

IAMSE Audio Seminar Series  
**Maximizing Your Leadership Potential**

## **Mentoring and Coaching**

April 10, 2007

Thomas R. Viggiano, M.D. M.Ed.  
Associate Dean for Faculty Affairs  
Barbara Woodward Lips Professor  
Mayo Medical School

## **Today's Conversation**

How can Mentoring and Coaching maximize your leadership potential?

## **What is Leadership?**

Most definitions involve 4 elements:

- **Process** – a transaction between leader and followers
- **Context** – usually a group with a common purpose
- **Influence** – affect on group
- **Goal Attainment** – direction of influence

*Northouse. Leadership: Theory and Practice. 2004*

## **Leadership**

“For we discovered, and rediscovered, that leadership is not the private reserve of a few charismatic men and women. It is a process that ordinary people use when they are bringing forth the best from themselves and others.”

Kouzes and Posner, *Seven Lessons for Leading the Voyage to the Future*, in Hesselbein, Goldsmith, and Beckhard, eds. *The Leader of the Future* p 110

## **Developmental Relationships**

Advising, Mentoring and Coaching are developmental relationships that are formed to facilitate the accomplishment of a learners or colleagues goals

## **Developmental Relationships A Leadership Process**

These relationships include a spectrum of activities that “bring forth the best” from ourselves and others

These relationships constitute processes of Leadership

## Advising

Advising – usually occurs over a limited time as an advisor serves as a guide to enable advisee to achieve her or his goals

Advising may have a profound influence on a student or colleague but we will not discuss in depth today

## Definitions / Contexts

- There are many definitions of Mentoring, and Coaching
- There are different contexts in which these activities take place e.g. Business, Sports,
- We will focus on Mentoring and Coaching in training scientists and clinicians, and developing health science leaders

## Mentoring

Mentoring – implies a sustained, committed relationship from which the mentor and protégée obtain reciprocal benefits

## Coaching

Coaching is a process that enables learning and development to occur for the purpose of improving one's performance

## Mentoring and Coaching

What do we know about Mentoring?

Are Mentoring and Coaching different?

How can these activities help leaders?

How can leaders maximize these activities?

## Today's Conversation

1. Mentoring
2. Coaching
3. Mentoring and Coaching
4. Leadership
5. Rewarding Mentoring and Coaching

## Mentoring

### Mentoring in Academic Medicine

“Mentoring is perceived as an important part of academic medicine, but the evidence to support this perception is not strong”

JAMA. 2006;296:1103-1115

### Mentoring in Academic Medicine

“The first systematic review of the evidence ”

“The poor quality of these studies does not allow conclusions to be made on the effect size of any aspect of academic or professional development

JAMA. 2006;296:1103-1115

### Mentoring in Academic Medicine

Participants in the reviewed studies thought mentoring had an important influence on :

- Personal development
- Career guidance
- Career choice
- Research productivity

JAMA. 2006;296:1103-1115

### Formal Mentoring

- Administered by institution
- Mentor assigned to protégé
- Structure
- Goals and expectations
- Results usually known

### Informal Mentoring

- Not administered by institution
- Protégé seeks out mentor
- Structure is variable
- Low expectations
- Results may not be known

## Potential Barriers to Mentoring

- Time
- Age / experience
- Gender
- Race / ethnicity
- Boundaries

## Mentor - Mentee Relationship

A sustained, voluntary relationship to foster success between individuals with similar interests, values, and goals but with different levels of expertise or experience.

## An Effective Mentor Will:

- Be a role model for accomplishing a goal
- Have a genuine interest in mentee
- Make a commitment to mentee's success
- Communicate expectations clearly
- Shape mentee's goals –SMART goals

## Smart Goals

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

## An Effective Mentor Will:

- Share expertise
- Provide support and challenges
- Give honest, thoughtful, direct feedback
- Be accessible and flexible
- Have a record of success with mentees

## A Productive Mentee Will:

- Set SMART goals
- Assess their own needs
- Formulate strategies to address needs
- Select an effective mentor

## A Productive Mentee Will:

- Respect their mentor's time demands
- Focus and prepare
- Track her / his own progress
- Ask for feedback
- Act on mentors advice
- Take responsibility for choices, actions, and results

## Effective Mentoring Relationships

- Clear expectations and outcomes
- Commitment to achieving goal
- Respect each others commitments
- Communication
- Accessibility and flexibility
- Self and mutual accountability
- Mutual benefit

## Mentoring Relationship Stages

- Exploration
- Negotiation
- Affirmation
- Termination

## Exploration

- Meet
- Explore common interests
- Determine if a "good match"
- Discuss goals
- Establish Rapport

## Negotiation

- Commit to relationship
- Set SMART goals
- Communicate expectations
- Establish trust

## Affirmation

- Uphold responsibilities of relationship
- Productivity toward goals
- Evaluate and redefine relationship
- Mutual benefit

## Termination

If unproductive relationship :

- Discuss concerns / barriers
- Consider a better match
- Mutually agree to closure
- Respect preserved

## Termination

If productive relationship :

- Goals and purposes fulfilled
- Protege is ready for independence
- New mentor a “better match” for future
- Mutual agreement for closure
- Continue a new relationship

## Coaching

## Coaching

Coaching is a process that enables learning and development to occur for the purpose of improving one's performance

## Coaching

Coaching is commonly employed to enhance leadership development in the corporate world

Much of what we know is from the corporate context

## Coaching

Coaching facilitates transfer of a new capability into one's current work

The goal is to achieve a lasting positive change that will benefit the individual, the team, and the organization

## Coaching

Coaching often focuses on improving the performance of complex tasks

Coaching breaks tasks into component knowledge, skills and attitudes

Coaching provides formative feedback

## Coaching is useful to

- Improve interpersonal skills
- Develop leadership skills
- Meet the need for new skills
- When other efforts fail - "root cause"
- "blind spots" - objective feedback
- Team building

## Mentoring and Coaching

## Mentoring and Coaching Similarities

Both Mentoring and Coaching involve :

- Goal setting
- Analysis and reflection
- Providing feedback \*
- Directing action to achieve a goal

\* is often difficult, can be a barrier

## Providing Feedback

- Goal is to enhance self awareness
- Foster self assessment and self regulation
- Focus on behavior, not the person
- Describe how behavior can be modified
- Use specific supporting evidence
- Be descriptive, not evaluative

## Providing Feedback

- Reinforce positive new behaviors
- Suggest avenues for improvement
- Stress the 3 P's  
Practice, Patience, Persistence
- Encourage with confident expectations
- Set time for next review

## Mentoring and Coaching Differences

Mentoring focuses on developing the person → Independence

Coaching focuses on developing skills and behaviors → Proficiency or Mastery

## Mentoring and Coaching Differences

In mentoring, accomplishment of the goal is usually mutually beneficial to mentor and protege

In coaching, the goal is a lasting performance improvement for the learner, the team, the organization

## Leadership

## Roles of a Mentor

- Advisor
- Role model
- Teacher
- Friend
- Advocate

## Roles of a Coach

- Teacher
- Trainer
- Facilitator
- Manager
- Consultant
- Mentor

## Role of Leaders, Mentors, and Coaches

- Leader – the person who finds the path ( Maister, Anglo-Saxon )
- Leaders help us to find the paths that take us from where we are to where we want or need to be
- Mentors and Coaches help us find paths

## Mentoring and Coaching

Mentoring and Coaching works best when:

- These activities are part of a systematic organizational effort
- These activities are integrated into career and leadership development efforts

## Organizational Climate

- Committed resources
- Mission aligned goals
- Focus on productivity
- Practical and creative
- Academic and social
- Inclusive of all
- Rewarding to all

## Role of Leaders

- Leaders create the conditions and culture in which all members of the organization serve the missions

## Productive Research Organization

- Well prepared individuals
- Institutional environment is conducive
- Effective leadership

Bland. Acad. Med. 80: 225-237, 2005

## Individual Characteristics

- Socialization - values, expectations
- Motivation - innovation, creativity
- Orientation - internal and external commitments
- Work habits – scholarly habits learned early

Bland. Acad. Med. 80: 225-237, 2005

## Individual Characteristics

- Content knowledge - literature
- Skills - for scholarly work
- Simultaneous projects - multiple opportunities
- Autonomy and commitment - mission aligned academic freedom

Bland. Acad. Med. 80: 225-237, 2005

## Institutional Characteristics

- Recruitment and selection
- Clear coordinating goals
- Scholarly emphasis
- Culture - shared values and practices
- Positive group climate

Bland. Acad. Med. 80: 225-237, 2005

## Institutional Characteristics

- Mentoring
- Network - collaborations
- Resources
- Sufficient time
- Critical mass - size, expertise

Bland. Acad. Med. 80: 225-237, 2005

## Institutional Characteristics

- Communication
- Rewards - defined, equitable
- Brokered opportunities
- Decentralized governance
- Participation in governance expected

Bland. Acad. Med. 80: 225-237, 2005

## Leadership Characteristics

- Scholar - role model, mentor
- Internalizes mission – scholarship oriented
- Fulfills responsibilities to facilitate scholarship
- Participative leader

Bland. Acad. Med. 80: 225-237, 2005

## Leadership Responsibilities

- Manages people and resources
- Fund raiser
- Group advocate
- Mission and goal focused
- Assures individual and institutional characteristics

Bland. Acad. Med. 80: 225-237, 2005

## Participative Leader

- Assertive participative style
- Frequent meetings with objectives
- Expects all members to contribute to decision making
- Provides high quality information
- Vests ownership of projects in members and values their ideas

Bland. Acad. Med. 80: 225-237, 2005

## Responsibility of Leaders

Effective Leaders align :

- Values
  - Resources
  - Processes ( or activities )
- to achieve desired outcomes

## Documenting and Rewarding Mentoring and Coaching

## Documentation of Developmental Relationships

Because developmental relationships form for the purpose of attaining goals, evidence of the extent to which the relationship achieved goals is the most important evaluative data

### Documenting Scholarship      Reward



2006 AAMC GEA Consensus Development Conference

CP1220953-3

## Standards of Scholarship

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

Glassick: *Scholarship Assessed*, 1997

## Advising and Mentoring - Quantity

<u>Name of Advisee or Protégé</u>	<u>Level of Protégé</u>	<u>Purpose of Relationship</u>	<u>Duration and Process</u>	<u>Current Status of Protégé</u>
1. Charles Woodson	<ul style="list-style-type: none"> <li>o Mentor</li> <li>o Medical Student</li> </ul>	<ul style="list-style-type: none"> <li>o Development of professional identity</li> <li>o Career guidance in service of minority health care.</li> </ul>	9/2001–present <ul style="list-style-type: none"> <li>o 1-on-1 meetings</li> <li>o Edit paper, CV</li> <li>o M1-2 Curriculum auditor via FDA</li> <li>o Advocate for LCME liaison position</li> <li>o Link to faculty role models</li> </ul>	<ul style="list-style-type: none"> <li>o Internal Medicine Resident</li> </ul>
2. Kimberly Mane	<ul style="list-style-type: none"> <li>o Adviser/</li> <li>o Junior Faculty</li> </ul>	<ul style="list-style-type: none"> <li>o Preparation of academic promotion documents</li> </ul>	8/05-12/05 <ul style="list-style-type: none"> <li>o 1-on-1 + e-mail</li> <li>o Revise/reframe CV and portfolio</li> <li>o Consult with department chair re: letter of rec</li> </ul>	<ul style="list-style-type: none"> <li>o Associate Professor</li> </ul>

## Advising and Mentoring - Quality

<u>Name of Advisee or Protege</u>	<u>Outcome(s) of Relationship</u>	<u>Documentation of Effectiveness</u>
1. Charles Woodson	<ul style="list-style-type: none"> <li>o MD received 2006</li> <li>o Published essay in <i>Acad Medicine</i></li> <li>o Appointment as AAMC Student Liaison to LCME</li> <li>o Maturation as physician matching career choice to values</li> </ul>	<p>“Thank-you” card at MD graduation stated: <i>I wanted to thank you for the time you spent with me over the years in making me the young man I am today. I'm not sure if you realize the impact that you've had in my life, always believing in me, helping me to question things and teaching me about life and medical education.</i></p>
2. Kimberly Marie	<ul style="list-style-type: none"> <li>o Promoted 6/06 to Associate Professor</li> </ul>	<p>“Thank you” via e-mail for <i>academic make-over</i> and lunch invitation.</p>

Thank you.  
Best wishes.

Questions  
&  
Discussion