

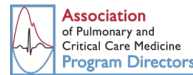
The Difference Between Coaching and Mentoring



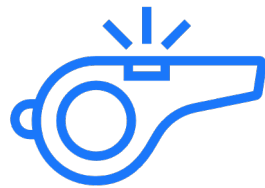
James Frank, MD
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1



How many of you
have a coaching
program at your
institution?

2

Objectives



Differentiate Coaching and Mentoring



Review Coaching Outcomes and Mechanisms



Discuss Implementation and Program Evaluation



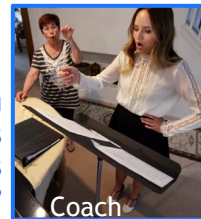
3

Quiz: Coach or Mentor?



After clinic, let me introduce you to the Chair of our assembly, we've worked together on several research projects

What feedback have you received in clinic? What is going well? Are there skills you are working on?



4

Quiz: Coach or Mentor?

You said you want to be an expert clinician. Tell me more about what you envision that to be?



ATS 2022



This is how I divide my time. What appeals to you about my career path?

5

Quiz: Coach or Mentor?

These are the scholarly projects I am working on now, which seems most interesting to you?







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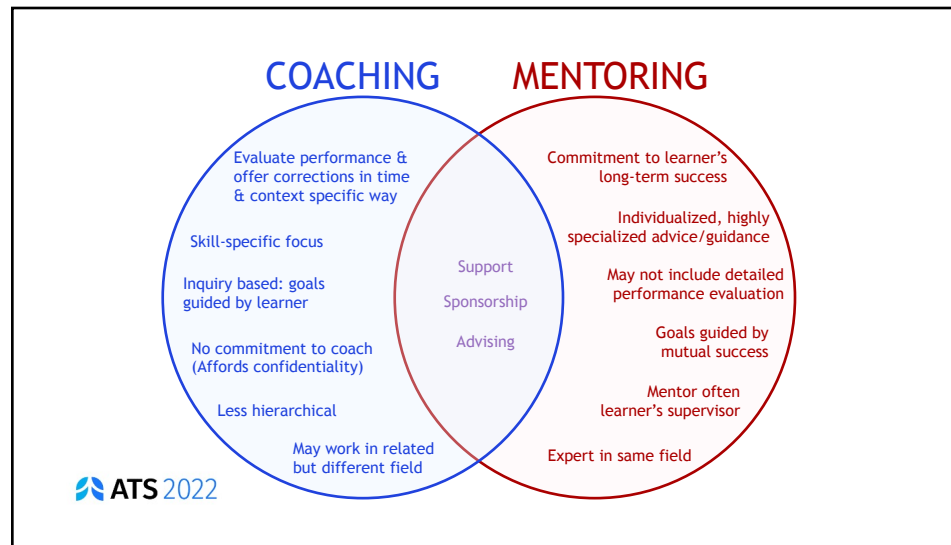
As you prepare to take on scholarly work, what would you consider a successful experience?

6

Key Distinctions of Coaching / Mentoring

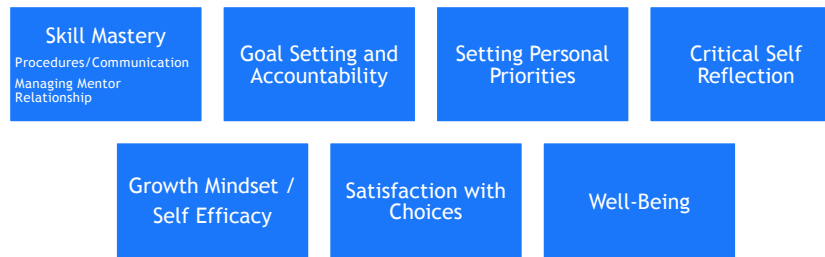
Domain	Coach	Mentor
Goal	Improve performance or impart specific skill	Support and guide career growth
Method	Observe or understand behaviors, provide feedback	Role model, listen, provide individualized advice
Duration	Time-limited 	Longer-term 
Direction	Unidirectional 	Bidirectional 

7



8

What Can Coaching Improve?



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9

Coaching Mechanisms of Action

Context	Mechanisms	Expected Result
Low Program Satisfaction	1:1 Meetings, Personal Connection, Deep Knowledge of Learner, Guided Reflection, Shape Vision, Positive Psychology	Higher Satisfaction with Training, Appreciation of Individualized path, Clearer Personal Vision

10

Coach Meeting Calendar

UCSF PCCM Fellow Coach Meeting Calendar (adjust as necessary for individual fellow needs)

- Every meeting includes a check-in and review of any performance feedback coupled with goal setting and reflection cycles. Look for quarterly fellow dashboard reports from [Medhub](#).

	F1	F2	F3
July	Intros, what is coaching? Resources available, expectations	Clinical: Avoiding burnout, goals for ICU time Research: CDP development, Coursework plans check-in and roadmap for the first 6 months	Subspecialty clinics, elective clinical plans, managing moonlighting, Review needs for procedures
August	What is your vision? Goal setting (clinical), calendar for the year, getting the most from feedback	Clinical: Check-in, ICU goals Research: F32 plans/prep, Academic (GME) pathways review	Review of clinical skills feedback, goals for F3, Boards review plans, Sched CPD meeting
September	What are you curious about? Introduce Individual Development Plan (IDP), How to find a mentor and team, follow up on clinical evals and goals	Clinical: Well-being check-in, CC feedback Research: ATS/conference submission plans	CDP check-in, ATS/conference submission plans, Getting the most out of your mentors
October	How is fellowship progressing? Review IDP, follow up on primary mentor search plan	Clinical: Procedures review and goals Research: Grant writing resources, CDP check-in	Job search timeline and strategies
November	Follow up goals. Post retreat follow up, mentor search, begin to plan for F2 clinical block	Clinical: Feedback review Research: Research skills inventory, goal setting	Job search timeline and strategies
December	What are your successes and challenges so far? Half-way point review of clinical feedback/goal setting for the new year, continue	Clinical: Reflections on clinical training, goals for next 18m Research: Congrats on grant submission, Prepare for CC,	Outpatient clinic feedback and goals



What Does a Coach Do?

Deiorio NM, Foster KW, Santen SA, Academic Medicine. 2021; 96:1758

RATIO OF ENGAGEMENT ■ Probing & listening ■ Telling & Answering

COACH

ADVISOR

"In my experience, you should find an endocrinology mentor, perform well on an advanced physiology or endocrinology elective, and apply to IG residency programs."

MENTOR

*"What do you like about the work I do?"
"This was my journey, is that a path you see for yourself?"
"Let's partner in finding a research project for you."*

STRATEGY	WHAT A COACH SHOULD DO	WHAT A COACH SHOULD SAY
Strengths-based coaching 	Prompt the learner to envision their future Partner with the learner to work together toward achieving the learner's goals based on what has worked in the past, as opposed to immediately "fixing" the learner's problems.	"You describe wanting to be a strong, respected clinician. Let's work with that in mind."
Relationship building 	Promote an environment of safety, trust, and respect Create an atmosphere of equality, honesty, and autonomy.	"Even though we may sometimes have difficult conversations, I will always keep your best interests in mind."
Meeting management 	Facilitate learner-driven meetings Ask the learner to set the agenda and encourage them to set timelines for goals and expectations.	"Let's be sure we set up future meetings, so we don't lose momentum."
Appreciative inquiry 	Ask, don't tell Lead with questions. Appreciate what is working. Envision what could be. ²	"What does a 'strong clinician' look like to you? What makes you say you have not achieved this yet?"
WOOP & SMART goals 	Assist with goal setting and provide accountability Use concrete frameworks, such as Wish Outcome Obstacle Plan (WOOP) or Important Specific Measurable Achievable Realistic Timely (ISMART) goals. ^{3,4}	"Matching into a good residency is an admirable goal, though lacks specificity. Let's think about a timeline of concrete steps."

Coaching Program Considerations



DOES COACHING
ADDRESS YOUR
NEEDS?



COACHING TAKES
TIME (\$) AND
TRAINING



DESIGNING YOUR
PROGRAM



IDENTIFYING YOUR
COACHES



EVALUATING YOUR
PROGRAM

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13

UCSF Program Implementation Detail



NEEDS ASSESSMENT

Focus Groups
Alumni Survey
Local/National Experts
Literature



DEFINE RESOURCES

Number/Duties of
Coaches
Obtain Funding for
Coaches
Search Committee &
Interviews



TRAINING

Positive Psychology
Emotional Intelligence
Communication &
Feedback
Diversity, Equity &
Inclusion Training
Division/University
Resources
Coach Development Plan
Goal Setting



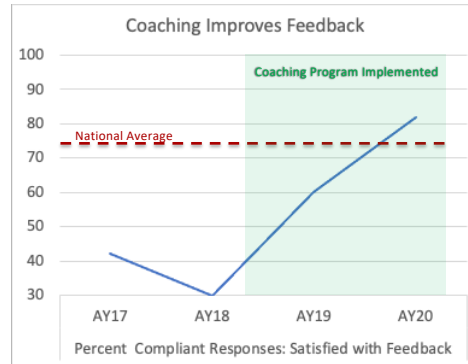
EVALUATE PROGRAM

Quantitative:
Program Evaluations
ACGME Surveys
Well-Being Surveys
Career Outcomes

Qualitative:
Semi-Structured Interviews

14

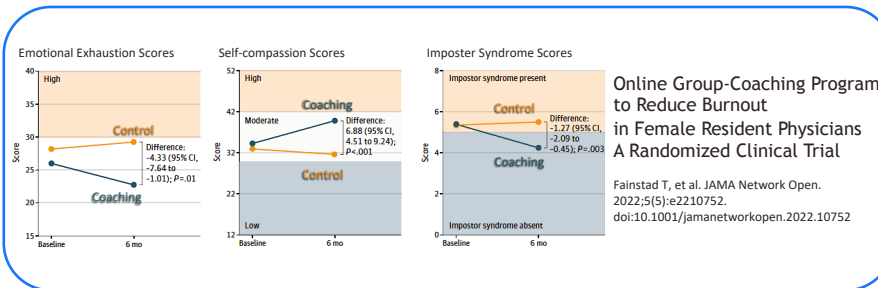
Coaching Results: Feedback Satisfaction



15

Coaching Mitigates Burnout

Six-Month Coaching Intervention Improved Emotional Exhaustion, Self Compassion and Imposter Syndrome



16

Coaching vs Mentoring Summary

- We all need both!
- Coaching:
 - Unique relationship with specific mechanisms, advantages, and limitations
 - About performing your best in a specific context
 - Addresses skills and one's personal experience
 - Requires resources and training



17

Coaching in Medicine

James Frank, MD MA: james.frank@ucsf.edu

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PERSONAL BEST

Top athletes and singers have coaches. Should you?



By Atul Gawande

<http://www.newyorker.com/magazine/2011/10/03/personal-best>

18