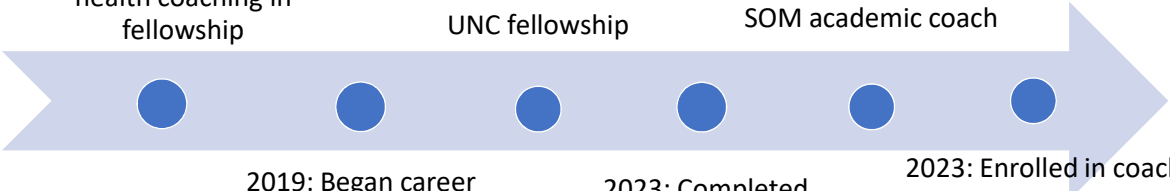


Donning the Coaching Hat as a Program Director

Skills and Tools to Help Any Fellow-in-Training

My journey and interest



2016-2019: Received health coaching in fellowship

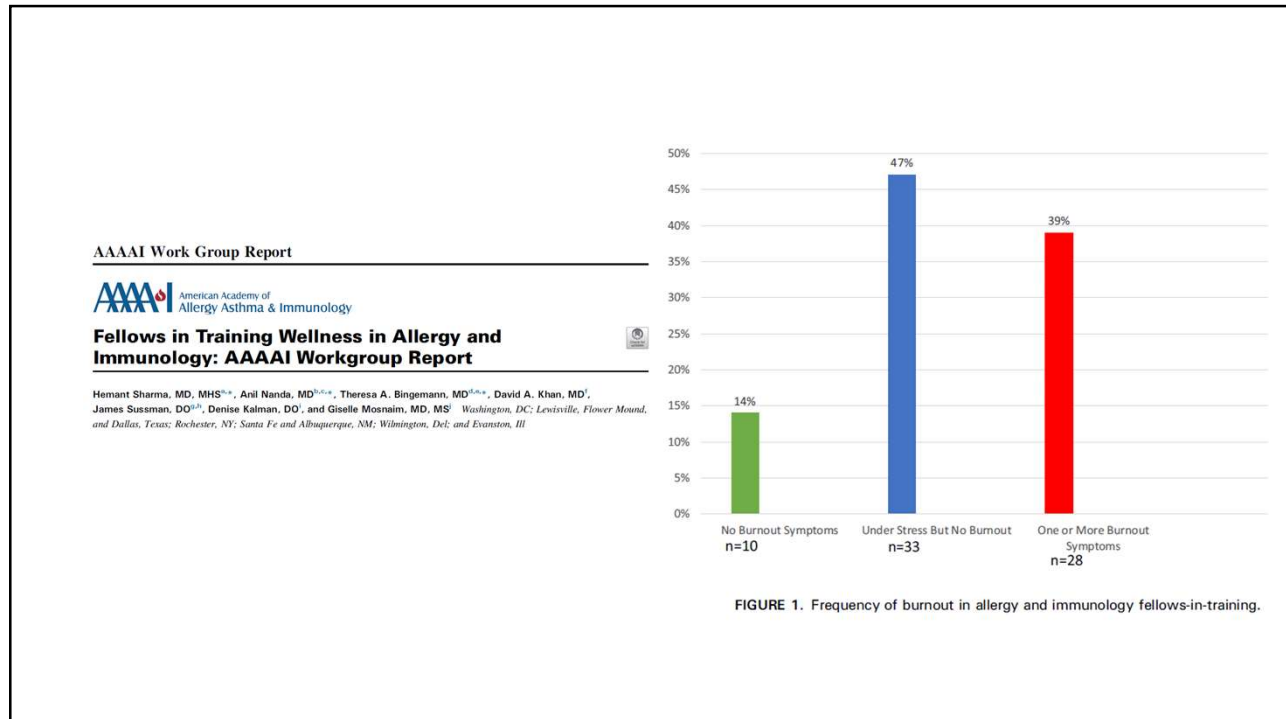
2020: Started APD of UNC fellowship

2023: Became a UNC SOM academic coach

2019: Began career coaching in junior faculty position

2023: Completed coaching course at UNC

2023: Enrolled in coaching certification courses and became a certified health and wellness coach by NBHWC



The factors at play

- **Significant predictors of burnout**
 - Dissatisfaction with current job
 - Elevated job-related stress
 - Poor control over workload
 - Chaotic work environment
 - Insufficient time for documentation
 - Increased number of work hours

What fellows want

Monthly meetings between faculty and fellows to discuss academic and personal issues

Faculty to be more receptive to feedback and willing to implement changes

Protected wellness & personal time

Faculty members to periodically ask fellows how they are doing

Fewer clerical duties (EMR, patient phone calls, emails, lab review)

To be treated as a colleague and person and not simply a trainee or labor

Additional time for board review didactics and time preparing for boards

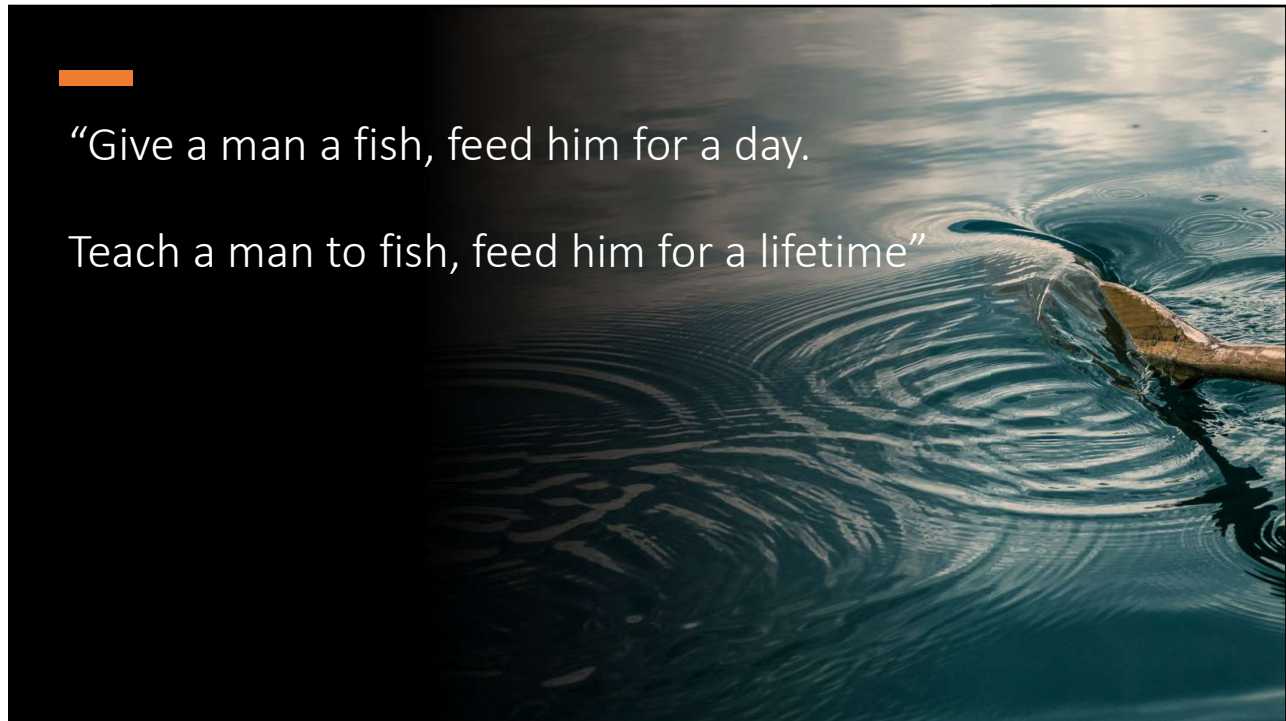
Real world training-how to search, interview, and negotiate for jobs

What issues do fellows bring up with program leadership?



How do we
help them?

Problem	Possible solution
Dissatisfaction with current job	???
Elevated job-related stress	???
Poor control over workload	???
Chaotic work environment	???
Insufficient time for documentation	???
Increased number of work hours	???
Infrequent PD/fellow meetings	???
Fellows not being asked how they are doing	???
Fellows being treated as labor/trainee	???
Faculty not being receptive to feedback	???
Clerical/EMR duties	???
Not enough board review/exam prep time	???
Not enough wellness/personal time	???
Not enough real-world training (interviews, negotiation)	???



“Give a man a fish, feed him for a day.

Teach a man to fish, feed him for a lifetime”



Objectives

- **Define** coaching and its difference and similarities to mentoring and advising
- **Review and develop** skills to become a better listener
- **Develop** the skill to ask open-ended questions
- **Learn** to use a coaching framework to approach any problem
- **Apply** coaching to real-life scenarios

What is coaching?





International Coaching Federation

Coaching is **partnering** with [individuals] in a **thought provoking** and **creative process** that inspires them to **maximize** their personal and professional **potential**.

An **ongoing** relationship which focuses on the [individual] **taking action** toward the realizing of their vision, goals, or desires.

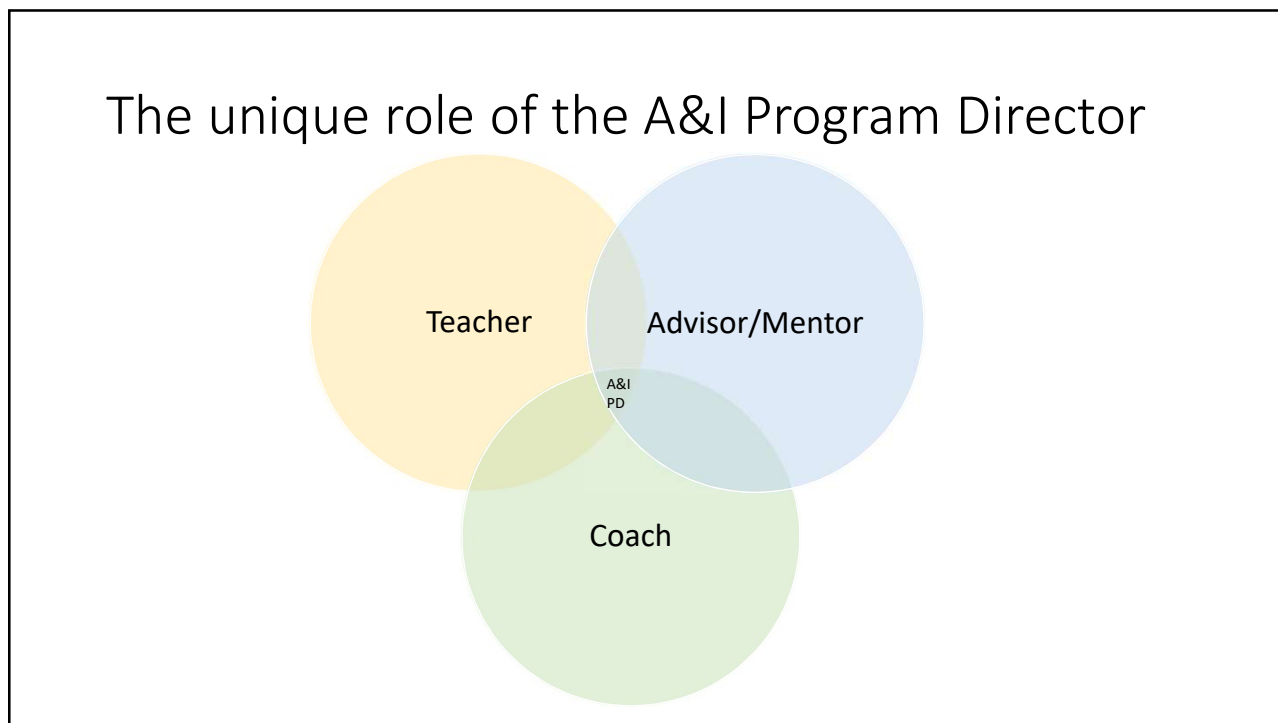
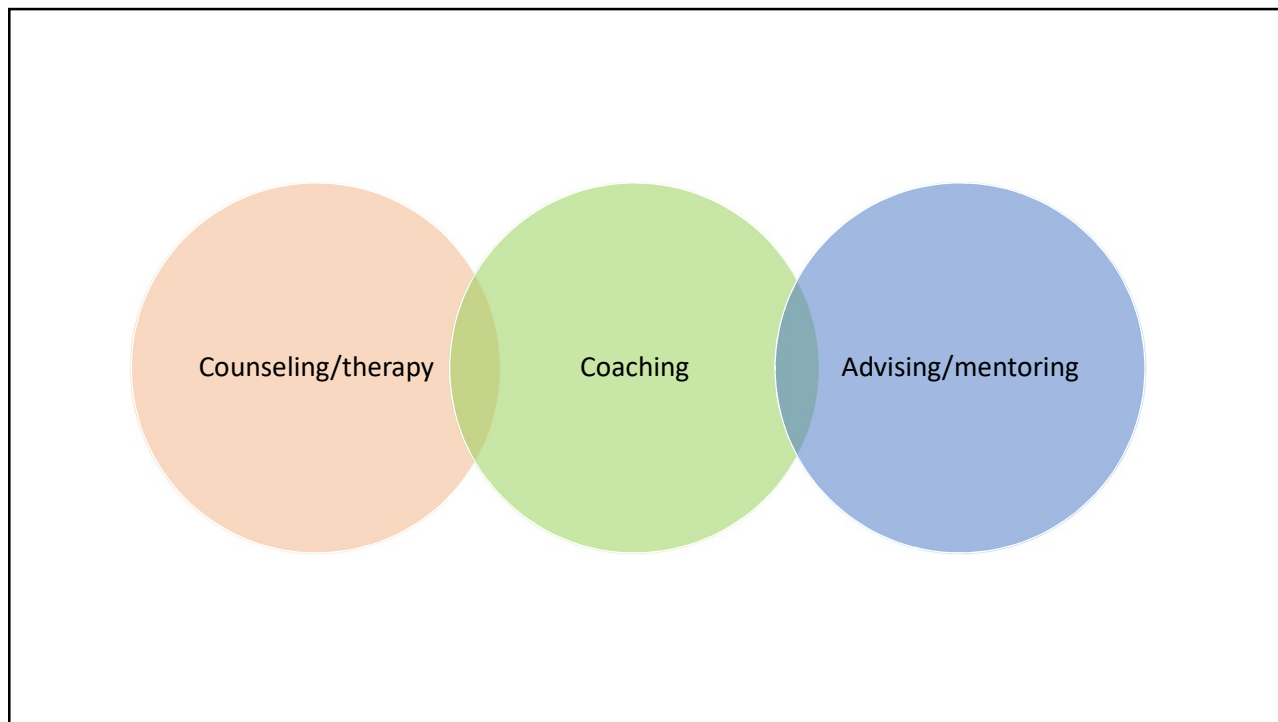
Coaching uses a process of **inquiry** and **personal discovery** to build the [individual]'s **level of awareness** and responsibility and provides the client with **structure, support, and feedback**.



**“Be curious, not
judgmental.”**

-Ted Lasso





Does coaching work?

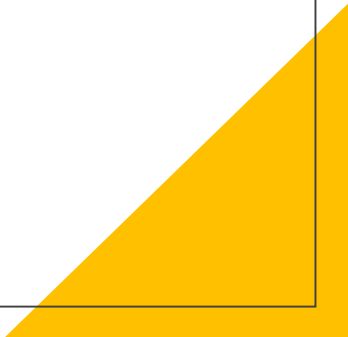
- Fainstad et al 2022
- RCT 101 participants
- Over 6 months
 - Two 1-hour group coaching calls/week
 - Unlimited written coaching on an online forum
 - Unlimited access to weekly self-study modules
- Results: Emotional exhaustion of Maslach Burnout inventory lower in intervention, increased in control mean score = -3.26 (1.25) vs. 1.07 (1.12), $p = 0.01$

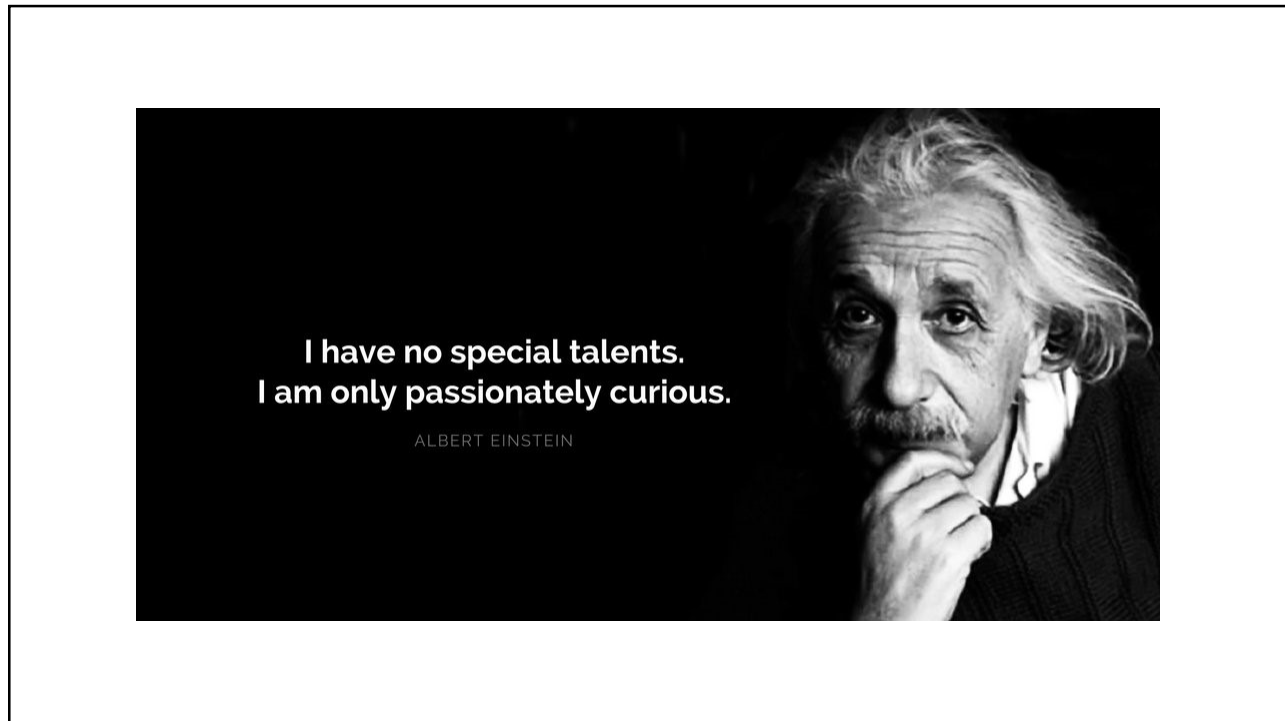
JAMA
Network | **Open.**

Original Investigation | Medical Education
Effect of a Novel Online Group-Coaching Program to Reduce Burnout
in Female Resident Physicians
A Randomized Clinical Trial




Tyra Fainstad, MD, Adrienne Mann, MD, Kothika Suresh, PhD, Pari Shah, MSW, LCSW, Nathalie Desjardis, BA, Kerri Thurmon, MD, MPH, Christine D. Jones, MD, MS

Coaching Skill: Listening





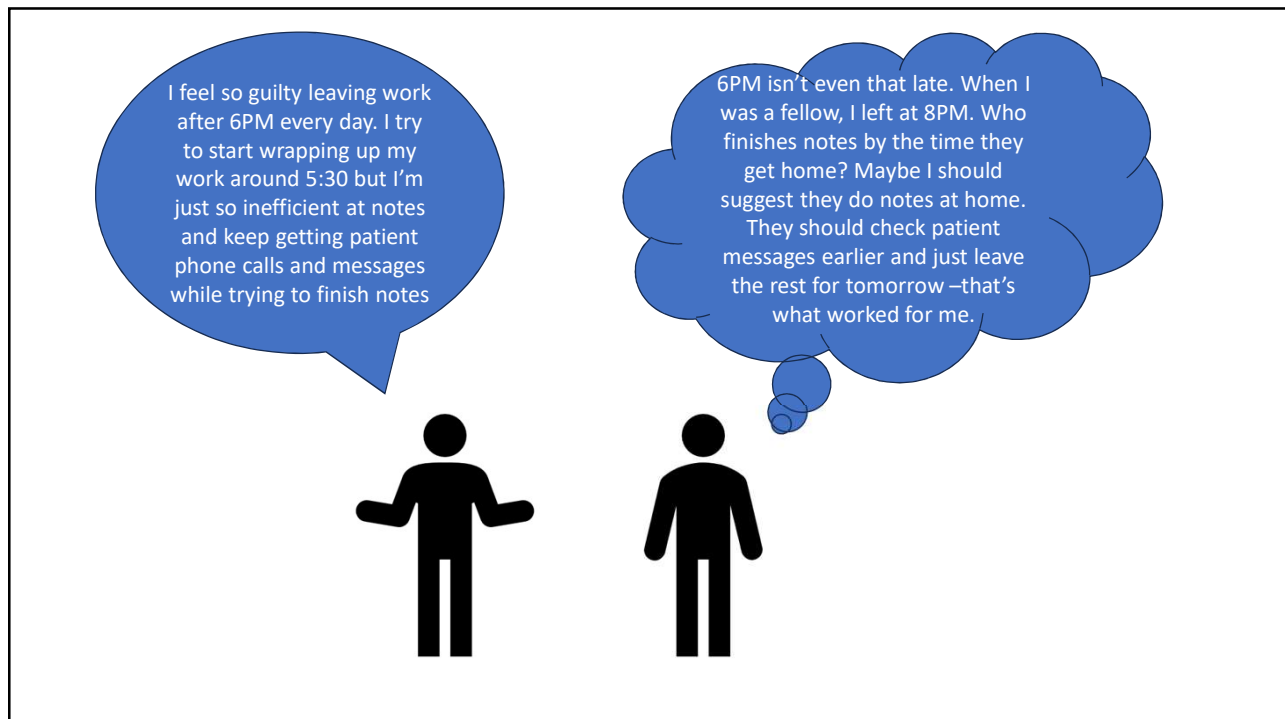
We're not wired to listen well

Speaking speed is 125 words per minute.	
Listening speed is 400 words per minute.	
Thinking speed is 900 words per minute.	

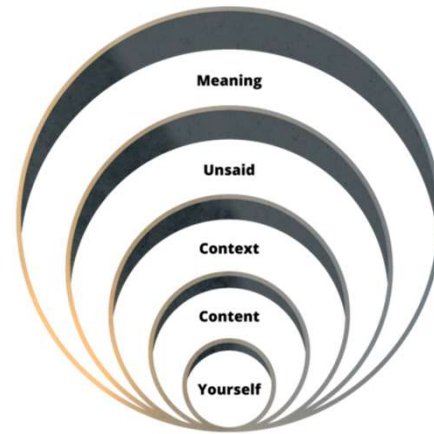


Instead of listening, we're often....

- Thinking of our response
 - Hurrying others along so they "get to the point"
 - Finish what they're saying for them
 - Thinking of other things unrelated to what others are saying (What do I need to do later today? What's for lunch? Did I let the dog out earlier?)
-



Five Levels of Listening (Oscar Trimboli)



Let's try it!

PD: How are you doing?

Fellow: Not good. My nanny has been undependable. She comes late all the time and calls in sick last minute. My partner is a surgery resident so we're really stretched. Our families live out of the state. I've tried looking for other childcare but the daycare lists are so long and I can't find another short term babysitter or nanny. I'm running out of sick/vacation days and I hate to pass on more call to my co-fellows. My childcare situation feels so unstable and I don't know what to do.

- What is the content?
- What is the emotion?
- What is the meaning?

Let's try it!

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- What is the content?
 - Fellow and spouse have undependable childcare and are having a hard time finding alternate childcare

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- What is the content?
 - Fellow and spouse have undependable childcare and are having a hard time finding alternate childcare
- What is the emotion?
 - Frustration, hopelessness.

Let's try it!

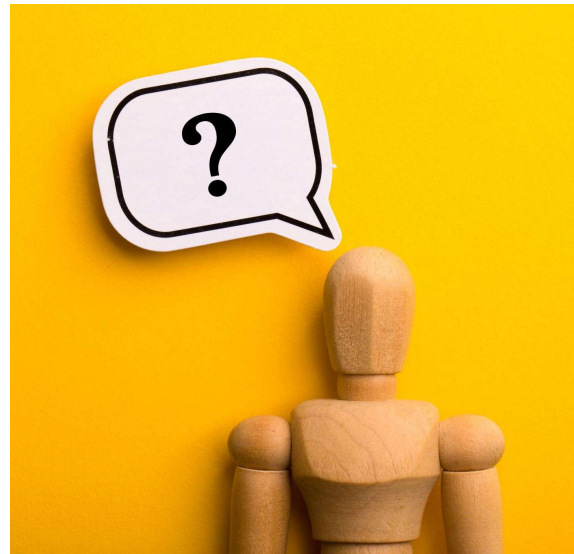
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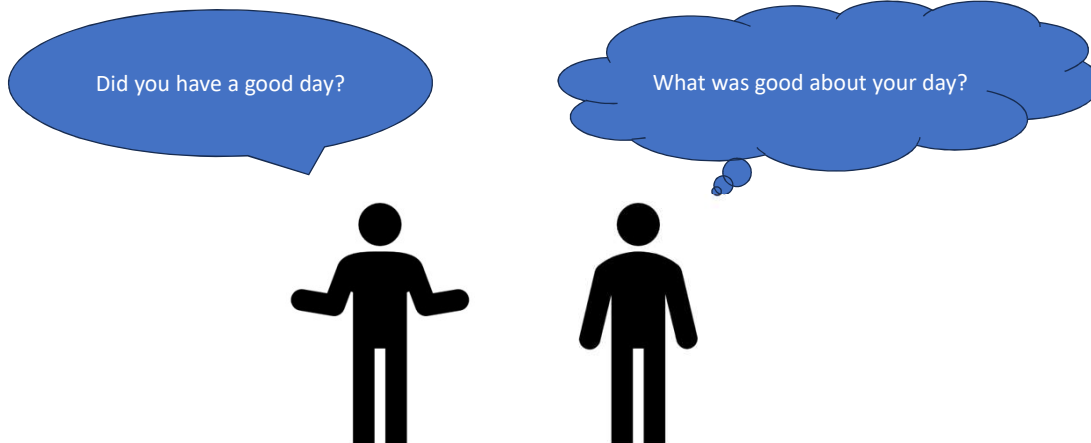
- What is the content?
 - Fellow and spouse have undependable childcare and are having a hard time finding alternate childcare
- What is the emotion?
 - Frustration, hopelessness
- What is the meaning?
 - The fellow is stressed because her undependable childcare is causing her and her partner to miss critical days of work. She is trying her best, but every backup plan has fallen through, and she worries about burdening her colleagues.

Listening takeaways:

- Be curious!
- Minimize own thoughts/judgements
- Listen for context, feeling, and meaning
- Use ***"tell me more"*** to encourage more sharing
- Help the person make sense of what they're saying by summarizing



Coaching Skill: Asking Questions



Let's try it!

Instead of:

- Are you committed to this goal?
- Do you think this is a good option?
- Are these the only possibilities you see?
- Will there be obstacles in your way?

Try:

- ✓?
- ✓?
- ✓?
- ✓?

Let's try it!

Instead of:

- Are you committed to this goal?
- Do you think this is a good option?
- Are these the only possibilities you see?
- Will there be obstacles in your way?

Try:

- ✓ What's your level of commitment to this goal?
- ✓ In what ways is this a good option? Are there better ones?
- ✓ What other possibilities do you see?
- ✓ What obstacles might come up?

Questions takeaways

- Open ended encourages people to tell you more that will inform your understanding of the content, context, feelings, meaning
- Open ended questions come from a place of curiosity
- Open ended questions allows you to explore
- Open ended questions sparks reflection and creativity



Coaching Skill: Creating Space



GROW Model

Goal

Reality (current state)

Options and Obstacles

Will do/Way Forward

Establish the Goal

- What's the goal they want to work on for the session?
- Often, the goal is not apparent right away. It may take some time to clarify the goal. It's important to take some time to tease out the goal!
- Why is this particular goal important to them?
- Visualizing themselves once they've accomplished the goal can be helpful (more on visualization in module 4)
- SMART goals (Specific, Measurable, Achievable, Relevant, Time Specific)



Establish the Goal

Sample questions

- “What would you like to focus on today?”
 - “What would you like to accomplish by the end of today’s meeting?”
 - “What kind of change would make your life better?”
 - “What is important to you about this goal?”
 - “How will you feel when you accomplish this goal?”
 - “What is something good that can come out of this goal?”
 - “What is something bad that can come out of this goal?”
-



Examine the current reality

- What is their current state? Compare and contrast to goal.
- Why have they not pursued this goal before? What’s different about now?
- Are they ready to change? How much on a scale of 1-10?



Examine the current reality

Sample questions

- “Where are you now in relation to your goal?”
 - “What has been challenging for you so far in moving towards this goal?”
 - “What progress have you made towards the goal?”
 - “What have you learned so far?”
-



Explore the Options and Obstacles

- Brainstorm –encourage them to be creative!
- Let them exhaust options first before offering some suggestions
- Help them anticipate obstacles and how they will address them



Explore the Options

Sample questions for options:

- What are some steps you can take that would be helpful?
- What else can you do?
- Of these steps, which seems more helpful and why?

Sample questions if options are limited or “safe”


- What has worked well in the past in a similar situation?
 - What could you do if you knew you couldn’t fail?
 - What if [obstacle identified] was not an issue?
-



Explore the Obstacles

Sample questions for identifying obstacles

- What might get in the way of you moving forward and what will you do if that occurs?
 - What is your most likely outside obstacle? Something outside of your control?
 - What is your most likely inner obstacle? Something originating within yourself? (ie doubt, self-sabotage, motivation)
-



Establish a Way Forward/ Will Do List

- Ask your fellow to identify actions they will do after your meeting
- Ask them to prioritize these and provide a timeline
- Ask them to consider accountability (can offer yourself, but ask them to identify first)



Establish a Way Forward/Will Do list

Sample questions:

- What are you committed to doing and when will you do it?
 - What is the most important step for you?
 - On a scale of 1-10, how likely are you to complete this step?
 - How can we make that score higher? (if low score)
 - How will I know you have completed these steps? (Accountability)
-



Reflections

- Ask them to summarize their current reality, their goal, their options and their actions/timeline
 - What did they learn about themselves?
 - Celebrate their progress and success!
 - Discuss when to meet next –put it in the calendar
-

Breakout groups

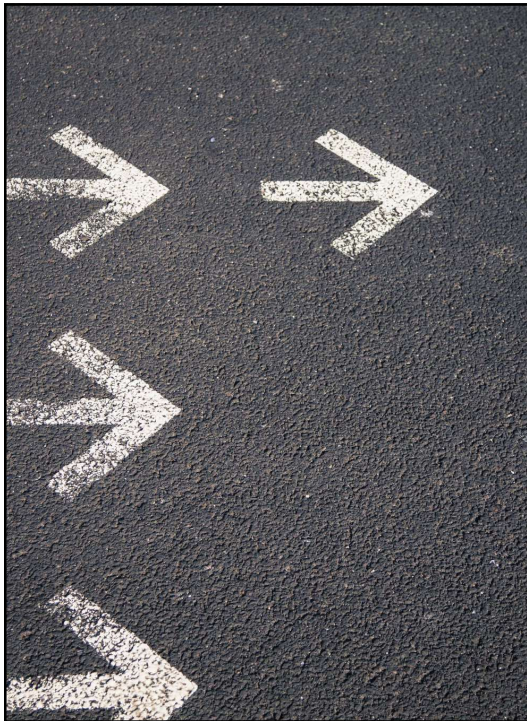
Within your table, discuss how you would listen and ask questions in these scenarios

Reflect and share your experiences with each other

Scenario 1:

Scenario 2:

Scenario 3:



Next steps

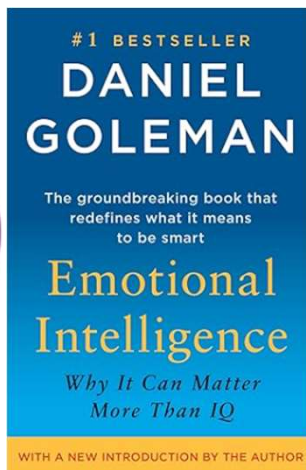
- AAAAI poster #811 March 2 9:45-10:45AM
- Reach out if you want to learn more about coaching or collaborate
- Kathleen_wang@med.unc.edu

Other resources

"Co-Active Coaching remains the bible of coaching guides."
 —Stephen R. Covey, Author of *The 7 Habits of Highly Effective People*



Henry Kimsey-House, Karen Kimsey-House,
 Phillip Sandhal, Laura Whitworth



Coaching in Medical Education

