

Recommended Mentoring / Coaching Practices*,#

Created by David Kern, MD and Janet Serwint MD with input from members of the Committee on Advising, Mentoring and Coaching, The Academy at Johns Hopkins.

- 1) **Listen** well and be truly present in the meetings and relationship; artfully question to clarify and to elicit aspirations, passions, goals, needs, and challenges.^{4,7,11,12,14,15,17,21}
- 2) **Clarify expectations** of the relationship between mentee and mentor (e.g. roles, commitment to regular meetings, preparation for meetings, availability, accessibility, confidentiality).^{1,2,3,4,6,7,9,12,13,14,16,18}
- 3) **Prioritize the mentee's interests** with consideration of their well-being, personal and professional aspects of their lives and careers and guide them to reach their fullest potential.^{7,10,11,12,14,18}
- 4) Be sensitive to, **respect** and seek to understand **cultural and individual differences**. Recognize/manage assumptions, biases.^{4,7,10,12,16,18}
- 5) Cultivate a **safe relationship** that is supportive, non-judgmental, accepting, flexible, where one can be vulnerable, honest, open to and welcome feedback and challenge.^{3,4,6,7,9,10, 13,14,18,20}
- 6) **Empower the mentee**: instill confidence, motivate, provide inspiration, vision and support, appropriately challenge, encourage self-reflection and development of specific actions. Balance suggestions with promoting self-direction. Prioritize guiding them in coming up with their own actions and solutions over providing solutions or fixing.^{2,3,4,6,7,8,9,11, 12,13,14,16,18,19,20}
- 7) Have the courage to expect, share and deliver **bi-directional positive and constructive feedback** that is factual (e.g. description of observations), honest, transparent, non-judgmental. This includes periodic evaluation of the mentoring relationship, including mutual assessment of whether expectations are being met or need to change.^{1,2,3,4,7,9,10,11,12,14,15,18,19,20}
- 8) Seek ways to **sponsor**[§], and assist the mentee in **networking**.^{3,4,5,7,9,12,13,16,17,18,19}
- 9) Strive to be a **role model of professionalism and mentoring** (e.g. honesty, trustworthiness, civility, accountability, preparation, responsiveness, reflection, transparency, humility, patience, elicitation and openness to feedback, clarifying/appropriately managing conflicts of interest, giving mentee credit and acknowledging contributions).^{3,4,6,7,8,9,10,11,12,13,14,17,18,19,20}
- 10) For **coaching**: Have the coachee state their objectives, identify opportunities for observation, determine a method for observation (real life vs. recorded), and debrief (starting with self-assessment and reflection before providing feedback).^{2,10,12,13,15}

* Use of word mentee also includes advisee or coachee, use of word mentor also includes advisor and coach.

Definitions of mentoring, advising and coaching: <https://www.hopkinsmedicine.org/the-academy/about-us/committees.html#mentoring>

§ A sponsor advocates for a mentee, recommends the mentee to others for activities or positions that might advance their career.

References:

1. Bannister SL, Wu TF, Keegan DA. The clinical coach: how to enable your learners to own their learning. *Pediatrics*. 2018.;142:e20182061 (4 pp).
2. Bell AE, Meyer H, Maggio LA. Getting better together: a website review of peer coaching initiatives for medical educators. *Teach Learn Med*. 2020;32:53-60.
3. Berk RA, Berg J, Mortimer R, et. al. Measuring the effectiveness of faculty mentoring relationships. *Acad Med*. 2005;80:66-71.
4. Burgess A, van Diggele C, Mellis C. Mentorship in the health professions: a review. *Clin Teach* 2018;15:197-202.
5. Chopra V, Arora VM, Saint S. Will you be my mentor? – four archetypes to help mentees in academic medicine. *JAMA Intern Med*. 2018;178:175-176.
6. Cross M, Lee S, Bridgman H, et. al. Benefits, barriers, and enablers of mentoring female health academics: an integrative review. *PloS one*. 2019;10:1371 (21pp).
7. Geraci SA, Thigpen SC. A review of mentoring in academic medicine. *Am J Med Sci*. 2017;353:151-157.
8. Grover S, Fungham A. Coaching as a developmental intervention in organisations: a systematic review of its effectiveness and the mechanisms underlying it. *PloS one*. 2016;10:1371 (41 pp).
9. Jim B, Yee J. Mentorship in medicine and nephrology: more important than ever. *Adv Chronic Kidney Dis*. 2018;25:514-18.
10. Kowalski K. Differentiating mentoring from coaching and precepting. *J Cont Educ Nursing*. 2019;50:493-494.
11. Krishna, LKR, Renganathan Y, Tay KT, et. al. Educational roles as a continuum of mentoring's role in medicine – a systematic review and thematic analysis of educational studies from 200-2018. *BMC Med Educ*. 2019;19:439 (10pp).
12. Lee A, Dennis C, Campbell P. Nature's guide for mentors. *Nature*. 2007;447:791-797.
13. Lin J, Chew YR, Toh YP, et. al. Mentoring in Nursing: an integrative review of commentaries, editorials, and perspective papers. *Nurse Educator* 2018;43:E1-E5.
14. Lin J, Reddy RM. Teaching, mentorship, and coaching in surgical education. *Thorac Surg Clin* 2019;29:311-320.
15. Lovell B. What do we know about coaching in medical education? A literature review. *Med Educ*. 2018;52:376-390.
16. Osman NY, Gottlieb B. Mentoring across differences. *MedEdPORTAL*. 2018;14:10743.
17. Smith, Jacqueline. How to Be a Great Mentor. 2013.
<https://www.forbes.com/sites/jacquelynsmith/2013/05/17/how-to-become-a-great-mentor/#75bfd57c4f59>
18. Sng JH, Pei Y, Toh YP, et. al. Mentoring relationships between senior physicians and junior doctors and/or medical students: a systematic review. *Med Teach*. 2017;39:866-875.
19. Weavind L, McGrane TJ. Women mentoring women in academic medicine: pathways to success. *Int Anesthesiol Clin*. 2018;56:110-120.
20. Wilson G, Larkin V, Redfern N et.al. Exploring the relationship between mentoring and doctors' health and wellbeing: a narrative review. *J Roy Soc Med*. 2017;110(s):188-197.
21. Zenger J, Goldman J. What great listeners actually do. *Harvard Business Review*. July 14, 2016.