Interculturally-sensitive coaching

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Our time together

Diversity and discrimination

Agreeing definition of “culture”

Exploration of intercultural sensitivity

Practice and implications for “others”
Some existing definitions

“pattern of shared, basic taken-for-granted assumptions...that manifests itself at the level of observable artifacts and shared espoused values, norms, and rules of behaviour”

Schein, 2010

“the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.”

Cambridge Online Dictionary
### Protected Characteristics

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<th>Protected Characteristic</th>
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<tr>
<td>Race</td>
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<td>(including colour, nationality, ethnic or national origin)</td>
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<td>Pregnancy and maternity</td>
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<td>Religion and belief</td>
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<td>Sexual orientation</td>
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<td>Age</td>
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<td>Disability</td>
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<td>Gender reassignment</td>
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<td>Married or civil partnership</td>
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Equality Act (UK) 2010
Interculturally-sensitive coaching:
Being fair and respectful to our clients
From a **universalist** point of view, everyone should be treated equally and should follow the same rules and laws.

From a **particularist** point of view, every case is different and people should be treated differently based on their particular circumstances.

Trompenaars & Hampden-Turner, 1997
### The developmental model

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Bennett, 1993
Avoids experiencing difference by staying within homogeneous group.

Stays separate from other cultural groups to protect own worldview.

Bennett, 1993
Believes that own culture is superior to other cultures.

Criticises and judges other cultures as inferior.

Bennett, 1993
Believes that all humans have the same physical characteristics. Such common biological features mean that behaviour is recognisable across cultures.

Believes that all humans share the same universal values and therefore that everyone shares the same cultural worldview.

Bennett, 1993
Recognises and accepts that own culture is just one of a number of equally complex worldviews.

Is curious and respectful toward cultural difference.

Bennett, 1993
Empathy
Has developed enough intercultural communication skills to adapt to difference and consciously shift into other perspectives.

Pluralism
Understands that difference should always be understood within the context of the relevant culture.

Bennett, 1993
Contextual Evaluation
Able to manipulate multiple cultural frames of reference in evaluation of a situation.

Constructive Marginality
Identity is not primarily based on any one culture.

Bennett, 1993
Demonstrate appropriate curiosity about others

Maintain a respectful attitude to the self-identified cultural groups of others

Maintain a non-judgmental attitude to the self-identified cultural groups of others

Demonstrate empathy when working with people of different self-identified cultural groups

van Nieuwerburgh, 2017
What to avoid: Coaching in education

Avoid making assumptions about the cultural group of a person

Do not allow cultural stereotypes to influence your perception of others

Avoid discriminatory language or behaviour

Do not belittle or make humorous comments about the cultural group of others

van Nieuwerburgh, 2017
Best practice in all coaching conversations

- Be clear about the purpose of coaching
- Follow a clear process that is shared with the coachee
- Commit explicitly to the principle of non-directivity
- Respect the role of the coachee as a decision-maker
- Regularly check the health of the coaching relationship

van Nieuwerburgh, 2017
References


