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"Physician Mentorship: Why It's Important, and How to Find and Sustain Relationships"

- <https://resources.nejmcareercenter.org/article/physician-mentorship-why-its-important-and-how-to-find-and-sustain-relationships/>

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- <https://open.spotify.com/episode/2YiqQhTyL51Xok40OhpOMO?si=0MiZAJ2rQlas0DXytolr1Q>

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"No One is Talking to the Mentees"

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Choosing When to Advise, Coach, or Mentor

Karen Marcdante, MD (@KMarcdante)

Deborah Simpson, PhD (@debsimpson3)

The Challenge

Faculty members are expected to guide learners across a broad spectrum of topics, ranging from performance milestones and scholarship to career development and well-being. While a learner may be looking for a quick piece of advice, faculty may see a need for ongoing performance improvement. Alternatively, the learner may want mentoring, while the faculty member plans to offer a single bit of advice. Misaligned expectations can be frustrating for faculty (when a trainee does not appear to listen or act on the guidance offered) and for a trainee, who fails to obtain the desired input. For successful guidance to occur, learner and faculty expectations must be made explicit, and the approaches and time commitments must match the aims of the session.

What Is Known

Faculty and trainees lack common, clear terminology surrounding various forms of guidance. Many learners are assigned, or select, advisors and mentors. The recent introduction of “coaching” to the mix has often been done without clarifying similarities, differences, and potential overlap of these roles.

Advising, coaching, and mentoring are 3 distinct approaches to providing guidance. Coaching with wisdom combines elements of coaching and mentoring.

Each approach has a specific purpose, requires different (but overlapping) expertise, and uses different strategies. Explicit consideration of the 3 approaches and their features can facilitate tailoring these sessions and aligning expectations and plans to goals.

An advisor offers strategies about a specific event, which the learner may or may not follow. Mentoring implies a long-term relationship in which experiential wisdom is offered to help build the many aspects of a learner’s career. Explicitly stating that your role is to “coach” means that you will help the learner identify a goal and develop solutions through nondirective questions. This process results in the learner identifying strategies that he or she can comfortably employ, increasing the likelihood of follow-through.

How You Can Start TODAY

Understand the continuum of guidance and differentiate advising from coaching from mentoring.

The TABLE is a synopsis of the literature based on work that sought to clarify these definitions. Learning about

Rip Out Action Items

Program directors should:

1. Begin each guidance interaction by discussing the learner’s session goals, then select a guidance method.
2. Review your program’s documents. Are the guidance methods appropriate?
3. Provide deliberate practice opportunities, such as role-plays, to gain skills in aligning the strategy with interaction goals.

each strategy will help you clarify nuances and allow you to use relevant skills.

Explicitly ask the learner what guidance he or she is seeking, align your approach, and explain what you will be providing. Learners do not always know what they want (or need). Clarifying short- and long-term goals can help you select the right strategy and better meet expectations. Once a strategy is selected, discuss with the learner what will and what will not be covered in your interactions.

Enjoy the interaction. Watching the “light bulb go on,” seeing progress being made and careers developing, is why many are involved in medical education.

Be cautious about switching roles during an interaction. In coaching, the learner develops an individualized plan through questioning. When you have expertise in the area, it is easy to switch into the mentor role. Some call that “coaching with wisdom.” Be very clear that you have switched roles by saying, for example, “I am mentoring you now.” Then switch back to coaching when appropriate.

Close each interaction by soliciting feedback to help you improve your use of all strategies. Reflect on how well you stayed in the role, and ask the learner directly. Feedback on the usefulness of your technique allows for deliberate practice of the various guidance strategies and helps you improve in carrying out this role.

What You Can Do LONG TERM

Review your program’s use of the terms *advising*, *coaching*, and *mentoring*. Share the definitions with colleagues. Make sure that all advisors, mentors, and coaches clarify terms, especially when talking with learners.

Seek out opportunities to deliberately practice different skills with different levels of learners in different settings and with different topics/focus. When asked for your input, think about what strategy to use. Select words that differentiate advising versus coaching versus mentoring

DOI: <http://dx.doi.org/10.4300/JGME-D-18-00111.1>

TABLE

Comparing and Contrasting 4 Forms of Guidance

Item	Advisor	Coach	Coach With Wisdom	Mentor
Focus	Specific event	Task/skill	Task/skill with long-term view in the field	Career; focus on character development, socialization into field
Expert	In target area	Global/not specific	In specific performance target	In same field, “been there” and shares
Control	Advisor directed	Learner directed	Mostly learner directed	Mentor directed with repeated interchanges
Strategy	Give advice or answer	Help learner find a strategy through asking clarifying questions	Combines coaching and mentoring on specific topic; when mentor, explicitly states he/she is doing so	After discussion with learner, mentor transmits information intentionally based on his/her own experience and expertise; networks learner with others in field
Benefits	None for advisor	No direct benefit for coach	No direct benefit for coach	Mutual benefit with mentor often involved in learner products
Time	Single session	Time limited, current	Time limited, current	Long-term, future oriented

(eg, advising, “You should . . .”; coaching, “What could you do?”; mentoring, “In my experience, this has worked.”).

Provide training to faculty and learners on the differences across the spectrum of guidance. Define key features of each method and practice explicitly defining roles during role-plays. Encourage those who are frequently sought out by learners to share techniques that work and those that do not. Take advantage of opportunities to practice with feedback in a low-stakes environment.

Resources

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Karen Marcdante, MD, is a graduate of the Berkeley Executive Coaching Institute and Professor of Pediatrics (Critical Care Medicine), Medical College of Wisconsin; and **Deborah Simpson, PhD**, is Director, Medical Education Programs, Aurora Health Care, and Professor (Clinical Adjunct), Family and Community Medicine, Medical College of Wisconsin and University of Wisconsin School of Medicine and Public Health.

Corresponding author: Karen Marcdante, MD, Medical College of Wisconsin, Pediatric Critical Care, CHW Office Building, B550B, 9000 West Wisconsin Avenue, Milwaukee, WI 53226, 414.266.3392, kwendel@mcw.edu



Faculty Blog › Coaching in Healthcare Education

Coaching in Healthcare Education

March 15, 2023 ·

Authors: Meredith Ratliff, MAT MA; Satria Nur Sya'ban, MD; Adonis Wazir, MD; Sarah Haidar, M.Ed., TD.; Sara Keeth, PhD, PMP



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What is Coaching?

Coaches help learners set goals, help them monitor their progress, provide feedback, and evaluate their next steps. While coaching may seem similar to other approaches, Mentoring, Advising, and Coaching are distinct roles.

Mentoring is typically mentor-led, with the mentor providing role modeling in their expertise specific to a field or experience. Mentors provide advice and recommendations based on their experience. Similarly, *advising* also tends to be more advisor-led but may also include individualized recommendations based on learner input. Advising is focused on academic paths such as program requirements and admissions to graduate programs, and may assist learners in finding research opportunities. In contrast, *coaching* is characterized by being learner-led. The coach helps the learner identify personal needs and challenges, working together to create a plan and find solutions that work for the learner's unique situation. Rather than telling learners what they need to do, the coach asks questions, allowing the learner to reflect and find their own solutions. Coaches help learners develop a personalized path to achieve their goals (1).

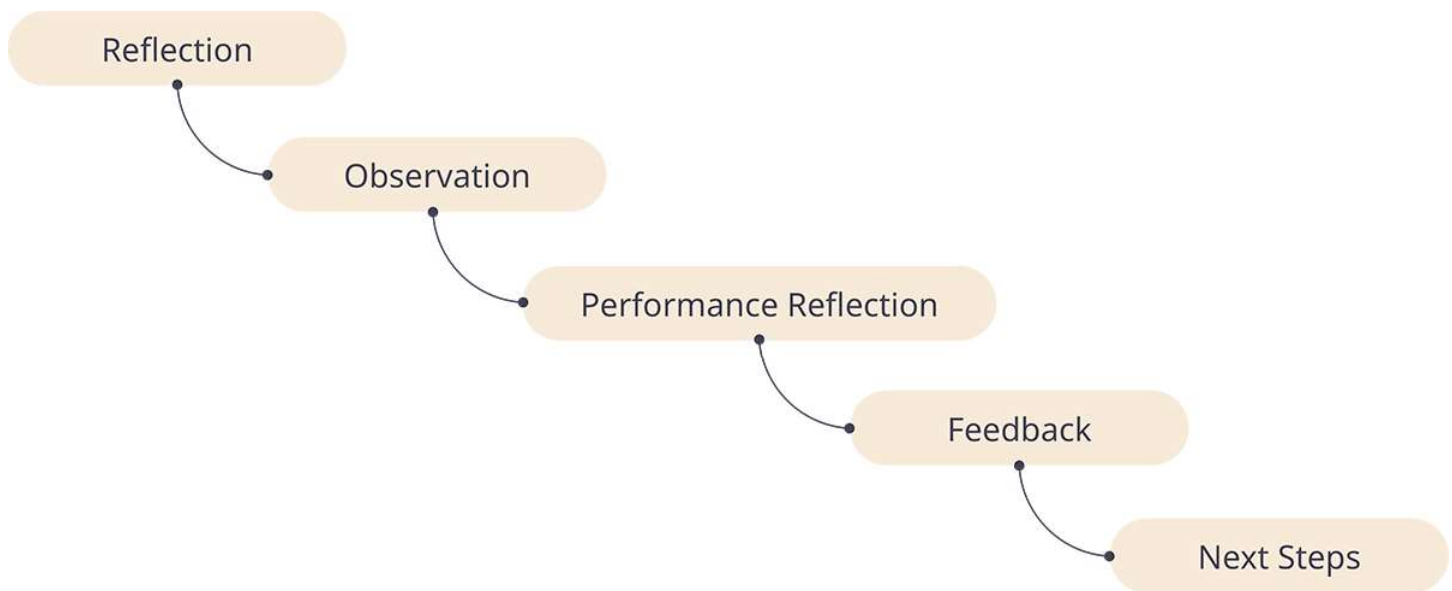


As coaches develop a relationship with learners, they should provide learners with a safe space for *informed reflection* on academic, personal and professional performance, encourage *learner well being* by helping learners manage their stress, assist learners in *setting and reaching goals* that will lead to high levels of academic/professional achievement and personal satisfaction and encourage learners to establish *good habits* such as continuous reflection, goal setting and lifelong learning (1).

How Does Coaching Work?

There are a number of coaching models, some of which are borrowed from other fields such as business and psychology.

One popular model in healthcare education is Coaching in Medicine (1). The process for the Coaching in Medicine model starts with the learner *reflecting* on their strengths, weaknesses, and goals with their trusted coach. Then, the coach *observes* the learner's performance in a task that reflects their goal. This observation may take place in a clinical setting, but it can also be done asynchronously: observing study habits, knowledge mastery results, or other feedback and data. After the performance, the learner *reflects on their performance*. The coach then provides *feedback* based on the learner's performance and reflections. Finally, the coach and learner work together to determine the *next steps* to promote improvement.



Goal Setting in Coaching

One important feature of coaching is goal setting. Helping learners create SMART goals (Specific, Measurable, Attainable, Relevant, Timely) can help determine planning, progress towards that goal, and success (2).

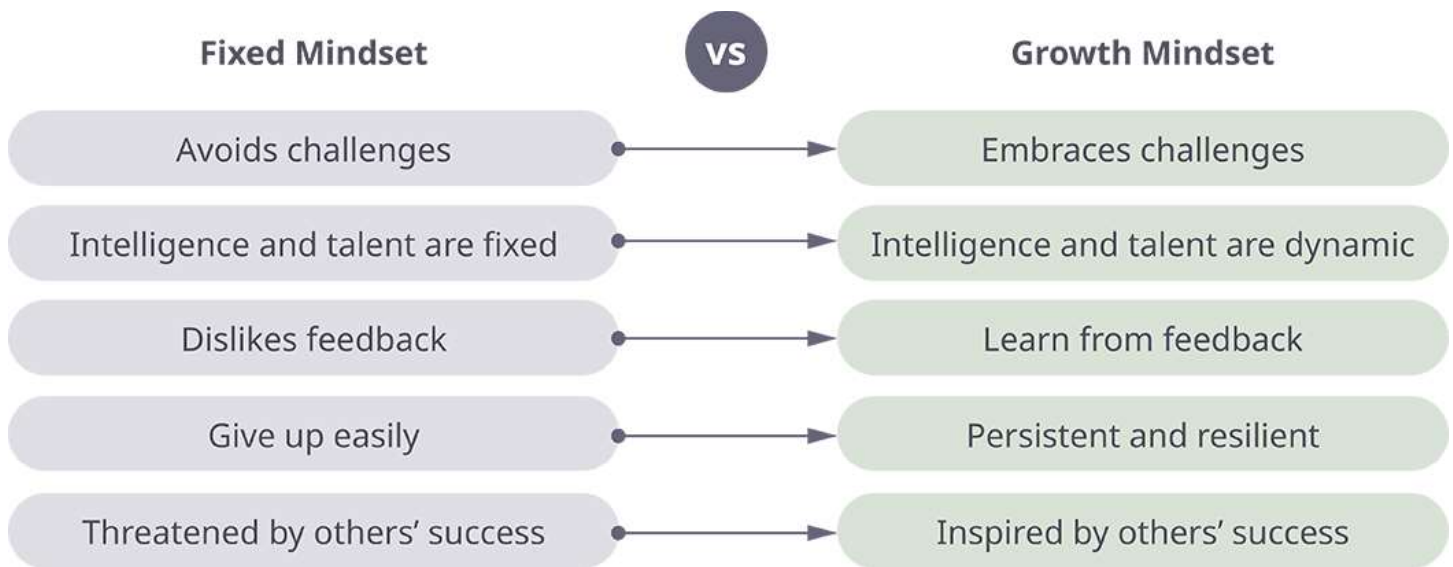


SMART goals are specific, meaning they have a defined outcome and use action words. They are *measurable*, with clear criteria to measure progress and success. They are *attainable*; a goal should be challenging but also possible to achieve. Goals should be *relevant*, meaning the goal should be in line with long-term goals and desired outcomes. And, they are *timely* or time-bound: there is a completion date or time frame in which the outcome should be complete.

Change Management in Coaching

Reaching a goal often means changing a habit or mindset, but resistance to change is part of human nature. We have a natural tendency to fear the unknown, to fear uncertainty. As a result, we find comfort in the status quo, in what is familiar and in our normal routines and habits. Fear of change may also spur loss aversion, or the fear that a change may cause loss of something familiar that we value. Finally, a lack of trust can cause resistance to change. A person may worry the impetus for change lacks a worthy cause or that the change may end up being harmful, not beneficial.

Part of a coach's job is to help the coachee navigate change. It may be uncomfortable or difficult for coachees to make the changes needed to reach their goals. One way for a coach to encourage change is to promote a growth mindset.



Growth mindset is defined as a belief that views intelligence as malleable and improvable (3). A fixed mindset is often considered the opposite of a growth mindset. Someone with a fixed mindset knows that a challenge may result in failure, so they may avoid challenges entirely. A person with a fixed mindset believes intelligence and talent cannot be changed or improved, and often believe success is a direct result of unchangeable innate abilities.

Someone with a fixed mindset dislikes feedback and gives up easily when faced with adversity. They feel threatened by others' success—if talent can't be changed, then the success of others means they are inherently lesser or not as good.

On the other hand, learners with a growth mindset are more likely to see success as a result of effort. They embrace challenges and see opportunity for growth in both failure and success. They recognize that intelligence and talent are dynamic and can be changed with consistency and effort. Learners with a growth mindset accept feedback and use it to improve. By encouraging a growth mindset, coaches can help learners be more persistent and resilient when faced with difficulties. Developing this growth mindset can help coachees avoid discouragement and instead be inspired by the achievements and success of others.

International Mentoring Group

Difference between Coaching and Mentoring

Mentoring vs coaching – what's the difference?

Though it may seem like these two are very similar but they are not the same. In this article we want to share our groundworks on the topic of differences and similarities between these two notions.

Probably you have already got acquainted with our previous articles "[what is mentoring](#)" and "[what is coaching](#)" and realize the nature of these terms. If for some reason you have not got an opportunity to do it – consider having a quick look now, if you feel the relevance of complete understanding the difference.

Difference 1. Building interrelations

Coaching VS Mentoring

Coaching is aimed to achieve certain goals (for example, an increase in employee management; speech structuring; strategic thinking development).

In order to achieve these goals, a specialist ("coach") required; the one who knows how and can manage such

Mentoring, on the other hand, puts human relations in the first place (for example, a "mentee" would want to share his life or career way obstacles which do not let him achieve success).

aims. In other words, it is the first priority to clearly define the task and successfully accomplish it (though it can be either personal or professional – the most important index here is the accomplishment).

Without any doubt, one needs to apply certain skills and competencies to build a trust relations which defines a more deep techniques , such as: balance/harmony in life/career; self-confidence; self-perception; knowing that personal life affects professional one.

Difference 2. The duration of the process

Coaching versus Mentoring

While the process of **coaching** can be considered complete after a couple of sessions, taking into account the peculiarities of mentoring – it can last up to a year.

Coaching is aimed to a certain goal and is heading towards its' accomplishment.

In order to get the most efficiency from **mentoring** session, a certain amount of time is needed. This time is used for mutual acquaintance with the participants' characters and the creation of favorable conditions, where a "mentee" can feel free to share his personal and professional problems with his mentor.

Difference 3. Efficiency and development

Coaching and Mentoring

The purpose of coaching is the improvement of personal efficiency and development at work. These terms include either enhancement of the existing knowledge or achieving new ones. Once the trainee acquires relevant knowledge – the process can be considered complete.

Mentoring is directed to continuous development (which can be applicable not only to the existing job, but for the future one as well). Thus, mentor's recommendations and methods of learning bring continuous and universal development essence not attaching to any particular place of self-realization.

Difference 4. The structure of interactions built

This criterion is of the highest importance in the relevant question, that's why we suggest you to take a closer look at its' details. There are 2 notions as object and subject. Object is a category which describes something (occurrence or process) influenced by physical, managing and cognitive activity (taking into account that the subject himself can act as an object and the role of a subject is played by personality, social group or society in general). The subject, in his turn is the carrier of the activity, consciousness and cognition; it's an individual that percepts the world (as an object) and affects it with his practical activity.

Coaching is aimed for the subject, and all the information given by the coach is directed to the audience and objective data, which has taken place and is rated concerning not the subject himself, but professional development of this or that competency in general.

Let's have a look at the comparison table:

Coaching V Mentoring

The process of coaching does not require step-by-step approach and can be

As for mentoring - it is necessary to have the

implemented right away with any possible subject-matter (except for corporate sessions, where it is necessary to analyze the fields of competencies of all the participants, their needs/requirements and ways/methods of achieving them).

process structured step-by-step. This way, the participants take time to know each other better and realize the strategic nature of the goals and ways to achieve it.

Difference 5. Supervision (Leadership)

Difference between Coaching and Mentoring

Current supervisors at work assume a dominant presence in the coaching process of the trainee due to the fact that they provide feedback on the results of their employee and his missing skills. This information is used for building the interactions.

In mentoring – the supervisor does not take part in the process by means of influence, but can and will provide recommendations to his employee. This approach ensures the independence of mentoring interactions and has a positive impact on the final result.

In the last criterion we have applied a situational approach where coach acts as a corporate member of the company (there is a so called “internal corporate coach” in the structure of the firm).

It's important to know that in this case the coach, the coachee and the boss are within the same interaction field and have mutual impact on each other.

To sum up [1]

You need coaching if:

- Your company is looking for a professional who can help your employees develop relevant competencies with the help of specialized tools in a short period of time;

- You have talented employees in your company but their efficiency does not meet your expectations;
- Your company is implementing a new structure or program;
- There is a subdivision in your company that requires an increase of certain competencies;
- The executives of your company require to achieve new knowledge aimed to broaden their fields of responsibilities.

You need mentoring if:

- It is necessary for your company to widen skill fields of both employees and executives;
- Your company is willing to overcome the obstacles that do not let to meet the expected success;
- There is a necessity of complex skill development of your employees by means of improvement of new skills and knowledge;
- Your company accepts the idea to preserve inner professionalism of the employees and share it with potential co-workers;
- The executives of your company would like to keep the balance of work processes taking into account both personal and professional factors.

To sum up [2]

Criterion	Mentor	Coach
Approach	Aimed to the subject (person)	Does not consider the factor of subjectivity, defined by the goal
Interaction structure	No clear staging of the process	Stating a clear staging
Relationship nature	Mutually optimal	Strictly formal (professional)
Influential source	Consciousness	Authority
Expectations (results)	Development	Performance
Activity arena	Life experience	Certain goal













Taking into account the abovementioned we can state that mentoring and coaching are not the same. While mentoring process is performed with time and includes character determination and mutual interest, coaching, on the other

hand, requires complete fulfillment of a set task, does not affect personal character of the participants and is considered finished once the goal has been achieved.

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You're a Mentee... Now what?

Initiate and Communicate

Ask questions and let your mentor know your goals

Honor your Commitment

Respond in a timely manner and continue communication

Be Teachable

Be willing to learn new things and respond to constructive criticism

Plan Ahead

Prior to ending your meeting, set up a time for when you will meet again

Follow Through

Report back to your mentor after discussions

Pass it on!

Give back by becoming a mentor yourself



**MENTORING IS FOCUSED ON PROCESS,
MORE LISTENING, LESS SPECIFIC ADVICE,
AND IS LONG TERM**

