Virtual Coaching Report

Prepared for the Executive Coaching Consultancy

February 2012
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Appendix: Maternity Coaching Client interviews and ECC coaches interviews
Executive Summary

The purpose of this report is to evaluate virtual coaching for the Executive Coaching Consultancy with a focus on telephone coaching. The report summarizes common terminology and business models. Positive client satisfaction and coaching outcomes from virtual coaching programs have been reported. It is best practice to start virtual coaching relationships with a face-to-face meeting to aid and accelerate building rapport and trust. Success factors for virtual coaching are identified of which the coach-media-client fit seems to be the most pertinent. The coaching skills required for virtual coaching, coaching clients from different cultures and non-native speakers are similar to those required in face-to-face meetings. Building rapport and trust, checking understanding and self-awareness of own cultural background having increased importance.

Methodology

This report is based on two main sources: Firstly, a review of academic and practitioner literature complemented by coaching websites. As research in this field is limited, related fields were also considered (virtual teams, virtual mentoring, supervision, telephone counselling). Secondly, informal interviews and feedback gathering with people who have experience of virtual coaching (both executive and maternity coaching). The report includes input from two maternity coaching clients (SJ Berwin and Arthur Cox) and two EEC coaches who have also experience of telephone supervision (see Appendix). Further, I spoke to several executive coaches, coach supervisors and a telephone counselor/coach with relevant experience in my network. In addition, I had started to document the experience and feedback of virtual coaching in my own coaching practice in preparation for a MA/PhD proposal. This included experimenting with telephone and Skype with my own coach to get the experience of the client by being coached virtually.

Introduction

The purpose of this report is to summarize the current knowledge on virtual coaching relevant for the ECC and to identify the key questions and decisions that require further debate if the ECC would offer more virtual coaching to their client base. The scope includes Maternity and Executive Coaching, as well as 1:1 and group coaching/workshops. It will cover coaching with native and non-native English speakers. The main focus of the report is telephone coaching, but it covers also Skype/video coaching to allow for comparisons. For the purpose of this report the term ‘virtual coaching’ will be defined as telephone and Skype/video coaching only.

Anecdotal evidence suggests that phone coaching has been more common than face-to-face coaching in the US and has increased further after 9/11 (Sparrow, 2006). An executive coaching survey (Sherpa Coaching, 2012) conducted in 2011 by a coaching company based in the US with 1100 international coaches, HR
professionals and clients found that in-person coaching is preferred over virtual coaching and in-person coaching was perceived as most effective for executive coaching by 94% of clients, 100% of coaching purchaser, 76% of executive coaches. However, the same survey found that only 41% of the coaching takes place in person (phone: 31%, webcam 14%, High-definition video: 3% email/txt: 11%). A rise in HD-video is predicted due to its high quality, as 'it is like sitting in the same room'. (The client I interviewed at SJ Berwin mentioned that her law firm just introduced a video conferencing system).

A PhD thesis on distance coaching concluded that it is possible to develop and maintain a strong coach-client relationship through coaching solely at a distance that results in client satisfaction and positive coaching outcomes (Ghods, 2009). A survey of 2500 International Coach Federation members (executive, workplace and life coaches) in 2003 showed that 63% of the coaching was conducted over the phone and most coaches worked locally (68%) or nationally (72%) with very few coaches (2%) working internationally (Grant and Zackon, 2004). A study with 59 executive coaches in New Zealand found 54% of coaches use telephone coaching and 95% work locally, this indicates that telephone coaching is also used when in-person coaching would be possible (Brooks and Wright, 2007). In addition to 1:1 coaching, examples of web-based group coaching are reported, further virtually facilitated leadership development programmes. Telephone sessions appear well established for coaching supervision.

**Terminology**

The following diagram presents the different terms related to virtual coaching that are used in the academic and practitioner literature. For the purpose of this report virtual coaching will be defined as telephone and Skype/webcam coaching only.

**Overview virtual coaching terminology**

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual coaching/Remote Coaching/Distance Coaching/Scalable Coaching</td>
<td>Any coaching that is not in person and uses communication technology. Can include group/team and peer coaching. Scheduled coaching programme or/and on demand contact. Terms seem to be used more when synchronous contact dominates.</td>
<td>Telephone, Skype/webcam based, Instant Messenger, Video Conferencing</td>
<td>e-mail</td>
</tr>
<tr>
<td>Online/Internet/E-coaching/</td>
<td>Any coaching that is not in person and using internet-based communication technology. Can include group/team and peer coaching. Scheduled coaching programme or/and on demand contact. Terms seem to be used more when asynchronous contact dominates.</td>
<td>Skype/webcam based, Instant Messenger or other web conferencing technology</td>
<td>e-mail; websites with resources</td>
</tr>
<tr>
<td>Telephone Coaching &amp; Telecoaching, Phone coaching</td>
<td>Coaching by telephone, also used with small groups up to 3 coachees or supervisees. Scheduled coaching programme or/and on demand contact.</td>
<td>Telephone, as part of a programme or on demand</td>
<td></td>
</tr>
</tbody>
</table>
Specific Virtual Coaching Business Models

"Blended coaching", similar to traditional coaching programmes with an agreed number of sessions, but a mix of in-person and virtual coaching sessions, typically the first is face-to-face. Can include on demand/ad hoc coaching.

Retainer agreements: For example Coach U Business coaches offer 3-4 sessions, 30 minutes for $250/month (this is to business people who pay privately). As a comparison, life coaching 30-45 mins per week cost $250-500/month, includes e-mail contact between sessions. An executive coach was aware of high profile executive telephone coaching contracts with blue-chip CEOs in the US. They can be worth up to $120,000 per year, taking almost the form of a 24/7, stand-by coach in between formal coaching sessions. Some retainer arrangements are based on a percentage of the executives’ salary.

Emergency telephone coaching: 30 min calls for those who don’t qualify for executive coaching. 10 percent of the cost for in-person executive coaching (North, n.d), but no fee figures specified.

Websites/Portals with tools and resources for coachees (e.g. for career management, executives). Often complementary/as follow up for in-person coaching or development programmes.

Implications on fees

Two surveys on coaching fees (UK coaching rates, Association for Coaching, 2004; The 2008 Executive Coaching Fee Survey, US) don’t mention telephone/virtual coaching at all which could indicate that fees are typically independent of how the coaching takes place. An international executive coaching survey found that across all fee levels coaches use the same proportion of in-person and virtual coaching methods (Sherpa Coaching, 2012).

The advantage of virtual coaching being cheaper is quoted in many articles, but with little details if it is cheaper because no travel costs are charged or because the fees are lower. An article in a practitioner publication reported half the fees of face-to-face sessions (Sparrow, 2006).

The executive coaches I spoke to charge the same fees for telephone coaching, but they usually charge for travel for face-to-face sessions. Fees for telephone coaching in the US are in their experience the same as for in-person meetings.

Implications on costs

- No venue cost, no travel costs which are often born by client organisation, no costs for cancelled travel. However, some video conferencing systems could require the coach still to travel to the local client office to speak to a coachee based in a different location/country.
- Adequate telephone equipment required (headset, telephone with good volume, web cam, video conferencing).
- Client usually pays telephone costs
Coaching across cultures

Only key references of this section are included in reference list, but all are available on request.

The scope of this section is coaching across cultures, where coach and client have different national cultural backgrounds. The term ‘cross-cultural coaching’ is sometimes used to describe this kind of coaching relationship, but it can also describe the content of coaching, e.g. where coach and client share the same culture but the executive works across cultures. Further, using culture generally as a dimension in executive coaching has been proposed to increase the coaching effectiveness (Rosinski, 2003).

Skills required of the cross-cultural coach

The following key skills required when coaching across cultures were identified through a review of the coaching literature:

- Ability to work with uncertainty, complexity and change (Abbott, 2010; Plaister-Ten, 2009)
- Knowledge of client culture (Peterson, 2007)
- Creating rapport and safe space (Plaister-Ten, 2009)
- Diverse communication styles that can be adapted (Baron, 2009)
- Understand and challenge own assumptions, values and biases (Baron and Azizollah 2008; Egan, 2010; Plaister-Ten, 2009; St Claire-Ostwald, 2007)

I propose that most of these are best practices for any kind of coaching. An exception is the requirement for cultural knowledge by the coach. How relevant this is depends on the coaching model and client context. For example the value of positive and negative feedback varies between cultures and Asian cultures can find it more difficult to reflect. While acknowledging that an awareness of culture is useful, some authors question the special relevance, as culture is a group phenomenon and coaching is concerned with the individual (Peterson, 2007; Egan, 2010). Further, it is unrealistic to fully know or learn a culture (Egan, 2010; Passmore and Law, 2009) but coaches need to understand the role of culture within their work (Peterson, 2007).

Generally the coach needs to be aware if something is a universal human experience, culture specific (Egan, 2010) or personality related. Often the term culture refers to national culture, but can also include corporate and occupational culture. My own experience of coaching somebody in China by telephone showed that her national culture was dominating in some areas, her corporate culture (US corporation) in others which resulted in value conflicts. To perform effectively coaches need to be aware of their own culture, know how to leverage cultural differences and avoid cultural misunderstandings (Jenkins, 2006). Cultural awareness and flexibility to work with the individual client within a reflective practice approach can limit the pitfalls of too much (which could lead to wrong assumptions) or too little cultural knowledge. Several of the executive coaches I spoke to mentioned that working across cultures and managing virtual teams are frequent issues their clients raise. Therefore it could benefit executive coaches to have first-hand experience of working virtually and across cultures themselves with their clients.
Cultural Assessment Tool (http://www.philrosinski.com/cof/)

Rosinski (2003) has built a cultural orientation framework (COF) that can be used to support coaching across cultures and coaching for cross-cultural working. The dimensions it measures are based on leading cultural research. The aim of using it with individuals is developmental and it is free of charge. Filling in the questionnaire produces a cultural profile showing preferences and abilities based on seven dimensions:

- sense of power and responsibility
- time management approaches
- definitions of identity and purpose
- organisational arrangements
- notions of territory and boundaries
- communication patterns
- modes of thinking

I think it would be valuable for the coaches to complete the assessment to raise their self-awareness. Clients could also be asked to fill it in as part of pre-coaching assessment. However, as with any assessment tool, there is a danger of stereotyping if results are used as facts. Further, there is an underlying assumption that culture can be isolated as a factor. Both points are raised by several authors. The COF assessment can also be used as a developmental and audit tool with groups to compare cultures in liaison with the Rosinski company against a fee.

Coaching non-native speakers in English

Research on the effectiveness of coaching clients who speak English as their second language appears not to exist. Obviously there is more room for misunderstandings, but generally it will depend on the general language ability of the client and if they are used to work on the telephone in English within their organisation. Generally executives and business people who have worked in international corporations and roles for several years have a good standard of English. Personally I experienced issues with the standard of English language skills mainly in Spain and France with people who had been working for many years internationally, but perhaps this can not be generalised. People from the Netherlands and Nordic countries usually have exceptionally high standards of English. In Central/Eastern Europe the English language skills can depend on age and international experience. People who were educated after the political changes in1989/90 typically have acquired higher level English language abilities as part of their schooling/degrees. In Arabic countries secondary and higher education is often in English.
Advantages of virtual coaching

- Matching coach/client not dominated by shared location (Sparrow, 2006).
- Calls in the evening from home would be an advantage (Maternity coaching clients).
- Convenient, no venue required, less travel time. Easier to fit into client diary if they travel.
- Costs, see notes above.
- Top talent demand flexibility (Dam, 2008), more channels can be offered to clients.
- Executives often coach their team by Skype and telephone. Opportunity for coach to give feedback on these communication skills.
- Evidence that people are more open to disclose personal information virtually than in-person (Rankin, 2010; Clutterbuck, 2010). This was confirmed by a telephone counsellor/coach who further found that men find it easier to talk about personal issues on the phone. The occupation and skills of the clients should also be taken into account, e.g. lawyers are usually very articulate.
- Coaches feel less pressure to perform, more able to focus on client (Rankin, 2010; Cole, 2000). This was experienced by several coaches I spoke to and myself.
- Easier to take notes.
- Necessity to double check understanding with client more can prevent assumptions and misreading.

Disadvantages of virtual coaching

- Can be perceived counter-intuitive by coach and client, e.g. different pace could be required.
- Client could be less engaged if still sitting at their desk and has just come off another call. Scheduling first or last thing in the day could help with this.
- Can be perceived as cheap, commodity.
- Less time together, less small talk, personal connection. More effort required building rapport and trust. Talking about career aspirations (during maternity coaching) can be quite personal.
- Coach has little opportunity to observe corporate culture if no meetings take place at the employing organization.
- Less information to support communication: no or little opportunity to read body language, facial expressions, gestures and other cues. Can feel harder work for coach. Clients also reported feeling tired quicker during virtual sessions.
- Not possible to use techniques that involve physicality, e.g. some NLP techniques.
- More difficult to share models, mindmaps, notes. However most web conferencing tools allow for sharing screens.
• People who have not experienced virtual coaching can be sceptical of how effective it is. However most report being positively surprised after trying it. It seems that coaches are more resistant to virtual coaching than the clients, as building relationships on the telephone/virtually is normal to clients.

• Dependency on client’s technology (e.g. quality of telephone handset or webcam).

The relationship can be more important to the coaching outcome than in face-to-face coaching: A study comparing virtual with face-to face coaching (Berry, 2005) researched the impact of the working alliance of the coach and coachee on the achieved outcome (change). The scope covered both executive and personal coaching. For virtual coaching the working alliance was predictive of the degree of change achieved through the coaching. This was not the case for face-to-face coaching. Coach experience and number of coaching meetings were not predictive of the change achieved. This would suggest that matching coach and client and building the relationship is more important for virtual coaching than face-to-face. However, the study uses the working alliance instrument, a self-measurement tool designed for counselling relationships and Ghods (2009) points out the limitation of the study being based on the coach perspective only.

Comparison Skype with telephone:

Clients: found Skype more immediate and more like a meeting than telephone. Felt more free the pause than on telephone, but less free to loose eye contact. Felt easier to build rapport and trust.

Coaches: less inclined to take notes than on phone. Depending on camera set up it can be difficult to keep eye contact for the coach. For example with built-in cameras (standard for MACs) the coach has to look into the camera to keep eye contact with client, but can’t observe client, which means it is actually more like a telephone call. It can be irritating to see yourself on screen, discipline needed not to look at it or it could be switched off.

• Easy to share documents/screen
• Everybody has a telephone but not everybody has a Skype account, so could be new technology for some clients.
• Voice quality can be less good than telephone.
• Higher dependency on internet availability. Telephone is more reliable, heard of several sessions that had to be switched to telephone as Skype didn’t work.

Skills required of the virtual coach

• Building rapport virtually
• Creating strong personal presence and credibility virtually
• Active listening skills
• Interpreting tone of voice, inflections, silences
• Hearing what is not being said and high concentration
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- Finding right pace and being comfortable with silence without having visual cues to interpret them
- Flexibility to adapt to client and technology
- Mastering technology

Skills required of the client

- Mastering technology
- Telephone communication skills

Success factors for virtual coaching/Questions for debate:

- Contracting at first meeting: shared understanding of expectations for the assignment.
- Be clear by defining your terminology in communication with clients and in marketing materials, e.g. virtual or online coaching can mean many things, including asynchronous contacts.
- More information exchange before assignment and each session: CVs, photos, materials used in session, e.g. diagrams, models, Agenda. Webconferencing allows for screen sharing.
- Structured approach to sessions (Rankin 2010; Williams and Kaye, 2011, Bobevski, 1997), in particular for group coaching. Agenda important. Preparation for sessions needs to be taken more seriously as for face-to-face meeting by both coach and client.
- Location and environment that is conducive to concentration (asking client to book meeting room, use headset, not to schedule calls while waiting in airport lounge, kids are around at home etc.)
- Asking client for feedback. Frequent clarification, summarizing, paraphrasing. Pausing to give room for comments.
- Building Trust: Starting with an in-person meeting to build trust is recommended (Hakim, 2000; De Haan in Sparrow, 2006; LaBrosse, 2007; Reyes, 2009; many articles on the importance of trust in virtual teams conclude starting virtual relationships with in-person meetings is beneficial.) In virtual only coaching programmes, the first session required most adjustment (Ghods, 2009).
- Considering different factors for matching coach and client: e.g. sufficient time zone overlap, personalities, communication and learning preferences (listening, seeing). This requires higher knowledge of client in advance, e.g. learning style, personality
- Keeping sessions short. Common practice is between 30 – 60 minutes, some coaches have sessions that last 90 minutes.
- Coach-Client-Media-Fit (Charbonneau, 2002): 1) fit between coach and their preferred medium 2) fit between client and that medium 3) fit between coach and client as people. Communicate to clients clearly which media/technology is supported, e.g. if Skype is the preferred coach medium, would you accept the clients internal web conferencing system instead. Client organisations will have varying degrees of ‘virtual organisation maturity’ which will impact on technology for virtual coaching being available to their staff.
- Coach-Client relationship: A PhD thesis on distance coaching concluded that it is possible to develop and maintain a strong coach-client relationship through coaching solely at a distance that
results in positive coaching outcomes. The majority of clients were satisfied with being coached at a distance and observed positive coaching outcomes. The client-coach relationship had an impact on client satisfaction and coaching outcome, which is in line with findings in psychotherapeutic literature. Therefore coaches should focus on relationship building in distance coaching. (Ghods, 2009, p.116.) This study set in a Fortune 500 company seems sound and included data from 150 operational leaders who took part in a programme of six telephone sessions. Further it included observers like managers and peers who confirmed the observation of positive coaching outcomes of a virtual programme. However, the study did not include a control group of face-to-face coaching.

- **EEC Maternity coaching specifics:** Session 1 to be in-person. Session 2 could work by phone content wise. However, sometimes the gap between session 1 and 2 can be almost a year, so re-building rapport might be harder on the telephone. Offer to be available for client to get in touch between sessions more important for virtual coaching.

- **EEC Executive coaching specific:** Greater complexity than maternity coaching, broad range of relationships and business objectives. However easier to build rapport and maintain relationship virtually as meetings are more regular than maternity coaching.

**Summary**

Telephone coaching appears to be established and Skype/webcam and video coaching growing. The research and literature published on the subject is limited and parts of this report are based on anecdotal evidence. The summary of the success factors are indicators of what questions to consider and to debate further in preparation of introducing telephone and/or other virtual coaching forms to a broader client base. The most important factor seems to be the coach-client-media fit.

As organisations adopt collaborative tools and focus their talent development on virtual global leadership, they are likely to expect coaching suppliers to leverage new communication technologies and adapt their services. It has been proposed that coaches who can help leaders to navigate the complex virtual, global, technology-enabled communication problems that permeate the new business landscape will remain relevant (Reyes, 2009).

**About the author**

Claudia Filsinger is a learning and development consultant who has extensive experience of working with international virtual teams. She teaches Global Business Communication at Oxford Brookes University Business School and her MA studies for a Masters in Coaching included a focus on coaching across cultures. She uses telephone and Skype coaching in her own coaching practice and is currently working on a PhD proposal in the area of virtual coaching.
References and Bibliography


Appendix

Interview by telephone with client @ SJ Berwin:

What advantages/disadvantages/challenges has telephone compared to in-person coaching in your experience?

In her experience the telephone sessions were as helpful as in-person coaching. Relationship had been established with the coach in-person which enables shorter session on the telephone in the future.

If the call is taken at the desk clients could be less engaged as they have just come off another call or are mentally thinking about their next task of the day. Leaving the desk to go to a meeting is quite useful to be more engaged. This could be helped by timing, e.g. having the session first or last thing of the day. If the coaches could be flexible, sessions in the evening would be an advantage. {This client is a homeworker}

Did your experience of telephone coaching differ from your expectation of it? If so how?

It was as expected.

What special skills are required of the coach and of the client for telephone coaching?

Planning/Preparation/Having and agenda is more important for telephone coaching for both client and coach.

Rapport building skills of the coach. Keeping relationship up between sessions, e.g. the offer to be available for questions by mail or phone in between sessions is more important for telephone coaching.
Can you imagine a telephone only coaching programme working or would an initial in-person meeting be essential?

Telephone only could work, depends on the coach and their rapport building skills. Talking about careers can be quite personal, possibly clients are more likely to open up when they have met the coach before. If the choice is not to have the coaching versus all sessions on the telephone, telephone only programmes are definitely valuable.

What would be your opinion of holding coaching meetings per Skype or other video based communication tools?

SJ Berwin has just introduced a video conferencing tool and this is how she is planning to do her work in the future. It would help to be more engaged if the technology works and would be preferable to the telephone, but if the technology is not working well telephone is better.

Any comments based on other relevant experience (e.g. other types of coaching by telephone or Skype)?

No

E-mail exchange client @ Arthur Cox:

What advantages/disadvantages/challenges has telephone compared to in-person coaching in your experience?

A - As a new mother, it is certainly easier to set aside an hour to chat on the phone from the comfort of your own home than to meet someone outside the home requiring babysitting, preparation, travel etc. However, the trust between coach and client is harder to build from phone contact alone I think and therefore an initial face to face meeting is preferable in my view. Also, it is a personal thing - some people may speak more freely one way or the other. I personally found that, having met Emma once in person and having had a good feeling from that meeting, the phone conversations were no issue for me thereafter, and in fact I enjoyed them hugely.
Did your experience of telephone coaching differ from your expectation of it? If so how?

A – I had no experience of coaching before and therefore I did not know what to expect quite frankly. I was always surprised at how much I could talk on the phone and how quickly the time went by! If anything, I was surprised at how well it went!

What special skills are required of the coach and of the client for telephone coaching?

A – I am not sure if telephone coaching requires any particularly different skill for the coach than regular face to face coaching. Perhaps a coach would find that they lose much of the non-verbal cues in coaching over the phone, not being able to read the body language etc. Also, of course if a client is not so verbal this may be an issue. Lawyers are usually more verbal by nature and therefore may find it easier to articulate their thoughts than others and therefore there may be people that telephone coaching would not be as beneficial for. I think that is perhaps something that could be considered by the coach at the initial face to face meeting.

Can you imagine a telephone only coaching programme working or would an initial in-person meeting be essential?

A – I think an in-person meeting first would be very beneficial to build trust between the client and coach which is critical in order for the programme to be successful. It is harder to have the same trust if you have never met the person and therefore the conversation may well be more guarded and ultimately the coaching less beneficial.

What would be your opinion of holding coaching meetings per Skype or other video based communication tools?

A – Having had an initial face to face meeting, I think video based communication would be great, although from personal experience I had no difficulty talking for ages on the phone! It may as-
sist the coach in reading the non-verbal cues I refer to above.

**Any comments based on other relevant experience (e.g. other types of coaching by telephone or Skype)?**

A – None.

**Interview coach**

Feels not so comfortable with Maternity Coaching on the telephone, easier with executive coaching as not such a long time between sessions and more regular meetings. Communication channel is missing, as extrovert it is difficult if clients are quiet, they could hold back more. Danger of coach going too fast and to miss signals from client.

**Reaction from clients:**

Positive, as it makes scheduling the session easier

**Skype** could be more effective to make a connection and to build trust

**First meeting** is needed to build rapport, takes longer otherwise.

**Coach skills required:** ability to focus and concentrate, listening to words and tone, be comfortable with silence, create warmth and rapport through tonality.

**Email exchange with coach:**

What, based on your experience or reports you have heard from others, are the advantages/disadvantages/challenges of telephone/Skype coaching (=virtual coaching) compared to face-to-face?

**Advantages**

Easier to concentrate on words and tone

Shorter/more focused

Convenient for coach and coachee
Geography/location of coach no longer a barrier
Perceived as cheaper

Disadvantages
Miss out on other visual non-verbal data
Seems more superficial (though I have heard coachees say they feel able to say more when they haven’t met the coach)
Lose the personal connection, the small talk
Can’t as easily share models or mindmap notes/options
Perceived as cheaper, more of a commodity, less personal

If virtual coaching, do you think a first face-to-face meeting is essential?
I would say yes.
What special skills do coach and coachee need for virtual coaching?
Have to be more structured, good at setting objectives and hearing what’s not being said

How do clients react if you suggest telephone coaching? What is their feedback after they had it?
I often have phone conversations with coachees, ringing to bounce around a situation. I’m not sure they would see this as phone coaching though. More like additional support.
With Mat coaching I’ve done some US and Germany manager sessions, again I don’t think they’d call these ‘coaching’ sessions. The agenda is narrow and more specified by me than them.

Occasional mat coachees opt to have session 2 by telephone, typically we discuss their flex work application.

**Are there elements of maternity coaching that could not be done virtually?**

I would say the personal (face to face) relationship formed at session 1 is key. Session 2 works fine by phone but the agenda is narrowed as a result which is fine so long as later sessions are again face to face.

**Any differences in your answers relating to maternity and executive coaching?**

I’m not sure. Maternity coaching seems to cover a more holistic view of the coachee’s life as we always talk about home, family and partner. Exec coaching sometimes has very little of this in comparison. Although the complexity of exec coaching sessions is often much greater, with a broad range of relationships and business objectives included.

Both have depth in diff areas which I believe is affected by the distance introduced by the telephone.