

# SUPPORTING RESILIENCY THRU

## Intentional Advising, Coaching, Mentoring!

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# WHY DO WE CARE

- **Faculty and leaders play a key role in learners and colleagues'**
  - Growth and development
  - Resilience: Relatedness – connecting is critical element
- **Opportunity to support development and resilience using existing dialogues**
  - PD with resident or faculty
  - DIO with program director or chair
  - AIAMC National Initiatives
  - CMO with physicians / CLER

# CHALLENGE: DIALOGUE ROLE

- **How Dialogue? Formal or Informal**
  - Give Advice
  - Coach and/or
  - Mentor
- **Terms and approaches** are often used interchangeably and shift roles in same dialogue
- **But they differ → role conflict**
  - Define each role's distinguishing features/ guiding principles
  - Align each role with learner/situational needs
  - Identify a “take home” action to optimize (differentiate) A/C/M

# AGENDA - 75 MIN

## ADVISING, COACHING, MENTORING

- **Intro: Get/Eat Lunch!!**
- **Review Key Similarities & Differences A/C/M**
  - Implications for Well Being & Resilience
- **Small Groups: Vignettes (Real Life)**
  - Review vignette from each of 3 perspectives & Evaluate ±
- Quick Check In
- **Small Group: Additional Vignettes**
- **Report out Best Practices**
  - Identify guiding principles used to select best role
  - How integrate resilience

# SOMEONE WALKS INTO YOUR OFFICE SEEKING HELP. DO YOU....

- Give advice?
- Coach through an issue?
- Apply your mentor skills?

# HOW DO YOU DECIDE?

	<b>Advisor</b>	<b>Coach</b>	<b>Mentor</b>
<b>Orientation</b>	Specific event	Task/Skill	Relationship/ Career
<b>Expertise</b>	In area	Global/not specific	In same field, “been there” and shares
<b>Involvement in outcome</b>	None	Open, no benefit	Mutual benefit
<b>Time commitment</b>	Single session	Time limited, current	Long term, future

# BUT WAIT, COACHES TELL YOU WHAT TO DO...

- **Sports Coach:** Observe, suggest, provides feedback
- **MD Coach** (Atul Gawande) – Observe, suggest, feedback
- For the purposes of our session --- this type of coaching

**= ADVISING**

# WHY DOES IT MATTER

- **Alignment of expectations**
  - How you approach the situation
  - Types of questions/input you provide
  - Develop explicit agreement at onset
    - Time and outcomes
- Skills needed



# SKILLS: ADVISOR

- Listen constructively
- Exhibit professional interest
- Provide info/guidance
  - Knows policies/practices in sufficient detail to provide accurate and usable information
  - Refer to other resources if unable to answer question

# SKILLS: COACH

- Build strong rapport and trust
- Discover and understand issues
  - Allows learner to solve the problem his/herself
  - Avoids providing answers (even if experienced in area)
- Increase tension and positive motivation
- Collaboratively design “experiments”
- Encourages, supports; celebrates success
- Look for patterns of behavior that predict success/failure

# COACHING & MENTORING

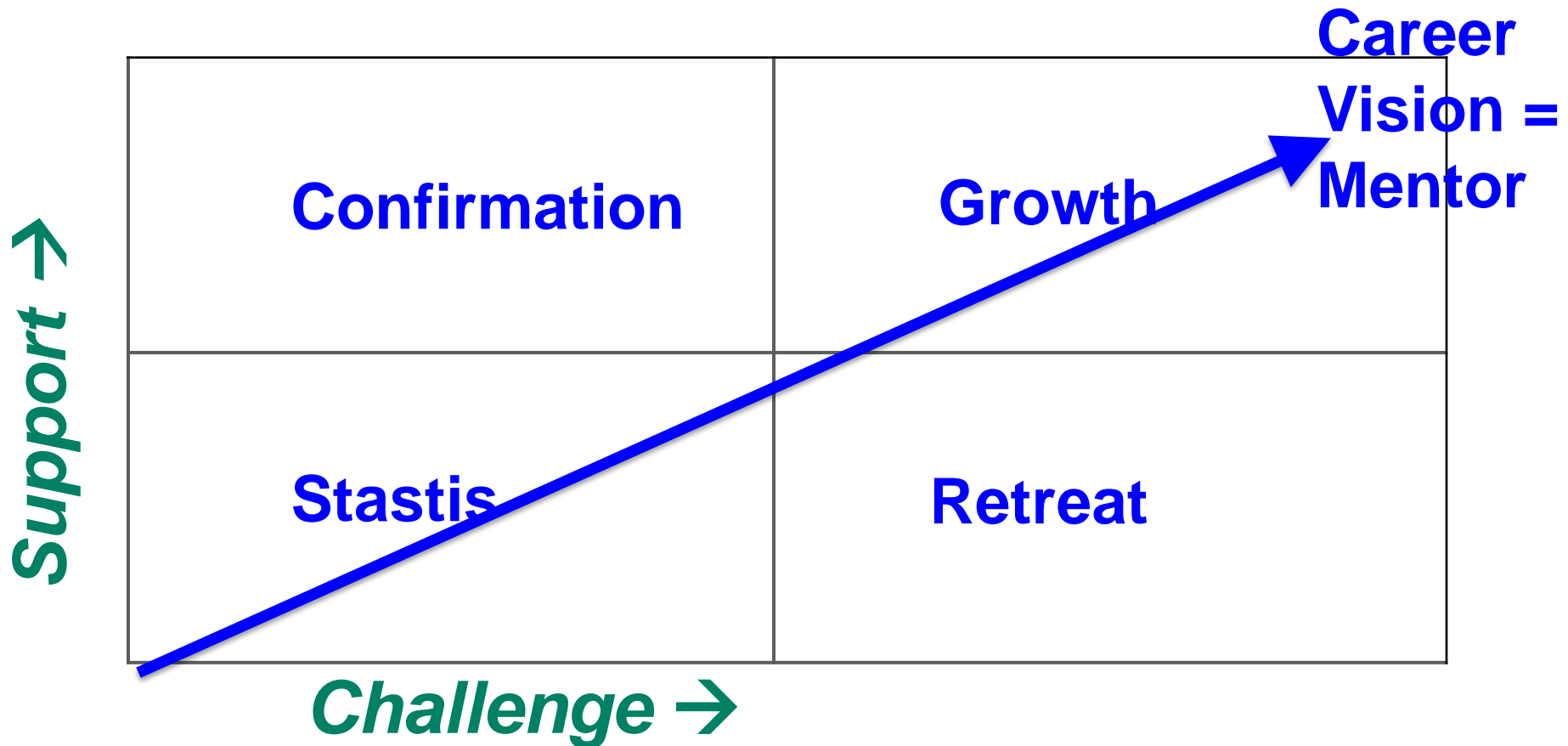
## WHAT'S THE DIFFERENCE?

	Coach	Mentor
Focus	Performance Task Specific	Individual, Develop the Person, Career
Agenda	Immediate	Short and Long Term
Relationship	Set Duration	On-Going – Long Term
Source of Influence	Position	Perceived Value
Personal Returns	Performance	Reciprocity

# SKILLS: MENTOR

- Willing to share knowledge, skills and expertise
- Acts as a positive role model
- Takes personal interest in the mentor role
- Enthusiastic about field and its growth
- Provides guidance and constructive feedback
- Advocates and promotes networking
- Understands difficulties and challenges in field

# SUPPORT, CHALLENGE



Daloz LA. Mentor: Guiding the Journey of Adult Learners. 2012

# Well-Being in Residency: A Systematic Review

Kristin S. Raj, MD

## ABSTRACT

**Background** Rates of physician burnout have increased in recent years, and high burnout levels are reported by physicians in training.

**Objective** This review of the research on resident well-being seeks to identify factors associated with well-being, summarize well-being promotion interventions, and provide a framework for future research efforts.

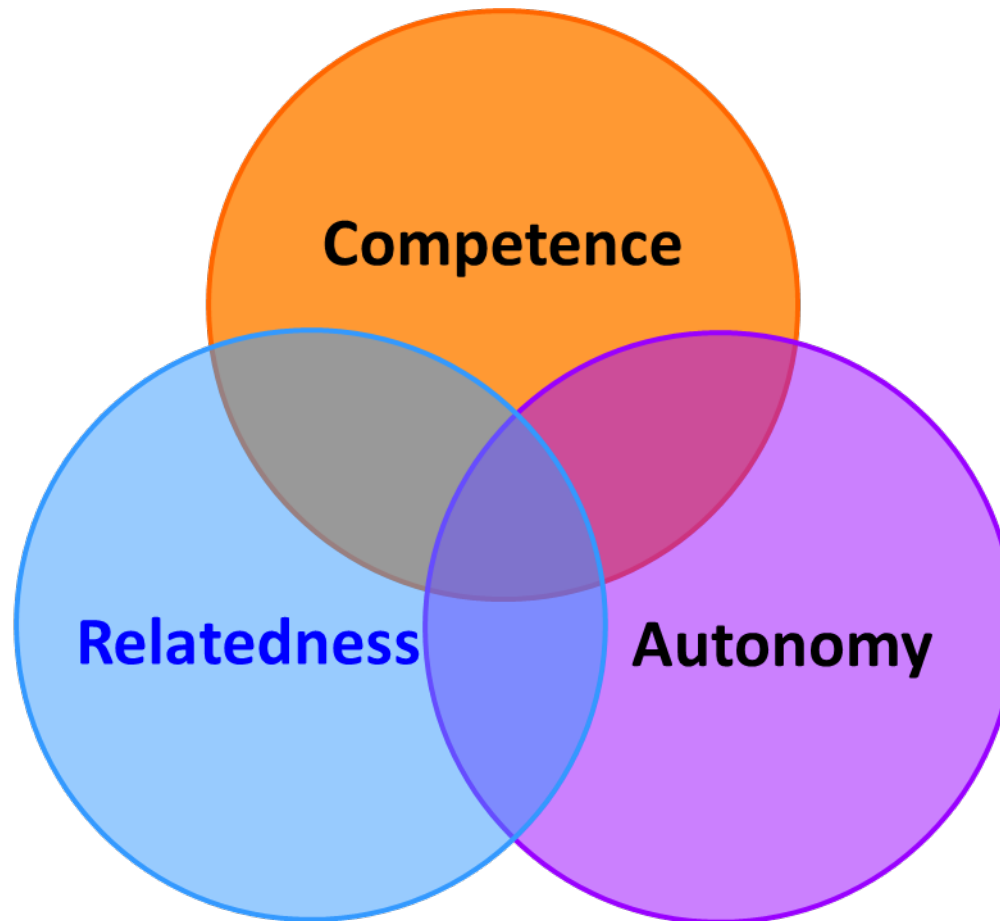
**Methods** Keywords were used to search PubMed, PsycINFO, and MEDLINE. Studies included were conducted between 1989 and 2014. The search yielded 82 articles, 26 which met inclusion criteria, and were assessed using the Medical Education Research Study Quality Instrument.

**Results** Articles measured resident well-being and associated factors, predictors, effects, barriers, as well as interventions to improve well-being. Factors identified in psychological well-being research—autonomy, building of competence, and strong social relatedness—are associated with resident well-being. Sleep and time away from work are associated with greater resident well-being. Perseverance is predictive of well-being, and greater well-being is associated with increased empathy. Interventions focused on health and coping skills appear to improve well-being, although the 3 studies that examined interventions were limited by small samples and single site administration.

**Conclusions** An important step in evolving research in this area entails the development of a clear definition of resident well-being and a scale for measuring the construct. The majority ( $n = 17$ , 65%) of existing studies are cross-sectional analyses of factors associated with well-being. The literature summarized in this review suggests future research should focus on factors identified in cross-sectional studies, including sleep, coping mechanisms, resident autonomy, building competence, and enhanced social relatedness.

# SELF DETERMINATION THEORY

3 Basic Psychological Needs **MUST** be fulfilled to Stimulate & Sustain Intrinsic Motivation to Achieve Purpose



# HOW CAN YOU GET AT THESE DIMENSIONS (COACH & MENTOR)

1. **Kickstart:** What's on your mind?
2. **AWE:** And What else?
3. **Focus:** What's the real challenge here for you

Stanier, MB. The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever. Book of Crayons. March 2016.



# SMALL GROUP ACTIVITY: VIGNETTE 1

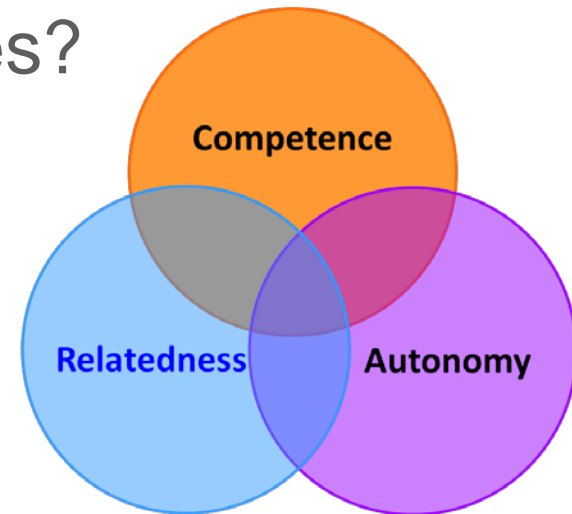
1. Read vignette, discuss the following as a group
2. What you would do/say in each role (act it out)?
  - as Advisor
  - as Coach
  - as Mentor
3. When done, select role that is “best”
  - For learner – consider well being/resilience
  - For you
4. Appoint spokesperson (as needed)

# QUICK CHECK IN – IF NOT LET'S TRY ANOTHER VIGNETTE

- Any concerns?

# WHAT DID YOU LEARN? 5 Q's

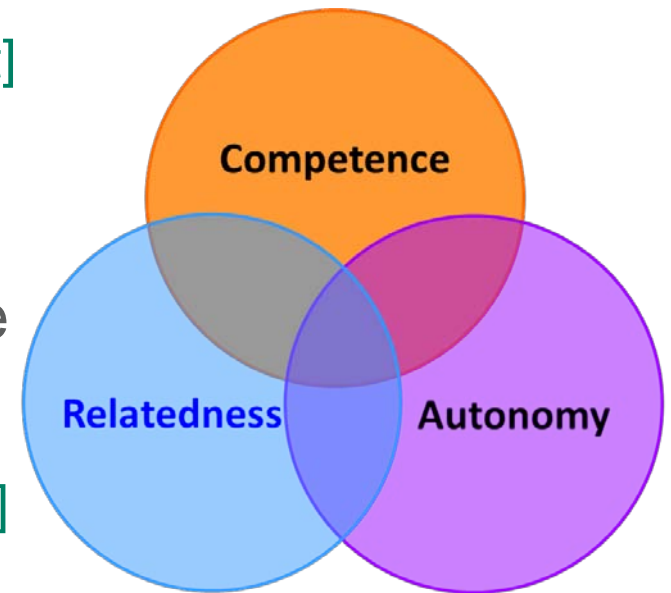
- What role was easiest; most challenging?
- Distinguishing features of each role?
- Different outcomes w different roles?
  - Competence
  - Autonomy
  - Relatedness?
- Guiding principles align role  $\cong$  with learner/situational needs?
- What is your “take home action” to optimize A/C/M?



# WHAT DID YOU LEARN?

What is your “take home action” to optimize A/C/M? *Ask yourself*

- A. What’s on your mind? [Kickstart]  
(when ask you to do this)
- B. And what else? [AWE]
- C. What's the real challenge here for you? [Focus]
- D. What do you want? [Foundation]
- E. How can I help?
- F. If you're saying yes to this, what are you saying *no* to?
- G. What was most useful for you? [Learning]



# SUMMARY

- **Each role** has unique emphasis and reciprocal expectations
  - Advice vs do; Advisor role may not get at root cause)
  - May be “assigned” formal role vs informal
  - Explicitly Agree/Affirm “role” & expectations
- **Explicitly acknowledge** role shifts (hats)
  - May shift roles based on progress (or lack thereof)
  - Align role with learner/situational needs
- **Successful interactions** take skills (FD)

# ACKNOWLEDGEMENTS & REFERENCES

**Thank and Acknowledge that this Session builds off previous work by:**

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