



MITTE

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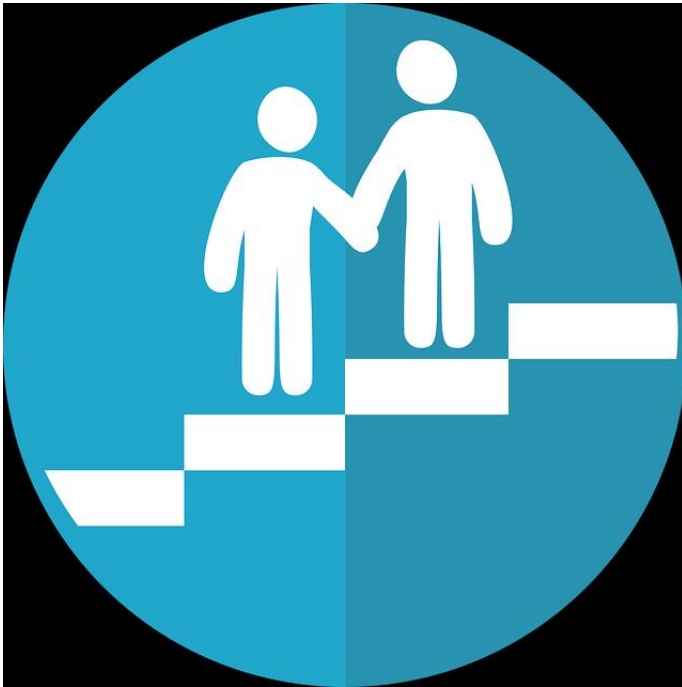
MENTORING AND COACHING COMPETENCIES

Angie Leclerc and Kathleen Fairfield

Disclosures

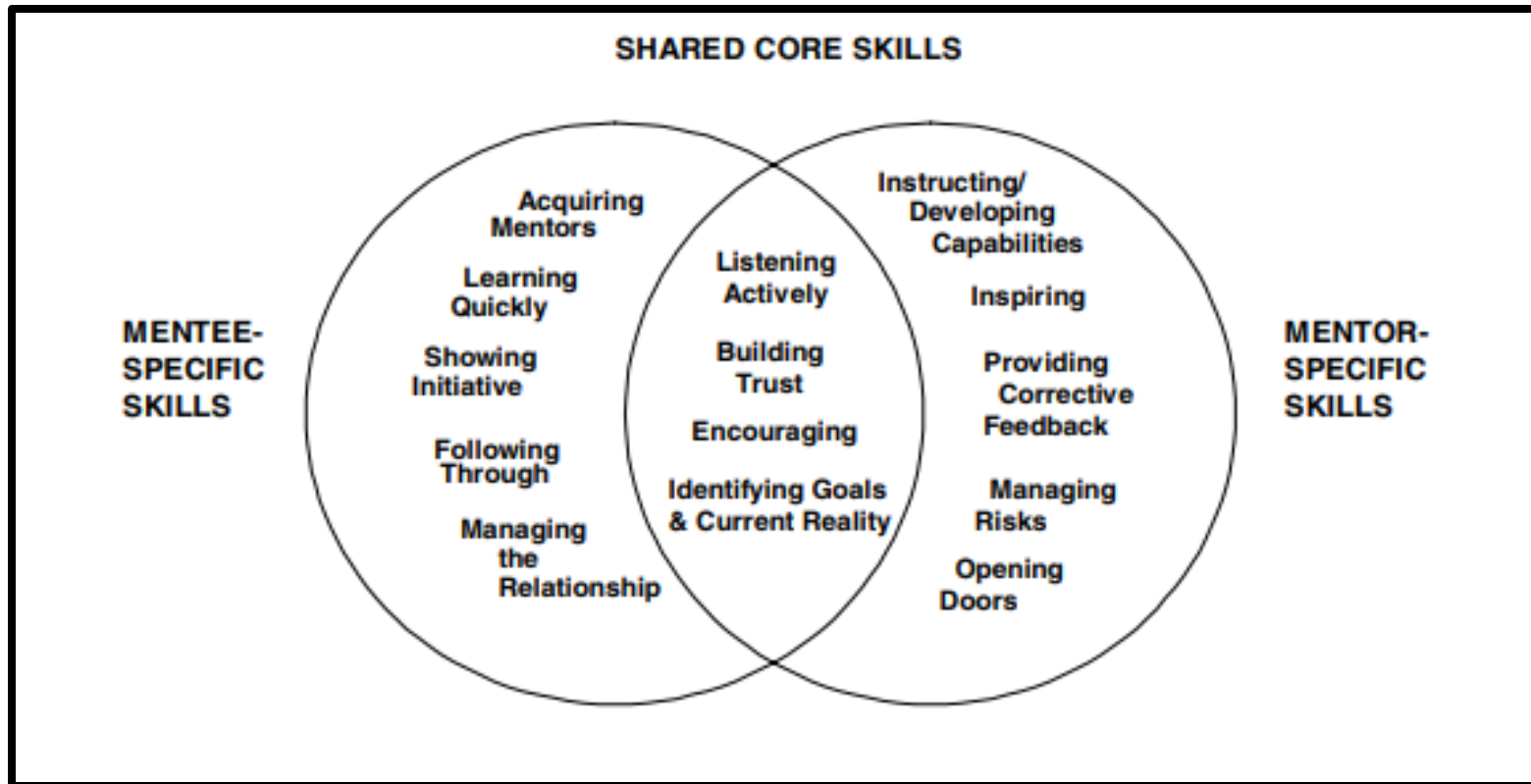
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Mentorship



- Long-term, future oriented
- Aimed at promoting career development
- Dynamic and reciprocal
- Mentor directed
- Be explicit
 - ▣ Clarify long and short term goals
- Solicit feedback after each interaction

Mentorship Competencies



[Skills_for_Successful_Mentoring.pdf \(udel.edu\)](#)

Coaching Principles

- ❑ Assumes that people are naturally creative, resourceful, and whole
- ❑ Asks Powerful Questions (next slide) to help people let go of limiting stories, strategies, and attachments
- ❑ Focuses on the whole person ideally (not just work)
- ❑ Is meant to evoke transformation, through challenging the client to make actual change (which involves risk)
- ❑ Involves a deliberate agreement and confidentiality, professionalism
- ❑ Typically is time-limited



Powerful Questions posed by coaches:

Help get at what is below the surface

Examples:

What do you truly want?

What about this is important to you?

What will you do, and when will you do it?

What else?

What's next?

Coaching Improves Provider Well-being

JAMA Internal Medicine | [Original Investigation](#) | PHYSICIAN WORK ENVIRONMENT AND WELL-BEING

Effect of a Professional Coaching Intervention on the Well-being and Distress of Physicians: A Pilot Randomized Clinical Trial

Liselotte N. Dyrbye, MD, MHPE; Tait D. Shanafelt, MD; Priscilla R. Gill, EdD; Daniel V. Satele, BA; Colin P. West, MD, PhD

IMPORTANCE Burnout symptoms among physicians are common and have potentially serious ramifications for physicians and their patients. Randomized studies testing interventions to address burnout have been uncommon.

OBJECTIVE To explore the effect of individualized coaching on the well-being of physicians.

DESIGN, SETTING, AND PARTICIPANTS A pilot randomized clinical trial involving 88 practicing physicians in the departments of medicine, family medicine, and pediatrics who volunteered for coaching was conducted between October 9, 2017, and March 27, 2018, at Mayo Clinic sites in Arizona, Florida, Minnesota, and Wisconsin. Statistical analysis was conducted from August 24, 2018, to March 25, 2019.

INTERVENTIONS A total of 6 coaching sessions facilitated by a professional coach.

MAIN OUTCOMES AND MEASURES Burnout, quality of life, resilience, job satisfaction, engagement, and meaning at work using established metrics. Analysis was performed on an intent-to-treat basis.

RESULTS Among the 88 physicians in the study (48 women and 40 men), after 6 months of professional coaching, emotional exhaustion decreased by a mean (SD) of 5.2 (8.7) points in the intervention group compared with an increase of 1.5 (7.7) points in the control group by the end of the study ($P < .001$). Absolute rates of high emotional exhaustion at 5 months decreased by 19.5% in the intervention group and increased by 9.8% in the control group ($-29.3%$ [95% CI, $-34.0%$ to $-24.6%$] ($P < .001$)). Absolute rates of overall burnout at 5 months also decreased by 17.1% in the intervention group and increased by 4.9% in the control group ($-22.0%$ [95% CI, $-25.2%$ to $-18.7%$] ($P < .001$)). Quality of life improved by a mean (SD) of 1.2 (2.5) points in the intervention group compared with 0.1 (1.7) points in the control group (1.1 points [95% CI, 0.04-2.1 points]) ($P = .005$), and resilience scores improved by a mean (SD) of 1.3 (5.2) points in the intervention group compared with 0.6 (4.0) points in the control group (0.7 points [95% CI, 0.0-3.0 points]) ($P = .04$). No statistically significant differences in depersonalization, job satisfaction, engagement, or meaning in work were observed.

CONCLUSIONS AND RELEVANCE Professional coaching may be an effective way to reduce emotional exhaustion and overall burnout as well as improve quality of life and resilience for some physicians.

TRIAL REGISTRATION ClinicalTrials.gov identifier: [NCT03207581](#)

Wolff et al: Beyond advising and mentoring: Competencies for coaching in medical education

- Coaching structure and process
 - ▣ Agreement
 - ▣ Meeting management
 - ▣ Process and accountability
- Relational Skills
 - ▣ Meaningful coaching relationship
 - ▣ Effective communication
 - ▣ Cultivating emotional intelligence

Continued (Wolff et al)

- Coaching skills
 - ▣ Fostering development of Learners
 - ▣ cultivating well-being and professional fulfillment
 - ▣ improving motivation and self-efficacy
 - ▣ overcome challenges with co-creative collaboration
- Coaching theories and models
 - ▣ Identify and use them!
 - ▣ Be flexible and adaptive
- Coach development
 - ▣ Self development and management
 - ▣ Identify limitations

Discussion

Resources & readings

MITE: [MITE Mentoring Guide \(instructure.com\)](#)

Beyond advising and mentoring: Competencies for coaching in medical education

<https://doi.org/10.1080/0142159X.2021.1947479>

[Skills for Successful Mentoring.pdf \(udel.edu\)](#)