

The paradox of coaching in a non-native language

Article

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Abstract

Purpose – Language plays a complex role in coaching, facilitating communication, comprehension, and meaning construction. Yet, the implications of coaching in a non-native language are uncertain and under-researched. This study explores the role of non-native language (NNL) in dyadic workplace coaching practice. Specifically, it explores how working in a NNL influences the coaching experience from the coach’s perspective.

Design/methodology/approach – A qualitative approach was chosen to explore the way coaches view coaching in a NNL. Twenty-three semi-structured interviews were conducted with coaches experienced in coaching in NNL. Reflexive Thematic Analysis (RTA) was applied for data analysis.

Findings – NNL coaching presents a paradoxical mix of negative and positive tensions for the coach and coachee in communication, relationship, and insight. NNL coaching is nuanced and may be accommodated using coaching competencies to mitigate the potential for misunderstanding and relationship rupture. It offers alternative perspectives to existing worldviews, eliciting deeper insights. Coaches’ confidence in coaching in a NNL varies from a challenging struggle that perceptually hinders performance, through ambivalence, to a sense of greater resourcefulness.

Originality/value – The study contributes to the stream of literature on language in international business, sociolinguistic research, and how meaning is constructed in a coaching process. First, the work develops a distinction between coaching in a native language (NL) and a NNL. Second, study results indicate that the context of NNL creates challenges as well as opportunities in a dyadic coaching process, particularly regarding aspects of the coach–coachee relationship and insight elicitation via alternative perspectives. Moreover, several practical implications of the study for the coaching practice are discussed.

Keywords – Coaching; Language; Non-native language; culture in coaching

Paper type – Research paper

Introduction

Language performs numerous functions: in addition to facilitating external communication, it shapes abstract thought and structures how people think (Boroditsky, 2001), and is socially constructed with power connotations (Wilson, 1992). Additionally, it is considered a powerful mechanism of cultural transmission (Gelman and Roberts, 2017). Language is a system of meanings central to the process of constructing individual, social, and global realities (Tieze *et al.*, 2003) and the primary mechanism to connect different individual, institutional, and socio-cultural worlds (Piekkari and Tieze, 2011). Dyadic coaching involves clear dialogical communication between two individuals, with coaches closely attending to the language coachees use to understand them fully and empathetically to elicit insights. Therefore, language itself may be considered a 'tool within the coaching process' (Jones, 2021, p. 89). Workplace coaching is understood here as a customised learning and development intervention delivered by coaching practitioners (coaches) to employees (coachees) to achieve valuable professional outcomes (Bozer and Delegach, 2019; Bozer and Jones, 2018).

Our study responds to an under-researched area in coaching studies posed in Boyatzis *et al.* (2022), asking for novel insights about conditions under which coaching works with distinct groups of clients. More specifically, we explore how coaching functions when a coach or coachee participate in a workplace coaching session held in a non-native language (NNL). Coaching in a NNL provides an opportunity for the enhancement of the coaching experience and outcome. It helps coaches to address cultural assumptions and promote cultural understanding (Salomaa, 2015; Kanelidou, 2017). Despite the increase in cross-cultural coaching literature (Rosinski, 2003; Plaister-Ten, 2009; Shoukry and Cox, 2018; Bozer and Delegach, 2019), little emphasis has been placed upon the role of language, particularly NNL, in coaching. Hence, a qualitative approach was adopted to answer the following research question: *how does the use of a NNL influence the coaching experience from the coach's perspective?*

In the study, coachees' perspectives are captured indirectly, through the perceptions of coaches. Further research is required to investigate the coachees' experiences of being coached in a NNL.

The following section discusses the role of language in the coaching practice. Thereafter, the scope and methodology of the empirical work are outlined, followed by the presentation of

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2
3 the study findings. A critical discussion of the study results follows and concludes with
4 contributions of the work to theory and practice, as well as avenues for further research.
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9 **The role of language in coaching practice**

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11 Coaching is an approach to professional or personal development that supports change
12 through construction of meaning (Schröder and Prytula, 2022). Marshak (2013) argued that,
13 in a coaching context, change within the individual is affected by changing how people talk
14 about things, because we construct our world(s) through language. Language enables
15 creation, communication, and attribution of meaning and plays a key role in the perception
16 of emotions. It is acquired within cultural and emotional contexts (Dylman *et al.*, 2020) and
17 whilst some emotions and words are shared across cultures and languages, their meaning
18 may differ in distinct contexts. Emotions help access insight and may be experienced less
19 intensely in a NNL than in a native language (NL)—the impact being accentuated by the
20 feelings certain words evoke, rather than the meaning itself (Ferré *et al.*, 2022). This *foreign*
21 *language effect* (Keysar *et al.*, 2012) has benefits in therapy where levels of distress about
22 negative experiences might be reduced when discussed in a NNL. Additionally, it is
23 considered a consequence of the context in which languages were acquired. Our study
24 explores how language influences emotions when coaching is conducted in a NNL.
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36 Two empirical studies (Salomaa, 2015; Kanelidou, 2017) indicate that language usage is
37 influential in the coaching process and indicative outcomes. Moreover, whilst coaching in a
38 NNL could present challenges for both the coach and coachee, it may also provide an
39 opportunity to enhance the coaching practice. Salomaa (2015) identified 16 impacting
40 factors for expatriate coaching, including coaching language. She concluded that
41 multilingualism helps coaches work with various cultural assumptions and promotes cultural
42 learning and understanding. Kanelidou (2017) conducted a survey to test and confirm a
43 hypothesis that NNL coaching offers opportunities not available in NL, further observing that
44 coaches tend to focus on the challenges.
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52 Exploration of metaphors represents one such challenge. Metaphors can be considered a
53 part of the learned language of an individual, as different cultures utilise specific idioms, and
54 metaphoric insight is limited to the individual's previous experiences (Emson, 2016). NNL
55 speakers might experience difficulty in comprehending the meaning of metaphors (Ikuta and
56 Miwa, 2021). A *clean* coaching approach, using coachee-generated metaphors expressed in
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3 the coachee's exact words and non-verbal expressions uncontaminated by the coach's
4 language may minimise this challenge (Madsen, 2016). However, this may also limit the
5 depth of the transformational insight in the coaching process to the coachee's prior
6 experiences.
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10 The importance of the working relationship between a coach and coachee in the coaching
11 process is widely discussed in the existing literature, with multiple factors influencing this
12 relationship; however, their relative contributions remain unresolved (Bozer and Jones,
13 2018). The contribution of language in building the coaching relationship remains unclear.
14 Research into the similarity-attraction paradigm (Byrne, 1971) in mentoring relationships
15 indicates nuanced links to positive outcomes in the mentoring relationship itself, as well as
16 organisational benefits (Mitchell *et al.*, 2015). Mentees in their study reported greater
17 professional and organisational commitment when they considered themselves to be similar
18 to their mentors. The distinction between workplace coaching and mentoring seems
19 inconsistent in literature and practice (Salter and Gannon, 2015). However, an obvious
20 difference is that coaching endeavours to achieve a partnership of equality, whilst the
21 mentoring relationship is between a more experienced mentor and less experienced mentee
22 (Kram, 1985 in Mitchell *et al.*, 2015). To gain a deeper understanding of influence of language
23 on coaching experiences, our study concerns the influence of coaching in NNL on the coach-
24 coachee working relationship.
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36 In such relationships, language is a type of social interaction allowing individuals to
37 communicate their knowledge of the world, together with their cultural and social identities
38 expressed via assumptions, views, and opinions they share with others (Kramsch, 1998;
39 Wilczewski and Alon, 2023). It plays a key role in communication during the coaching
40 practice. It is a means of internally constructing our worlds and realities, eliciting insights into
41 beliefs and behaviours, as well as building working relationships.
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48 Yet, little emphasis has been placed upon coaching in a NNL in extant literature. We
49 recognise that evaluation of coaching outcome is complex and difficult (Jones, 2021).
50 However, in response to the above-mentioned gap in the literature, our study aimed to
51 explore participating coaches' subjective experiences of coaching in a NNL (coach using NNL,
52 coachee using NNL, or both using a NNL). Additionally, it examined their perceptions of how
53 this might influence the coaching practice, based on our research question: *how does the use*
54 *of a NNL influence the coaching experience from the coach's perspective?*
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Method

Coaches with experience of dyadic workplace coaching in a NNL were invited to participate in the study. No further boundary conditions were imposed as the aim was to explore a broad range of relevant experiences. A total of 23 participants were purposively sampled from the researchers' network and snowballed from second- or third-degree connections. Figure 1 presents our sampled coaches' coaching language experience. It includes four types of language combination usages: coaches who use a NNL whilst their coachees use their NL (*Quadrant 2*, $n = 18$); coaches using a NNL with coachees also using a NNL (*Quadrant 4*, $n = 17$). Some participating coaches appear in more than one quadrant, offering their experiential comparison of both coaches and coachees working in their NL (*Quadrant 1*, $n = 14$). Only four coaches coached in their NL whilst coachees used a NNL (*Quadrant 3*), offering scope for further research into the experiences of coachees.

Figure 1 about here

Mostly Europe-based coaches of 15 different nationalities coached in five different languages and the majority coached mainly in English—their NNL. Their coaching experience ranged 1–17 years (average five years), and most participating coaches were female ($n = 19$). Table 1 outlines more details about the sample along with basic demographics.

Table 1 about here

Primary data were collected using in-depth open-ended semi-structured interviews to answer the exploratory questions. Semi-structured interviews were chosen as they offer a balanced structure to encompass the initial areas of enquiry, with flexibility to enable participants to describe and explain their relevant experiences in their own words (see the full interview schedule in Online Appendix 1). One-to-one interviews lasting between 45 and 100 minutes were conducted by the first author via videoconference. This was deemed necessary to capture the diversity of experiences. At the time of the interview, the interviewed coaches (study participants) were based in nine different countries, namely: Denmark, Finland, Germany, Italy, Japan, Portugal, Spain, Sweden, and the UK. Interviews were audio-recorded and transcribed verbatim. As the participants' meanings and perceptions are of greater interest to the enquiry than speech mechanics, a denaturalised transcription process was adopted (Oliver *et al.*, 2005), which is also recommended for respectful transcription of geo-ethnic accents.

Interview transcripts were analysed using Reflexive Thematic Analysis (RTA)—a qualitative method to develop, analyse, and interpret patterns across a dataset (Braun and Clarke,

2022)—to explore participants' subjective experiences and how they make sense of them. RTA follows six sequential, but non-linear, recursive phases to explore and interpret the data by identifying and developing patterns of meaning (themes) across the dataset (detailed description of those phases in the present project can be found in the Online Appendix 2).

Codes were developed inductively, organically, and iteratively, interpreting participants' responses through the researchers' own lenses influenced by working and living in multicultural, multilingual environments, as RTA emphasises the subjective and reflexive roles of researchers. Reflective Journaling (Gerstl-Pepin and Patrizio, 2009) was applied during all the phases of analysis to capture ideas, preconceptions, meaning-making, issues, and decisions. This reflexive process helped to critically engage with the data to avoid missing key elements.

The first two interviews were coded manually. Thereafter, the complete dataset was uploaded to the qualitative data analysis software package, NVivo and coded—transcript by transcript. Initial codes were iteratively and recursively compared across the entire dataset using extracted data segments, and then rearranged.

The resulting 30 codes were clustered around potential themes and subthemes, iterating the process several times. The process involved in-depth discussions between the two authors to reconcile any differences in possible meaning and its understanding. Writing up the findings and discussion was also iterative, reflecting on meaning, representation, and relevance of the data. This often prompted a return to earlier phases of RTA to refine codes or themes until both authors independently judged the analysis to be coherent and credible to stop. The coding structure with number of occurrences is presented in Table 2.

Table 2 about here

Findings

Responses offer a range of coaches' perspectives on the impact of coaching in a NNL. Presentation of findings from the study have been structured around three main themes emanating from the data analysis: (1) a paradoxical relationship between language and coaching; (2) a nuanced trusting working relationship between coach and coachee; and (3) opportunities for deeper insight. Each main theme includes a range of findings which are presented below and illustrated with quotations. Additional illustrative quotations can be found in Online Appendix 3. The section ends with a compilation of challenges and opportunities of coaching in a NNL presented in Table 3.

The paradoxical relationship between language and coaching

Language plays a complex role in coaching. Coaches perceive that working in a NNL presents a paradoxical mix of challenges to coaching performance and opportunities for enhanced coaching experience, as illustrated in the following quotation:

'It's more difficult and more interesting ... coaching in a NNL has more disadvantages than advantages. But the advantage is significant.' (B4)

Perceptions of the potential impact of a NNL in coaching varied across the participants. While one participant observed that *'language has a huge impact'* (O6), another mentioned that *'language is not that important at all'* (K7). Yet another concluded: *'...it can be a minor irritant'* (Z7). Interestingly, in a few cases, the same participant presented differing views during the interview as a result of their reflection during the conversation. For example, Participant K1 started with:

'I don't know if it's been particularly to do with language' (K1)

But then continued near the end of the interview that:

'language is actually an opportunity' (K1)

Coaches commented on both positive and negative implications of coaching in NNL. Perceptual barriers to coaching in a NNL identified in the study include coaches overfocussing on the coachee's language at the cost of content, feelings, and attending to the relationship; for example:

'more subtle communication is not so easy and we may ... be more literal ... and may not feel as natural ... to create rapport' (I2)

Whereas, when coaching in their NL, a few participating coaches felt more flexible and easier to establish connections, as expressed by one of the participating coaches:

'It's much more easy for me to bring more of myself to the session.' (I2)

To compensate, NNL coaches work with *'increased cognitive load'* (P8), but still potentially fear missing content or crucial information from their coachees or becoming mentally stuck and losing momentum. A dilemma faced by coaches working in their NNL, whilst the coachee is using their NL, is whether to risk interrupting the coachee's flow to ascertain meaning or to continue and risk missing significant content. They worry that miscommunication, such as not understanding their coachee or not being understood themselves, or the coachee feeling

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3 unheard or misunderstood, may adversely impact the confidence of both parties in the
4 efficaciousness of the coaching process; for example:

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7 *'When the client is very judgemental and believes the way you speak a language*
8 *shows your competence.'* (Q8)

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11 Countertransference moments (feelings evoked in the coach by their coachee) could be even
12 more complex in a NNL compared to a NL, as one of the coaches explained:

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15 *'The space could become a little more contaminated with my own assumptions if*
16 *there's no awareness of what goes on, how we feel about the language, the culture.'*
17
18 (V4)

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21 However, coaching in a NNL offers practical opportunities if coaches could *'feel comfortable*
22 *to be vulnerable ... and [open to] make mistakes in NNL'* (M9). One of the participants
23 concluded:

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26 *'If you remove the thinking of "I need to speak perfect language", then you're*
27 *thinking in a different way.'* (R8)

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30 We identified that a few coaches find it, paradoxically, easier to communicate and make
31 themselves understood by using simpler, more precise language when the coachee is
32 working in their NNL, avoiding colloquialisms and cultural references, whilst more frequently
33 verifying for understanding. A coach explained:

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36 *'If I can't explain it to her then I'm obviously not being clear ... and I think it's an*
37 *opportunity.'* (K1)

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40 Coaches also reported paying greater attention to non-verbal communications (such as
41 intonation or body language) and emotional signals, exploring context and meaning more
42 deeply than they might in their NL, with fewer assumptions. Different words could prompt
43 different thinking, as suggested by a participant:

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46 *'If I used a reference that they didn't understand, that might trigger them to think in*
47 *a different way.'* (L5)

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50 Paradoxically, a potential benefit of being coached in a NNL is that the coachee may feel
51 emotionally distanced from the words that trigger psychological defensive mechanisms from
52 memories of painful emotional experiences:

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3 *'They might actually be more objective about certain experiences, rather than if we*
4 *were to speak the same language ... [that] might contaminate the space if we were*
5 *coming from the same culture.'* (V4)
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9 ***The working relationship between coach and coachee is nuanced in a NNL***

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11 Participants noted that establishing a trusting working relationship between coach and
12 coachee is fundamental for efficacious coaching (as in any type of coaching). Additionally,
13 language might play a specific—even if nuanced—and beneficial role. One coach noted that
14 when working in a NNL this apparent barrier could be overcome to rebalance the power in
15 the relationship if the coach has the humility and confidence to acknowledge it:
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20 *'People are different when they are speaking their own language or a foreign*
21 *language. And sometimes, not being perfect can relax your coachee, maybe makes*
22 *you more accessible.'* (Z7)
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26 Our study also supports a commonly held view that language expresses culture and might be
27 reflected in culturally influenced communication patterns. For example, owing to different
28 levels of directness:
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31 *'I believe that Polish culture is more direct than British culture ... I particularly*
32 *struggle with doing circles in English about the issue but not going to the point of it.'*
33 (H6)
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36 Polarised views were expressed regarding the relationship between language use and the
37 coachee's cultural background and context. A few coaches felt they were selected for the
38 coaching assignment because their coachee preferred a coach from the same cultural
39 background who better understands cultural nuances and their expression in a NL.
40 Conversely, others felt that an empathic coach from a different cultural and linguistic
41 background could offer more by respectfully exploring meaning behind these nuances and
42 offering alternative perspective worldviews. In this context, worldviews are understood here
43 as 'a set of assumptions about physical and social reality that may have powerful effects on
44 cognition and behaviour' (Koltko-Rivera, 2004, p. 3).
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52 ***Coaching in a NNL offers opportunities for deeper insight***

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54 Potential differentiating opportunities are offered by coaching in a NNL, enabling a coachee
55 deeper—or alternative—insight through consideration of themselves and their goals or
56 challenges from alternative perspectives to their current worldviews. When coachees
57 struggle to express themselves in a NNL, coaches employ creative approaches such as
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3 images, metaphors, drawing, or sculpture to overcome differences in understanding and
4 elicit insights by engaging different thinking modalities.

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7 Creative approaches may also help both the coach and coachee avoid assumptions about the
8 meaning of words when either or both are working in a NNL, exploring deeper—perhaps,
9 more subtle—meanings. Coaches acknowledged the importance of the awareness of not
10 fully appreciating or understanding the deep cultural meaning or significance of metaphors,
11 idioms, and symbols. They chose to explore this space with their coachees with respect,
12 curiosity, and awareness of their own orientations and biases.

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18 *'Language is just the expression of it, but the metaphor is really deeply cultural ... it's*
19 *a great opportunity to connect to the other culture and language as well and people.'*

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21 (K1)

22
23 An opportunity offered by coaching in the coachee's NNL is to explore meaning for the
24 coachee; using different words could trigger a different thought in a coachee, exploring
25 different ways of thinking to elicit insights. The *obvious questions* might be less obvious:

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29 *'It may allow me to make less assumptions, what is behind those words, which is*
30 *much easier to make when we are in the same culture, and we assume a lot of*
31 *meanings behind words that we may not make when we are coaching in a different*
32 *language.'* (I2)

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37 Additionally, access to emotions might vary depending on the language being used: coaching
38 in English (considered by some as the coaching *lingua franca*) as a NNL *professional language*
39 might reveal fewer emotions, whilst emotions are held in deeper layers accessed and
40 expressed in the NL. Words might not be directly translated from a meaning perspective and
41 carry a different emotional charge in a NNL compared to the NL, offering greater objective
42 insight opportunity:

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47 *'Sometimes it's almost easier to go into the deeper layers and maybe even get into a*
48 *slightly trickier emotional part of experience and express yourself in a NNL.'* (V4)

49 50 51 **Discussion**

52
53 Our findings present a mixed picture of consequences of coaching in NNL from the coach's
54 perspective. NNL coaching offers alternative perspectives to existing worldviews, thus
55 eliciting deeper insights. Coaches' confidence in coaching in a NNL varies from a challenging
56 struggle that perceptually hinders performance, through ambivalence, to a sense of greater
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3 resourcefulness. Challenges and opportunities identified in the study are summarised in
4 Table 3.
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7 **Table 3 about here**
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10 We consolidate the study results by adapting Lewis's (2000) paradox framework, where
11 socially constructed system contradictions (language is important/not important,
12 helpful/hindersome) generate positive and negative tensions that can invoke reinforcing
13 cycles of defences. These perceptions can influence how a coach might practice coaching in
14 a NNL, their confidence, and the approaches they offer. By exploring these tensions, as we
15 do in this study, NNL coaches tap into the 'potential energy, insights, and power of paradox
16 that enable dramatic change' (Lewis, 2000, p. 762).
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21 Our study builds on Salomaa's (2015) work that investigated factors impacting successful
22 expatriate coaching, which indicated that language was a significant factor in the coaching
23 relationship, amongst several other factors. We focussed on the contribution of the coaching
24 language, and elicited insights into its impact on other facets of coaching in addition to the
25 relationship. We identified a perception from a few coaches that whilst several individuals
26 prefer to be coached in their NL, others prefer a NNL. Similarly, several coaches prefer
27 coaching in their NL while others are comfortable and perceive practical benefits in coaching
28 in a NNL. This reflects an individual's tolerance for discomfort in the pursuit of greater insight.
29 Beyond linguistic proficiency, one reason for the discomfort felt by a coach and/or coachee
30 when coaching in a NNL appears related to the internal conflict of constructing their
31 worldview in one language whilst describing it in another (Burt, 2021). The understanding-
32 communication process between a coach and coachee is more complex than when both
33 work in a shared NL. However, our findings show that competent coaching practice requires
34 certain adaptations, such as a systemic view of the broader coaching context and an
35 understanding as well as appreciation of its potential benefits.
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39 The study indicates that coaches adjust their approaches to help create a trusting
40 relationship. They often reflect the coachee's communication patterns whilst remaining true
41 to their own cultural identity, respectful of their coachees, and avoiding *force-fitting* cultural
42 distance paradigms. Coaches notice all forms of coachee communication, including those
43 more subtle non-verbal clues that indicate client dynamics and relationship dynamics. A
44 failure to attend to what the coachee is communicating could have deleterious effects on
45 trust, rapport, and the coachee's confidence in the coach's ability. Additionally, it could
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3 adversely impact the coach's perception of their own competence, which could hamper their
4 performance (Carden *et al.*, 2022).
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7 Establishing equality and partnership between the coach and coachee is considered
8 important in building a productive coaching relationship, empowering the coachee to
9 assume responsibility for themselves, reflecting the importance of agency to enable change
10 (Nathan, 2015). These power dynamics manifest themselves particularly strongly if the coach
11 is working in their NL and the coachee is using a NNL, as this might accentuate the latter's
12 perception of the coach's expertise, which could be present in their view of the coach-
13 coachee relationship. The significance of power dynamics in a coaching relationship is
14 intimated by Passmore and Yi-Ling (2019). The notion that English is the coaching *lingua*
15 *franca* follows the concept of *linguascapes* (Steyaert *et al.*, 2011). It explains why one
16 particular language is chosen over another in multilingual communication as the *special*
17 *language of practice* (Michalski and Śliwa, 2021) of coaching.
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26 The study findings about the connections between relationship building and coaching in a
27 NNL might be linked to one of Rogers's (1957) necessary and sufficient conditions for
28 constructive change: the practitioner's authentic congruence in the relationship. Adopting a
29 social constructionist systemic stance, Lawrence and Moore (2019) argue that authenticity
30 implies knowing our different selves and how they mutually interact via internal dialogue.
31 Trusting connections might be created using non-linguistic ways of communicating empathy
32 to either mitigate the impact of the absence of a shared language or to add dimensions to it,
33 irrespective of language.
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40 We identified potential opportunities offered by coaching in a NNL, enabling coachees to
41 obtain deeper or alternative insights through consideration of themselves and their goals or
42 challenges from different perspectives to their existing worldviews. Central to this theme is
43 the observation from the study that when we perceive we are from similar cultural
44 backgrounds, including, but not exclusively, nationality, and work in a shared NL, we tend to
45 make more assumptions regarding a shared meaning of words than we do when one party
46 is working in a NNL. Conversely, NNL coaches tend to take less for granted, asking more
47 questions for clarification and, consequently, support their coachees to consider their
48 meaning more reflectively and deeply. This builds on Boroditsky's (2001) argument that
49 language expresses thoughts and influences the way we think. This phenomenon offers
50 coaches additional range in eliciting insights in coachees when either is working in a NNL,
51 indicating that coaches of a *varied orientation* (Boyatzis *et al.*, 2022) might achieve better
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3 outcomes, in contradiction to the similarity–attraction paradigm observed in mentoring
4 (Mitchell *et al.*, 2015).
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7 Psychodynamic coaching approaches offer insights into behaviours that are unconsciously
8 shaped by past experiences. Countertransference (the coach’s unconscious notions about
9 the coachee) could be triggered by expressions in a NNL used by a coachee and induce the
10 coach's unconscious—and possibly, incorrect—assumptions about the coachee (Abbott,
11 2018). Several coaches in our study reported that their coachees may prefer a coach from a
12 different cultural background as this could enable them to work more objectively and fluidly
13 on deeper emotional issues, free(er) of psychological defence mechanisms. This suggests an
14 experience of the *foreign language effect* (Keysar *et al.*, 2012), where coachees can
15 emotionally distance themselves from painful triggering memories from which they are
16 subconsciously protected by using a NNL.
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25 Several coaches in our study incorporate creative coaching approaches into their practice to
26 ameliorate the impact of potential linguistic misunderstanding when their coachee is
27 working in a NNL. Creative approaches which use figurative language, such as metaphor and
28 idioms, might cause misunderstanding, particularly if these are culturally specific. Perhaps
29 paradoxically, NNL coaches could offer an alternative approach to explore the coachee’s
30 meaning using figurative language if both coach and coachee challenge their assumptions
31 based on the lack of shared reference points and adopt a curious and respectfully light-
32 hearted attitude (as the literal translations of certain metaphors and idioms might seem
33 rather bizarre). Idioms appear to decipher culture and, whilst often difficult for NNL speakers,
34 offer access to conceptual understanding (Yağiz and Izadpanah, 2013), thereby eliciting
35 insights. Whilst creatively co-exploring to reveal the coachee’s meaning, using language or
36 symbols to consider cultural assumptions, it is important for coaches to maintain a sense of
37 psychological safety during a coaching session. Language is crucial in creating safety to
38 support a productive coaching relationship (Sandler, 2011).
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49 The influence of multiple layers of cultural backgrounds, identities, worldviews, and language
50 usages of coaches and coachees is revealed in different ways—psychologically foregrounded
51 and backgrounded, providing the context in which the coaching is practiced. Communication
52 patterns express culture—often explicitly; on other occasions, implicitly. This aspect has
53 particular importance in relationship building, as, for example, directness might be
54 misconstrued as rudeness.
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60 **Implications and application**

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3 Recommendations for coaching practice derived from our study are outlined in Table 4. We
4 suggest that coaching in a NNL offers coaches greater range and options because of
5 alternative perspectives. We also propose that coaching competencies may be accentuated,
6 and that creative coaching approaches could ameliorate potential misunderstanding whilst
7 offering alternative perspectives to elicit insights. As these recommendations impact the
8 coach–coachee dyad, coaches may wish to invite their coachees to reflect upon how they
9 might incorporate them into their sessions during contracting discussions.
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16 **Table 4 about here**

17 **Limitations and further work**

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20 The study results cannot be generalised owing to the inductive approach and sampling. A
21 complementary study based on a sample of coachees could investigate their perspectives of
22 being coached in a NNL. In our study, coachees' views were only presented from the coaches'
23 perspectives. Groups of coaches or coachees working in a specific NNL could be studied
24 further to test whether findings from this study could be generalised for a specific
25 population. Evaluating coaching outcomes is problematic, as there are many factors that
26 influence outcomes that may not result from coaching. Further studies might consider
27 experimenting within a research setting to better control for environmental characteristics.
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33 The reasons why some coaches find the positive side of NNL, and others find the negative,
34 opens another potential line of enquiry. This language paradox could be further investigated
35 based on sampling of groups with specific NNL proficiencies, coaching experiences,
36 personality traits, and skills to ascertain whether there are possible relationships between
37 these characteristics and coaching in a NNL. For example, beyond a level of NNL competence,
38 it would be useful to investigate what impact might the age of acquisition of a NNL have, as
39 this may influence individual's worldviews and their tolerance of uncertainty or challenge.
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3 to what extent this—and other traits—might influence coaching in a NNL? The inter-
4 relationships, interactions, and relative importance of contributory elements identified in
5 this exploratory study could be tested to determine whether NNL practice efficacy would be
6 best served by focussing on specific elements individually or in combination.
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10 **Conclusion**

11 We addressed the research aim of exploring the role of NNL in dyadic workplace coaching
12 practice through an inductive study of practising coaches. The key results pertain to three
13 interconnected themes: (1) the paradoxical effects of language in coaching; (2) the nuanced
14 and multifaceted aspects of relationship building; and (3) opportunities to elicit insights
15 when coaching in a NNL.
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20 Our study contributes to the academic discourse on the use of language in coaching by
21 considering hitherto under-researched perspectives of coaching in a NNL, and also by
22 expanding theories of language use in deciphering experiences and shaping worldviews. The
23 work focusses on the specific roles of language in NNL coaching contexts with implications
24 for coach–coachee relationships.
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30 Coaching is practised through language, both for communication and construction of
31 meaning and understanding. Coaching in a NNL presents a paradoxical mix of negative and
32 positive tensions for coach and coachee. Aspects of communication and relationship could
33 invoke negative tension as coaches fear misunderstanding and relationship rupture. This
34 tension could, perceptually, hinder coaching performance; however, it could also encourage
35 coaches to accentuate certain coaching competencies to mitigate these issues, paradoxically
36 offering greater diligence to the coaching practice. Positive tensions are experienced when
37 coaches are aware that NNL offers alternative perspectives that could afford greater
38 opportunity to deeply explore meaning and elicit coachee insights, leading to several NNL
39 coaches feeling a sense of greater resourcefulness. Exploration of these positive and negative
40 tensions, using a paradox framework of socially constructed system contradictions of the
41 role of language in coaching, offers NNL coaches greater opportunity than they might have
42 previously considered.
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Figure 1. NNL coaching experience of the study participants

		Coach	
		Native language	Non-native language
Coachee	Native language	Y3, K7, M9, G2, Q8, P2, V2, L5, Z7, B1, U6, P8, S9, I2 <i>Quadrant 1</i>	H6, Q8, M9, G2, K7, P2, V2, K1, Z7, R8, J1, B1, S9, U6, V4, T3, P8, O6 <i>Quadrant 2</i>
	Non-native language	Y3, L5, Z7, P8 <i>Quadrant 3</i>	H6, Q8, M9, G2, K7, P2, V2, K1, R8, J1, D4, S9, V4, T3, A6, O6, I2 <i>Quadrant 4</i>

Table 1. Participants' NNL coaching experience and demographics

Participant	Coach's perspective from sample group (quadrant)	Native language (L1)	NNL2	NNL3+	Main coaching language	Gender	Coaching experience (years)
H6	2, 4	Polish	English	Finnish, French, German	L2	F	0-3
Q8	1, 2, 4	Portuguese (LatAm)	English		L2	F	11-20
M9	1, 2, 4	Kazakh	Russian	English, Arabic	L3	F	4-6
Y3	1, 3	English			L1	F	0-3
S9	1, 2, 4	Russian	Italian	English, others	L2	F	7-10
G2	1, 2, 4	Spanish (LatAm)	English	German	L2	F	0-3
B4	1,2	Italian	English	French, Spanish, German	L1	M	7-10
L5	1, 3	English			L1	M	4-5
K7	1, 2, 4	Russian	English		L2 & L1	F	0-3
K1	2, 4	Tamil	Hindi	English, Punjabi	L3	F	0-3
P2	2, 4	Hungarian	English	Swedish	L2	F	0-3
R8	2,4	Hebrew	English	Danish	L2	F	0-3
V2	1, 2, 4	Finnish	English	German	L2	F	11-20
U6	1,4	Portuguese	English		L1	F	0-3
Z7	1,2,3	English	German		L1 & L2	F	7-10
A6	4	Portuguese	English		L2	F	0-3
J1	2,4	Romanian	English	Spanish	L2	F	0-3
D4	1, 4	Portuguese	English	Spanish, French	L2	M	0-3
I2	1,4	Portuguese	English		L2	M	11-20
P8	1,2,3	English	Spanish	Italian, Portuguese, Bulgarian, French	L2	F	0-3
V4	2,4	Serbo-Croat	English		L2	F	0-3
T3	2,4	Portuguese	English	Spanish, Japanese	L2	F	0-3
O6	2,4	Finnish	English		L2	F	4-6

Table 2. Coding structure with number of occurrences

Code		Sub-theme		Theme	
Coach finds NNL challenging	6	<i>Coaching in a NNL perceived as barrier</i>	16	Language paradox	51
Coach perception of performance impacted hindered	6				
Coachee struggles to express themselves in NNL	2				
Perceived disadvantages of coaching in NNL	2				
Emotions expressed more deeply in NL and culture	6	<i>Default NL coaching seems easier</i>	7		
Perceived benefits of coaching in NL	1				
Coach doesn't initially perceive issues in NNL	3	<i>Coaching in NNL perceived as opportunity</i>	28		
Coach feels more resourceful with multiple languages available	5				
Easier to coach in English as the coaching <i>lingua franca</i>	5				
Perceived benefits of coaching in NNL	15				
Coach more aware of boundaries in certain cultures	2	<i>Nuances of creating trusting relationship</i>	24	Nuanced relationship	75
Creating trusting connection is ultimately important in NNL	12				
Important but challenging to create equality	7				
Language very important in creating rapport, safety, contracting	3				
Culture more significant than language	7	<i>Language is but one element</i>	35		
Language is less important than other factors	12				
Personality trumps language and culture	5				
Relationship trumps language and culture	8				
Language, culture and personality all important	3				
Adjusting coaching communication approach for NNL coachee	9	<i>Adapting communication patterns</i>	16		
Importance of adapting coaching approaches in different cultures	7				
Creative approach helps insight in NNL with metaphor	8	<i>Creative coaching</i>	17	Deeper insight	50
Using non verbal communication and creative approaches to help coachee	9				
Cultural differences offer fresh perspectives	3	<i>NNL offers insight through different perspectives</i>	20		
Emotions expressed differently in NNL, brings insight	7				
Language expresses culture	9				
Using language to offer different perspectives, access unconscious	1				
Expressions and idioms express culture, have different meaning	4	<i>Perception and expression of self</i>	10		
Perception and expression of self differs in different languages	6				
Awareness of psychodynamics in NNL important	3	<i>Practice adaptations</i>	3		

Table 3. Challenges and opportunities for coaches who coach in a NNL

Challenges	Theme	Opportunities
Over-focussing on coachee's language at the expense of meaning-making, affectation, and relationship.	Language paradox	Reduce perfectionist tendencies by focussing on coachee and coaching process.
Becoming stuck, losing momentum.		Improved communication through simpler, accurate language, and frequent checking for understanding.
Miscommunication and coachees struggle to express themselves - feel misunderstood.		Deeper exploration of coachee's context and meaning, fewer assumptions.
Countertransference may be more complex.		Paying attention to non-verbal communication and emotional signals. Emotional distance from psychologically painful experiences offers objective insights.
More difficult to establish connection and present authentic version of themselves.	Nuanced relationship	Help rebalance power in coach-coachee relationship when coach is working in their NNL and coachee in their NL.
		Explore meaning behind cultural nuances.
		Language switching enhances relationship.
	Deeper insight	Deeper, subtle, exploration of meaning.
		Insight elicitation by exploring different ways of thinking expressed in language.
		Offer alternative perspective worldviews.

Table 4. Recommendations for NNL coaching practice

Theme	Recommendation, application, and benefits
Language paradox	Expand resourcefulness by reflecting upon how they might perceive themselves differently depending on the language used, and how this may offer more options when coaching in a NNL according to coachee preferences.
	Consider how professional coaching body competencies might be accentuated to accommodate cultural nuances expressed through language to adapt to their coachee.
	Consider adopting a 'clean' coaching approach to minimise the risk of steering the coachee by introducing the coach's assumptions and meanings.
Nuanced relationship	Develop awareness of their own cultural orientations and biases, their expression in a NNL, and appreciate how they might be projected into coaching and impact the relationship.
	Practice flexing verbal and non-verbal communication styles, mirroring and matching their coachees, to develop an empathic relationship whilst remaining true to their self.
Deeper insight	Develop awareness of psychodynamic processes and coaching/therapy boundaries to create and maintain a safe coaching space.
	Practice managing their own emotional responses to countertransference to maintain objective resourcefulness.
	Consider incorporating creative coaching approaches to ameliorate impacts of potential linguistic misunderstanding whilst offering different perspectives.

Online Appendix 1. Interview schedule

Q 1. Can you tell me about your experiences of coaching in a NNL?

Prompts - What have you learned about the coaching practice from your experiences of coaching in a NNL?

- In which language would you prefer to coach, and why?

Q 2. Can you tell me what you notice about how you and your coachee communicate in these sessions?

Prompts - How do you think you understand each other?

- If you match your coachee's style, how do you do this?

- What communication patterns have you noticed and how do you work with them?

Q 3. What have you noticed about the relationship with your coachee when working in a NNL?

Prompts - Reflecting on your cultural orientations from the COF assessment, how might any of these dimensions impact coaching relationship dynamics?

- What approaches might you use to create psychological safety?

- What, if any, ethical implications do you consider when coaching in a NNL?

Q 4. How do you elicit self-awareness and insight when coaching in a NNL?

Prompts - What have you noticed?

- What approaches have you used? (e.g., clean language, metaphors, art, music, etc.)

- What, if anything, is different from working in NL?

- How might emotions and the unconscious manifest when coaching in a NNL, and what strategies employed?

- How might you notice counter-transference, and might it manifest differently in a NNL?

- What have you noticed in the language being used that might indicate unexpressed emotions?

- How do you help coachees reflect with curiosity on their emotions?

Q 5. Is there anything else that you would like to comment on that we haven't yet discussed?

Q 6. Do you have any questions for me?

Online Appendix 2. Data analysis process in Reflective Thematic Analysis (RTA) in our study (Braun and Clarke, 2022)

Phase 1 - Familiarisation: Engagement with data by listening to interview recordings and editing auto-transcriptions, capturing initial ideas on the topic from the semi-structured interviews, and considering how participants made sense of their relevant experiences.

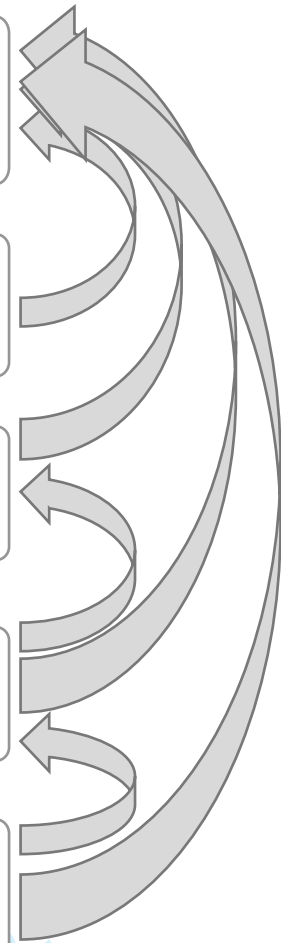
Phase 2 - Coding: Development of codes (ideas, meanings, or concepts from the data), inductively, and organically. Initial codes iteratively & recursively compared across whole dataset using extracted data segments then relabelled/split/combined/added/removed taking care to preserve participants' meaning and context, reflexively consider the researchers' perspectives, and answer the RQ.

Phase 3 - Initial theme generation: The 30 codes were clustered around potential themes (central organising concepts of shared meaning) and 10 sub-themes (sharing a key concept of a theme), iterating with, and revising, the initial code structure with reference to data extracts.

Phase 4 - Reviewing and developing themes: Iterative process, often returning to interview transcripts and coding to confirm interpretation by reflecting upon whether the themes effectively captured the data and dividing/combining/discarding initial themes.

Phase 5 - Refining, defining, and naming themes: Checking the themes and sub-themes effectively reflected the research question and objectives, whilst representing participants' reported experiences and perceptions.

Phase 6 - Writing up: A further opportunity to reflect upon the meaning and representation of the data and relevance to the research question and objectives, often returning to previous phases of the RTA to refine codes, sub-themes, and themes, until the researchers judged the analysis coherent and credible to stop.



Online Appendix 3. Additional participant quotations to supplement those in the main text

While the RTA has been performed on all the data, here are some additional quotations from the interviews to better illustrate the three main themes emanating from the data: (1) a paradoxical relationship between language and coaching; (2) a nuanced trusting working relationship between coach and coachee; and (3) opportunities for deeper insight.

The paradoxical relationship between language and coaching

'...communicate meaning and intentions and emotions. And we all do that very flexibly in our native language because we have learned, we have grown with it, so, it's natural, it's automatic. And we have this expertise in using language. But when we are speaking in our non native language, we may not be as experts in using this. So, this this more subtle communication is not so easy. And we may have to use a different communication and be more literal when we want to say something and may and it may not feel as natural when we are in a conversation you know, sometimes to create rapport.' (I2)

'It could even be in the benefit of the client as in, in the sense that I have to inquire more and inquiries good for them as in I need the client explore more in order for me to understand the context as well. So in the end, it just invites to further exploration.' (G2)

'When you coach in a non native language, you're somehow less in control. And you have to take risk. You have to be comfortable. So you have to be confident enough and comfortable enough to sometimes take some risks or risks ... something about knowing that at some point there might be some kinds of linguistic breakdown. but I think that that in a way is a really positive.' (P8)

'Sometimes you may think actually it will remove people from the cognitive I need to be perfect ... maybe it's also will trigger different thinking ... they become less focus on, the less thinking on how to say, and moving to what they say, if it make any sense ... it's coming not from the head it's coming more from the inside from the body ... it can bring some discomfort but then again, then it's a matter how as a coach to try and kind of break the ice in a way or right or I could jump in with contributing directly. Okay, I mean, take your time to think, or try different words, how would you describe it for example, right and then it's yeah, in a way I think again, it's creating this space where feeling that okay, and when you don't, you don't need to be perfect, but trying to think in a different way.' (R8)

The working relationship between coach and coachee is nuanced in a NNL

'Perhaps there were some personal ingredients because this person was really in need of the reflection so he was really we were able to gain trust at the beginning. And he was really able to reflect on his experiences also on the difficult sides. ... I can't remember anymore more what I asked but then he cried and it just showed that it touched something very deeply in and then later on, he said that it was really important.' (V2)

'...because this is not my first language ... the person can see that kind of what I'm saying it's not kind of a judging because at the end of the day we are in the same on the same boat ... we're looking into each other eyes kind of we're at the same level.' (P2)

'In Asia, East Asia in particular, there is a tendency to see your coach as the expert. and in Japanese, they want to call you Sensei, which means before born, having had a previous life and therefore, having acquired countless aeons of wisdom and so, as the ICF competencies make clear that the at the heart of the coaching relationship is equality, equal respect. And spending time debunking the idea that you

1
2
3 are the expert, enabling them to understand that they have got the resource within them, and that we
4 have different complementary roles, but the combination is a partnership. That does take time.' (Y3)

5
6 'It's important that you're building that relationship and the trust and the fact that the language is
7 wrong doesn't really matter ... if you're being humility, and curiosity that you know about, in accepting
8 that there'll be a lot of things you don't know. Very curious to find out ... what is going on for the other
9 person, perhaps even more in another language because you really don't know how things work.' (Y3)

10
11 '... then you move past the language then you're into the relationship ... I think language and using a
12 client's own language and using special expressions can help them to relax and feel safe and
13 understood.' (Z7)

14
15 'A good coach adapts to the needs of their coachee in whatever dimension ... I still think the relationship
16 trumps all.' (L5)

17
18 'Being coached in foreign language in a way, and this is what I noticed in me, in a way it gives you a
19 safe space because you don't use those words that sometimes cut deep, and that, because the
20 understanding of the foreign language for me.' (H6)

21 22 **Coaching in a NNL offers opportunities for deeper insight**

23
24 '... may give them a better perspective in terms of what they are communicating, more impartial view
25 of what they are sharing and it may actually allow me to ask better questions. Sometimes the obvious
26 questions that nobody asks, that people take for granted. And so it may actually be helpful in helping
27 them to question what they have been taking for granted.' (I2)

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29 'I think coaching in another language can bring a lot of advantages ... I picked up a lot of things at
30 different places and I think that really gives you a possibility to have a really global view about things
31 and not be so biased about like oh, it's only my culture ... I think you want to be challenged and
32 sometimes challenge comes from a totally different direction.' (P2)

33
34 '... when we're coaching in a different language, we need to be much more aware of the language, but
35 of the cultural context that is associated ... this is the main the main strengths because I try to go
36 beyond what is the pure communication tool and try to understand what they really want to say.' (J1)

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38 'You do have a different personality depending on the language that you're speaking ... think about
39 how language is actually affecting the way they're seeing the world.' (D4)

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