



COACHING VS. TRAINING COMPARISON

COMPARISON OF ASSUMPTIONS IN TRAINING VS. COACHING PROGRAMS

	TRAINING	COACHING
LEARNING EXPECTATIONS:	Depends upon the trainer as the expert	Emerges from mutual inquiry
LEARNING READINESS:	Varies with level of maturity or role in organization	Develops from participant commitments and actions
LEARNING ORIENTATION:	Topic-centered	Work or experience-centered

COMPARISON OF ELEMENTS: TRAINING PROCESS VS. COACHING PROCESS

	TRAINING	COACHING
CLIMATE OF SESSIONS	Formal Competitive Judgmental	Informal Respectful Supportive
DIAGNOSIS OF NEEDS:	Primarily by boss and trainer	360-Degree Feedback
GOAL SETTING:	Pre-determined by boss & trainer Static	Emerges out of participant commitment Generative
LEARNING ACTIVITIES:	Classroom lecture, exercises, & activities	Workplace action-learning
EVALUATION:	Primarily by trainer	Self-defined success

Adapted from: Knowles, M. (1975). A Comparison of Assumptions of Teacher Directed Learning and Self-Directed Learning. In M. Knowles, Self-directed learning: A guide for learners and teachers (p. 60). Englewood Cliffs, NJ: Prentice Hall.