What exactly does e-coaching mean? Which technological options are available for delivering coaching at a distance and how can they be used to mediate the distance coaching relationship and to support the coaching process? Practitioners´ views on these fundamental issues appear to be scattered (Boyce & Clutterbuck, 2011).

The lack of conceptual consensus and the limited overview of available technological tools for coaching are hardly surprising however, particularly taking into account the novelty of e-coaching and the changes this field is currently undergoing. First attempts to integrate technology into coaching practice date only a few years back, and these involved mainly the use of telephone (Berry, 2005; Grant & Zackon, 2004). In addition, empirical e-coaching research has also mostly focused on telephone as a medium for delivering coaching at a distance (Charbonneau, 2002; Berry, 2005; Ghods, 2009). Recently however, an array of specialist technologies has become available to facilitate distance coaching.

The present ongoing research study focuses on the development of an international online community of e-coaching practitioners and researchers, as a platform for exchanging information about current developments in the field, for sharing experiences and discussing practical issues around e-coaching. By means of content analysis of the community`s online discussions during a period of approximately two years and combined with the findings from a series of 15 semi-structured telephone interviews, which were conducted with members of the community, this qualitative research focuses on mapping the changing e-coaching landscape through the lens of this online community.

Literatur


www.coaching-meets-research.ch

**Angaben zur Person**

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