COACHIT

Co-funded by the
Erasmus+ Programme
of the European Union

COACH-IT Curriculum

Table of Contents

1 INTRODUCTION 4
2 Desk Research: Methodology 5
3 Relevant Studies & Research 5
4 European Projects 9
4.1 Erasmus+ Project Results 9
4.2 Results from the R&D&I funding programmes 10
4.3 EPALE 10
5 COACH-IT Relevant Resources 11
6 COACH-IT Desk Research: Conclusions 11
7 COACH-IT Field work 12
7.1 Survey methodology 12
7.2 Focus group methodology 12
7.3 Results of the COACH-IT Survey 13
7.4 Results of the COACH-IT Focus Groups 18
7.5 Conclusions on the COACH-IT field work 19
8 COACH-IT Curriculum 20
9 ANNEX I: Extended desk research in multiple languages 25
10 ANNEX II: Focus Group Guidelines 38
11 ANNEX III: Survey Questionnaire 40
12 ANNEX IV: Survey results 44

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Document Identify

Recipients	COACH-IT Consortium
Confidentiality Status	Public

Document Versioning

Version	Date	Authors
01	25/10/22	EOLAS – Manon van Leeuwen
02	31/10/22	EOLAS – Manon van Leeuwen
03	15/11/22	ICF Germany – Cristina Muehl
04	20/11/22	EOLAS – Manon van Leeuwen

You are free to:

Share – copy and redistribute the material in any medium or format

Adapt – remix, transform and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Notices:

You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.

No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.

Copyright

© Copyright 2022 COACH-IT Consortium

This document may change without notice.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

1 INTRODUCTION

The Erasmus+ project COACH-IT develops a user-driven, evidence-based and recognised training program, that provides those that are active as coaches, with the knowledge, skills and competencies to develop their online coaching services, while at the same time ensuring (or increasing) the quality of the intervention and taking into account the needs of their clients.

As the most respected organisation in the ecosystem of coaching, ICF defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” Prior to the pandemic, the market was mostly tilted towards offering services in an offline format, with clients meeting their coach in their practice or by going for a walk together. Once the current macro-situation changed, coaches were faced with the decision of adapting fast or recognizing that they will lose their income.

The effects of the pandemic were felt across the world. The proportion reporting one or more income and employment effects ranged from 71% in Asia and the Middle East and Africa to 62% in North America. Temporary business closures were reported by around one in five coaches in the emerging regions of Asia (21%), Eastern Europe (23%), the Middle East & Africa (20%), and Latin America and the Caribbean (19%). (ICF study COVID-19 and the Coaching Industry, 2021).

The realities of lockdown and physical distancing over the past months have shown how invaluable digital skills are, with work, education and social life all happening in the digital space and with new technologies. Another result of the ICF study on the impact of COVID on coaching was that “since the pandemic, coach practitioners have adjusted their methods used to coach clients. Reflecting the nature of the pandemic, there has been a sharp decrease in coaching in person (80%). Mainly, coach practitioners have increased their use of audio-video platforms (74%).” Therefore it is necessary to increase the digital skills and competencies of coaches to allow them to better serve their clients and sustain their business; and enhance the knowledge exchange on the skills and competencies that coaches providing services online should master.

The online coaching market has increased competition as many online platforms have been introduced worldwide and are providing various types of coaching in just one click. The category of coaches is not only limited to educational or corporate purposes but also certain life coaches, relationship coaches, health and fitness coaches, career coaches, entrepreneurship coaches have become a trend. (Allied Market Research, 2020) The study also notices that internal coach practitioners (including respondents who self-identified as both internal and external practitioners) when asked about the outlook for the role of coaching within their own organization said they are ”very confident” that coaching would continue to have a role (46%).

A successful training program must be grounded in reality, i.e. based on the needs and expectations of the target audience, and is in line with the realities of coaching in a post-pandemic and increasingly digitalized society. The present COACH-IT Compendium & Curriculum enables the identification and analysis of the context of coaching in general and of coaching over the internet, existing practice and skills gaps, and the creation of the learning approach and objectives for the Training Programme to be developed.

The document describes the results from the different steps and activities taken, in order to create a solid foundation and baseline for the development of the COACH-IT training programme.

The first part of the Curriculum (covered by Chapters 2 to 6) highlights the methodological approach towards the conducted research and it results and main conclusions.

The desk research analysis served as a basis for the survey and focus groups, which are described in Chapters 6 and 7.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Based upon the outcome of the desk research, a dedicated and focussed survey was designed aimed to drill into the opinion and experiences of professional coaches related to digital skills and the challenges they face in their interaction and educational and training related activities when working with digital skills.

The survey drilled into questions and issues related to the challenges.

Following collection of responses from coaches situated all over the globe (at the same time focusing our attention that at least 30 coaches provide their opinion from each of the 5 countries of the consortium: Germany, Romania, France, Ireland and Spain) we have reviewed the data during our working meetings to better understand what needs to be addressed in the focus groups.

In each of the countries where an ICF Chapter was partner in the consortium, a focus group was organised with the aim of collecting qualitative data on the topics surveyed.

A detailed approach to the focus group was developed and used by all.

During several meetings the working group led by ICF Germany collaborated the Information from survey and focus groups to develop the Curriculum.

2 Desk Research: Methodology

To get a clearer picture of the usage and development of digital skills among coaches, the consortium partners engaged in a desk research exercise to collect all relevant literature, articles, development, etc.

The desk research focussed on finding an answer to the following questions:

1. Are there any studies/ research/ reports around the digital skills needed by coaches?
2. What are the best known tools that come up when looking at digital skills for coaches?
3. What are the areas of DigComp[1] Framework being covered by the literature existent In relation to digital skills for coaches?

The desk research therefore focussed on 3 areas, to ensure that a sufficient critical mass of data and information was available.

1. Scientific and ICF publications on the topic of coaching on-line.
2. EU funded projects in the field.
3. Relevant resources covering (multilingual) sources of information, ranging from training courses, literature, articles and existing practices.
   (*Note: the third area had a wider approach due to the limited results from the searches across the first 2 areas*).

The results from the Desk Research were analysed and taken into consideration (where relevant) for the design of the survey and focus groups methodology or will be considered for the development of the COACH-IT Training programme.

3 Relevant Studies & Research

The identified studies focus on the activities of professional coaches, either as independent coaches or belonging to an organisation, for the purpose of the analyses we have not considered research or studies related to providing coaching skills to other types of professionals, e.g. teachers or adult educators or the

1 DigComp Framework: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

changing role of educators. Nor did we consider studies which do not have a relevance for on-line coaching activities.

2021 COVID-19 and the Coaching Industry Snapshot Survey	
Year of publication	2021
Title of the publication	2021 ICF Global Snapshot Survey Results
Authors of the publication	ICF international
Link to the publication (if available)	https://coachingfederation.org/covid-19-and-the-coaching-industry
Short description of the context and how the study was conducted (max 250 words)	This survey was a follow-up to the *2020 COVID-19 Global Snapshot Survey*, with the goal of collecting up-to-date information on the state of the coaching industry worldwide to serve as a comparison and indicator of the ongoing effects of the pandemic on the coaching industry.
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	• Identified the challenges faced by coaches during the pandemic and how it affected their coaching practices.

The Effectiveness of Online Coaching Through Social Networking Site	
Year of publication	2021
Title of the publication	The Effectiveness of Online Coaching Through Social Networking Site (A case study of Coach Potato Indonesia)
Authors of the publication	Siti Mahdaria, Titus Angga Restuaji
Link to the publication (if available)	https://doi.org/10.34050/elsjish.v4i2.13888
Short description of the context and how the study was conducted.	The study aims to analyse the effectiveness of online coaching through a social networking site and the critical challenge in online coaching and approach to tackle it. The data is collected from online interviews with a semi-structured interview guide.
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	J Lessons learned on the impact of the use of social networking sites on coaching activities; J Importance of the correct infrastructure for realising the activity.

Online Coaching: An Alternative Source of Social Support for Female Entrepreneurs during Venture Creation	
Year of publication	2011
Title of the publication	Online Coaching: An Alternative Source of Social Support for Female Entrepreneurs during Venture Creation
Authors of the publication	Sandra Fielden, Carianne Hunt
Link to the publication (if available)	https://journals.sagepub.com/doi/10.1177/0266242610369881
Short description of the context and how the study was conducted.	This article explores women's experiences of accessing social support from traditional sources during venture creation and identifies the key aspects of social support desired, required and sought. It explores how an online coaching programme could provide the specific types

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

	of social support that would be most effective in assisting female entrepreneurs during venture creation. A study is presented based upon interviews with 30 established and 30 potential female entrepreneurs. The findings suggest that an online relationship with a dedicated coach of the same gender could provide the required support in terms of quantity and quality in respect of all functional aspects of social support.
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	) The findings suggest that an online relationship with a dedicated coach could provide the required support in terms of quantity and quality in respect of all functional aspects of social support.

The role of online coaching tools in the coaching process: Insights from an online community	
Year of publication	2017
Title of the publication	The role of online coaching tools in the coaching process: Insights from an online community
Authors of the publication	Stella Kanatouri
Link to the publication (if available)	https://www.researchgate.net/publication/319036771_The_role_of_online_coaching_tools_in_the_coaching_process_Insights_from_an_online_community
Short description of the context and how the study was conducted.	This article discusses the role of online coaching-specific tools for the coaching process from the perspective of an international online community, comprising mainly of coaching practitioners. The insights that are provided are based on the partial findings of an action-research study that aimed to explore the online community's perceptions of, and experiences with technology-assisted coaching.
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	) The findings suggest that online coaching tools offer ways to supplement verbal expression of the coaching problem and they provide structure, leading to clients' enhanced self-reflection and problem-solving.

E-Coaching: Conceptual and Empirical Findings of a Virtual Coaching Programme	
Year of publication	2017
Title of the publication	The role of online coaching tools in the coaching process: Insights from an online community
Authors of the publication	Harald Geissler, Melanie Hasenbein, Stella Kanatouri, Robert Wegener
Link to the publication (if available)	https://www.researchgate.net/publication/319036771_The_role_of_online_coaching_tools_in_the_coaching_process_Insights_from_an_online_community
Short description of the context and how the study was conducted.	This article presents current empirical findings on a virtual coaching programme combining telephone coaching with an internet-based coaching programme. Within this study, 14 clients received three coaching sessions with a professional coach. Data was collected

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

	through interviews and by questionnaire.
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	) Findings indicate that this particular coaching format delivers positive results. Furthermore, some of the participants describe decisive advantages in both technological modalities (phone and internet-based coaching) in comparison to face-to-face coaching. Nevertheless, findings also indicate that a blended approach, combining this technology-mediated coaching approach with one or more face-to-face coaching sessions, appears as most promising.

Digital coaching: A conceptually distinct form of coaching?	
Year of publication	2020
Title of the publication	Digital coaching: A conceptually distinct form of coaching?
Authors of the publication	Stella Kanatouri
Link to the publication (if available)	https://www.researchgate.net/publication/343512030_Digital_coaching_A_conceptually_distinct_form_of_coaching
Short description of the context and how the study was conducted.	This paper draws on media theories and adopts a phenomenological view of media to reflect on what happens when the coaching process, or aspects of it, is digitalised. It seeks to explore the connection between media capabilities and coaching skills in a digital coaching context, and it approaches digital coaching as a distinct concept of traditional, presence coaching
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	) There are several issues to be addressed if digital coaching practice is to mitigate its challenges. Given that technology is a moving target, coaches need to maintain an overview of the plethora of digital tools available and have to develop their ability to evaluate different tools, in terms of the suitability for their clients' individual needs.) Offering specialised training might be useful to support coaches in evaluating the different tools, adapting their skills, understanding how to build rapport and to offer support via different media.) Ethical issues that could arise through the use of technology should also not be neglected and should be included in the coach training curriculum.) The way and the extent to which media attributes or coaching skill, or the interplay between the two, affect the coaching experience warrants further investigation.

Strategies to establish rapport during online management coaching	
Year of publication	2020
Title of the publication	Strategies to establish rapport during online management coaching
Authors of the publication	Salome van Coller-Peter; Linda Manzini

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Link to the publication (if available)	10.4102/sajhrm.v18i0.1298
Short description of the context and how the study was conducted.	The purpose of this study was to explore ways in which rapport can be established between the coach and the client during online management coaching.
Relevance for COACH-IT, the survey & focus groups or the training approach and content of the COACH-IT training programme.	J his article provides practical strategies on how to build rapport during online coaching, which can help to improve interpersonal connection between coach and client. J This study offers strategies to establish rapport between coach and client during online management coaching.

4 European Projects

A search across existing databases of European projects[2] shows that although there is a very large amount of projects on the topic of digital skills, projects focussing in particular on coaching and the digitalisation of the profession are extremely scarce.

4.1 Erasmus+ Project Results

A search using the search term "digital coaching" provides 8 results and a search with the term "virtual coaching" a total of 2 results. When searching using combination of the key words "coach" and "digital skills" within the KA2 Cooperation actions yields a total of 23 results. When analysing the project information on the identified projects from the above searches in more detail and specifically focussing on the target groups, it becomes clear that almost all projects target teachers, mainly VET teachers or adult educators. The key word "coach" refers to the coaching of these target groups as part of the methodological and pedagogical approach of the projects.

In fact the only project which appears in the database using the combination and which targets currant and future coaches is the present project.

Using "coaching" instead of "coach" in combination with "digital skills" increases the number of results increases to 78, but the additional projects which appear, when analysed, almost all yield the same results of the ones mentioned above. There are 2 projects which have as target to train coaches, but these focus on the competences for digital coaches (i.e. those who provide support and coaching for acquiring digital skills) or e-commerce and online business coaches (who do the same in the field of e-commerce and online businesses).

Other combinations, e.g. "coaching" and digital" results in over 300 projects, and "coach and digital" in 109 projects. In all the term coaching or coach is used in a different perspective, such as the digital coach mentioned above.

If we remove the term "digital" from the equation, there are projects which have in common the target group of professional coaches, however they do not address the challenges with regards to on-line coaching.

We have only identified one project which seems to address partly the challenges which present commonalities with COACH-IT

[2] We have used the Erasmus+ project results database (https://erasmus-plus.ec.europa.eu/projects) as well as the CORDIS projects database (https://cordis.europa.eu/), complemented with a search on EPALE (https://epale.ec.europa.eu/en).

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Towards e-coaching, the first step to build trust with a digital coach	
Duration	2019
Project reference	Towards e-coaching, the first step to build trust with a digital coach
Partners	OECD
Link to the project	https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-PL01-KA226-HE-095455 https://ecoach-project.eu/
Short description of the relevance for COACH-IT	The project focusses on extending the experience of the participating universities in the field of building trust through the use of coaching in the educational process, to introduce a coaching method in distance education (e-coaching). This method enables to "activate" students (inclusive education) and personalizes the education process. The common ground is related to trust in on-line coaching.
Recommendation	The project is close to finalisation, and it is recommended that when the development of the content of the COACH-IT training programme starts, the materials and contents of the are analysed to see if relevant lessons learned can be extracted.

4.2 Results from the R&D&I funding programmes

We have also analysed the CORDIS projects platform, which integrates the projects from the different funding programmes in the field of research, development and innovation (R&D&I), although the database includes older funding programmes we have only included in the analysis the projects from the Seventh Framework, Horizon2020 and Horizon Europe (covering the period from 2007 to today).

When using the search options “virtual coaching” or “digital coaching” a total of 129 results appear for virtual coaching and 264 for digital coaching.

Most however refer to virtual or digital coach as a tool or software that helps a particular target group, these projects are thus not analysed, as they are not considered relevant for the purpose of COACH-IT. Also, projects which use coaching as a methodology for a particular goal, are not considered (as has been done for the analysed Erasmus+ proposals). This is because a specific priority in H2020 was dedicated to the topic of “Personalised coaching for well-being and care of people as they age

The topic call stated that “*Proposals should develop a proof of concept of radically new solutions for a personalised "virtual coach", building upon intelligent ICT environments, access to relevant physiological and behavioural data, new forms of accessible interaction based on tangible user interaction concepts, open platforms. Proposers are encouraged to work with open platforms like FIWARE and UniversAAL and emotional computing. Usability and ease of user interaction should be essential design elements of the "coach".”*

Focussing only on these projects which present an overlap in target group and/or touch upon challenges as identified by COACH-IT, we have not identified any projects which can be considered relevant.

4.3 EPALE

A search with the same keywords as used in the Erasmus+ projects results database was conducted on EPALE, the European Platform for Adult Learning in Europe.

There are several resources on EPALE related to coaching, none with a particular focus on the challenges faced when coaching online.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

5 COACH-IT Relevant Resources

The above described desk research was complemented with an additional more nationally focussed desk research, done in multiple languages. This complementary desk research targeted to identify additional studies, research, literature, practices and/or training courses. It thus took a wider approach than the desk research into specific research and European Projects.

The identified (re)sources were classified according to the related digital skills:

- Information & data literacy
- Communication & collaboration
- Digital content creation
- Safety
- Problem Solving

Each of the (re)sources was also described in in terms of the main conclusions considered relevant for COACH-IT and the training approach and content.

This extensive desk researched done in multiple languages produced at the end only 63 relevant articles/ resources (see Annex I).

Increased attention was given to understanding how digital skills can be viewed also in line with the European Digital Competencies DigComp Framework. For this purpose, the results from the third area were classified In relation to the DigComp Framework sections.

The distribution of the resources across the different parts of DigComp Framework, is as follows (one resource could relate to multiple sections):

Information & data literacy	*Communication & collaboration*	*Digital content creation*	*Safety*	*Problem Solving*
23	38	20	19	17

Most of the resources (38 out of 63) are referring to communication and collaboration skills, having a focus on practical areas such as using zoom for the coaching session. That is nevertheless, not equal to the digital skills that coaches should be aware of to manage a full coaching process digitally.

6 COACH-IT Desk Research: Conclusions

The results from the desk research into specific research focussing on the core topic of COACH-IT; the analysis of existing European projects from different sources, and the extensive desk researched done in multiple languages, shows a low number of relevant sources and resources.

The data was not easy to collect and structure as the field of digital skills for coaches Is extremely new and there are still new opportunities under development, especially In relation to Integrating artificial Intelligence and virtual reality Into coaching.

This clearly shows the scarcity of Information and the need for a project as COACH-IT.

The analysis of the main conclusions provided relevant insights and input for the development of the field work phase and helped to focus the focus group guidelines and the survey.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

The lack of specific information and knowledge on managing a full coaching process digitally, and in particular the related digital skills coaches need to be aware of and master, prompted us to the conclusion that we need to include in the focus group approach as well as in the survey clear questions covering all areas of digital skills and that we should be mindful of explaining certain notions for the ones taking the survey.

7 COACH-IT Field work

The field work in COACH-IT consisted of a survey and a focus group, each with a specific set of guidelines and instructions on how to conduct the activity.

The design and content of both the survey and focus group has been based upon the outcomes of the desk research (in particular the identified studies) and the experience and expertise from the COACH-IT team members and complemented with additional experts from the participating ICF Chapters. The weight of the experience and expertise gained importance in the design due to the novelty of the topic and the lack of a wide range of studies and existing projects to draw upon.

7.1 Survey methodology

To alleviate the challenges encountered in the research phase as a result of COVID and the impossibility, in many cases, of conducting group activities or face-to-face meetings, the COACH-IT consortium decided to widen the scope of the survey to reach a larger number of coaches, to gather valuable, relevant and quality information to inform the consortium's future steps.

The identified studies and reports of the desk research were used as baseline for the design of the survey to be used in the COACH-IT Field work. A questionnaire was designed in Google Form format and subsequently translated into the national languages of the COACH-IT partners. This was intended to facilitate its dissemination to the target audience. The survey can be found in Annex II.

7.2 Focus group methodology

Focus groups where conducted in Germany, France, Ireland and Romania, to capture the opinions/ experiences and objectives on the preliminary outcomes of the survey on national level and obtain qualitative data to contextualize these results. The participants in the focus groups where 10 coaches and/or relevant stakeholders.

The focus groups followed a common methodology which described clearly what the purpose of the focus groups was and also provides indications and instructions with regards to the recruitment of participants. It was agreed that participants should be key individuals familiar with the topic, known for their ability to respectfully share their opinions, and willing to volunteer about 2 hours of their time on 2 occasions.

To allow for sufficient flexibility for the participants, the administration and planning of groups was as follows:

1. Different focus group sessions are planned, online, face to face or hybrid
2. Participants are registered in a mailing list, their availability is confirmed and a range of demographics collected to ensure diversity in the group (age, gender, current level of digital competency etc.)
3. Invitations are sent to 15 participants for each focus group (with aspiration that 8-10 show up).
4. Two focus groups are set up – each with a final participation of 8-10 different persons.
5. Each of the two focus groups will have 2 sessions to consider all the questions. Each session will focus on 8 questions

The following questions were addressed in the focus groups:

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Focus Group	Round One	Round Two
FG1 (10 stakeholders) FG2 (10 stakeholders)	1. Why is online coaching important 2. What benefits does online coaching offer 3. What is your experience of online coaching 4. Based on your experience which do you feel are the most important digital/technology skills a coach needs to have to manage and deliver quality coaching online 5. What do you feel are the biggest struggles in delivery of online coaching 6. Are there specific types of coaching that are more/or less successful when delivered online 7. Which digital coaching tools do you believe to be the most useful, across the spectrum of coaching niches, for online coaching 8. What are the key criteria of success for delivering successful group or team coaching online	9. What obstacles may there be for a coaching client to participate in online coaching 10. What items would you like to see in an "Online Coaching Toolkit" 11. When reflecting about the added value of a human coach, compared to artificial intelligence and automation, what added value do you see that digital apps/ tools (chat bots, voice/facial recognition) can bring to our coaching sessions? 12. How important is data protection and confidentiality in online coaching – what does a perfect situation look like? 13. Which educational methods are best used to deliver training for online coaches. (face to face, online, tutorials, webinars, self paced, book based etc) 14. How important is it that online coaching training meets national quality standards 15. What are the key criteria of delivering successful coach mentoring and supervision online 16. What do you feel are the most important coaching skills a coach needs to have to deliver quality coaching online

The full guidelines for the focus group can be found in Annex III: Focus group guidelines.

The results from the focus group sessions are addressed in section 7.3

7.3 Results of the COACH-IT Survey

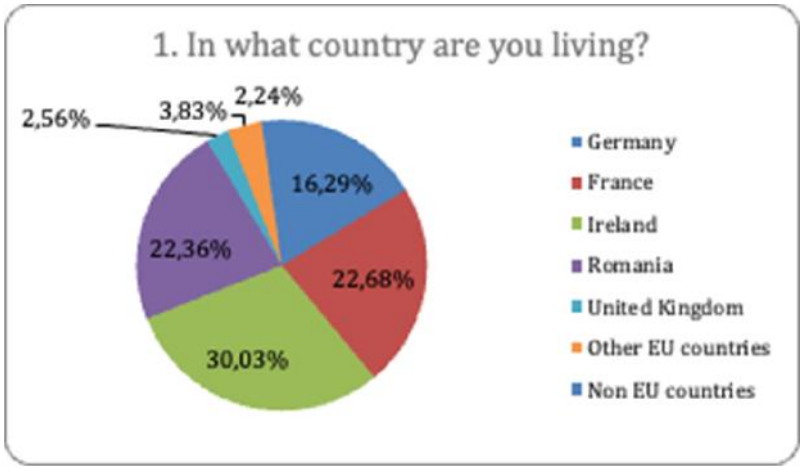
The COACH-IT consortium has been able to involve 307 coaching professionals and relevant stakeholders in Europe who have shared with us their experiences and views on on-line coaching and the related challenges.

The collected surveys as a whole provide a wealth of relevant information for the purposes of the project and for the development of the COACH-IT training programme, for which it will serve as a guide and starting point.

Most respondents belong to the ICF Chapters from Germany, France, Ireland and Romania, which are the partners of the project.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

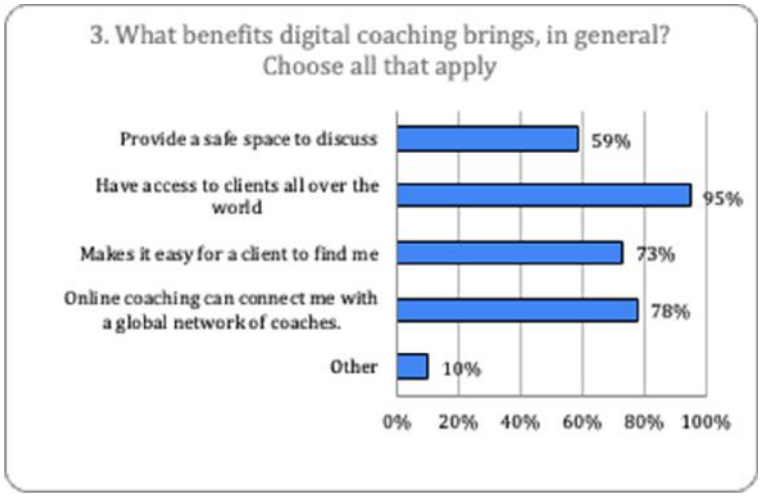


A full outline of all the replies to the different questions is included in Annex IV.

In this section a highlight of the most important questions, as per their implications for the curriculum design is included.

Most coaches have been using on-line coaching for less than 3 years, with also a majority conducting online coaching for more than 50% of their time. Expectations of the respondents are that this will remain or even increase, thus confirming the importance of having the right skillset for coaching on-line. Also the large majority is the owner of a business, which generates the need to also address the digital skills related to running a coaching business.

When asked about the biggest struggle faced in on-line coaching, one of the main ones is the access and relation with the (potential) client, but also connections with peers and, how to provide a safe space when coaching on-line are considered high on the list.

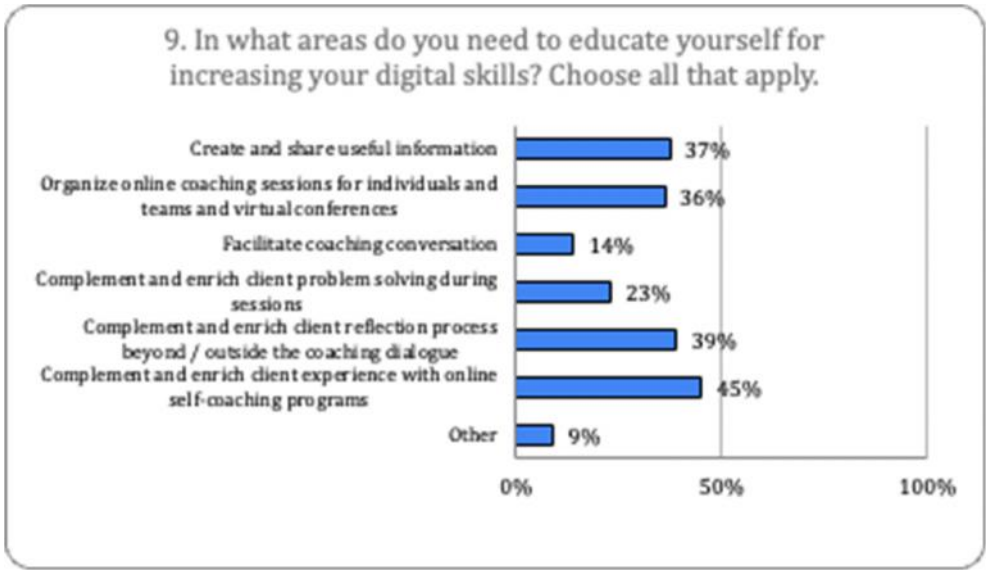


When asked about the coaching competencies that respondents feel challenged with, in an online environment, there is quite an equal distribution among the provided options, and across more business like aspects as well as those related more to the coaching activity itself.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

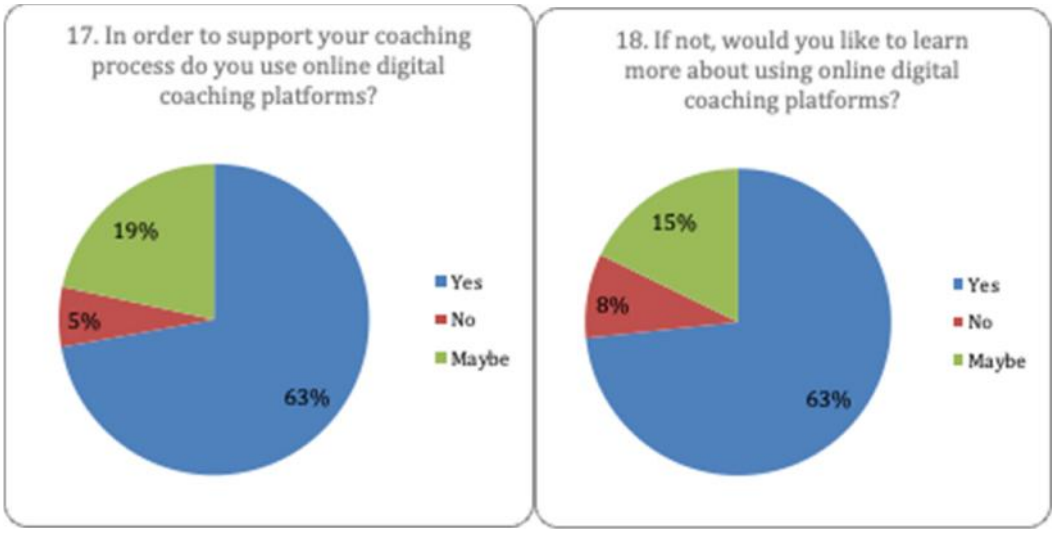
This aligns with the results concerning the question regarding the areas in which the respondents consider they need to increase their digital skills.



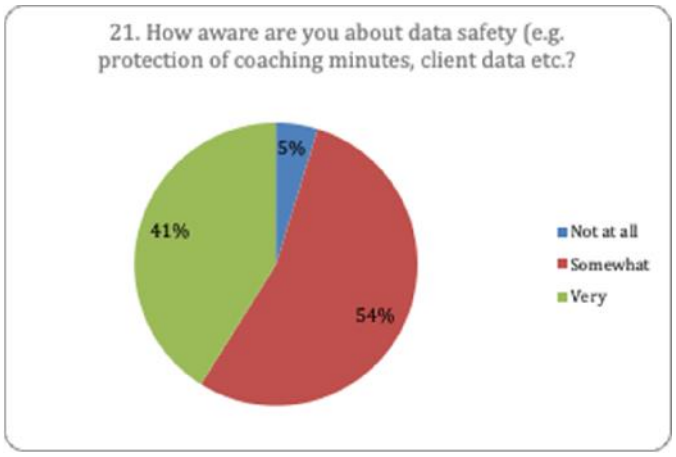
When looking into the use of online platforms and whether the respondents would like to learn more or not, it is clear that although a majority is using them they still would like to learn more.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union



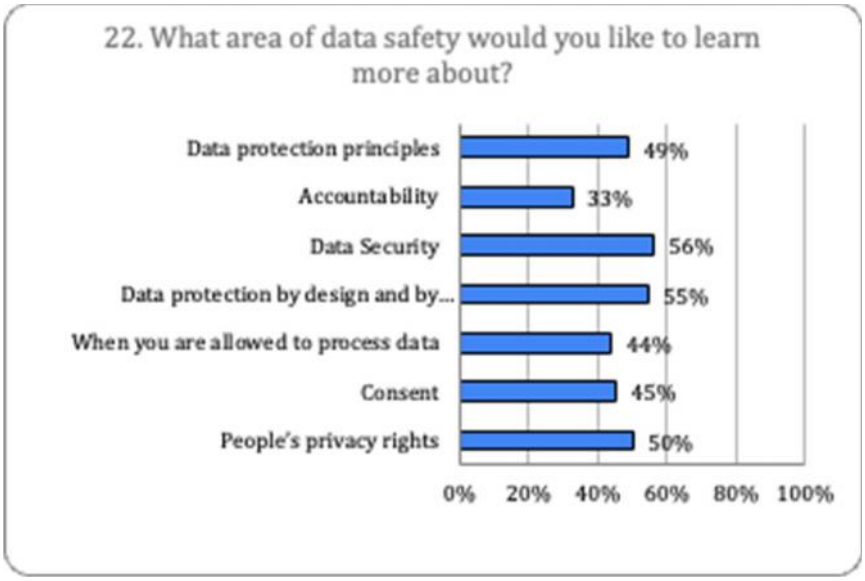
Concerning the awareness on data safety (e.g. protection of coaching minutes, client data etc., a majority indicated somewhat or not at all.



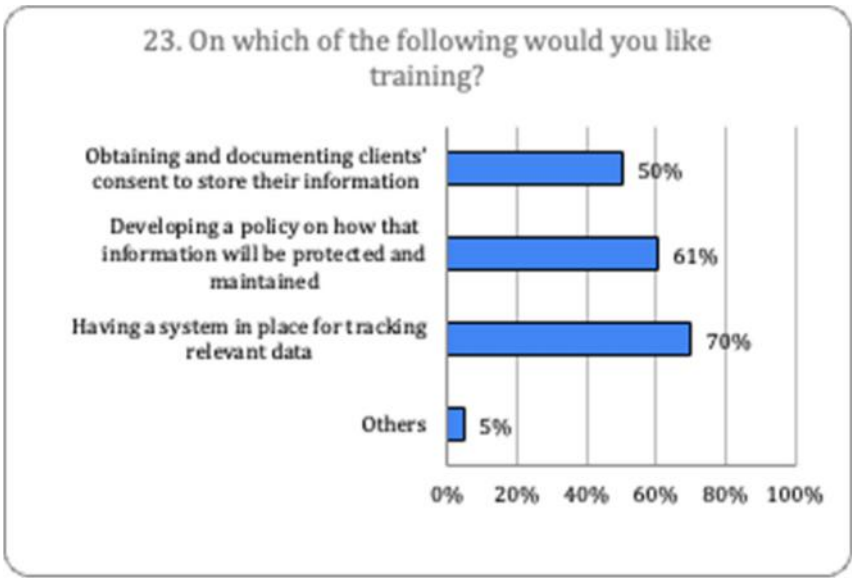
When looking into what respondents want to learn in this regard, the results where spread across a range of topics.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union



And they also indicated they want to know how to:



All the responses were analysed jointly, using a digital tool such as Miro. The image below reflects the how the analysis was done for the questions included in the survey, and highlights the summary and clustering of the reasons why the respondents indicated they think digital coaching is useful

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

7.4 Results of the COACH-IT Focus Groups

A total of 5 focus groups took place, where each of the questions defined in the methodology were posed to the participants.

The table below provides an overview of the number of participants in each of the countries:

Country	*Number of participants*
Germany	13
France	12
Ireland	14
Romania	14

The targeted number of 10 participants per focus group has not only been reached, but has been exceeded by almost 40% across the different groups.

The results from the focus group were extensively analysed using MIRO boards in a dedicated session, and resulted in the following conclusions:

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

7.5 Conclusions on the COACH-IT field work

Thanks to the successful dissemination of the COACH-IT survey and focus groups it is possible to state that the information collected by the partners during this research phase provides a solid and fertile knowledge base to work on in the next steps for the development of the training programme.

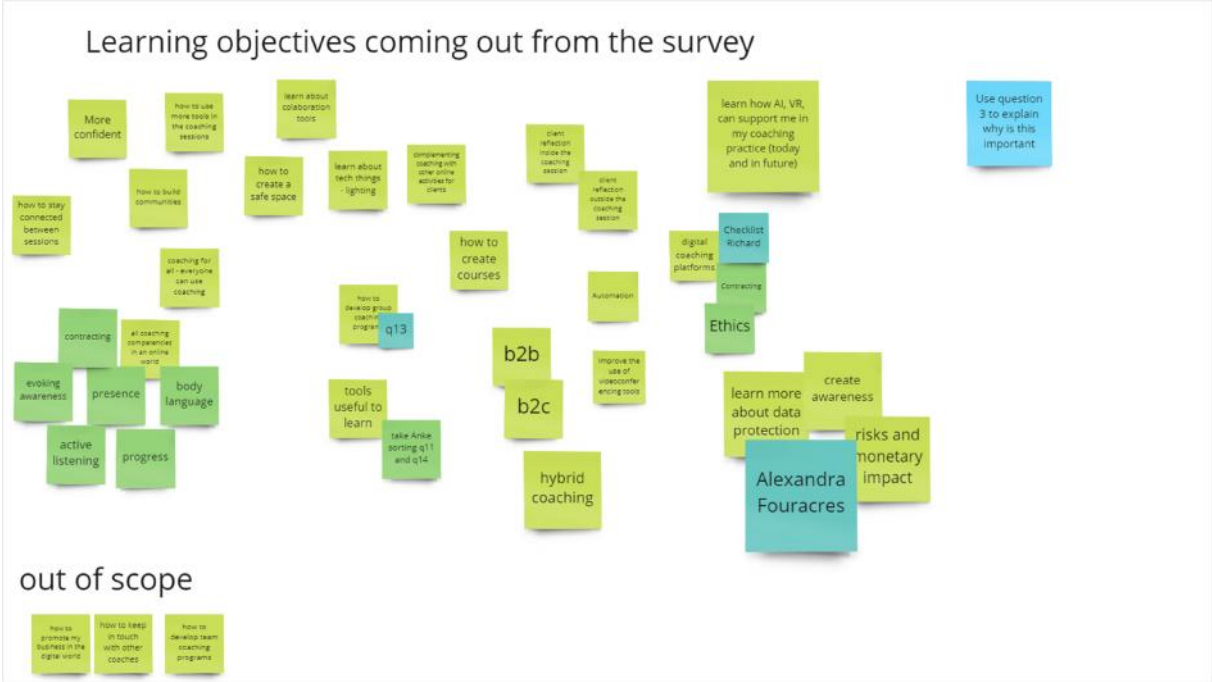
Based upon the conclusions, the COACH-IT Curriculum was developed, in a 2 stage approach.

The first stage consisted of an open brainstorming session on the implications of the results of the field work, and a second round in which, based upon the brainstorming session a more structured curriculum was developed and discusses and finetuned by all the partners.

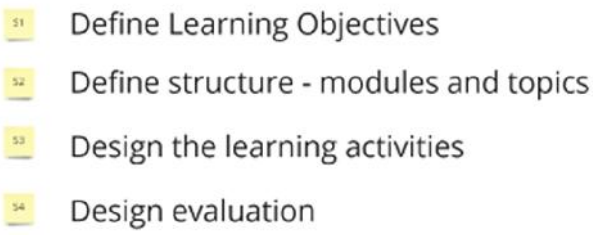
First step was to extract the learning objectives that came to light from the survey. Followed by doing the same exercise looking into the results of the focus groups.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union



Once this was available, the working group moved through a structured approach of defining the curriculum:



At each step the team was referring back to the Blooms taxonomy to ensure the curriculum covers the necessary elements for a solid learning path[3].

8 COACH-IT Curriculum

As an outcome of the results from the field work, and a profound analysis by the experts involved in the activity, the final curriculum was defined. It defines the modules, level of taxonomy to which it related, the learning objectives and the structure of the content to be developed as part of the next result.

[3] *The full set of MIRO Boards are filed and available upon request*

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Modules	Title	Taxonomy Level	Learning objectives	Content
M1	Welcome, objectives, learning path			
M1.1	Welcome introduction overview over modules	Create Evaluate Understand	Create personal learning objectives Compare own learning objectives with other participants' learning objectives Apply slack account and create learning structure	Welcome Introduction of participants via forum Overview over modules Creation of personal learning objectives Read other participants' learning objectives Evaluate Adapt own learning objectives
M1.2	Assessment: my Coach IT abilities	Evaluate	Assess own Coach IT abilities	Assess your own CoachIT abilities via questionnaire
M1.3	My Coach IT objectives	Create	Create personal learning objectives	Revise learning objectives and finalize
M1.4	Select modules	Create	Generate personal learning path and module portfolio	Select relevant modules of the program
M2	**1:1 online coaching competencies**			
M2	Core competencies and standards (ICF, EMCC)	Evaluate	Interpret coaching core competencies and standards in light of online coaching	Coaching Competencies The ICF Core Competencies The EMCC Core Standards Association for Coaches Challenges in the online environment (personal and online environment) Reflections and solutions to the challenges
M3	**Technical set-up for 1:1 online coaching**			
M3.1	Hardware infrastructure	Evaluate	Compare different options of hardware infrastructure and evaluate suitability	Criteria for suitable hardware infrastructure Overview of suitable hardware: ○ Computer ○ Internet speed / broadband ○ Camera ○ Lighting ○ Microphone Background / environment
M3.2	Software infrastructure	Evaluate	Compare different options of software infrastructure and evaluate suitability	Criteria for suitable software infrastructure Overview of suitable software infrastructure ○ Scheduling ○ Communication (e.g. Zoom) ○ Collaboration (e.g. Mural, google docs) ○ Evaluation (e.g. survey monkey) Back-up solutions / testing

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

M4	**1:1 Online Coaching methods and tools**			
M4.1	Before a session	Evaluate	Prepare online coaching session	Core competencies and standards Reflections on what to take care of before a coaching session
M4.2	Using tools (e.g. scheduling tools)	Apply	Apply suitable tools	Criteria for suitable tools Overview of tools Practice and reflection
M4.3	During a session	Evaluate	Coach in online sessions 1 to 1	Core competencies and standards Reflections on what to take care of during coaching session
M4.4	Using tools (e.g. whiteboard)	Apply	Apply suitable tools	Criteria for suitable tools Overview of tools Practice and reflection
M4.5	After a session	Evaluate	Plan for supporting client between sessions	Core competencies and standards Reflections on what to take care of after coaching session
M4.6	Using tools (e.g. messenger)	Apply	Apply suitable tools	Criteria for suitable tools Overview of tools Practice and reflection
M4.7	After the whole coaching process	Evaluate	Plan for client success after the whole coaching process	Core competencies and standards Reflections on what to take care of after the whole coaching process
M4.8	Using tools (e.g. emails)	Apply	Apply suitable tools	Criteria for suitable tools Overview of tools Practice and reflection
M5	**Ethics**			
M5.1	Confidentiality	Evaluate	Evaluate ethical topics in light of confidentiality	Confidentiality issues in online coaching Case study Comment on other participants' case studies Reflection on the case study and feedback
M5.2	Data privacy	Apply	Apply good data privacy practice	Data privacy issues and precautions Reflection on practice
M5.3	Professionalism	Evaluate	Evaluate challenges and solutions for professional standards	Professional standards and behaviors (personal state, ability to coach online, etc.) Reflection on practice
M6	**Coach Wellbeing**			
M6.1	Create a good online working environment	Apply	Apply structures and strategies for a working environment that is suitable	Criteria for a good online working environment ○ Digital fatigue Personal needs questionnaire / checklist Reflect on own working environment
M7	**Online Group Coaching**			
M7.1	Collaboration tools for Online Group Coaching	Apply	Know and experiment with different collaboration tools	Overview of suitable collaboration tools for online group coaching Case study

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

				• Comment on other participants' case studies • Reflection on the case study and feedback
M7.2	Software Tools for Group Coaching	Apply	Know and experiment with different software tools	• Criteria for suitable software infrastructure • Overview of suitable software infrastructure • Case study • Comment on other participants' case studies • Reflection on the case study and feedback
M7.3	Online Group Facilitation Techniques in the light of core competencies	Evaluate	Know and experiment with different facilitation techniques	• What needs to be taken care before facilitating a group online • Small group facilitation techniques • Large group facilitation techniques • Case study • Comment on other participants' case studies • Reflection on the case study and feedback
M8	**Online Team Coaching**			
M8.1	Software for Online Team Coaching	Apply	Understand what type of software can be considered for online team coaching Apply learnings in using different software for online team coaching	• Identify the type of team coaching activities can be complemented with online tools • Reflect upon the tools that participants used until now in their practice • Criteria for suitable software • Overview • Case study • Comment on other participants' case studies • Reflection on the case study and feedback
M8.2	Collaboration tools for Online Team Coaching	Apply	Know and experiment with different software tools	• Criteria for suitable collaboration tools • Overview of suitable collaboration tools • Case study • Comment on other participants' case studies • Reflection on the case study and feedback
M8.3	Complementary online activities for Team Coaching	Apply	Know and experiment with different activities	• Overview of complementary online activities for Team Coaching • Criteria for successful implementation • Case study • Comment on other participants' case studies • Reflection on the case study and feedback

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

M8.4	Team Coaching ICF Core Competencies & EMCC Core Standards	Understand	Understand and explore the ICF Core Competencies and EMCC Core Standards / Agile	Reflection on Team Coaching ICF Core Competencies and EMCC Core Standards when used in an online environment What to take care of Reflection on own practice
M8.5	Facilitation Techniques	Apply	Know and experiment with different facilitation techniques	What needs to be taken care before facilitating a group online Small group facilitation techniques Large group facilitation techniques Case study Comment on other participants' case studies Reflection on the case study and feedback
M8.6	Hybrid Team Coaching	Evaluate	Evaluate the requirements of hybrid team coaching and be able to apply	Special requirements of hybrid team coaching Criteria for suitable tools Overview of suitable tools Case study Comment on other participants' case studies Reflection on the case study and feedback
M9	**My path forward: Reflection and planning**			
M9.1	Mastermind groups / Practice	Evaluate	Reflect on personal learning and plan future action	Reflection on overall learning in the course Identification of additional learning / support needs Structure of a mastermind group Self-organization of mastermind group via slack channel or other Regular mastermind groups

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

9 ANNEX I: Extended desk research in multiple languages

This annex includes part of the tables used for the desk research, a full outline is available upon request.

Name of the study/research; Literuature title; Name of training course; Name of practice	**Type of document**	**SHort description of the context andhow the study/research was conducted; what is the literature about; what kind of training (online/offline & edu level) or what the practice is about. (max 250 words)**	**Main conclusions which are considered relevant for COACH-IT and the training approach and content of PR2 (max 300 words, summarise in bullter points)**
Zertifikatskurs: Online-Coaching im digitalen Zeitalter	Training	Basic online coaching training for trained/experienced coaches.	Coaches need an overview of the online coaching market (platforms, providers, tools) and competencies in blended and online coaching, working together in virtual spaces, formats in online coaching (asynchronous, synchronous; mail, video, platforms etc.), structuring fully online coaching processes; setting up an professional online coaching profile; basics of technology and IT know-how: application security in (collaborative) work and communication as an online coach. Overview and practical tips on hardware and software (software, devices, cameras, microphones etc.) Data protection and data security in the virtual space/internet; digital helpers for preparation and follow-up, accounting, communication, advertising and marketing, etc.
Weiterbildung zum Online Coach	Training	Basic online coaching training for trained/experienced coaches.	Basics of technology and IT know-how: application security in (collaborative) work and communication as an online coach. Practical tips on hardware and software (software, devices, cameras, microphones etc.). Data protection and data security in the virtual space/internet. As a coach in the digital age: tools, tips & tricks and digital helpers for preparation and follow-up, accounting, communication, advertising and marketing, etc.
Professional Online Coaching	Training	Basic online coaching training for trained/experienced coaches.	see above
Ausbildung Online Coaching	Training	Basic online coaching training for trained/experienced coaches.	see above
Online Ausbildung zum Online Coach	Training	Basic online coaching training for trained/experienced coaches.	see above
Zusatzqualifikation Online Coaching	Training	Basic online coaching training for trained/experienced coaches.	see above
CoachTech Summit	Training	The CoachTech Summit Advisory Board has been selected out of the most credible and distinguished thought leaders across human-centered industry fields. The Advisory Board counsels the ImproVRse team on strategic direction for the event program, speaker recommendations, content	There is a number of interesting usecases for coaching with virtual reality, e.g. risk free immersion in difficult situations, change of perspektive, etc. To use it, coaches need to know usecases, providers and how to instructions.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

		themes, and insights on current research.	
Digital Coaching Design Sprint	Training	Introduction Conversational Coaching Design, Prototypen, Chatbot Creation	Chatbot coaching becomes relevant as part of hybrid coaching programmes for repeating coaching topics. This is a sample agenda, how coaches can learn conversational coaching design to create own coaching chatbots and how they can draft hybrid or digital coaching programms around it.
Für Entdecker: Ihr Weg zum Online-Coach	Literature/Article	What role does coaching play in the digital transformation? How much will the demands on a coach change in the future? How does online coaching currently work? Where is the format heading? What of it can you use meaningfully and where do you start? This book is a journey of discovery for coaches into the digital world of coaching. It will give you easier access to this new world and introduce you to different ways of entering this new shore.	The book sugggests, that coaches need clarity on their businss objectives before selecting a digital coaching approach. And coach need to know about digital formats and online didacticcs to create successful offerings.
Chatbots im Coaching: Chancen im lösungs-fokussierten Coaching (essentials)	Literature/Article	This essential gives a profound insight into the possible uses of chatbots in solution-focused coaching. It shows the possible uses of chatbots, especially the lesser known ones in the health sector, outlines their possibilities and limitations and discusses their further development. Based on scientifically confirmed success factors for coaching and the concept of solution-focused coaching, the essential clearly explains the implementation of coaching processes in the "mindset and language" of chatbots.	The book suggests, that chatbots are one form of future coaching content. Coaches need to learn, for which use cases they work best. Advanced coaches might learn how to build coaching chatbots to partly digitize their coaching processes.
How to Thrive as a Coach in a Digital World	Literature/Article	Technology offers coaches new horizons and a chance to connect with clients with new techniques. This book addresses these opportunities as well as the dilemmas and difficult questions that are part of the new landscape. What will happen when a big coaching platform is hacked? Will coaches ever be replaced by robots? Or perhaps, when will coaches be replaced by robots? As digital tools become increasingly enmeshed in our world, it is essential for coaches to use technology wisely, to build rapport and operate effectively. With the support of this book, coaches can use technology to enhance their practice and feel confident when working with clients.	Three major technologies shaping future coaching: Marketplaces/brokes, Artifiical Intelligence/Chatbots, Virtual Reality. Coaches need to understand usecases, the competitive langscape und learn how to use it in coaching.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Mini-Handbuch Coaching und Digitalisierung: Potenziale erkennen, Chancen nutzen, Fehler vermeiden	Literature/Article	It can be assumed that everything that can be digitised will be digitised in the future. But which developments are relevant for coaching and counselling? Do you have to go along with every new hype? Does coaching lose effectiveness if it does not take place face to face? Is there only whole or nothing? Britt A. Wrede and Bernhard A. Zimmermann explore these questions and analyse the potential and opportunities that digitalisation can offer coaches and their clients. Chapter summaries as well as "Helpful questions for coaching practice" at the end of each chapter make it easier to question one's own coaching practice and make future-oriented adjustments.	Under the assumption that everything that can be digitized will be digitized, coached need knowledge in digitizing standard coaching topics, especially for session prepraration but also to set up hybrid coaching programms.
Digitale Medien im Coaching: Grundlagen und Praxiswissen zu Coaching-Plattformen und digitalen Coaching-Formaten	Literature/Article	In this anthology, renowned experts from the coaching scene provide an overview of the possible uses, opportunities and risks of modern media in the coaching process: Which digital coaching tools are available and in which fields of application is their use worthwhile? How can "real" and "virtual" coaching be combined? Numerous practical reports as well as critical comments illuminate digital coaching from different perspectives and give new impulses for the use of digital techniques in coaching.	Decision support, which tools to use for which usecase. Develop own digital coaching content.
Online-Coaching	Literature/Article	This book gives an insight into virtual as well as multimedia possibilities for professional applications, scientifically based concepts, competence development and ethical guidelines. Case studies are used to illustrate the multimedia-based, virtual implementation of systemic solution-oriented coaching processes. The interweaving of virtual coaching with training modules takes into account the latest trends in continuing education. For this, provider platforms and tools must meet certain requirements to ensure safety and professionalism.	Knowledge about digital coaching tools, coaching process phases in the digital/hybrid coaching, infrastructure for digital coaching and data security.
Das Online-Coaching Praxisbuch: Wie Sie Ihre Wirksamkeit vervielfachen, mehr Kunden erreichen und mehr Umsatz erzeugen.	Literature/Article	In his easy-to-understand practical book, Anton Korduan answers these and other important questions especially for trainers, consultants and coaches. You will learn step by step how to supplement your face-to-face seminars and trainings with efficient follow-up/preparation or even develop independent online coaching products.	Knowledge about different digital coaching and adjacent products, e.g. video courses, quizzes, etc.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Praxisbuch Online-Coaching: Verbindung herstellen mit NeuroRessourcen	Literature/Article	Practical tips for coaching beyond presence Not least because of Corona, coaches have been forced to develop alternatives to the classic coaching process with coach and coachee in the same room. Coaching online, many have asked themselves - is that even possible? Successful communication between coach and coachee also works in the digital world. The successes can be transferred to everyday life if the focus is on the person. It is important that those involved also use their neurobiological and emotional skills online.	How to communicate online, build emotional connections and trust.
Online Business. Dein Weg zum Systemischen Online Coach.: Methoden des Systemischen Coachings mit Kompetenz im Online-Business für die erfolgreiche Coachingpraxis verbinden.	Literature/Article	Tooling Requirements and Tipps.	Some coaching methodes & tools need adaptation in a digital coaching setting. The book gives examples on how to use tools online. C
The Digital Coach (Routledge-EMCC Masters in Coaching and Mentoring)	Literature/Article	Thanks to digital media, coaching doesn´t have to be constrained by geographical and temporal boundaries. Using digital media to facilitate coaching processes however, creates a distinct form of coaching practice that requires additional skill from the coach. The Digital Coach contains insights based on a comprehensive, exploratory research that analysed the discussions of a 1,000 member strong online community of coaches and several interviews with coaches to understand their practical experiences of working with technology. At the same time, the book offers information, insights, and examples that can be readily used by the coaching practitioner. Based on the developments in the field, the book provides suggestions about improving the usability of coaching software, and it offers reflections on how emerging technologies like immersive Virtual Reality, Augmented Reality, and Artificial Intelligence might extend coaching practice. Whilst acknowledging the limitations and potential risks that may arise by integrating digital media in coaching, the book suggests that coaching success doesn t only depend on media capabilities, but also on the coach. The digital coach develops enhanced coaching skills and adapts coaching practice to the media in use.	The book offers reflection on how emerging technologies like immersive Virtual Reality, Augmented Reality, and Artificial Intelligence might extend coaching practice.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

AI-Enabled Coaching Is Hot. And There's Lots More To Come.	Literature/Article	There are basically two digital disruptions going on: the first is the introduction of intelligent assessments (like BetterUp's Whole Person Model) that use AI to identify your areas of improvement, look at your preferences and learning style, and then intelligently introduce you to a coach. The second, perhaps more explosive part of this market, is AI-based coaching through an algorithm.	We could use this article to look into intelligent online assessments and AI-based coaching.
What does the future hold for AI-enabled coaching?	Literature/Article	As AI makes itself a permanent fixture in the coaching space, human coaches needn't worry about the industry becoming fully automated anytime soon. In fact, human coaches should prepare instead for further collaboration with AI, Barney said. "The human coach experience is still important, but the AI can complement that by making sure that the goals are appropriate and that the suggestions are embedded into their daily lives," Barney said.	We could use this article to define and teach cases where AI acts as coach assistant.
Are Chatbots the Future of Learning and Development?	Literature/Article	Digital coaches could play a central role in our professional lives in the not-too-distant future. These highly specified chatbots will follow us throughout our careers, guiding us towards personal and professional goals. They will understand our abilities, and provide us with tailor-made training plans to help us take our development to the next level.	Chatbot will not only be part of coaching but bridge learning and coaching to individual learning journeys. We could research, how coaches, many also acting as trainers, can use chatbots to design and implement chatbot powered learning and development journeys.
Digital transformation for coaching	Literature/Article	At this point, I can even imagine an AI-based systems working hand-in-hand with a professional human coach. It could easily take over the intake and the initial exploration. It then hands over clients when the complexity reaches a level outside its system's capabilities.	Already today chatbots can be powerful tools to support initial exploration before a first coaching session.
Das perfekte Online Marketing Konzept für Coaches: Website, Social Media, Content Marketing und Funnel: Wie du ins Online-Marketing startest für erfolgreiche Kundenakquise	Literature/Article	Guide to building a profitable coaching business with content marketing, social media marketing, website and funnel.	Many coaches move from 1:1 to video supported group coaching. Setting up a digital or hybrid group coaching requires adequate tooling and facilitation skills.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

The Future of Coaching: A Conceptual Framework for the Coaching Sector From Personal Craft to Scientific Process and the Implications for Practice and Research	Research/Study	In this paper, we have explored coaching as an expression of positive psychology. We have offered two conceptual frameworks, one for research and one for practice. We hope these frameworks will stimulate further discussion by coaching and positive psychology communities. Our view is that the coaching has become an 'industry' and is following a pathway of development similar to many other industries. Recent technological developments, combined with a quickening pace in coaching research, will move coaching from a 'cottage industry' towards a fully mechanised process, enhancing accessibility, consistency and reducing cost. This will start with platforms and is likely to lead towards a growing use of automation. This scale provides opportunities for more data, more research and a deeper understanding of the intervention, creating a virtuous circle of development. This too will stimulate the continued development of coaching research pathways considering the assignment and the wider system.	The more companies use digital coaching, the more important coaching effectiveness and measure will become. Coaches can learn which KPIs can be used to measure coaching effectiveness and how partial automation can help them improve KPIs
Die Zukünfte des Coaching	Research/Study	Prof. Dr. rer. nat. habil. Carsten C. Schermuly, graduate psychologist, Vice President for Research and Transfer at SRH University of Applied Sciences Berlin. His research focuses include the consequences of diversity in work teams, the quality of personnel selection and development measures with a focus on coaching, and the psychological perspective on the topic of New Work (psychological empowerment). As a rarity in German HR research, he has completed his habilitation on the topic of New Work. For his coaching research he was awarded the Erdinger Coaching Prize, the Best Poster Award of the Harvard Medical School and the German Coaching Prize of the DBVC. He has also worked as a trainer and organisational consultant for over ten years.	Standard Coaching topics will be offered purely digital by 2030. Coaching training will become more digital. Artificial intelligence will not replace but assist coaches. To use AI as assistance, coaches must learn about usecases and how to work with AI in a coaching setting. They also need new skills to design digital formats
Gartner Hype Cycle for Human Capital Management Technology 2021	Research/Study	Digital coaching and mentoring applications will grow 2000 % from 2021 to 2022.	We as coaching association should create aware of the dramatically changing market and how coaching can actively participate to earn their fair share.
Evidence of Human-Level Bonds Established With a Digital Conversational Agent: Cross-sectional, Retrospective Observational Study	Research/Study	Study on chatbot perception. While many clients still favor a human coach, some do prefer talking to chatbots for higher privacy, non-bias, lower entry barriers.	For coaches it is helpful to learn which clientele might prefer conversational agents and how to communicate the benefits to clients.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

A design framework to create Artificial Intelligence Coaches	Research/Study	AI is not currently sufficiently advanced to replace a human coach and given the trajectory of development in Strong AI, it is unlikely that we will see an AI Coach match a human coach any time soon. Human coaches will continue to outperform AI Coaches in terms of understanding the contexts surrounding the client, connecting with the client as a person, and providing socio-emotional support. However, AI technology will inevitably improve as machine learning and the processing and understanding of natural language continues to improve exponentially, leading to AI Coaches that may excel at specific coaching tasks. In order to guide and monitor the rise of AI Coaches in organisational coaching, the various stakeholders, such as practicing coaches, coaching bodies (such as ICF, COMENSA and EMCC), coach training providers and purchasers of coaching services (such as Human Resource professionals), are encouraged to educate themselves on the nature and potential of AI Coaching. They could actively participate in securing an AI Coaching future that ethically and effectively contributes to the coaching industry. It is hoped that the DAIC framework presented in this paper will provide some direction for this important emerging area of coaching practice and research.	The study offers a sample method (GROW), modelled into an AI bot. Coaches could learn how to model their own methods into chatbots.
Factors that influence users' adoption of being coached by an Artificial Intelligence Coach	Research/Study	At a time where much is speculated about the potential of AI, it is ensure AI coaching can be implemented in a responsible and considered manner. This study represents an initial step towards building knowledge in this important area. The suggestions provided here could be of benefit to the purchasers, designers and users of chatbot coaching and will hopefully lead to more active participant from the coaching community in this emerging and potentially powerful coaching capability.	Creating coaching chatbots doesn´t automatically drive usage. Coaches can learn about automation for user activation and how to embed digital offers into a wider development offering.
The future of coaching. Making an impact in a virtual work environment	Literature/Article		The practice of "coaching-by-appointment" needs to shift to "coaching-on-demand." To accomplish this, the coaching capacity and capability of an organization must be distributed across teams and time zones, instead of being concentrated only within the HR department. Of course, the critical success factor would still be leadership buy-in and recognition of the business case of coaching in terms of employee engagement, productivity and retention. Creating a psychologically safe workplace would remain the endgame of coaching.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

How Technology Is Transforming Executive Coaching	Literature/Article	Coaches have always sought to help their clients improve. Moving forward, strategically applying technology — alongside their own judgement, warmth, and integrity — will be an increasingly important way for them to do so. The authors describe four key areas where technology can transform the act — and the impact — of coaching: 1) Technology can help monitor progress towards goals against a clear baseline. 2) It can build a richer picture of what the client is saying (and not saying). 3) It can develop options based on scenarios, simulations, and extrapolations. 4) It can use "nudges" to encourage and reinforce target behaviors.	
Virtual Coaching: the benefits of coaching without constraints	Literature/Article		3 benefits of online coaching: 1. Data access and ease of feedback. With virtual platforms, participants and coaches can easily record notes and feedback on a secure platform. Managers and coachees can receive customized overviews on their growth, skills, attitudes, and weaknesses. It's easier to monitor personal performance, reach out for support, or even switch coaches if needed. 2. Convenience. Web-based communication tools make it easy to meet, eliminating the need to rent an office space or commute. As with the feedback tools, progress, scheduling, and feedback are all rolled into the same platform. Most virtual coaching programs are mobile-friendly, making it possible to take sessions on the go. Coaches can also deliver relevant resources alongside the participant's dashboard. 3. Choice and compatibility. You have more coaches to choose from. The data show that a person's experience with coaching is highly dependent on getting the right match. Traditionally, clients are limited to the coaches located near them, since sessions happen face-to-face. However, in a virtual environment, clients have broader access to top coaches all over the world. AI software can help match participants with the right coach, no matter what time zone they're in. They benefit from greater diversity, more experience, as well as a wider range of perspectives and personalities.
Coaching In A Virtual Environment: The Challenges And How To Overcome Them	Literature/Article	The article covers the logistics of setting up virtual coaching sessions as well as a set of specific behaviors/attitudes to have in mind during sessions.	Choosing The Right Technology and Adjusting logistics to the world-wide coverage of virtual sessions; Creating a Sense of Ownership; Developing Trust; Structuring Virtual Sessions; Maintaining Consistency, Using technology to overcome the challenges of limited interaction

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

6 Challenges of Coaching Virtual Teams & How to Address Them	Literature/Article		Challenge #1: Technology (Take A Survey Or Create A Poll, Use The Chat Feature, Breakout, Screen Share), Challenge #2: Logistics (Length of Session, Frequency, Team Size, Time Zone Issues, The Need for Quiet and Privacy), Challenge #3: Structure (Build Rapport, Accountability and Learning, Action Session, Brainstorming/Planning, Recognition/Appreciation, Problem-solving, Creative thinking/innovation, Storytelling/simulations, Action planning and Acknowledgment), Challenge #4: The Experience (Building Trust And Intimacy In A Virtual Work Environment, Skills for a Verbal Channel, The Need For Team Training, Adapt Experiential Work), Challenge #5: Facilitation (As team coaches, we are responsible for creating the conditions for that conversation and managing the process. The challenge here is not so much with the virtual environment itself; the challenge is our lack of familiarity facilitating in that environment.), Challenge #6: Self-Management (Noticing)
Challenges That Online Coaching Represents for HR and L&D	Literature/Article	Interview of a certain company - Gamoteca - to get more insights on how you can improve your coaching online by incorporating gamification into your learning processes.	What Gamoteca offers allows you to create customized games that are instantly available to be played, giving you a way to fill specific knowledge gaps of employees. Feedback from other players within the game can help to revise or restructure processes to align more with the goals of the business and that of the learners. This feedback can be crucial when re-organizing your organization's learning processes and pushing employees to move forward and to learn new things constantly. To avoid other employees feeling alone or isolated from the rest, you can create games to interact globally with people in different locations, cultures, and languages worldwide. When it comes to measuring the actual success of the games you make and the learning success of others, Gamoteca offers a solution for that. Through analyzing the progress, the interactions, and the learner experience, you can see the success of your games and use that data to further your learning and development programs even more.
Digital coaching: A conceptually distinct form of coaching?	Research/Study	This paper draws on media theories and adopts a phenomeno-logical view of media to reflect on what happens when the coaching process, or aspects of it, is digitalised. It seeks to explore the connection between media capabilities and coaching skills in a digital coaching context, and it approaches digital coaching as a distinct concept of traditional, presence coaching.	
Can an AI-coach cry? | Delivering emotional intelligence with digital technology	Literature/Article		It does not mean that AI will end the for good live coaching. But maybe it does mean that as the live coaches role changes. And perhaps as AI becomes more involved, the experience is able to become more rewarding for both coach and coachee.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

How to Coach in a Digital World and What is Coming Next?	Literature/Article	Podcast transcript based on a book - How to thrive as a coach in the digital world	
Cookie-cutter coaching: Can AI deliver personalised skills development?	Literature/Article		Indeed, there are already examples out there including our own Create Your Own Future platform. In this platform the user selects from one of four coaches – the one with whom they feel most comfortable. Through an ongoing 'conversation' the AI coach builds up a profile of the user and tailors its later responses accordingly. At the same time, the AI coach has their own 'back story' and reveals more about themselves in an empathetic way, in order to establish a level of rapport with the user. A live coach can be available alongside the platform to provide high-value, targeted support where needed, but a high proportion of users have completed their journey with minimal or no support. And many prefer the digital environment, with 80% of users citing the coaches as both supportive and engaging. With 24/7 availability, the AI coach is always cheery and even happy to see them in the middle of the night! Plus, the anonymity and non-judgemental environment provides a "safe-zone" for people to explore more sensitive issues.
Can You Hear Me?: How to Connect with People in a Virtual World	Literature/Article	*haven't read the book, but it is advertized as based on research*	Morgan argues that while virtual communication will never be as rich or intuitive as a face-to-face meeting, recent research suggests that we need to learn is to consciously deliver a whole set of cues, both verbal and nonverbal, that we used to deliver unconsciously in the pre-virtual era. He guides us through this important process, providing rules for virtual feedback, an empathy assessment and virtual temperature check, tips for creating trust in a virtual context, and advice for specific digital channels such as email and text, the conference call, Skype, and more.
Synchronous vs asynchronous communication in coaching	Practice		Nudge gives you the tools to deliver your programs at scale. The Nudge App coaching accountability software focuses on six major points when we begin: tracking, cards, messages, goals, sequences, and groups. These are the building blocks of the coaching and mentoring app. Through these features your clients will begin their journey, track their progress, communicate with you (and with others in their community), record their goals, and truly become part of a group. As a white label app, we want to have all the basics in place so that you can get started as soon as possible.
How COVID Changed Coaching Strategies	Literature/Article		COVID changed the way we work and live forever, but in the case of coaching, I think it's for the better. It gave us permission to pursue more convenient, effective and scalable strategies for staying connected with our clients, like what we call Nudge Coaching.Nudge is the most engaging way to deliver online coaching programs, right in your own customizable mobile app. No coding. Just coaching.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

50 Coachingkarten Online Coaching	Literature/Article	50 Coaching cards on methods for Online Coaching. Booklet on formats and forms of online coaching, chances and risks of video coaching.	Interesting and modern summary of forms and formats, risks and challenges, 50 methods that we could integrate into a training.
Chatbots im Coaching	Literature/Article	A small booklet on solution focused coaching and the use of chatbots. A small booklet on solution focused coaching and the use of chatbots. 1) Chatbots: how do they work, forms of chatbots, advantages and disadvantages 2) Coaching and Coaching Chatbots: development of the coaching market, successfactors, solution focused coaching, formalizing of coaching processes 3)chatbots as friend or foe of coaches	We could use this to see whether chatbots and use of chatbots are a skill that coaches want to learn
Coaching im digitalen Wandel	Literature/Article	A book with several articles on digital changes in coaching: Challenges of coaching and mentoring in a digitally connected world, Kompetenzentwicklung, ...	Very interesting collection / overview of competences. We could use this book to distill competences
Recommendations when working with Digital platforms to coaches	Literature/Article	From a coach point of view: ethical recommendations when working with a coaching platform	Ethical recommendations when choosing to work with Coaching platforms
Coaching im digitalen Wandel: Welche Chancen bringt Virtual Reality	Literature/Article	Article on Virtual Reality in coaching: chances, risks, use-fields, developments	We could use this articles for capturing the needs, chances and use cases for virual reality in coaching
What is RDPG	Literature/Article	Article detailing the articles of RGPD Law in the EU	we could use this webiste to include in the training the minimum requirements set out by the EU to protect clients data
What Coaches Need to Know About the GDPR	Literature/Article	Article about GDPR dedicated to coaches	We can use the set of recommendations at the end re: what coaches should do about GDPR
ICF Update (following the EU GDPR coming into force and impact on credentials process)	Literature/Article	Article detailing ICF requirements re: what coaches need to submit when applying/ renewing their credentials, what information they have to store re: their clients in case of an audit, clients data storage for the coach and data storage for ICF	Lift off the article ICF requirements re: clients data storage when it comes to applying for ICF credentials

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

IA/Digital et Coaching. Une réalité en devenir?	Literature/Article	Impact of digital/AI on the coaching profession: how to incorporate digitaland digital tools (i.e. facial/voice recongition) into our coaching practice, what can be the impact on the client and our relationship with them, on the coach's intuition, work on emotions, systemic approach, and what is the added-value of a human coach	Questions to be taken into account when incorporating digital tools (booming by 2024?) into our coaching practice: How to juggle intuition with information given by these digital tools How to stay in presence Added-value of human coach: on what aspects should we focus when coaching, and which aspects should be handed over to digital tools
Other thought to consider?	n/a	how to integrate digital apps/ tools in our practice: ie LeaderAmp; Open mind, Evocoach and identify the added value they can bring to the coaching sessions: Rationale: coaching apps are flourishing, likely to continue in the coming years, by the time of our training release this issue may be even more relevant	how to integrate digital apps/ tools in our practice and identify the added value they can bring to the coaching sessions:
Other thought to consider?	n/a	Following from above, how are data stored on the apps, and what is the responsibility of the coach? A Terms&conditions to add to our coaching contract/ link to privacy policy of the apps	
Other thought to consider?	n/a	ICF Partnerships with digital tools/apps (Openmind/LeaderAmp) encouraging coaches to use these tools at a discounted rate - Possible Ethical issue: when ICF coaches are using these tools, to what end are the data produced stored and used by the company? For R&D of new products? Of possible coachbot? If so, are ICF Coaches feeding digital bots that could lead to an automatisation of coaching and provide a standardised coaching session of value to clients? What impact on the coaching profession mid/long-term?	Questions on the future of the profession and bringing awarness of possible impacts of digital on the viability of our profession

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

How have workplace coaches experienced coaching during the Covid-19 pandemic? "...workplace coaching is defined as 'coaching provided to all levels of employee by external or internal coaching practitioners..."	Research Paper	Research carried out to see what challenges coaches encountered during the pandemic. "Three interrelated themes were captured from the data, painting a picture of unique societal and workplace conditions shaping coaches' personal and professional behaviours. Each overarching theme encapsulates concepts from related sub-themes and represents patterns identified from across the dataset" Themes: Complexity & Uncertainty, Wellbeing and, **Flexibility in Practice (incl. tools)**	• Coaches responded with agility to both financial challenges and skill gaps presented by pandemic conditions. • As Tamiolaki and Kalaitzaki (2020) suggest, complex circumstances, while difficult, may also have stimulated growth. • this study **might help practitioners prepare for ongoing uncertainty.** • Clear definition of an individual's coaching proposition seems increasingly pragmatic as the **marketplace becomes more competitive** and nature of future work patterns remains unpredictable (IFOW, 2020). • From a client-interaction perspective, this study contributes new detail about complexcircumstances as a driver for coaches to invest in development. It adds depth to Whitmore's (2011)post 2008-9 recession call for intentional development through training, by highlighting specificproficiency deficits around dealing with coachee emotion, complex problem-solving, and a moreholistic approach to coaching conversations. • This builds on evidence gathered by professional coaching bodies at the start of the pandemic, documenting a shift in demand for coaching to manage Covid-19 related uncertainty, and citing **a call from coaches for appropriate training and support from their professional community** (EMCC, 2020; Grant Thornton, 2020). • This research adds to the limited number of studies specifically addressing coaching and complexity (Inglis & Steele, 2005; Cavanaugh & Lane, 2012) suggesting that more, and nuanced work is needed.
ICF Global Survey 2020	Survey results		A large majority of coach practitioners (71%) agreed or strongly agreed that "coaches will have to invest more in technology in the future," ranging from 64% in North America to 81% in the Middle East and Africa.
Best Online Coaching Tools and Apps for Coaches	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	
The 40+ Best Online Coaching Tools, Platforms & Software in 2022	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	
13 coaching tools to help you stay in touch with clients	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	
Online Coaching: Dos, Don'ts, Digital Tools & Platforms	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

7 tools you need to sell coaching online in 2022	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	
17 Best Online Coaching Programs, Software & Tools	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	
Best Online Coaching Tools And Platforms (2022 Guide)	Practice	There is no summary than can be presented here. It is just a list of online tools with the issues they solve and their benefits. This way issues that are relevant for the survey can be identified.	

10 ANNEX II: Focus Group Guidelines

Introduction

The following guideline is to support each of the ICF Chapters of the COACH IT project, to design, organise and role out focus group discussions. Focus Groups aim to bring at least 10 relevant stakeholders in each country to the discussion table and capture their opinions/ experience and objectives on the preliminary outcomes of the survey on national level and obtain qualitative data to contextualise these results.

What is a focus group

A COACH IT focus group is a small group of 10 people and a skilled moderator, supported by an assistant moderator and a note taker, who encourage rich discussion and ensure that no participant is left out of the conversation.

The moderators nurture disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted which should be between 45 to 90 minutes per session.

It takes more than one focus group on any one topic to produce valid results. This guideline recommends each ICF Chapter aims to establish two focus groups each of 10 stakeholders.

Recruiting and preparing for participants

Participants should be key individuals familiar with the topic, known for their ability to respectfully share their opinions, and willing to volunteer about 2 hours of their time on 2 occasions

Administration and planning of groups:

1. Different focus group sessions are planned, online, face to face or hybrid
2. Participants are registered in a mailing list, their availability is confirmed and a range of demographics collected to ensure diversity in the group (age, gender, current level of digital competency etc)
3. Invitations are sent to 15 participants for each focus group (with aspiration that 8-10 show up)
4. Two focus groups are set up – each with a final participation of 8-10 different persons
5. Each of the two focus groups will have 2 sessions to consider all the questions. Each session will focus on 8 questions

Participants to Focus Groups:

1. ICF coaches experienced in online coaching
2. EMCC/AC or other coaches experienced in online coaching
3. Coaching Supervisors and Mentors
4. Clients of online coaching
5. Organizations that have an established formal or informal coaching service
6. Government and educational sources that can facilitate advancement of online coaching
7. National quality standard sources for educational offerings
8. Diversity and Inclusion experts familiar with online delivery
9. Training institutes
10. Coaching niche experts

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Conducting the focus group

The team: Moderator, Assistant moderator, Note taker

Participants: 10 different stakeholder areas

1. Moderator is a neutral party. They welcome the participants, introduce the team, lay down the ground rules, create a warm relaxed environment of trust, and facilitate the discussion
2. If participants are to remain anonymous then each displays a number, otherwise names are displayed
3. All participants complete a consent form giving permission for their input to be captured anonymously in writing and recording (see Annex)
4. Assistant Moderator watches to ensure everyone is being heard and maintains the "parking lot" for further discussion, watches body language and manages any recording. The Assistant moderator also watches the clock and liaises with the Moderator in time keeping
5. The Moderator will paraphrase or summarize long, complex or ambiguous comments

Analyzing the data

1. Note taker notes key elements of the conversation.
2. Preferably an individual spreadsheet is used for each individual question. (see Spreadsheet on Google Drive for use in focus groups, drop down lists of themes provided in third column)

1. Question 1: Why is online coaching important?		
Participant	comment	Analysis Theme
11	Ldkfjsadkfa;dkfsdkfdkjf	Team Relationships
21	kadfskdfsadkfndkfjn	Access to clients

3. At the end of the meeting, the Moderator, Assistant moderator and Note keeper debrief the session and ensure the notes are appropriate. Together they look for common categories or themes in the responses and put this title into the third column of the spreadsheet for sorting.

End Product

Once the Chapter has rolled out the focus groups and captured input on all questions, the spreadsheets are saved back to the Google drive and consolidated. Themes will then be used to summarise the input on a single question, by theme from across all countries. This will be discussed in group meetings and a final summary of conclusions put forward as the main input to PR1T5 and the development of the Compendium and Curriculum.

Focus Group Questions

The group discusses predetermined questions that have formed the essence of the online survey already underway.

Focus Group	Round One	Round Two
FG1 (10 stakeholders) FG2 (10 stakeholders)	1. Why is online coaching important 2. What benefits does online coaching offer 3. What is your experience of online coaching 4. Based on your experience which do you feel are the most important digital/technology skills a coach needs to have to manage and deliver quality coaching online 5. What do you feel are the biggest struggles in delivery of online coaching 6. Are there specific types of coaching that are more/or less successful when delivered online 7. Which digital coaching tools do you believe to be the most useful, across the spectrum of coaching niches, for online coaching 8. What are the key criteria of success for delivering successful group or team coaching online	9. What obstacles may there be for a coaching client to participate in online coaching 10. What items would you like to see in an "Online Coaching Toolkit" 11. When reflecting about the added value of a human coach, compared to artificial intelligence and automation, what added value do you see that digital apps/ tools (chat bots, voice/facial recognition) can bring to our coaching sessions? 12. How important is data protection and confidentiality in online coaching – what does a perfect situation look like? 13. Which educational methods are best used to deliver training for online coaches. (face to face, online, tutorials, webinars, self paced, book based etc.) 14. How important is it that online coaching training meets national quality standards

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

		15. What are the key criteria of delivering successful coach mentoring and supervision online 16. What do you feel are the most important coaching skills a coach needs to have to deliver quality coaching online

11 ANNEX III: Survey Questionnaire

COACH-IT Survey

Dear Coach,

This survey is part of an ERASMUS+ project that aims at developing a user-driven, evidence-based training program, that provides coaches with the knowledge, skills and competencies to develop their online coaching services, while at the same time increasing the quality of the intervention and taking into account the needs of the clients.

Please take 10-15 minutes to help us develop a truly useful training program for all the coaches that want to become digital wizards.
We value your input and privacy, that is why we are not collecting any personal or sensitive information.

The training program and all the learning tools based on your answers will be provided free of charge to all coaches that are interested in improving their digital skills.

Thank you for your contribution!
COACH-IT Team (ICF Germany, ICF Ireland, ICF Romania, ICF France & EOLAS)

*Required

Untitled section

1. 1. In what country are you living? *

Mark only one oval.

- ◯ Ireland
- ◯ Germany
- ◯ France
- ◯ Romania
- ◯ Spain
- ◯ Other: _____

2. 2. Why do you think digital coaching is useful? Choose all that apply *

Tick all that apply.

- ☐ Fosters a growth mindset
- ☐ Deals with constructive challenges
- ☐ Encourage relationships
- ☐ Improve time management.
- ☐ Other: _____

3. 3. What benefits digital coaching brings, in general? Choose all that apply *

Tick all that apply.

- ☐ Provide a safe space to discuss
- ☐ Have access to clients all over the world
- ☐ Makes it easy for a client to find me
- ☐ Online coaching can connect me with a global network of coaches.
- ☐ Other: _____

Section 2

4. 4. How do you evaluate your digital skills needed to be a coach / an online coach today? Choose one only. *

Mark only one oval.

- ◯ Critical
- ◯ Satisfactory
- ◯ Good
- ◯ Proficient
- ◯ I cannot evaluate

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

5. 5. If you cannot evaluate the level of your digital skills, what are your biggest struggles with respect to this?

6. 6. What are the coaching competencies that you feel challenged with, in an online environment? Choose all that apply *

Tick all that apply.

- [ ] Active Listening
- [ ] Coaching Agreements
- [ ] Evoking Awareness
- [ ] Helping clients to make progress
- [ ] Staying present in the session
- [ ] Other:

7. 7. What type of coaching do you find more difficult to offer in a virtual space? * Choose all that apply

Tick all that apply.

- [ ] Leadership and executive coaching
- [ ] Group or team coaching
- [ ] Health coaching
- [ ] Strategy and business coaching
- [ ] Life coaching

8. 8. What type of digital actions do you take most often in your activity as a coach? * Choose all that apply

Tick all that apply.

- [ ] Browsing and searching data and information
- [ ] Evaluating data, information and digital content
- [ ] Managing data, information and digital content
- [ ] Creating data and digital content
- [ ] Other:

9. 9. In what areas do you need to educate yourself for increasing your digital skills? * Choose all that apply.

Tick all that apply.

- [ ] Create and share useful information
- [ ] Organize online coaching sessions for individuals and teams and virtual conferences
- [ ] Facilitate coaching conversation
- [ ] Complement and enrich client problem solving during sessions
- [ ] Complement and enrich client reflection process beyond / outside the coaching dialogue
- [ ] Complement and enrich client experience with online self-coaching programs
- [ ] Other:

10. 10. Which of the below mentioned digital tools do you use? Choose all that apply. *

Tick all that apply.

- [ ] Survey Monkey
- [ ] Google Trends
- [ ] Google drive
- [ ] Google forms
- [ ] Canva
- [ ] Trello
- [ ] Grammarly
- [ ] Calendly;
- [ ] You can book me
- [ ] Zoom
- [ ] Other:

11. 11. Which of the following tools would be most useful for you / are you interested in learning about? Choose all that apply. *

Tick all that apply.

- [ ] Online reflective journals
- [ ] Mind mapping software
- [ ] Chat-bots to talk to clients between sessions
- [ ] Visualization tools (Miro, Mural)
- [ ] Messengers (WhatsApp, Signal)
- [ ] None
- [ ] Other:

Section 3

12. 12. How prepared do you feel to have a video virtual session of coaching? * Choose only one.

Mark only one oval.

- ◯ Not prepared
- ◯ Kind of prepared
- ◯ Prepared
- ◯ Pretty prepared
- ◯ Very prepared

13. 13. If you are using video group coaching, what are you struggling with the most? * Choose only one.

Mark only one oval.

- ◯ Choosing the right software for communicating with the group before and after the session
- ◯ Using the right software for communicating with the group before and after the session
- ◯ Choosing the software for interactive (games, tasks, assessment tools) with the group during the session
- ◯ Using the software for interactive (games, tasks, assessment tools) with the group during the session
- ◯ Not applicable.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

14. 14. I am interested in learning about (Choose all that apply): *

Tick all that apply.

- [ ] Integrated business platforms (e.g. G-suite, Microsoft Teams)*
- [ ] Online tools for hosting courses (e.g. Elopage, Coachy, Kajabi)
- [ ] Real time transcript software for coaching sessions
- [ ] Payment processing tools (e.g. Paypal, Stripe)
- [ ] Online test/tools to identify clients' challenges (e.g. profiling/assessment tools or chatbots)
- [ ] Other: _____

15. 15. Do you have a toolkit for online coaching (a tool for searching and dealing with customers yourself; some features of such kit include scheduling, videoconferencing, whiteboard, integrated coaching tools, invoicing)? *

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ I don't know what that is

16. 16. If not, would you like to learn about using a toolkit for online coaching?

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

17. 17. In order to support your coaching process do you use online digital coaching platforms (digital platforms that bring customers to coaches)? *

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

18. 18. If not, would you like to learn more about using online digital coaching platforms?

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

19. 19. Virtual coaching involves also developing options based on scenarios, simulations, and extrapolations. How much do you want to learn about the following: *

Mark only one oval per row.

	Not at all	Maybe	Pretty much	Very much
Gamification	◯	◯	◯	◯
Virtual reality	◯	◯	◯	◯
Artificial Intelligence	◯	◯	◯	◯
Avatars	◯	◯	◯	◯
Chat bots	◯	◯	◯	◯

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

Section 4

20. 20. In which areas would you consider partnering with Artificial Intelligence (choose all that apply): *

Tick all that apply.

- [ ] Pre-coaching assessments
- [ ] Communicating with clients in-between sessions
- [ ] Diversifying coaching tools and strategies during the coaching sessions
- [ ] None.
- [ ] Other: _____

21. 21. How aware are you about data safety (e.g. protection of coaching minutes, client data etc.? *

Mark only one oval.

- ◯ Not at all
- ◯ Somewhat
- ◯ Very

22. 22. What area of data safety would you like to learn more about? Choose all that apply. *

Tick all that apply.

- [ ] Data protection principles
- [ ] Accountability
- [ ] Data Security
- [ ] Data protection by design and by default
- [ ] When you are allowed to process data
- [ ] Consent
- [ ] People's privacy rights

23. 23. On which of the following would you like training? Choose all that apply. *

Tick all that apply.

- [ ] Obtaining and documenting clients' consent to store their information
- [ ] Developing a policy on how that information will be protected and maintained
- [ ] Having a system in place for tracking relevant data
- [ ] Other: _____

24. 24. What method of learning about such topics would best meet your needs? Choose all that apply. *

Tick all that apply.

- [ ] Self-paced eLearning
- [ ] Video tutorials and webinars
- [ ] Online tools and resources
- [ ] Training course.
- [ ] Other: _____

Section 5

25. 25. For how long have you been a coach? *

Mark only one oval.

- ◯ Less than 3 years
- ◯ more than 3 years to less than 5 years
- ◯ more than 5 years to less than 10 years
- ◯ More than 10 years

26. 26. Are you an internal or external coach? *

Mark only one oval.

- ◯ Internal
- ◯ External

27. 27. Are you a coaching business owner? *

Mark only one oval.

- ◯ Yes
- ◯ No

28. 28. What is your coaching niche? *

Tick all that apply.

- [ ] Life coaching
- [ ] Business coaching
- [ ] Leadership coaching
- [ ] Team Coaching
- [ ] Other: _____

29. 29. How long have you been using online coaching? *

Mark only one oval.

- ◯ Less than 1 year
- ◯ More than 1 year - less than 3 years
- ◯ More than 3 years - less than 5 years
- ◯ More than 5 years

30. 30. What is the percentage of your online coaching now? *

Mark only one oval.

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%

31. 31. What is the percentage of online coaching you expect to have in 1 year? *

Mark only one oval.

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%

32. 32. What is the percentage of online coaching you expect to have in 5 year? *

Mark only one oval.

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

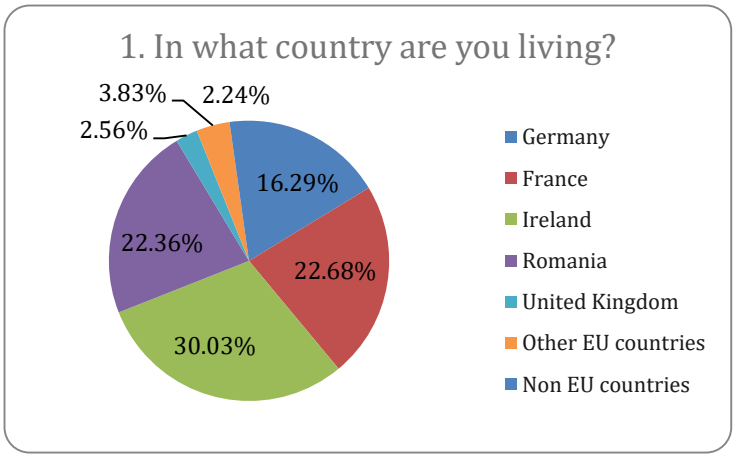
33. 33. Any other information that you believe would be useful in our survey and in defining the future curriculum:

Thank you! We highly appreciate your support in getting a better picture of your needs so we can shape the learning program.
Should you have any questions, comments, thoughts, suggestions, please share them with us at coach.it.erasmusplus@gmail.com.
Thank you!
COACH-IT Project Team

We look forward to seeing you at the COACH-IT events!

This content is neither created nor endorsed by Google.

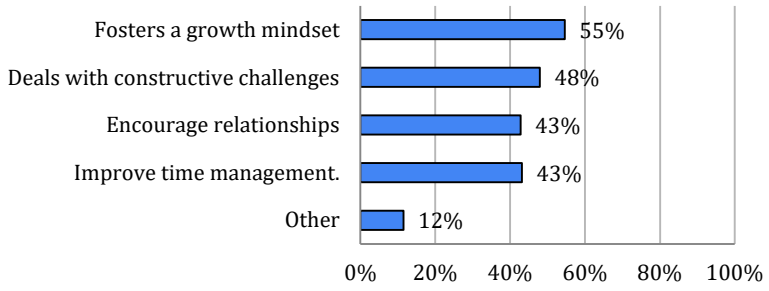
12 ANNEX IV: Survey results



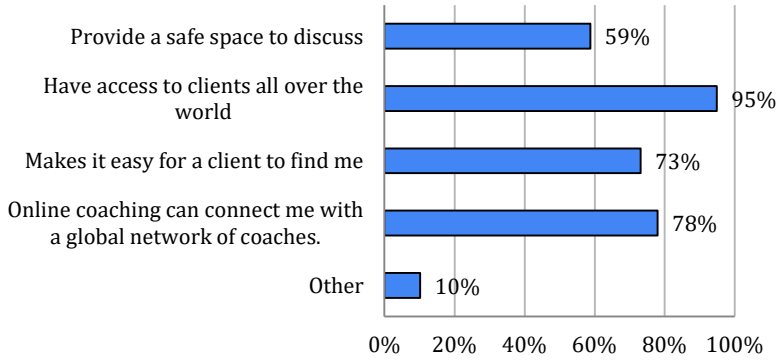
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

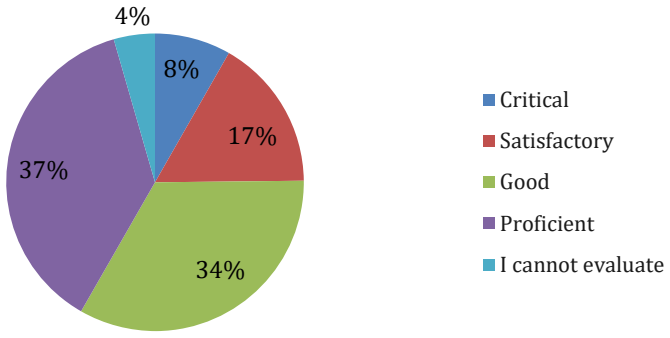
2. Why do you think digital coaching is useful? Choose all that apply



3. What benefits digital coaching brings, in general? Choose all that apply

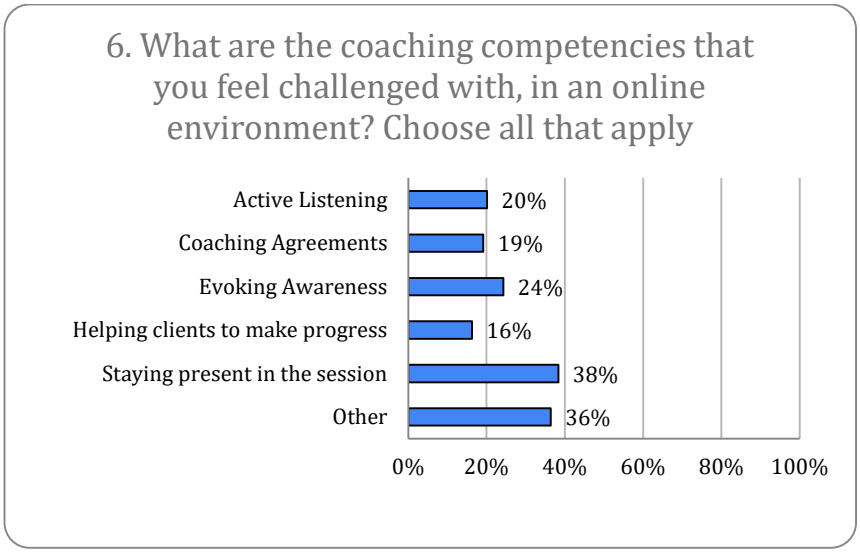


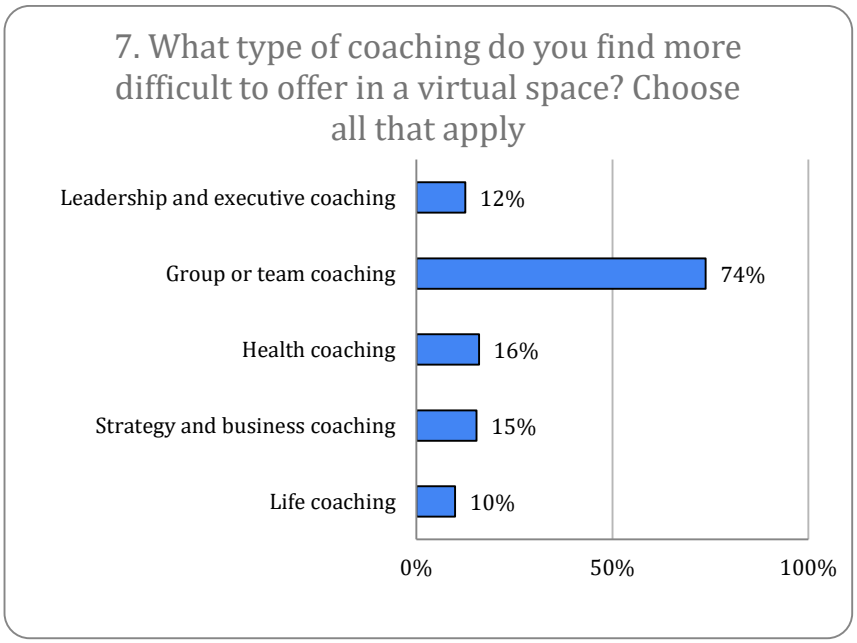
4. How do you evaluate your digital skills needed to be a coach / an online coach today? Choose one only.



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

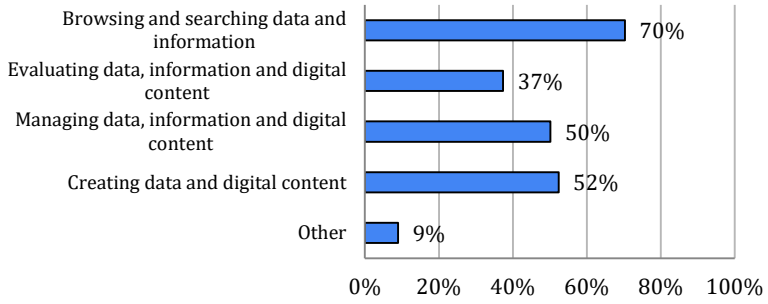




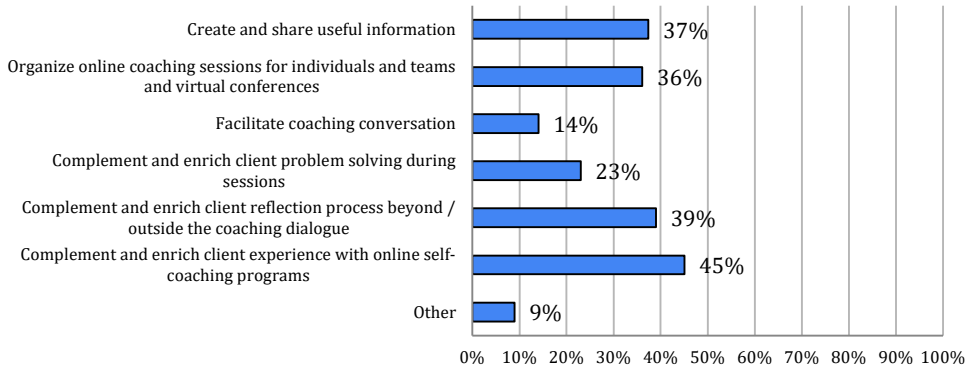
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

8. What type of digital actions do you take most often in your activity as a coach? Choose all that apply

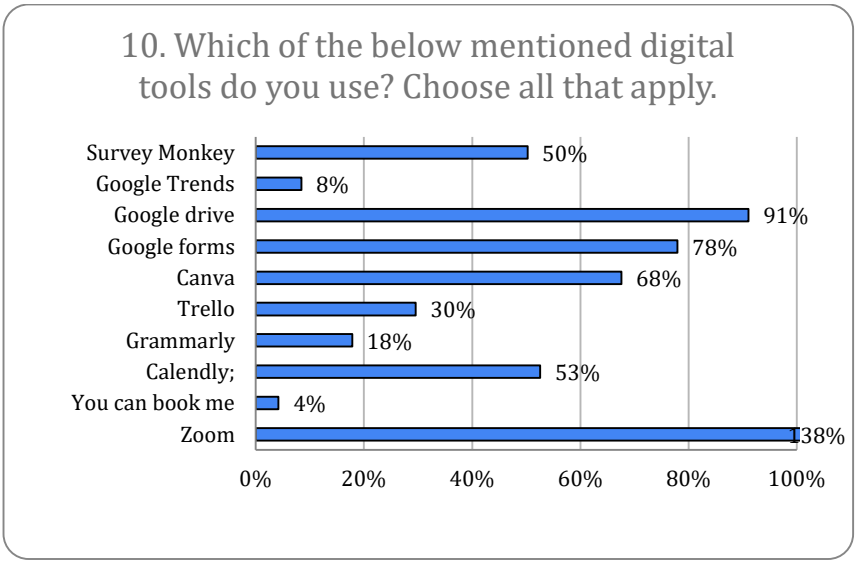


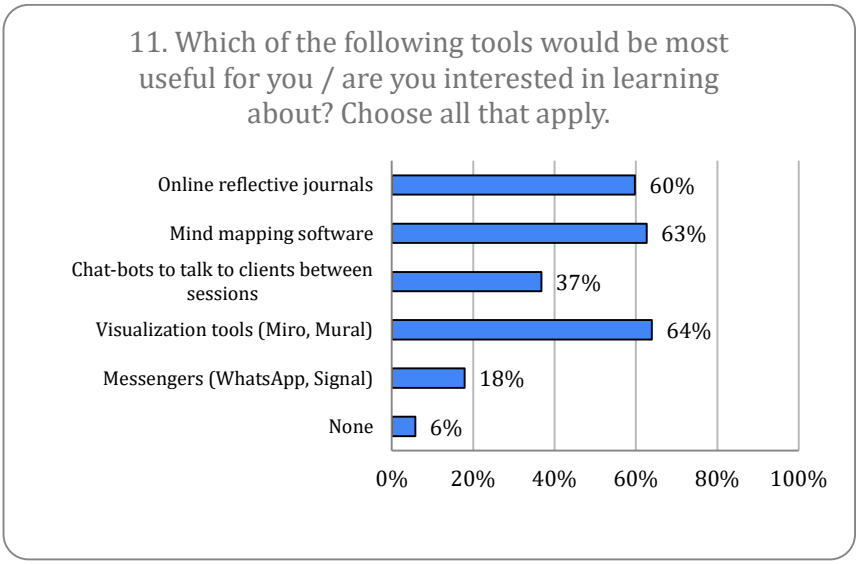
9. In what areas do you need to educate yourself for increasing your digital skills? Choose all that apply.



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

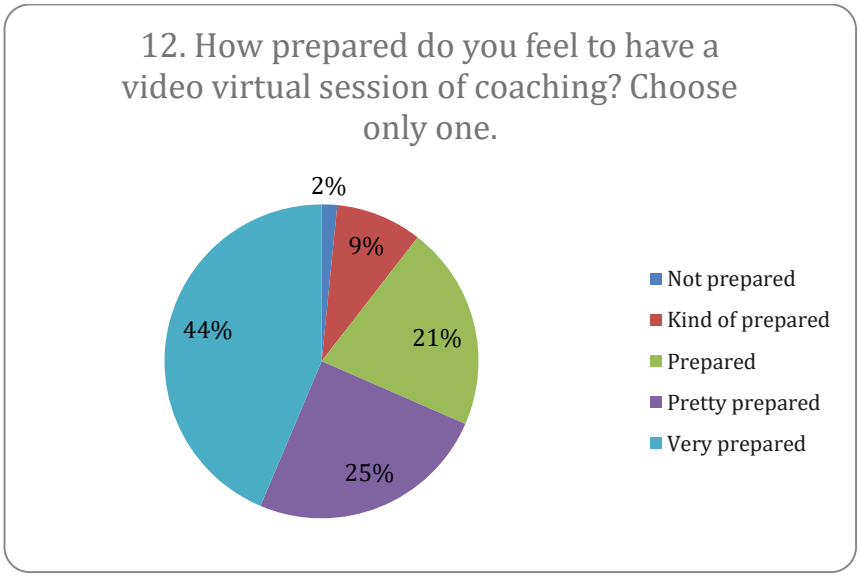
Funded by the Erasmus+ Programme of the European Union

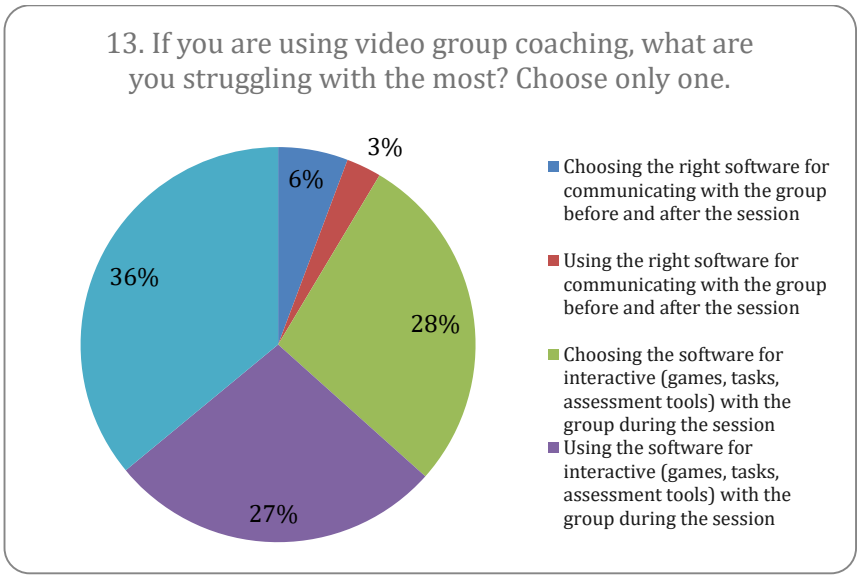




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

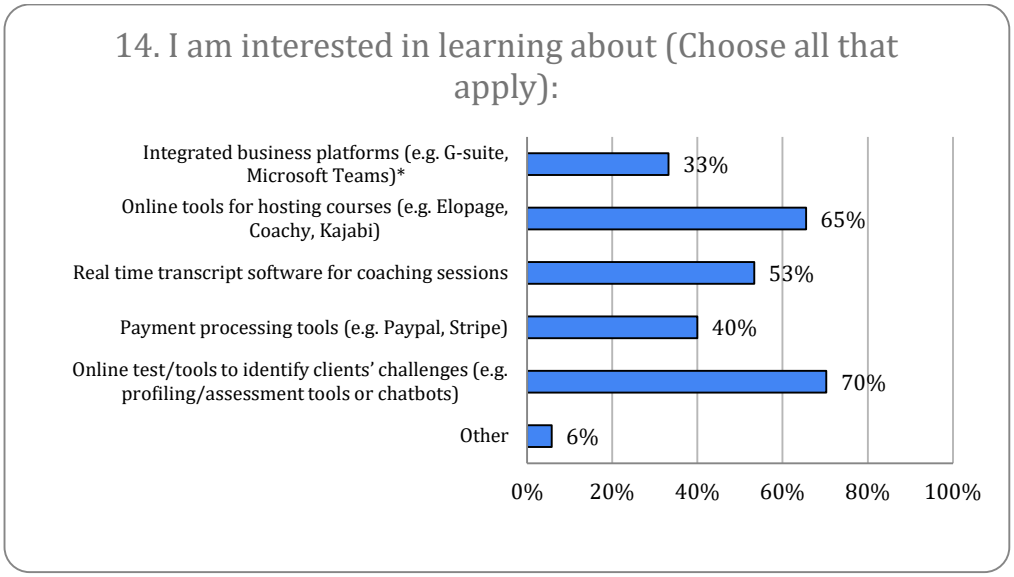
Funded by the Erasmus+ Programme of the European Union

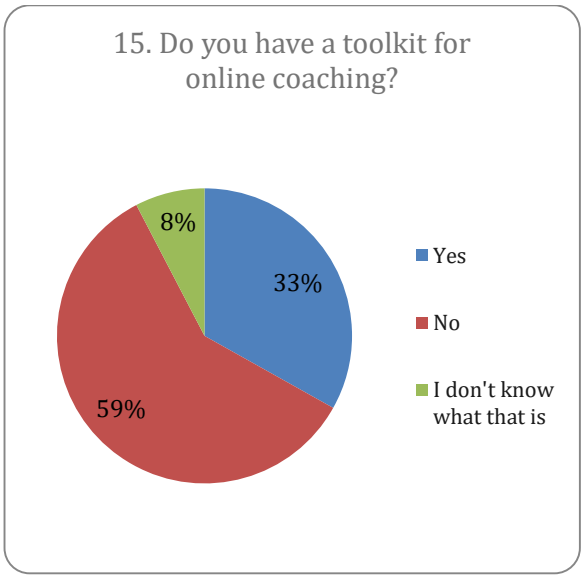


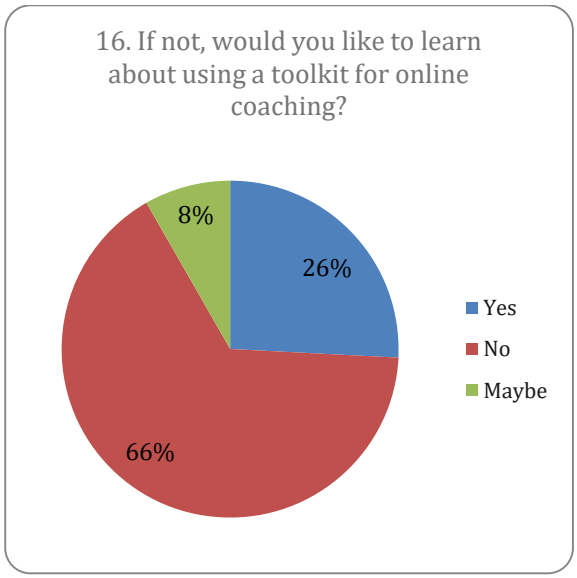


The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union

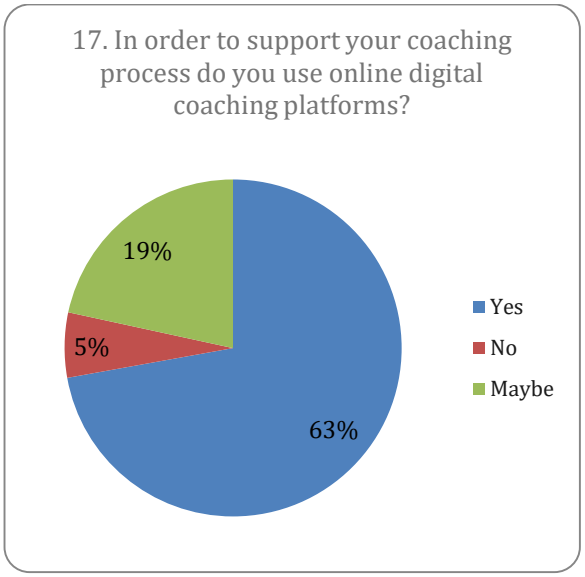


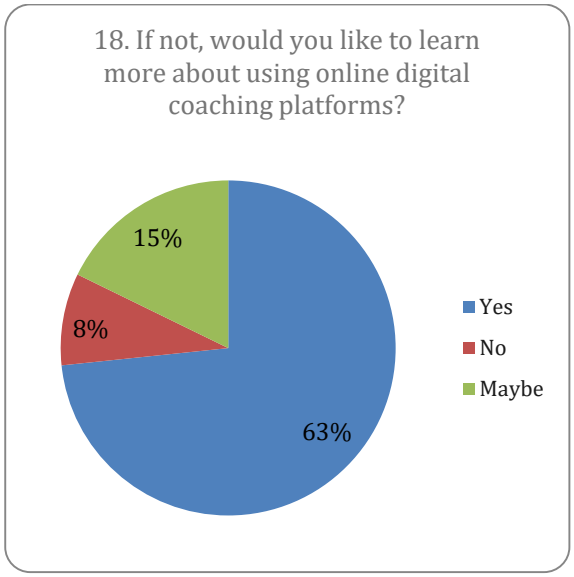


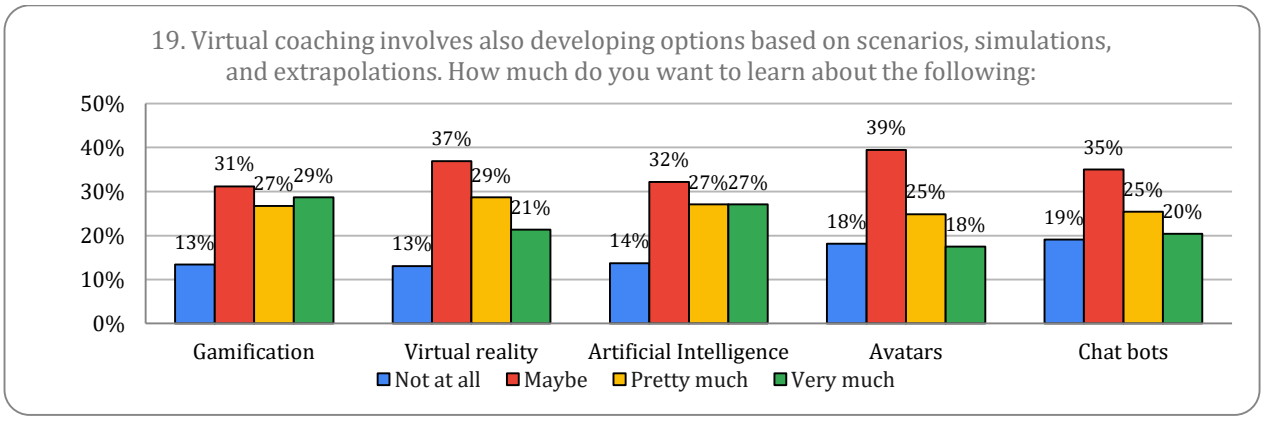


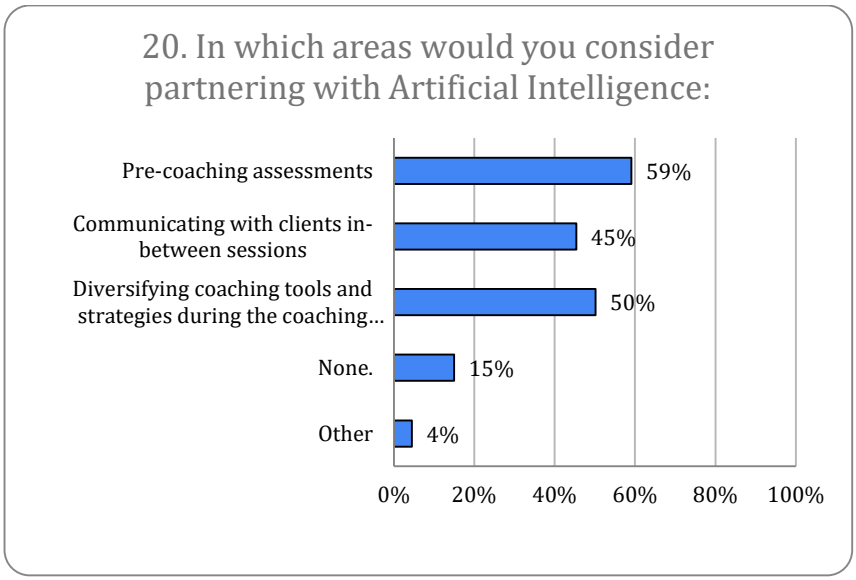
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union



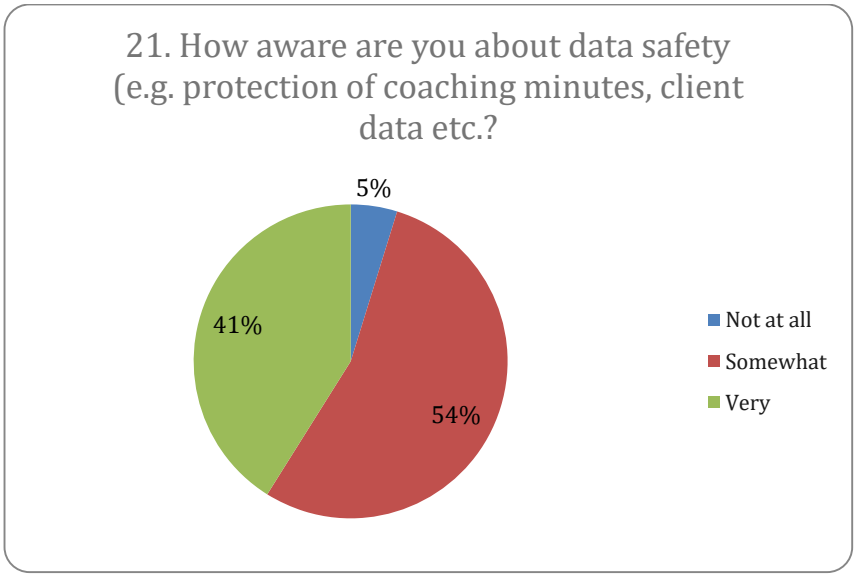


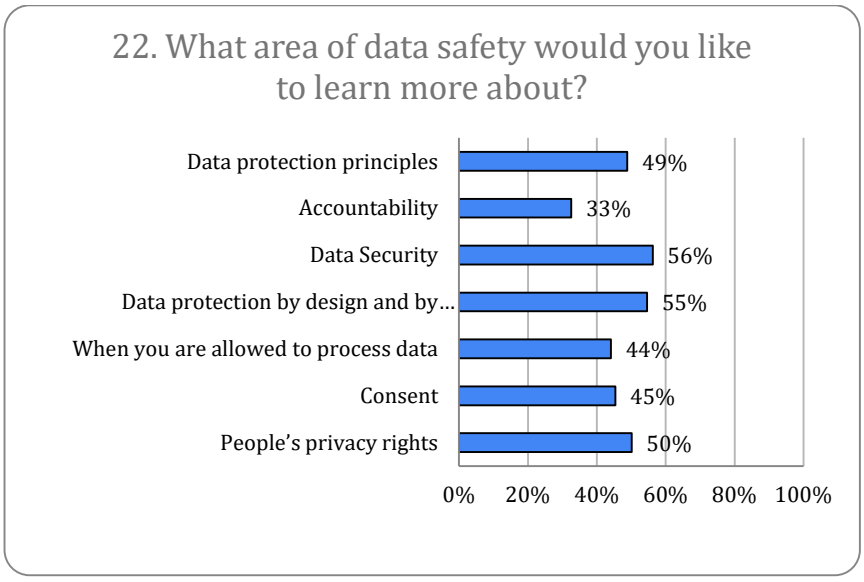




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

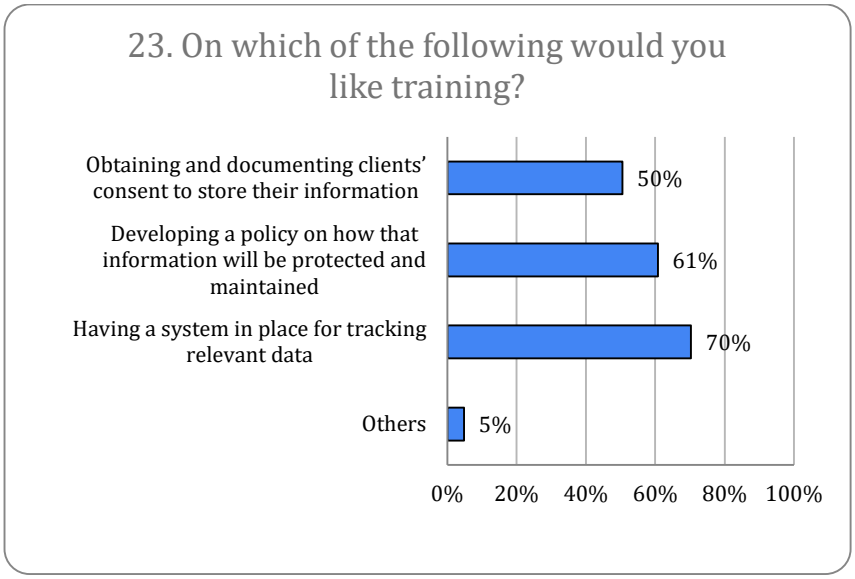
Funded by the Erasmus+ Programme of the European Union

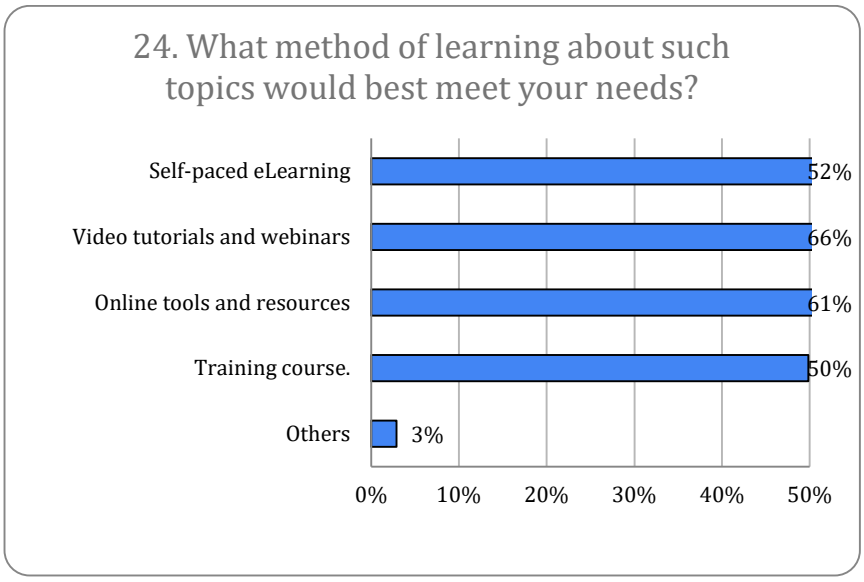




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

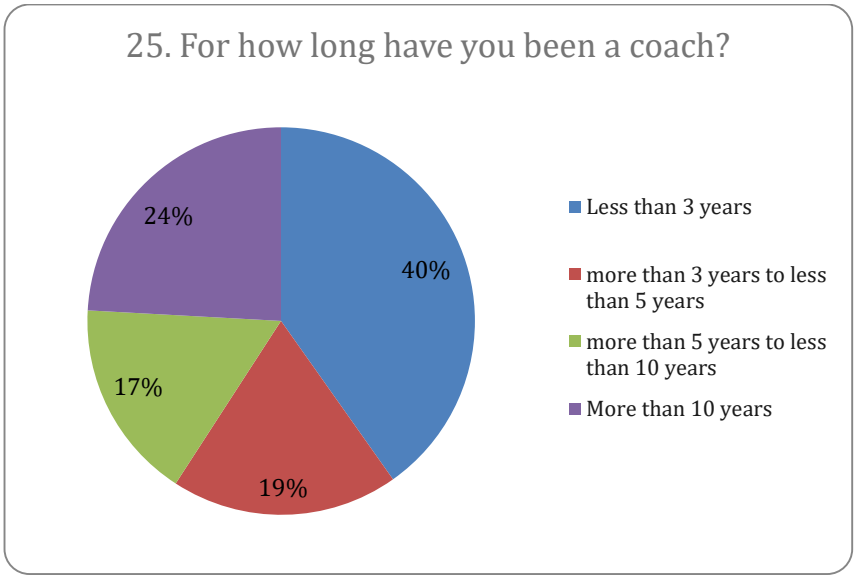
Funded by the Erasmus+ Programme of the European Union

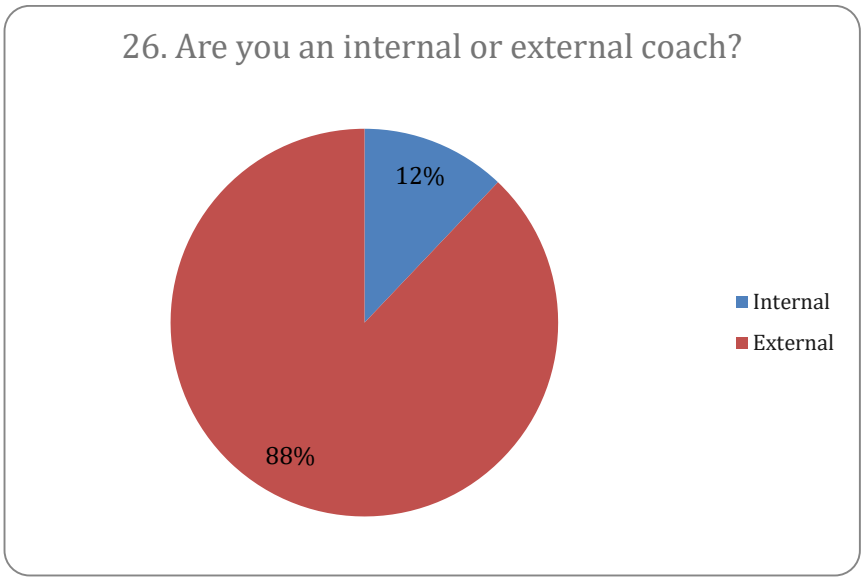




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

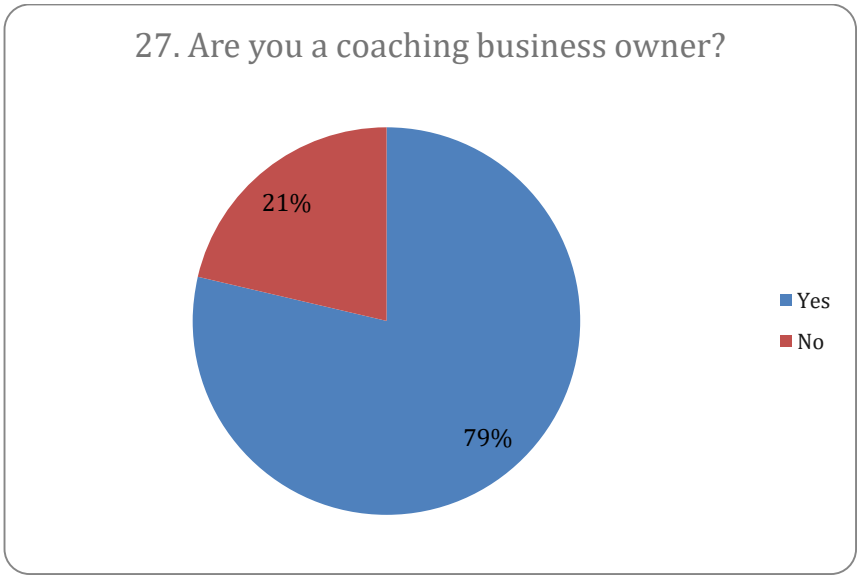
Funded by the Erasmus+ Programme of the European Union

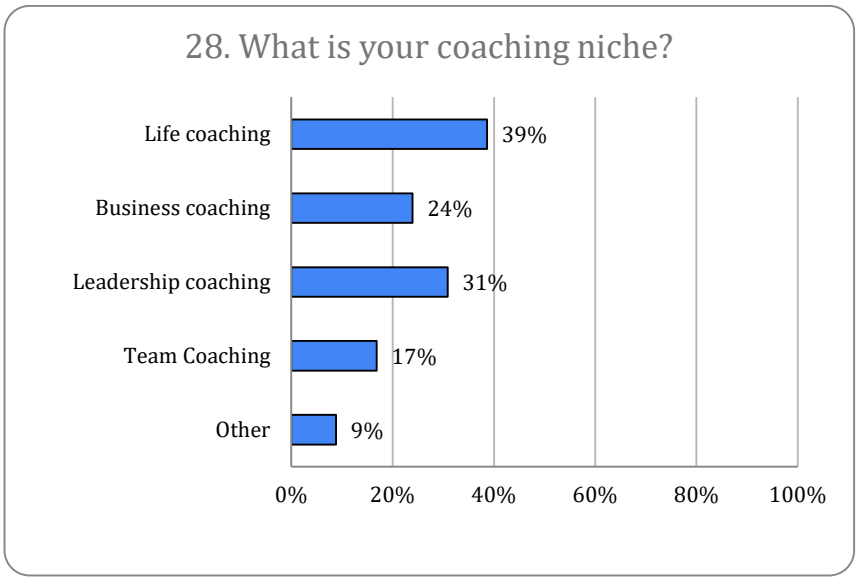




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

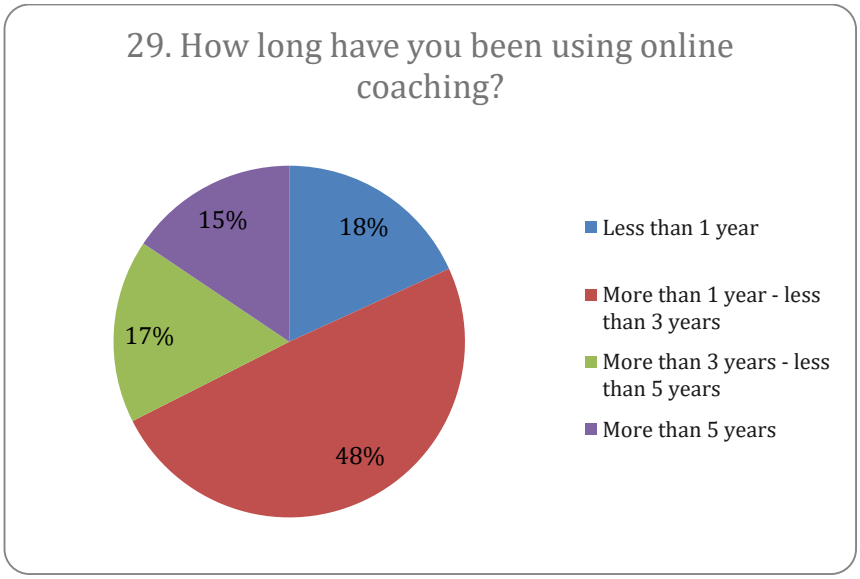
Funded by the Erasmus+ Programme of the European Union

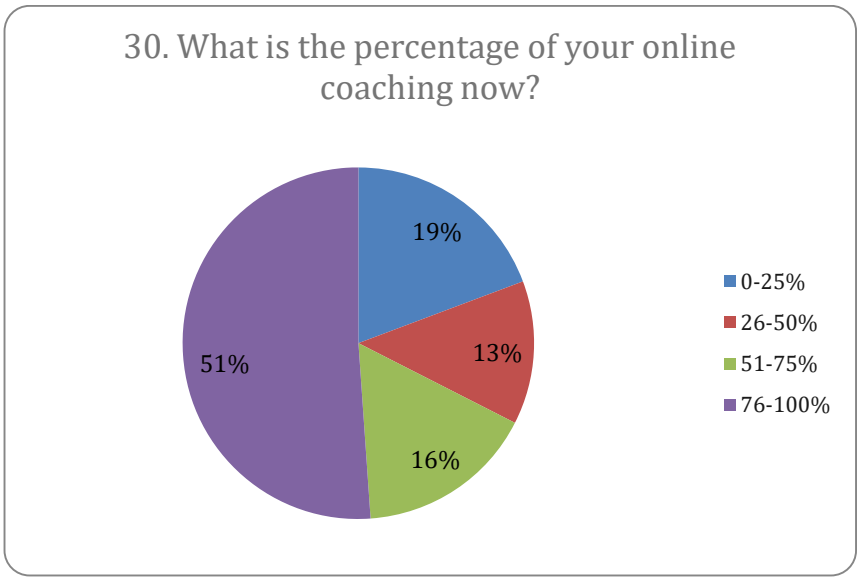




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

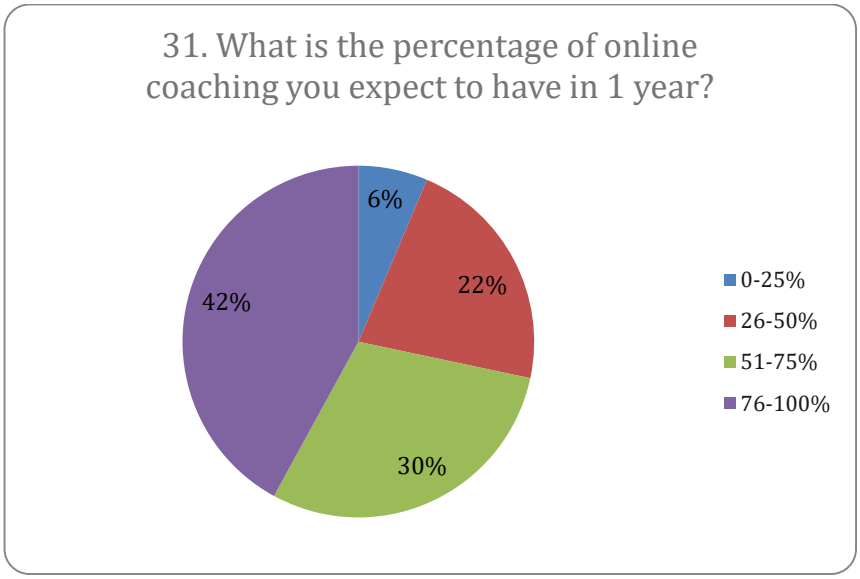
Funded by the Erasmus+ Programme of the European Union

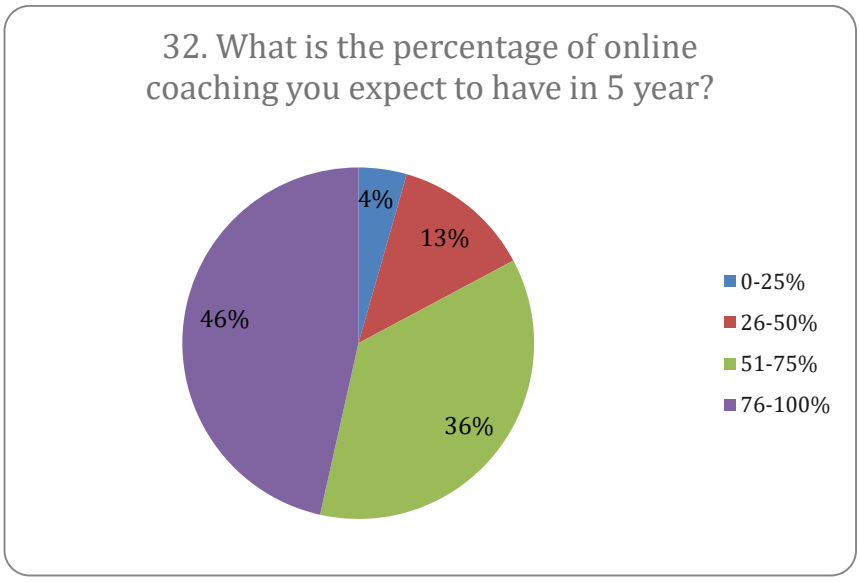




The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union





The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Funded by the Erasmus+ Programme of the European Union