Theory Building Toward a Videoconference Coaching Competency Model

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A coaching competency model to address the coaches' ability to manage technology when videoconference coaching.

Background

Telecommunication coaching technology has a long history that stretches back into the field of telepsychiatry. Ghods and Boyce (2013) suggest that the research and findings in telepsychiatry give "credence to the coaching profession's move to offer virtual coaching."

Videoconference coaching is an interactive process between coach and client via technology that enables continuous learning and development without regard for time and location (Hakim, 2000; Passmore et al., 2013).

The proposed videoconference coaching model is based on Moen and Federici's (2011, 2012) coaching competence scale.

Research and Theory to Support a Videoconference Coaching Competency Model

Communication Technology Literacy	Creating the Relationships	Communication & Attending
Communication Influencing	Making the Responsibility Clear	Facilitating for Learning & Results

Communication Technology Literacy - the ability to operate videoconference programs and assist clients in using them before and during coaching sessions is essential (Cooper & Neal, 2015).

Video Coaching Competencies shared with face-to-face coaching:

Creating the Relationship - De Haan et al. (2013) suggest the relationship is the key factor in determining how clients perceive coaching outcomes.

Communication and Attending Skills - Attending skills are consistently ranked as a core coach competency across coaching models (Bono et al., 2009).

Communication Influencing Skills - Understanding what motivates clients allows coaches to tailor their coaching and enhance client motivation (Peterson, 2011).

Making the Responsibility Clear - Accountability ensures clients experience "meaningful consequences" by following up on their commitments (Peterson, 2012).

Facilitating for Learning and Results - This may be the most significant competency since it is critical for ensuring lasting results (Peterson, 2011).

Videoconference Coaching Research

Creating the relationship - Collins et al. (2013) found virtual coaching **can be as effective** as face-to-face coaching in building a coaching alliance.

Communication and attending skills - Day and Schnieder (2002) found clients became more active and had **higher levels of initiative, trust, and spontaneity** in distance psychotherapy sessions than in face-to-face sessions.

Communication influencing skills - Effective coaches not only listen well but they also ask powerful questions that can influence clients' thinking and behavior (Moen & Federici, 2011).

Making the responsibility clear - Day and Schneider's (2002) research suggests that clients may take more responsibility in distance therapy.

Facilitating for learning and results - Identifying tasks and goals is fundamental to coaching and ultimately to clients achieving the results they hope (Bordin, 1978).

Videoconference Coaching Standards*

1) Coaches possess a sound understanding of technology operations and concepts.

2) Coaches plan and design effective coaching environments supported by technology.

3) Coaches implement plans that include methods and strategies for applying technology to maximize client learning.

4) Coaches understand the social, ethical, legal, and human issues surrounding the use of technology in coaching and apply those principles in practice.

*Adapted from the ISTE
National Educational Technology Standards for Teachers