

Comparing Coaching, Teaching, Mentoring, and Counselling

	Coaching	Teaching	Mentoring	Counselling
Purpose	› Improved performance and working towards personal best	› Acquisition of a predefined knowledge base or skill set	› Uses personal or lived experiences to help another to develop and grow.	› Ameliorate dysfunction › Helping address and resolve problems that impair function
Goal	› Address specific areas for improvement › Encourages a measure of instability	› Acquisition/construction of knowledge	› Intentional transfer of knowledge & skills	› Explore who you are and what you want in life › Help identify and solve problems › Restore stability
Techniques	› Encourages critical self-reflection, through challenging, observing, and providing feedback and support	› Uses pedagogical techniques to increase learners' knowledge	› Expertise in a field & imparts specific knowledge and guidance.	› Focus on affect & feelings and strategies to enhance function › Expert with extensive training
Approach	› Collaborative › The coach and coachee work together to evaluate the present, create a vision, and build and implement a plan to achieve an inspired future that ensures ongoing growth	› Varied approaches based on heterogeneous education theories, including but not limited to didactic methods, problem-based learning, constructivist approaches, and simulation	› Discussion-based › Content expert who passes down knowledge by sharing experiences and giving advice.	› Problem focused › Focus on specific problems and explores emotional resolutions to past problems to move forward, with 'healing' as one of the main objectives
Outcomes	› Individualized goal setting	› Predefined learning outcomes and objectives	› May or may not set individualized, time-bound goals	› Shift toward a more functional and healthy approach to life, work, and relationships

Adapted from:

- › Franklin M. The HeART of Laser-Focused Coaching: A Revolutionary Approach to Masterful Coaching. Wilmington: Thomas Noble Books; 2019.
- › Launer J. Supervision, mentoring and coaching. In: Swanwick T, ed. Understanding Medical Education, Theory and Practice, 2nd edn. Chichester: John Wiley & Sons 2013; 111-22.
- › Lovell B. What do we know about coaching in medical education? A literature review. Med Educ. 2018;52(4):376–90.
- › Van Nieuwerburgh C. An Introduction to Coaching Skills: A Practical Guide. 3rd ed. Jarrold A, editor. Los Angeles: Sage; 2020.