“COACHING”
A New Approach
to Mentor
A New Generation

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Medical Education

- Teacher
- Mentor
- Coach
- Advisor
Making Sense of All The Terms…

• Teacher
  – An expert who causes one to know something, to know how, to guide the studies, to impart knowledge, and to instruct by precept, example, or experience

• Advisor
  – A professional who can advise one on the pros and cons, opportunities and challenges, advantages and disadvantages for which decisions or paths to take

• Mentor
  – A trusted counselor guiding the professional development and leadership skills of an individual

• Coach
  – A private tutor who instructs and/or trains in the fundamentals, skills and intricacies to improve one’s performance
Mentoring and Advising at AACOM Educating Leaders 2018...

- Professionalism - SOME
- Remediation of Professionalism and Interpersonal Communications
- Mentoring Osteopathic Students for Success
- Clinical Mentoring
- Goal-Oriented Achievement-Focused Support Tools
- Mentoring and Advising
- Mentoring and Humanism
WITH THE ADDITION OF COACHING...

• **MENTORING** goes beyond unprofessional to include
  – Professional Development
  – Leadership Skills

• **COACHING** goes beyond mentoring the unprofessional or struggling learner
  – Good – to – Great
  – Self awareness and assessment
  – Setting goal for oneself
  – Life-long learning
  – For all learners...
Mentoring...

• Focus on the mentee’s professionalism, professional networking, and leadership skills

• Discuss:
  – professional and unprofessional behaviors
  – Importance of self-regulation, reflection and learning
  – Promote greater initiative, independence, self-reliance
  – Teamwork and networking
  – Address fears, anxieties, low self-esteem, worries, pressures
  – Encourage original thinking and appropriate risk taking

• Set mentee goals, objectives, and timetables
  – So that mentee have a professional development work plan
  – Offer guidance on professional goals and issues
  – Stimulate periodic reflection about the plan/path
  – Encourage continuous learning and self-assessment
Coaching Strategies...

- Think “performance” and “learning coach”
- Not only the struggling learner, good-to-great
- Focus is on knowledge and skills
- Focus on the learner’s self-assessment / setting own goals
- Use strategies to develop learners’ cognitive skills:
  - Modeling
  - Reflection
- Practice ‘Self-Directed Learning’ skills regularly
  - Personal goal setting
  - Appropriate resources for ‘life-long learning’

*http://knowledgeplus.nejm.org/resident-coaching-helping-struggling-learners-succeed
Global Coaching Strategies*

- Listen/Build Rapport/Trust: in-person meetings
- Identify resistance issues (e.g. past training)
- Define clear coaching goals and timelines
- Emphasize safety (e.g. timeliness) and quality, as motivators
- Accept that cost and time may not be a motivator
- Give timely feedback
- Avoid email except for scheduling meetings
- Give rewards

- Why might email be a problem except for scheduling?

• **Baby Boomers (59-72)**
  - Very influenced by the culture of the 60’s
  - Fought/protested for change
  - Many 1st in family–college
  - Women in professional careers
  - Work hard, long hours – workaholics?
  - Practically no technology thru college (or beyond)
  - Optimistic – Look around / I CAN
  - Competitive

• **Generation-X (39-58)**
  - We differ
  - Work/life balance
  - Well educated, resourceful
  - Entrepreneurial
  - Like feedback on ideas, work, initiatives
  - Comfortable with change
  - Career lattices, not ladders

• **Millennials (18-38)**
  - Second only to Boomers in size
  - MTV culture
  - Globalization / in-moment media
  - Achievement-oriented
  - Collaboration, team-orient
  - Multi-taskers, tech-savvy
  - Rapid change – with the generation
  - Want clear goals & expectations
  - Many have over supportive, hovering (helicopter) parents

• **Gen-Z (minus 2-17)**
  - We can only imagine
  - Millennials PLUS
  - Very scheduled – sports, etc.
  - Social media from birth...
  - Online HS... etc...
  - Unpredictable societal changes
Baby Boomers (59-72)

1946-1959

• Very influenced by the culture of the 60’s
• Fought/protested for change
• Many 1st in family—college
• Women in professional careers
• Work hard, long hours – workaholics?
• Practically no technology thru college (or beyond)
• Optimistic – Look around / I CAN
• Competitive
Generation-X (39-58)

1960-1979
• We differ
• Work/life balance
• Well educated, resourceful
• Entrepreneurial
• Like feedback on ideas, work, initiatives
• Comfortable with change
• Career lattices, not ladders
Millennials (18-38)

1980-2000
• Second only to Boomers in size
• MTV culture
• Globalization / in-moment media
• Achievement-oriented
• Collaboration, team-orients
• Multi-taskers, tech-savvy
• Rapid change – with the generation
• Want clear goals & expectations
• Many have over supportive, hovering (helicopter) parents

Gen-Z (minus 2-17)
2001-2020
• We can only imagine
• Millennials PLUS
• Very scheduled – sports, etc.
• Social media from birth...
• Online HS... etc...
• Unpredictable societal changes
Generations Moved From...

FROM BOOMERS...
• Culture of the 60’s – fighting/protesting for change
• Often the 1st in family to go to college – especially career women
• Work hard, long hours – workaholics?
• Practically no technology thru college (or beyond)
• Doing it on your own

TO GEN-Xers....
– We differ – educated, resourceful, entrepreneurial
– Work/life balance
– Like feedback on ideas, work, initiatives
– Career lattices, not ladders

TO MILLENIALS...
– Globalization / in-moment media / FAST - RAPID changing society
– Achievement-oriented / collaboration / team-oriented
– Tech-savvy / answers at your finger (computer) tips
– Want clear goals & expectations
– Many have over supportive, hovering (helicopter) parents – STILL
Why Is This Important?

- There is an existing culture (values) in every area
  - Build with new people looking it over, finding it, working within it
  - Millennials
    - What do my peers think?
    - If you don’t tell me otherwise, I can do what I want
- No need to read the chapters in the textbook
  - Google it
  - Listen to the audio
  - Short YouTube clip
- As educators... we need to build an extended culture of learning
  - Helping learners LEARN TO set personal learning goals
  - Ways to self assess and regulate their goals
  - Find and use appropriate resources for Life-Long Learning
References

- PAR. 360-degree feedback sample. Available at: http://www.par-program.org/information/survey-instruments.html
Questions?

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