






# A Flexible, Extendable and Adaptable Model to Support AI Coaching

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**Abstract.** We present a model based on coaching definitions, concepts, and theories to support AI coaching. The model represents the evidence-based coaching practice in different coaching domains by identifying the common elements in the coaching process. We then map the elements of the coaching model with Conversational AI design and development strategies to highlight how an AI coach can be instantiated from the model. We showcase the instantiation through an example use case of an HIV coaching chatbot.

**Keywords:** Coaching · Conversational AI Design · AI Coaching · Coaching Model · Chatbot

## 1 Introduction

Coaching as a profession finds application in various domains like healthcare, organization, sports, and education. Digitalization of coaching can lead to several benefits - increasing the accessibility, affordability, and availability of coaching and reducing the burden on coaches [25, 32]. Conversational agents or chatbots provide an effective way to digitalize natural language communication and can also be applied to coaching. Due to the highly skilled, complex, and non-standard nature of coaching, it is challenging to emulate the coaching process through conversational agents.

In the context of organizational coaching, Strong and Terblanche [28] have identified the requirements of an AI coach chatbot. Terblanche [30] has further proposed approaches to designing an AI coach. However, it is not clear how a mapping between human coaching and AI coaching can be established. Grassman et al. [12] define AI coaching as “*a machine-assisted systematic process to help clients set professional goals and construct solutions to efficiently achieve them*”. In order to align with this definition, it is recommended that the design of AI-based coaching conversations should be informed by coaching models and theories as in human coaching. The main point of consideration in doing so is to recognize the perspectives presented in established theories and the structural

stages outlined in coaching models which can serve as a framework for creating AI-based coaching conversations.

Clutterbuck [8] suggests four levels of AI-enabled coaching based on “the potential to replace or enhance humans”. Levels 1 and 2 focus on basic coach bots that either ask “diagnostic” questions or imitate simple human-like coaching conversations. For e.g., coach bots that follow the GROW (Goal, Reality, Options, Will) model of coaching [34] can effectively demonstrate these initial levels of AI-enabled coaching, as established through the experiments performed by Terblanche et al. [31, 32] in organizational coaching. Level 3 involves more human-like capabilities like better semantic understanding and communicative abilities through the use of sentiments and empathy, whereas level 4 takes these human-like capabilities even further, thus forming a partnership between a coach and AI. In our research, we explore how a coach-AI partnership can be realized given a concrete coaching scenario.

We consider AI-based coaching as a hybrid intelligent system in which humans, organizations, AI and non-AI components participate. We regard the partnership between a coach and AI as a collaborative environment where both contribute to each other’s learning and performance to deliver a quality service to coachees. The proposed model is a starting point for coaches to define and customize their partnership with AI.

The main goal of our research is to support coach-AI partnership and thus enhance the coaching process using AI, specifically Conversational AI, which targets natural language communication between humans and machines. We propose a coaching model as a bridge between human and AI coaching. The model provides an abstraction to represent the coaching process in different domains. The model is created to be flexible, extendable, and adaptable to meet the unique needs of each coaching domain. Further, we demonstrate how our coaching model can be instantiated using Conversational AI design and development strategies through a use case of HIV coaching in the healthcare domain. We limit our work to text-based conversational agents.

This paper is structured as follows: we discuss related work in Sect. 2 and our research method in Sect. 3. Section 4 describes the elements of the coaching model and its evaluation. Sections 5 and 6 describe the mapping and instantiation of the coaching model using Conversational AI design strategies followed by a discussion in Sect. 7. Section 8 outlines the future work and conclusion.

## 2 Related Work

The ongoing trend towards digitalization and automation of coaching practices aims at focused support towards pursuing goals and self-sufficiency by providing motivation [15]. Conversational AI agents are being designed and developed in diverse coaching domains to achieve faster, more efficient, and more effective sharing of knowledge. To fully realize the potential of the coach-AI partnership, it is essential to integrate new technology into coaching practice. Delegating tasks that AI is proficient at can free the coaches to focus on other value-added

activities involving human judgment and discretion [33]. AI coaching has the potential to transform the coaching profession by offering low-cost and readily available services to a broader audience [12]. AI-based coaching agents can facilitate decision-making, ask reflective questions, and explore options for achieving goals [19]. Mai et al. [20] mention that coachees intend to use coaching chatbots due to the ability to express themselves more openly. Woebot and Coach Vici are examples of AI chatbots developed based on established coaching theories and models.

Woebot [10] is an AI-powered chatbot that provides users with mental health coaching and support. The platform uses Cognitive Behavioral Therapy techniques to help users manage anxiety, depression, and other mental health issues. The therapeutic process-oriented features of Woebot include empathic responses, tailoring, goal-setting, accountability, reflection, motivation, and engagement.

Coach Vici [32] has been developed using goal theory and helps to set realistic goals, plan achievable actions, discuss issues, and track progress. The framework used to develop Coach Vici is based on evidence-based coaching theories and also uses human coaching aspects connected with Conversational AI design strategies [30]. Encouraging results were achieved in the study, underlining scalability and cost-effectiveness as the main advantages of using this technology [32].

For effective implementation, Conversational AI coaching agents should adhere to the same standards and codes, and be guided by the same coaching theories and models as human coaches [20,28]. For example, Pereira et al. [27] have proposed an integrative model that incorporates Positive Psychology and Solution-focused approaches with cognitive-behavioral coaching.

Kamphorst [15] has proposed design guidelines for systems to be involved in coaching, which mention that AI coaching agents should -

- be dialog-based for user engagement
- have the social ability to create mutually shared relationships
- be context-aware
- have the ability to ask questions and provide personalized feedback
- follow some type of behavior-change model
- have the ability to guide in planning
- proactively encourage reflection
- have the capacity to interface with various sources of information to provide a broad range of inputs

A typical chatbot functions by receiving inputs in natural human language, linking those inputs to a knowledge base, and providing a corresponding response [29]. Montenegro et al. [24] have implemented the GROW coaching model by developing a proactive conversational agent, for helping the elderly improve their life quality, that can guide the conversations toward the achievement of goals. The ability of an AI conversational agent to be proactive results in more fluid and natural conversations [23] and enhances coaching sessions by assisting coachees in their thinking and reflection process [6]. Proactivity is a part of conversational intelligence and can be achieved by including strategies like *maintaining conver-*

*sational context and flow*, particularly by including *topic suggestions*, *follow-up questions*, and *initiating exchanges* in the conversation design [6, 14].

**Table 1.** Mapping Core Coach Competencies to Conversational AI Strategies

Core Coach Competencies (ICF)	Conversational AI Design Strategies	How AI can support the human coach
Ethical practice - maintain confidentiality - appropriate, respectful language	Personification - define bot persona [6]	Onboard and gain trust of the coachee
Coaching mindset - flexible and reflective practice	Personalization - remember preferences [14]	Encourage a non-judgemental approach. [8]
Coaching agreements	Onboarding - ethical AI design [12] - disclosure [2]	Share limitations and relevant information. [2]
Supportive environment	Encouraging, empathetic, and supportive responses [36]	Encourage openness through anonymity [19]
Coach presence	Personification - include greetings, small-talk and humor [14] Handle fallback scenarios [14]	Choose a desired coach persona (avatar)
Effective communication	Communication techniques [6] - follow turn-taking etiquette - maintain conversational flow Personalization - sentiment-based response [14]	Keep focus on the issue [8] Stick to the objectives and not digress [8] Formulate the next question [24]
Facilitate learning and growth	Design based on coaching theories [29, 36] Proactivity [24] Behavior analysis [5] Follow-up on status quo [36] Share relevant resources [16]	Analyze conversations [8] and use insights to - set goals - automate feedback - decision-making - monitoring progress

Design strategies like *repeating or rephrasing*, and *confirmation messages* using the same language as the coachee [18], exhibit understanding on the part of the chatbot. In Conversational AI, *sentiment analysis* is used as a design approach to extract feelings and opinions from textual data, as demonstrated by Montenegro et al. [24]. Using sentiment analysis, AI chatbot can detect positive, negative, or neutral emotions in the conversations, and the gathered data can be used to help coachees reflect on behaviors that support or limit their goal-attainment efforts, following the principles of the cognitive-behavioral approach.

The positive psychology approach focuses on the strengths of individuals and can use Conversational AI design strategies like *personalized responses*, *positive*

*feedback*, and *encouraging, empathetic, and supportive statements* [6,23] leading to increased user engagement. Beinema et al. [4] have suggested that along with goal agreement and task agreement, building a personal bond influences the quality of the coach-coachee alliance leading to desired coaching outcomes.

Apart from the above-mentioned attributes, certain design strategies are critical for building a relationship and improving engagement and credibility in Conversational AI. These are fundamental components of coaching practice. Creating an identity and a personality for the chatbot, *personification*, leads to trust [29]. Explicitly defining data privacy and confidentiality agreements as a part of the *onboarding phase*, and adhering to *ethical AI design* guidelines are required to establish a strong coach-coachee alliance [12]. *Fallback scenarios*, such as conversational flow failures, should be handled in a seamless and agreeable manner [14]. Transparency in a coach-coachee relationship is established as *disclosure* by clearly specifying the capabilities and limitations of Conversational AI agents (not being human) [14,29]. Based on the discussion above, Table 1 summarises the design strategies of Conversational AI with core coach competencies, as found in the relevant research studies.

### 3 Method

To design a coaching model, it is important to understand what a coach needs for informed coaching practice. Following the iterative phases of Design Science Research methodology, we studied literature for relevant research works on coaching definitions, concepts, theories, and the so-called ‘evidence base’ in the practice of coaching. To understand how AI technology is developing in the field of coaching, recommendations on design propositions, features, and use cases of AI coaching agents were researched, as well as ethical challenges and limitations in the design and usage of these agents.

After the literature review, a first draft of the coaching model was designed and presented to four expert coaches (one from the organizational coaching domain, one from the sports domain, and two from the education domain with experience in conversational AI designing), and further empirical insights were gathered. The qualitative data collected from the literature review and semi-structured interviews with expert coaches were analyzed and an updated version of the coaching model (Fig. 1) was designed. The selection criteria of expert coaches was an important agenda of the study to get a holistic picture of the coaching process and the feasibility of integrating human coaching strategies with Conversational AI design strategies.

To evaluate our coaching model’s flexibility, adaptability, and extendability, we chose six experts from different domains of coaching. The evaluation methodology is described further in Sect. 4.4.

## 4 Model for AI Coaching

To derive our coaching model, we primarily referred to three different definitions of coaching - by the International Coaching Federation (ICF)<sup>1</sup>, Cox [9] and Kamphorst [15]. The definitions are broadly divided into three parts, where the first part is about establishing a coach-coachee partnership, the second part highlights the coaching process with coaching strategies, tools, and techniques as common elements, and the final part focuses on the outcomes like improving performance and achieving goals.

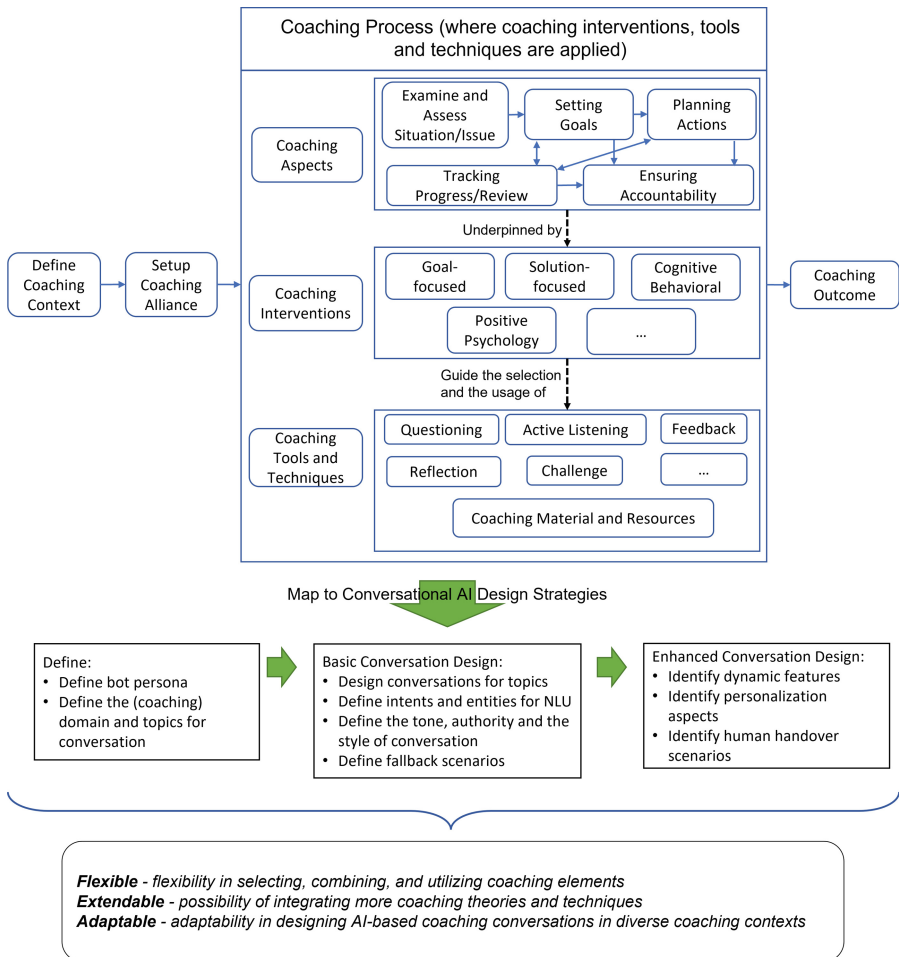


Fig. 1. Model to support AI Coaching

<sup>1</sup> <https://coachingfederation.org/about>.

The essence of coaching lies in the coaching process. Therefore, the coaching process conceptualized by Bachirova [3] was investigated. It comprises four fundamental elements common to the above-mentioned definitions - dialog, collaborative learning, coaching interventions, and tools and techniques. The coaching dialog comprises specific steps that facilitate collaborative learning and personal growth. These steps were adapted from ICF core competency model and identified as coaching aspects.

Based on the discussion above, we propose a coaching model as shown in Fig. 1. The overall phases in coaching can be depicted as a set of sequential steps. The context of coaching is defined in the first step, where the coaching objectives are set by understanding the requirements of the coachee. This step is followed by setting up the coaching alliance, where an agreement on details like logistics, duration, payment, schedule, and confidentiality may be reached.

The coaching process as a phase in the model is conducted iteratively and comprises three sections - coaching aspects, coaching interventions, and coaching tools and techniques, as described below.

#### 4.1 Coaching Aspects

Coaching dialog [3] is a means to realize coaching and hence should be meaningful and of value to the coachee. This concern becomes more relevant in the case of AI coaching. Therefore, it is important to have a theme for coaching dialogs. Our coaching model proposes that the AI coaching conversations can be structured around coaching aspects as conversation themes. The coaching aspects identified in our model outline the sequential steps and their interdependence in the coaching process.

The coaching process starts with a thorough understanding of the problem/current situation, represented by *examine/assess current situation*. The capability of an AI coach to identify the problem as effectively as a human coach has been argued [12]. However, AI coaches can help coachees reflect on their problems if they already have some level of awareness about them. Coachees can work with AI coaches to reflect on the problem and progress toward setting goals in such cases. Technological aids like videos, podcasts, mind-maps, pre-designed questionnaires, and reflective journals can be used as supporting tools in AI coaching conversations to analyze a problem [16].

After assessing the situation, the coaching process commences with *setting goals* and then proceeds to *action planning*. The iterative nature of the coaching process is represented by the interconnections where progress on action plans and *tracking progress/review*, may necessitate redefining of goals and replanning of actions. *Ensuring accountability* is a crucial aspect that applies at each step of the coaching process. Regular check-ins, follow-ups on planned activities, and reviewing the status quo of the goals should be included in AI coaching conversations to promote a sense of accountability on the part of the coachees [10].

The coaching aspects are underpinned by coaching interventions as evidence-based coaching relies on the application of theory and empirical knowledge [11].

Therefore, AI coaching sessions should be guided by established coaching interventions so as to increase their meaningfulness and reliability.

## 4.2 Coaching Interventions

Through literature review and insights gained from expert coaches, we learned that experienced coaches often incorporate a combination of perspectives from different coaching theories rather than adhering to a single coaching model. The flexibility and adaptability provided by integrating relevant theories characterize human coaching as a highly specialized skill. Consequently, our coaching model also suggests incorporating such integration into AI coaching. Moreover, it is possible to extend our model by including other relevant coaching interventions supported by empirical research depending on the coaching domain.

According to the selected coaching aspect, an AI coach can take the initiative to suggest relevant and suitable conversations based on the coachee's specific situation [4]. For example, an AI coach can adopt a *Positive Psychology* approach emphasizing individual strengths to build positive motivation. The *cognitive-behavioral* approach can be employed to provide support and guidance in handling stigma or challenging situations. The GROW model has been suggested as the underpinning intervention for the goal-focused approach. It is an established coaching model that provides a structure to the coaching session and helps the coachee set goals, evaluate options, and create a plan for implementing solutions. An AI coach can focus on discussing concrete action plans based on the selected intervention, enabling the coachee to implement practical steps toward their goals. The solution-focused approach complements by helping the coachee focus on the present and the future to co-create the solutions. By combining these approaches, adherence, and engagement can potentially be increased by providing users with relevant tools and information that directly apply to their needs [4]. Hence, the proposed coaching model makes these coaching interventions explicit as used in human coaching practice.

## 4.3 Coaching Tools and Techniques

This section corresponds to the communication techniques used during coaching. The coaching interventions guide the selection and usage of coaching tools and techniques, such as - *questioning, listening, challenge, feedback and reflection, and sharing coaching resources*. As identified in Sect. 2 and Sect. 5, each coaching tool and technique can be mapped to an appropriate Conversational AI design strategy.

The coaching model provides flexibility to select and add various coaching tools and techniques, suggested and guided by established coaching interventions. Section 6 illustrates some examples of AI coaching conversations (excerpts taken from the HIV Coach chatbot) that show the usage of coaching interventions, tools, and techniques, as proposed by our coaching model.



#### 4.4 Evaluation

For the final evaluation of our coaching model, six expert coaches were interviewed. Our criteria for selecting experts were – a. certified coaches from different domains and b. senior researchers in Conversational AI. Thus, our evaluators included two senior researchers in Conversational AI also coaching in the education domain, one certified systemic and design thinking coach, and three ICF-certified executive coaches, also doing transformational and life coaching. The feedback of the coaches was collected through semi-structured interviews followed by a questionnaire that included a mix of questions with a 5-point Likert scale and open-ended questions. The coaches were encouraged to provide their opinion on the chosen score on the Likert scale. The open-ended questions were used to gather overall feedback on the coaching model’s design, its practical usefulness, and potential challenges in guiding the design of AI coaching conversations.

Finding a certified coach who also has experience with designing Conversational AI is a limitation faced during this research study. Although coaches from varied domains were interviewed, interviewing a fairly sufficient number of coaches from more diverse coaching domains is needed to further strengthen the validity and applicability of the findings.

## 5 Mapping Coaching Model to Conversational AI Strategies

A step towards instantiating our coaching model is to map the coaching phases to specific Conversational AI design and development strategies. We refer to the Conversational AI Life-Cycle framework by Martin [21,22] to suggest concrete activities to implement an AI coach chatbot; our focus is more on the design-related phases than the operational phases of the framework.

The Define phase involves creating a persona for the chatbot by taking into account the coaching domain and the coaching needs of the coachees, e.g., choosing a name, visualization, and other characteristics of the chatbot. Further, the topics of coaching are identified such that one topic addresses one or more coaching needs/goals. The topics are derived from the coaching intervention used by the coach as well as the coaching aspects. For e.g., a topic based on *Cognitive Behavioral Theory* corresponding to the coaching aspect *Examine and Assess Situation/Issue* could be a wellness survey to determine the level of well-being in a coachee.

In the Design phase, actual conversations are developed taking into account the information to be shared with coachees, appropriate tone, authority, and relevant coaching techniques. In this phase, a decision regarding the dialog management strategy of the chatbot is made, e.g., rule-based, frame-based, etc. as proposed by Pande et al. [26]. Depending on the interaction required for a topic, AI components like intents and entities are defined. Additionally, fallback scenarios are identified and handled appropriately in the conversation design.

The enhanced conversation design focuses on identifying dynamic features like storing user information, scheduling appointments, and sharing relevant resources like videos, etc. Personalization aspects are designed into the conversations based on the captured user information, and conversational history. Coaching techniques like feedback and reflection can be effectively applied by identifying further relevant AI components like sentiment detection, emotion recognition, response generation, etc. Additionally, situations where human hand-over is required are also identified and an appropriate mechanism to contact humans is defined, for e.g., notification via email, SMS, a phone call, or by scheduling an appointment.

**Table 2.** Mapping Coaching Model to Conversational AI Strategies.

Coaching Process	Desired attributes in AI coaching agent	Conversational AI design strategies
Coaching interventions:		
Goal-focused (GROW)	Proactive behavior Session structure	Maintain conversational context Maintain conversational flow with follow-up questions
Solution-focused	Insightful, solution-focused questions	Repeating and rephrasing Confirmation messages to exhibit understanding Sharing resources
Cognitive-behavioral	Analyse behavior and thinking patterns Empathetic responses	Sentiment analysis Emotion detection and empathetic responses Personalization
Positive-psychology	Strength-focused approach Emotional intelligence leading to motivation	Positive attitude, polite, respectful, and friendly conversations Tone, authority, and style of conversation Encouraging and supportive statements, positive and motivational responses
Coaching tools and techniques:		
Questioning	Insightful questions	Formulate the next relevant question, questions to collect information
Active Listening	Exhibit understanding for better engagement	Repeat, summarise, confirm
Feedback, reflection, and challenge	Detect behavior patterns, sentiments, and emotions	Collect data and present with analysis and description Personalized messages and prompts Regular check-ins and follow-ups
Coaching material and resources	Detect coaching needs and share relevant resources	Share resources like online tools, tutorials, videos, blogs, websites, etc.

The Define and Design phases are best carried out as a collaborative activity between coaching experts and Conversational AI developers.

Further mapping between the coaching model elements, the desired attributes of AI coaching agents, and the Conversational AI design strategies is shown in Table 2.

## 6 Instantiation of Coaching Model

AI-based coaching can aid individuals in achieving their self-improvement objectives by providing a diverse range of techniques and strategies, especially in the healthcare domain [15]. Additionally, this approach has demonstrated significant potential in supporting and promoting behavioral change [35]. We demonstrate how our coaching model can be realized into an AI coach using the case of an HIV Health Coach chatbot.

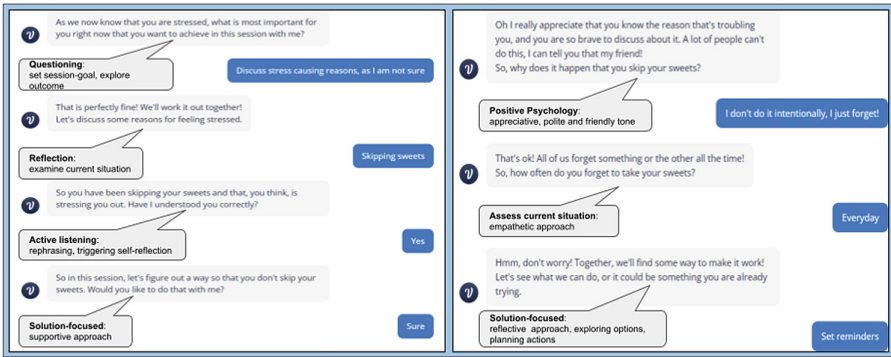


Fig. 2. Instantiation of Coaching Model: HIV Coach Chatbot Example 1

Figures 2 and 3 show examples of dialogs that integrate elements of Cognitive Behavioral, Positive Psychology, and Solution-focused approaches with a focus on meeting the desired goal. A session structure is followed to set goals, explore the current situation, discuss various options, and plan activities to realize the goal.

The coachee being stressed is the problem situation identified. Coaching starts with setting the focus on what to achieve in the session. This involves proactive behavior on the part of the AI coach chatbot by framing relevant, insightful questions. Encouraging, supportive and friendly statements are used to show a positive attitude. Negative sentiments are identified and handled based on a cognitive-behavior approach, also using an empathetic tone and style of conversation. Politely giving feedback to trigger reflection is another technique used in the dialog. The Positive Psychology approach is used to focus on strengths and preferences for further motivation toward achieving the goal/s. Active listening is exhibited by summarising and confirming with the coachee. Figure 3 also shows the analysis of the wellness survey [17], where the coachee is empathetically advised professional help, which demonstrates human intervention as

part of ethical design practice. In addition to the shown example, story-telling is another approach used in the dialogs. Also, relevant resources, like videos, websites, etc. are shared with the coachee as and when required.

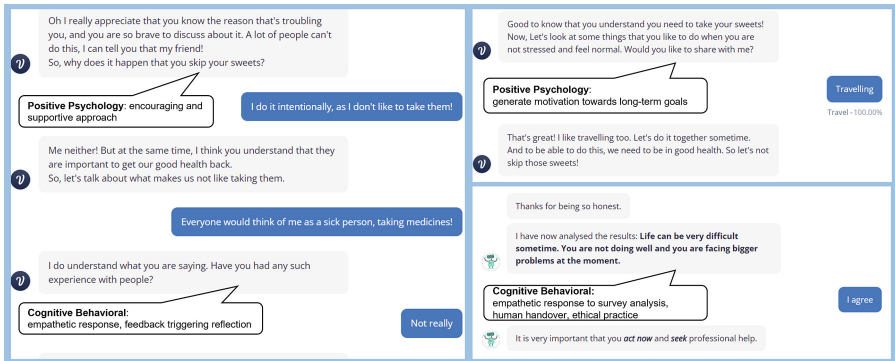


Fig. 3. Instantiation of Coaching Model: HIV Coach Chatbot Example 2

The above use case has been derived from our in-progress research. The Health Coach chatbot will be accessed over WhatsApp. The requirements, technical details, and ethical considerations regarding the development of this chatbot have been described in our previous work [26].

## 7 Discussion

In the evaluation, the coaches confirmed that the coaching model helps in making the knowledge about coaching theories and techniques explicit. The concept of transitioning the coaching sessions from being intuitive to being deliberate or evidence-based makes it possible to have a concrete implementation as a tool. The integration of theoretical principles from underpinning theories is considered a good starting point by the experts. An area of further development is foreseen in terms of simplification and translation of these principles so that they can be effectively implemented in AI coaching by aligning them with Conversational AI design strategies.

Overall, the experts found the coaching model to be a helpful resource for reflecting on and improving their coaching practices. As for its applicability to AI-based coaching conversations, the expert coaches found the model useful for providing a clear theoretical foundation and effective implementation of early steps in the identified coaching aspects. For the more advanced coaching stages, the coaches observed that it can guide the design of a rich, more effective coaching approach. One feedback highlighted that incorporating such an approach can help design coaching conversations where coachees are forced to reflect and explore options. The discussion regarding deeper aspects of coaching that involve

delving into underlying beliefs, values, and motivations of the coachee, helped to understand not just the potential capabilities but also limitations of AI coaching.

As a limitation, AI coaching conversations cannot fully replicate human coaching skills. The coaching aspect ‘examine and assess current situation’ involves a deep understanding of the problem situation, which may lead to a multitude of issues. Identifying each of them using AI would require extensive data sets [12]. Therefore, we suggest a human intervention to make decisions based on the collected information, which contributes to the coach-AI partnership.

By leveraging the expert knowledge of coaching theories, rules can be derived to provide evidence-based prescriptive suggestions. This approach enhances the practicality of the coaching model when designing rule-based Conversational AI. As an example, AI’s ability to handle human emotions and provide impactful coaching can be achieved by designing empathetic conversations based on the cognitive-behavioral approach, with the ability to recall and reflect on past experiences, identify negative sentiments, and challenge them with positively framed content [1, 7, 13]. However, due to its abstract and static nature, the model is currently limited in representing such prescriptive elements that simulate implicit decision-making in coaching. We address this limitation by providing concrete mappings between the elements of the model with Conversational AI design strategies (see Sect. 5).

Another point of discussion is the situation where the coachee deviates from the structure of the conversation. One way to address this issue is by implementing AI design techniques such as ‘fallback’ options and providing clear information about AI capabilities. This would help manage the coachee’s expectations around the technology’s capabilities and limitations. In cases where an AI coach is unable to handle a specific scenario, human coaching intervention may be recommended. In addition to handling simple, reflective, and repetitive tasks, more complex conversations would require training the coach chatbot on larger data sets using machine learning techniques.

Although the model was evaluated with coaches from different domains, there is still a need to validate it further with more experts as well as by instantiating the model for different use cases in coaching.

## 8 Future Work and Conclusion

We presented a coaching model which helps in making the knowledge about coaching explicit and thus guide the creation of AI coaches.

The coaching model consolidates diverse perspectives, tools, and techniques from various coaching interventions for coaches to incorporate into their sessions. The model provides flexibility in selecting and combining the elements of coaching depending on the requirements of coaching. Additionally, the model can be extended to include other theories and techniques making it applicable across different coaching domains. The adaptability of the model lies in transferring its elements into designing AI coaches for diverse coaching domains while drawing on the same evidence base as human coaching.

Our coaching model offers a constructive beginning and provides insights to inform and direct future research work on evidence-based AI coaching by contributing to an effective partnership between human coaches and AI. In its current state, the model relies on the coaches to make decisions on what elements can be incorporated into AI coaching.

Our future work will involve supporting coaches further in designing AI coaches. Additionally, we will continue to validate the model by instantiating it for different coaching scenarios similar to that of the HIV Coach bot. This will help in distinguishing the overlapping and non-overlapping domain-specific aspects of coaching and the measures needed to incorporate these aspects using Conversational AI design strategies.

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