

The difference between Coaching, Consulting, Counselling, Mentoring and Training

COACHING

- Actively untaps potential.
- Fine tunes and develops skills.
- Development activities are designed to suit client's personal needs and learning styles.
- Eliminates specific performance problems.
- Can focus on interpersonal skills, which cannot be readily or effectively transferred in a traditional training environment.
- Provides client with contacts and networks to assist with furthering their career or life aspirations.
- Performed in the 'live' environment
- Highly effective when used as a means of supporting training initiatives to ensure that key skills are transferred to the 'live' environment.
- Coaches transfer the skills to the client rather than doing the job for them.

CONSULTING

- Focus is on developing organizational practices, processes and structure.
- Role generally more strategic and often used to instigate and design broad ranging change programmes
- Consultancy frequently involves expert advice about specific issues and organizational processes.
- Consultants are often brought in to provide specific 'solutions' to business problems and needs
- Consultant does the job for the organization, rather than the employee/client becoming up-skilled to do the job themselves.

COUNSELLING

- Explore personal issues and problems through discussion in order to increase understanding or develop greater self-awareness.
- The aim of counselling is to lead the client toward self-directed actions to achieve their goals.

MENTORING

- Mentoring is traditionally associated with a more experienced person guiding and passing on their knowledge and experience to others.
- Essentially mentoring is about sharing knowledge and experience.
- A mentor has a high level of personal involvement with the colleague being mentored; through guidance and stimulation
- Mentoring can improve confidence and interpersonal skills, speed career progress, and develop new insights.

TRAINING

- Wholesale transfer of new skills, e.g. change in procedures, new systems (e.g. software application training), new job function.
- Programmes are mostly generic and not tailored to individual needs. Delegates generally have to complete standard modules, so there is little room for tailoring the programme to account for existing knowledge, skills or preferences.
- Not always sufficiently similar to the 'live' working environment to ensure effective skills transfer.
- Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies