

COACHING / MENTORING DISTINCTIONS

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COACHING

Concepts and Distinctions

General Definition: A process of guided individual discovery which results in:

- Increased personal awareness and understanding
- Specific action planning
- Experiential learning and skill building
- Goal setting, and accountability for goal achievement
- Supported risk taking and experimentation

Abbott Definition: An intentional conversation that accelerates business and personal results through individual growth and commitment.

- Abbott regards coaching as foundational to necessary cultural change
- Leaders can impact the culture if they adopt a coach approach
- Leaders benefit from being coached to support their own development and behavior changes
- 8 questions focused on coaching have been added to the PDI Leadership Competency 360 Profile
- Still very new to Abbott, both as an approach to management and as a separate developmental tool

Coaching is a process and a program, which can be confusing.

As a process:

- An approach to interacting with others focused more on asking than telling
- Can be utilized by anyone
- Is being strongly encouraged as a leadership style at Abbott
- Curriculum courses teach the skills for using a coach approach to working with

As a program:

- A specific tool for development and achievement/excellence
- Often confused/contrasted with mentoring

Typical Distinctions between Mentoring and Coaching

MENTORING	COACHING
<ul style="list-style-type: none"> ➤ Mentor is Subject Matter Expert ➤ Mentor shares personal perspectives ➤ Mentor uses teaching paradigm; focused on what mentor knows ➤ Protégée listens/Mentor shares ➤ Focused on development ➤ Utilized to pass on experience, information, knowledge, skill, wisdom ➤ May focus on actions steps, goals, and accountability (depending on mentor style and relationship goals) ➤ Pre-training; one year relationship ➤ Monthly meetings, typically ➤ Minimal to no cost ➤ Excellent mentors use coaching approaches, but the focus in on sharing the knowledge and wisdom of the mentor ➤ Mentors come from inside the organization ➤ Metaphor: Teaches the employee to fish, and helps them find the best spots 	<ul style="list-style-type: none"> ➤ Coach is Process Expert ➤ Coachee shares personal perspectives ➤ Coach uses questioning paradigm; focused on what coachee can learn ➤ Coachee talks/ Coach listens and questions ➤ Focused on any goal or achievement important to coachee ➤ Utilized learn and experience new information, skills, wisdom, and knowledge ➤ Always focuses on action steps, goals, and accountability ➤ No pre-training; often 3-12 months, depending on goals. ➤ Weekly or bi-weekly meetings, typically ➤ No cost if coach internal; external coaches range \$500-\$2000/month ➤ Excellent coaches are “ego-less, “ and focused entirely on helping the coachee learn by experience, self-discovery, and application of knowledge gained from multiple sources ➤ Coaches can come from inside our outside the organization ➤ Metaphor: Helps the employee decide if fishing is important to them, and if so, helps them find and utilize the best techniques based on their desired results

Applications for Coaching and Mentoring

Mentoring may be best when....	Coaching may be best when....
<ul style="list-style-type: none">➤ The employee needs an expert or sponsor➤ The employee will benefit from specific knowledge about the organization's culture, values, and norms, especially when the information is informal and difficult to obtain from traditional sources➤ The employee is reasonably clear about their career and developmental goals➤ The employee will be helped by receiving direction	<ul style="list-style-type: none">➤ The employee is a senior or more experienced leader; or where developmental issues may require strict confidentiality➤ There is a strong desire or need to practice, apply, or implement new skills and behaviors. Excellent complement to traditional training.➤ The employee realizes there is a gap between where they are and where they want to be (skills, knowledge, career, achievement, etc), but isn't sure how to address it➤ The employee will be helped by sustained, objective support

DEVELOPMENT OPTIONS CONTINUUM

Manager

Trainer

Consultant

Mentor

Coach

-
- ◆ Tells
 - ◆ Outside-In Learning
 - ◆ Others' goals
 - ◆ Knowledge gained from others
 - ◆ Context is what to do
- ◆ Asks
 - ◆ Inside-Out Learning
 - ◆ Individual's goals
 - ◆ Knowledge gained through experience/self-discovery
 - ◆ Context is who/when to do it

SCENARIOS

1. Senior Level Director

Has long term potential to divisional VP and corporate officer. Wants additional responsibility. Technically very strong. Has on-going issues with interpersonal communication and team building with staff that impact overall effectiveness and ability to work through others. Supervisor has highlighted and discussed the problem with him; wasn't him to fix it. Has offered to send him to executive level training course. Individual isn't fully aware of what is happening; doesn't know how to change. Wants promotion badly enough to consider working on it.

2. Research Scientist (minority female)

Extremely talented; long term Vollweiler or divisional management potential, depending on her interest. Could do either. Important patents are in process. Openly concerned and vocal (sometimes inappropriately) regarding lack of women in the technical management roles. Lacks organizational savvy and self awareness; regarded as abrasive and critical. Strong desire to retain her, but she is growing impatient and skeptical. Minimal supervisory feedback or involvement to date. Supervisor is male.

3. Territory Manager – Field Location (Caucasian minority)

Top third performer. Clear, short term career goal for marketing product management. Just finished MBA. Does not have divisional experience or networks; open to relocation.

4. Sr. Territory Manager – Field Location (male minority)

Top 10% performer and stretching up. Restless, bored; unclear about future growth path. Highly marketable and attractive to other companies with richer comp plans in current role. Exceptionally bright and capable. Could probably do very well in a variety of roles, with long term DVP or corporate officer potential.

5. QA Technician (female minority)

Finishing second Bachelors in Marketing; thinking about MBA. First Bachelor's degree in Chemistry. Interest is in marketing or sales. Average performer. Ten years of Ross experience in NEO roles. Good communication and team skills. Has been fairly isolated in QA lab, but did serve on a cross-departmental operations problem solving team in the last year as rep from QA.

