

# Chapter 14

## Engaging Coachees and Measuring Success in Cross-Cultural Transnational Education: A Systematic Literature Review

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### ABSTRACT

*Professional development is becoming more of a trending topic and plays a significant role in talent acquisition and retainment. Within the realm of constantly evolving transnational higher education (TNHE), educators and administrators are encountering challenges brought by cultural, linguistic, and educational systems differences. To navigate among the complexities of the features, the need for effective coaching strategies is becoming paramount. This chapter aims to delve into the complexities and nuances of coaching in the multicultural higher educational setting, focusing on how coaching outcomes can be effectively measured and how they can be improved based on the needs, cultural backgrounds, and psychological factors with a coachee-centric perspective.*

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## 1. INTRODUCTION

The International Coaching Federation (2024) defines coaching as a long-term partnership designed to help clients maximise their potential in their lives and careers through thought-provoking and creative processes. In recent years, coaching has transcended the corporate realm and become an integral part of educational discourse. The successional trend of coaching roles includes specialisation, internationalisation, and digitalisation, of which the development is influenced by technology, market demands and educational policies (Kovalchuck & Vorotnykova, 2017; Jansen et al., 2019). As higher education institutions embrace the ethos of internationalisation, they open their doors to a diverse array of students, educators and administrators, each bringing a unique set of experiences and expectations. Therefore, the integration of diverse cultures, ideas and perspectives is becoming increasingly critical. Within this realm, coaching in cross-cultural transnational education emerges as a complex process that requires a nuanced understanding of the cultural backgrounds, learning styles, and expectations of coachees from various parts of the world (Beaton et al., 2021).

The rise of transnational higher education (TNHE) provides new opportunities and challenges for the development of coaching. The landscape of TNHE is one of dynamic exchange, where the traditional boundaries of geography and culture are blurred. It is within this landscape that coaching emerges not merely as a tool for professional development, but as a bridge between disparate worldviews. Coaches in this context are tasked with the formidable challenge of engaging coachees from a myriad of cultural backgrounds, each with their own set of values, beliefs, and learning styles. The success of coaching in such a setting is contingent upon the ability to navigate these cultural nuances and to create an environment where every coachee feels seen, heard, and valued.

Educational approaches, coachee needs and expected outcomes may vary in different cultures, hence, measuring coaching outcomes requires considering a combination of factors, such as adaptability of coaching methods, quantitative indicators of coachee progress, cultural sensitivity, and intercultural communication skills. Understanding the coach's coaching philosophy, the quality of their interactions with coachees, and how they contribute to the coachees' cultural understanding and professional development are all important aspects of measuring the outcomes. This issue is not only of practical significance, but also reflects the complexities and challenges in the context of the globalisation of education and deserves to be explored and practised in depth. By elucidating how to engage coachees and how to assess coaching effectiveness in a cross-cultural education setting, the chapter seeks to refine coaching approaches.

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