Coaching in Medicine:
An Alternative Strategy for Trainee, Faculty, and Leadership Development
Speakers
Donald L. Boyer, MD, MSEd, FAAP
Jennifer S. Moyer, M.Ed, PCC
James P. Orlando, Ed.D, ACC

Disclosure
• None of the above speakers have any conflicts of interest to report
Introductions:
Donald L. Boyer, MD, MSEd, FAAP

The Children’s Hospital of Philadelphia

Perelman School of Medicine
University of Pennsylvania

Graduate School of Education
Penn GSE
Introductions:
Jennifer S. Moyer, M.Ed, PCC

JSMoyer Consulting, LLC
Introductions:
James P. Orlando, Ed.D, ACC
Learning Objectives

At the end of this session, you should be able to:

- Understand the importance of active listening and good questions in coaching
- Identify the skills and qualities of an effective coach
- Distinguish between coaching and other “helping” activities
Communication

How we say words, tone of voice, style: 38%

Words we use: 7%

Facial expressions, body language: 55%
Tone of Voice

“Dude”

Bored
Angry
Frustrated
Indifferent
Excited
Developing listening skills

- We have two ears, but only one mouth . . .
- This is because we should be listening twice as much as talking!
While someone is talking I:

1. Plan how I am going to respond
   
a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

2. Keep eye contact with the speaker
   a. Usually
   b. Sometimes
   c. Rarely
Active Listening Self-Assessment

While someone is talking I:

3. Notice the feeling behind the words
   a. Usually
   b. Sometimes
   c. Rarely
While someone is talking I:

4. Find myself thinking about other things while the person is talking

a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

5. Face the person who is talking

a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

6. Watch for significant body language (expressions, gestures)
   a. Usually
   b. Sometimes
   c. Rarely
While someone is talking I:

7. Control fidgeting or other distracting habits

a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

8. Interrupt the speaker to make a point
   a. Usually
   b. Sometimes
   c. Rarely
9. Am distracted by other demands on my time

a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

10. Listen to the message without immediately judging or evaluating it

a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

11. Ask questions to get more information and encourage the speaker to continue

a. Usually
b. Sometimes
c. Rarely
Active Listening Self-Assessment

While someone is talking I:

12. Repeat in my own words what I’ve just heard to ensure understanding

a. Usually
b. Sometimes
c. Rarely
Types of Listening

- Ignoring Listening
- Pretend Listening
- Selective Listening
- Attentive Listening
- Empathic Listening
Active Listening

- Summarize/Paraphrase
- Reflect
- Identify or ask about the underlying feelings of what is being said
Empathy requires Active Listening
How is Coaching Different from Other Helping Activities?

"I'm looking for a mentor who can show me how to get rich without boring me with a lot of advice."
Different “Helping” Activities

- Guiding
- Teaching
- Mentoring
- Counseling
- Coaching
Mentoring vs Coaching

Mentoring
- More telling
- More of “pushing” information
- Technique (e.g. showing)

Coaching
- More asking
- More of “pulling” information
- Technique (e.g. exploring)
WHY Coaching?
Coaching Literature

- Effective tool for personal and professional development,
- Coaching has positive effects on individual and organizational outcomes (e.g. well-being, problem solving, satisfaction, skills),
- Shift from “does it work?” to “how does it work?”

Coaching in Medical Education

- 2012 randomization study with 64 residents.
- Using a Smartphone App and group coaching
- Raise awareness of “valuable moments of learning”.
- Coaching encouraged reflection and exploration (with clinician experienced in coaching).

**Takeaway:** Residents who received the app and coaching reported highest levels of alertness to a competency.

Coaching: Other Reported Benefits

- Gain insight and perspective (self-awareness)
- Increases sense of control (self-management)
- Increase sense of purpose
- Curbs burnout (for coachee and the coach)
- Improves board pass rates
- Advance Intern development

What is Coaching?
What is “coaching?”

Coaching is a human development process that:

- involves structured, focused interaction
- use of tools and techniques
- focuses on improving performance, developing skills, and unlocking potential.

Top athletes and singers have coaches. Should you?

Observation, providing feedback, and dialogue

Feedback readiness – the biggest challenge

What is “coaching” according to International Coaching Federation?

1. Follows ethical and professional standards
2. Establishes a coaching agreement
3. Establishes trust and intimacy
4. Has coaching presence
5. Actively listens
6. Asks powerful questions
7. Use of appropriate language
8. Creates awareness
9. Designs actions and goals
10. Manages progress and accountability

Source: International Coaching Federation (ICF)
Extreme Question Challenge

Source: “Multipliers: How the Best Leaders Make Everyone Smarter” by Liz Wiseman, with Greg McKeown

https://vimeo.com/49720305
Ask Questions: Your New Superpower

- Challenge you to try to ask questions for an entire meeting this week?
Importance of Questioning

“I didn’t need to have all the answers; I just needed to ask the right questions.”

- Ed Batista in HBR Guide to Coaching Employees
Open-Ended Questioning

- Ask questions that cannot be answered with a “yes,” “no,” or other one-word response. Allow or encourage your coachee to expand on what he/she is saying. For example:
  - Don’t ask, “Do you think the project you’re working on is too difficult?”
  - Do ask, “Tell me about what’s happening with your new project.”
Avoid Asking “Why?”

- May leave a person feeling blamed or even shamed

- Elicit a response: “Help me understand why you chose that course of action.”
Good Open-Ended ?’s

- How does that feel?
- Who was involved?
- What was happening?
- Take me back to the beginning, how did this start?
- What were you thinking?
- How did you know that?
- What were you feeling?
- Where did it take place?
- Tell me more about that?
- Continue?
Coaching skills
A Coach...

Explores with

Drives with

Stays with

Reflects back and makes connections with

Finds what they have energy for
Coaching Conversations

-Empathy
-Encouragers
-Open-ended questions
-Clarification
What Does a Coach Do?

- Coaching gives the recipient more say

- A coach is curious and encourages an environment of exploration, experimentation, and hope.

- Can provide the freedom to discuss:
  - needs and wants openly;
  - strengths and weaknesses;
  - set goals, strategies & skills.
Unit of Work Framework

Assessing the “what is” → Choosing what to attend to → Moving on the choice → Closing out the activity

Completed task
Resolved issue
Learning experience
When To Coach Trainees?

In-Bounds:
- recently learned new skill,
- wants/needs to improve performance,
- brings you a problem or idea,
- struggling with confidence, focus, motivation, insight, stress, or bandwidth to be their best.

Out-of-Bounds:
- impairment issue,
- personal counseling needed,
- lacks technical aptitude.
Practical Applications for Coaching

- Medical students
- Residents/Fellows
- Chief Residents
- Co-workers
Where to find qualified coaches?

- www.coachfederation.org
Questions
Check-out/wrap-up

- Takeaways from the afternoon?
  - One thing you learned today
  - One thing you can do to put coaching into practice with medical students, residents/fellows, and/or faculty?

- Other Takeaways:
  - Practicing good active listening skills
  - Listening with your whole self
  - Asking more than telling
  - Importance of good questions
Resources and References


Contact Info:

James P. Orlando, Ed.D, ACC
james.orlando@sluhn.org

Donald L. Boyer, MD, MSEd, FAAP
BoyerD@email.chop.edu

Jennifer S. Moyer, M.Ed, PCC
jsm@jsmoyerconsulting.com