brazil (Celestino and Faro 2009), and the Middle East (Palmer and Arnold 2009), feedback to managers needs to be given in such a way as not to threaten the managers' perceived status or power or affect the harmony of the group. Celestino and Faro (2009) claim that Brazilian managers often believe that success is entirely due to their own efforts. Coach mentors help these managers recognise the contribution of others. The coach mentor has to consider how best to get the feedback recipient to accept and act on the feedback they receive. Citing views of leaders in a hierarchical organisation encourages clients to take the feedback seriously, as a sign of respect to the leader. A strengths-based approach which builds on the person's strengths rather than focusing on their deficits works well in Asia (Wright 2010). In collectivist cultures, feedback is often given in private, as negative feedback in public may lead to loss of face. Positive feedback to an individual may lead to embarrassment as the individual may see the success as a group achievement.

Culture takes a long time to change but changes do happen over time. Some of these descriptions of coaching or mentoring in different countries may shift if people in those countries adopt Anglo understanding and expectations of coaching and mentoring. This has already happened in some parts of Europe, where for example, coaching in Germany was characterised in 2005 as directive, but in 2009 as '*undecided between directive and non-directive*' (Tulpa and Bresser 2009). Coaching in different countries in Europe varies, with southern European countries adopting a more directive approach, and showing a stronger preference for face-to-face interactions.

Conformity

The question of whether coach mentors should help their clients to conform or stand out from cultural norms also leads to differences of opinion. Nangalia and Nangalia (2010) suggest that clients would be reluctant to commit to actions which make them stand out, whereas Ing (2010) suggests that some clients will stand out, if their action is for the good of the group. Den Hartog (1999) suggests that leaders generally need to operate within cultural norms, but that leaders who go against these norms occasionally may be seen as charismatic. According to Gupta and Govindarajan (2002), people who act as if imprisoned by cultural stereotypes commit as costly errors as those who go against culture by accident. In other words, it is important to be aware of different cultural norms and then to decide whether to act against the norms in a specific context.

Coach mentors with expertise in diverse contexts help clients think through possible consequences, risks and benefits, enabling clients to choose wisely. Palmer and Arnold (2009) suggest that when discussing possible actions with Middle Eastern clients, it is useful to outline a Western direct or assertive approach, and ask the client about appropriate approaches in their culture. Coach mentor and client can then explore the implications of choosing different options. Rehearsing the new behaviour and considering how to respond to possible reactions can be helpful if the choice is a significant departure from the client's usual behaviour.

Group coaching

Group coaching is also increasing in Asia (Nicholas and Twaddell 2010). Coaching diverse groups helps the group understand each other better and trust each other (Legrain-Fremaux and Fox 2010). This is useful in helping multinational teams develop a shared understanding and agree ways to work together. Appreciative Inquiry helps team members recognise the positives of their diverse experience and expertise and create a new vision for the future (Tulpa and Bresser 2009).

Coaching global top teams offers additional challenges as noted by Tulpa and Woudstra (2010) who note that leaders can be overly convinced that they are right, and may be 'competitive, political, stubborn and self-serving'. Furthermore, they have a dual role in terms of functional responsibility and shared responsibility for the company performance as a whole. The top team needs to learn to work together, recognising and leveraging their diverse strengths.

Difficulties with group coaching and mentoring also arise if senior executives are unwilling to be regarded as peers of less senior people in a group. Younger executives may

need to learn ways to challenge the status quo while still demonstrating the expected respect for their elders. Indirect feedback to a group can be an effective alternative to direct feedback to an individual who might otherwise lose face in the group. If asking an open question, the coach mentor needs to ensure that people feel safe and know that there is no wrong answer. In brainstorming sessions, it may be less threatening for everyone to write down their ideas individually before sharing them with the group. Before beginning a brainstorming session, coach mentors need to make sure that they are not viewed as experts who already know 'the right answer', but rather as a support for the group to help them work out the best answer.

There are also cultural aspects to goal setting. While individual goals have been shown to be motivating in individualist cultures, collective goals do not necessarily have the same impact on a collectivist culture (Robbins, Millett et al. 2011). Furthermore, the authors note that achievable and modest rather than stretching goals are more effective in high power distance cultures, where fear of failure and losing face are very strong. Goals assigned by a manager generate commitment in a high power distance culture as people are keen to satisfy their manager.

Changing environments

As noted in Chapter 2, trust is an essential element in effective coaching and mentoring relationships. Intercultural differences provide many opportunities for misunderstandings and loss of trust. Olalla defines trust as '*our assessment (judgement), based on past experience, of the likelihood we will get the results we believe we have been promised*' (Olalla 2009: 77). He suggests the use of ontological coaching to make tacit assumptions and expectations explicit so that each person knows what the other person really expects and can meet those expectations. Early stages of international mergers and acquisitions are particularly risky, as people do not yet know whether they can trust their new colleagues. Coaching and mentoring in this context can help people identify opportunities for developing relationships and trust, identify what the ideal post-merger collaboration would look like, and commit to actions to create it. Merger and acquisition coaches can help at various stages of the process (Abbott 2009) such as identifying possible cultural difficulties in the due diligence phase, making people aware of bias in their decision-making, and coaching people through change at all levels in the organisation so that cultural differences are recognised as valuable sources of innovation and future success.

Coaching is also being used in Asia to help transition to senior management. While transitions are difficult for managers everywhere, it can be particularly difficult for clients in countries such as Indonesia where there is a strong drive to preserve harmony in relationships. Coaching and mentoring help by raising the client's awareness of how to be assertive without being rude or aggressive (Heath 2010). A systems approach helps the new appointee understand their role in relation to the organisation as a whole, and helps him/her understand that it is important not to ignore poor performance by an individual or team.

Expatriates

Coaching and mentoring of expatriates is also in demand as organisations seek to increase the success rate of international assignments. Failure of expatriate

assignments incurs high direct costs but also indirect costs such as lost productivity, failure to achieve strategic objectives, difficulty in attracting other managers to relocate and lost investment in training (Miser and Miser 2009). Coaching and mentoring can shorten the learning curve for an expatriate manager, whose natural tendencies may be to give direct feedback and to assume that a lack of questions means understanding or that a smile means agreement. Expatriate managers often feel frustrated at the pace of change but they need to learn that focusing on people and relationships will help get the task done. Carraher, Sullivan et al. (2008) reported that having a mentor from the expatriate's home country resulted in improvements in performance, organisational knowledge and promotability, while having a host-country mentor resulted in improvements in the same three dimensions as well as in knowledge sharing and teamwork.

Abbott and Stenig (2009) recommend a focus on cognitive, behavioural and affective issues with expatriates at all stages of their assignment. Pre-departure coaching focuses on expectations and first steps in the new location. Mentors share their experience of what they have found works in relevant countries and cultures. Post-return coaching helps managers to adjust to life back home, where their lifestyle may be less luxurious than in the offshore setting where they may have had servants and generous living allowances. It can also help managers find ways to ensure that their hard-won cross-cultural expertise is valued by the organisation and that they do not simply slide back into doing the job they used to do before their international assignment.

Some organisations offer coaching and mentoring to both expatriates and their partners before and after their assignment as well as during it, because unhappiness of a partner is often the cause of failure of expatriate assignments (Miser and Miser 2009). Pre-departure coaching and mentoring help the couple articulate their hopes and fears, think through the consequences of taking or not taking the overseas assignment, and develop realistic expectations and strategies for dealing with difficulties which can be anticipated, such as loneliness, isolation and alienation. Coaching and mentoring can help both partners during the assignment, both with work-related issues and with issues such as how to make friends and how to take advantage of opportunities which arise. On their return, coaching and mentoring can help the couple to acknowledge the growth in their personal relationships and networks, as well as the lessons learned, and to look toward the future together.

Coaching and mentoring at a distance

In today's complex organisations, coaching and mentoring cannot always take place face-to-face. While many people prefer to hold initial conversations face-to-face (Kiely 2001; Daft 2008), pressure on time and costs often lead to a combination of face-to-face and some form of distance coaching or mentoring (also known as virtual coaching and mentoring, or eCoaching and eMentoring). Managers in multinational companies have to work with people across different cultures, language, time zones and legal systems, and have to use technology for at least some of their interactions. Managers in purely domestic organisations may be responsible for teams in dispersed areas, particularly in large countries such as China, Russia or Australia. It is useful therefore to consider the impact of diverse media on the coaching and mentoring experience.

There are many benefits to virtual coaching and mentoring. eCoaching and eMentoring, particularly via an organisation's intranet, are more cost effective as well as more time effective than traditional face-to-face coaching and mentoring, according to Averweg (2010). A pilot program at BT Wholesale in the UK found that online coaching and mentoring improved productivity by 10–15% (Pollitt 2007). Whitaker (2012) describes how mentoring at a distance helps unlock potential, citing a case study of a young female entrepreneur in the Lebanon whose mentor was in the UK. Distance mentoring diminishes possible barriers, whether due to geographical distance or physical ability, and enables flexibility in timing for both parties. It also widens the pool of mentors available and provides a record of interactions (Hamilton and Scandura 2003; Headland-Wells, Gosland et al. 2006). A further advantage is that eMentoring provides a useful option for staff development in SMEs (Leppisaari and Tenhunen 2009). Zachary (2005) observes that distance mentoring can be effective for most types of mentoring and has the advantage that the relationship can continue even if one partner relocates. However, he also emphasises that expectations on both sides need to be clearly defined, including how parties will communicate, how often, and what outcomes are expected. Kacmar, McManus et al. (2012) also stress the importance of clear communication, particularly where the communication concerns negative feedback, in order to avoid a negative impact on the relationship.

Trust

Research has found that trust is the most important variable in determining the effectiveness of virtual teams (Abbott 2009). Benefits of developing trust increases team members' confidence in each other (Jarvenpaa, Knoll et al. 1998), improves problem-solving, and ability to adapt to change (Stahl and Sitkin 2005), and leads to enhanced employee satisfaction and performance (Powell, Galvin et al. 2006). According to Stahl and Sitkin (2005) and Bergiel, Bergiel et al. (2006), trust also leads to improved communication, which improves employee engagement and motivation. As noted in previous chapters, trust is vital in coaching and mentoring which in turn help to develop trust (Kayworth and Leidner 2000; Brake 2006; Dewar 2006).

Media

Telephone is the most common medium used for eCoaching and eMentoring. Mobile and landline phones are ubiquitous business tools and have the advantage of familiarity and ease of use. Telephones offer a synchronous medium, i.e. coach mentor and client respond to each other in real time. While body language is missing, tone of voice can reveal a great deal about the other person's emotions, stress levels, and levels of attentiveness. Indeed it is a useful exercise for practising coach mentors to wear a blindfold so that they can practise their skill at interpreting tone of voice and also at expressing warmth and unconditional positive regard in their own voices as they would do with facial expressions.

An increasingly popular alternative to telephone is the range of cheap or free alternatives to expensive video conferencing, such as Skype, Google Hangouts and VSee. These allow the coach mentor and client to see each other and thus bring body language as

well as tone of voice back into the equation. Like telephony, they provide a synchronous medium i.e. coach mentor and client hear each other in real time. The features of different packages vary but often allow sharing of applications such as whiteboards or slides, allowing both parties to see what the other is drawing or writing. As technology is evolving rapidly, clients appreciate coach mentors who make them aware of different options for connecting online.

The lack of tone and volume makes coaching and mentoring by text more difficult, although various online conventions have arisen, such as the use of capital letters to indicate a raised voice or emoticons such as smiley faces to indicate feelings. Although lacking in the richness and immediacy of face-to-face communication, the technology also has some advantages. As an asynchronous medium, where the two parties are not online at the same time, it is not affected by time zones. Each person responds when they are next available. Coaching and mentoring by text encourages focused questions. If the coach mentor asks two questions in the same text, the client may only respond to one, so that the coach mentor quickly learns to focus each message on a single topic (McCarthy 2010). It allows both parties time to reflect before sending their next text. However, this carries a related risk that the coach mentor may follow up with a carefully crafted question, rather than be truly mindful of the person they are working with.

In addition to text media such as emails and text messages on telephones, there are also dedicated coaching applications, which prompt with relevant questions at different steps of the process and allow the coach mentor and client to share notes, goals and actions. These applications can also be used to record notes of telephone, video conferencing or face-to-face sessions. As noted in earlier chapters, the most important thing in the coaching and mentoring process is the relationship with the client. However, software can help coach mentors to focus less on technique or steps of the process and more on the human being they are working with. There is a risk that the coach mentor could use the software mechanically as they might use a model mechanically. However, if the coach mentor uses the software to widen their repertoire of questions or to record notes of coaching or mentoring sessions which they may later use for reflection or supervision, the software can be a help.

Making use of technology allows people access to the best coach mentors in the world (Zachary 2005). It enables coach mentors to offer niche services such as expatriate couples coaching and to keep in touch with clients before, during and after their overseas assignments. Managers may need to develop their coaching and mentoring skills to operate effectively at a distance. Depending on the culture, they may adopt more of a mentoring than a coaching approach. Rather than seeing technology as a barrier, technology can be seen as an enabler that facilitates interaction with people worldwide. Initially it takes time to understand what works in a particular organisation, but as leaders and team members gain experience, they learn to work effectively together. A coach mentor specialising in virtual teams shortens this learning cycle and can also flag new opportunities provided by emerging technologies.

Other challenges

In addition to the variable technology availability and bandwidth in different countries, virtual team coaching and mentoring presents an additional set of challenges, as

do coaching and mentoring the team leader of a virtual team. The virtual team leader may need help, for example, in exploring options for recognition and reward for team members in different parts of the organisation, as legal systems and company practices vary. The priority of the virtual team leader may be to motivate his or her team, while the priority of the local human resources manager may be to ensure parity locally. The opportunities for learning about different practices are great, but so too is the potential for conflict. An experienced coach mentor can help, sometimes with specific knowledge about the countries in question, but more often with ways to manage conflict and to maximise the opportunities of working with a diverse team.

Virtual meetings do not have to replicate the format of face-to-face meetings (Zigurs 2003). Virtual team leaders may find it useful to have short focused virtual meetings which are less tiring for those not working in their native tongue (McCarthy 2007). Short meetings are generally easier to schedule and virtual meetings are cheaper as they do not require the travel costs or the personal cost of being away from one's family. Notification of issues for discussion before meetings allows team members to take soundings locally before making a commitment in a meeting.

As with face-to-face teams, it is useful for the virtual coach mentor to work with individuals as well as the team as a whole. Coach mentors can also work in collaboration, with one team coach mentor working virtually with the team as a whole, and individual coach mentors working locally with each team member. Peer coaching and mentoring where team members coach and mentor each other, and do not rely solely on the team leader or coach mentor to support them, are also effective online (Vaughan Frazee 2008; Leppisaari and Tenhunen 2009).

Conclusion

Coaching and mentoring are used in a wide array of contexts worldwide. The basic principles remain the same. We help people by listening to them respectfully, help them develop their self-awareness and awareness of options through our questioning, help people set goals that matter to them, and give them constructive feedback to help them develop and grow.

Coaching and mentoring people with different cultural backgrounds forces coach mentors to articulate their own beliefs and principles, for example in regard to how directive or non-directive they should be. Workshops can be helpful to explain how the process will work, so that clients have realistic expectations.

Coaching and mentoring are often conducted via technology rather than face-to-face these days. While eCoaching may be difficult, it also offers benefits for both organisations and individuals such as tightly focused conversations and easy access to world-class coach mentors.

Useful links

The links in this chapter highlight resources to support learning about cross-cultural and virtual coaching and mentoring.

American Speech-Language-Hearing Association – <http://www.asha.org/students/gatheringplace/tiperel.htm>

Tips on virtual mentoring.

Centre for International Business Coaching – <http://www.internationalbusiness-coaching.com/>

Geoff Abbott's site with case studies of executive coaching with expatriate clients.

Cultural Orientation Framework – <http://www.philrosinski.com/cof/>

Philippe Rosinski's cultural orientation framework for use in coaching.

Google Hangouts – <http://www.google.com/+/learnmore/hangouts/>

Allows free video conferencing for up to ten people on computer or phones. Use with Google Drive to collaborate on shared documents.

Geert Hofstede – <http://geert-hofstede.com/national-culture.html>

Explains Hofstede's cultural dimensions and allows instant comparisons between three countries at a time on each dimension.

Michel Moral – http://www.michel-moral.com/INTERCULTURAL_COACHING-English

Discussion of intercultural and other coaching topics.

Skype – <http://www.skype.com/en/features/>

Allows free video and voice calls between up to 25 people on computer or phones. Add-ons available for translating messages.

Startwright – <http://www.startwright.com/virtual.htm>

Links to resources for virtual teams.

Thiagi – <http://www.thiagi.com/freebies-and-goodies.html>

Free training games and other resources including quotations on diversity and inclusion.

Fons Trompenaars – <http://www2.thtconsulting.com/resources/articles/>

Articles explaining Trompenaars' intercultural dimensions and dilemmas.

VSee – <http://vsee.com/features>

Group video conferencing with screen share and drag and drop file transfer. Free and paid versions available. Number of users limited by bandwidth and CPU – 6–7 quoted.

World Values Survey – http://www.worldvaluessurvey.org/index_findings

Maps and groups values held in countries around the world.

Worldwide Association of Business Coaches – <http://www.wabccoaches.com/includes/popups/competencies.html>

Competencies for business coaches include respect for and knowledge of multicultural issues and diversity.

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