





# Archetypes of Coaching Across the Medical Education Continuum

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Coaching is a rapidly evolving innovation in the medical education environment,<sup>1</sup> expanding significantly beyond forerunners in sports and business<sup>2</sup>; however, the terms “coaching” and “coach” have become ubiquitous, which has contributed to ambiguity around the value of coaching.<sup>3</sup> Coaching—complementary to but distinct from mentoring, advising, or diagnosing—applies the arts of inquiry and reflective practice to support the development of the coachee.<sup>3</sup> Examining coaching as its own discrete process helps refine its potential intersections with advising and mentoring and drives greater precision in distinguishing among means to support faculty and learners.<sup>3</sup> Here, we frame 4 archetypes of coaching from across the education continuum and delineate discriminating factors among them. Carefully assessing both organizational and individual needs informs not only the adoption of one or more of the coaching archetypes examined but also the human resources required to best fill the valuable role of coach.

Organizational Needs Assessment Considerations <sup>1-3</sup>				
How can coaching benefit trainees or educators?	How will the return on investment for coaching be measured?	How will coaching be supported and funded?	How will coaches be selected and/or developed?	How will a culture of coaching be fostered?

Archetypes of Coaching			
ACADEMIC	SKILLS	DEVELOPMENTAL	AT RISK
			
Description/Explanation			
Academic coaching involves guiding trainees to help assure their academic success, and coaching may focus on wellness, identity formation, and/or career exploration. <sup>1,2</sup>	Skills-based coaching is designed to help professionals and trainees refine their performance as a physician, teacher, researcher, or leader using data. <sup>2,4</sup>	Developmental coaching is designed to support career development, career transitions, and professional growth for trainees, faculty, executives, and/or leaders. <sup>5</sup>	Coaching for individuals who are at risk is designed to support health care professionals or trainees who exhibit behaviors that are disruptive or limiting to their development or the success of systems or teams.
Examples of Coaching Questions			
<ul style="list-style-type: none"> <li>How do you study?</li> <li>How are you managing your commitments?</li> <li>What is important to you?</li> <li>What types of work interest you?</li> <li>What is your first step?</li> </ul>	<ul style="list-style-type: none"> <li>What are your known strengths?</li> <li>What commitments can you make to reach your performance goals?</li> <li>What resources can be used to move you toward achieving your goals?</li> </ul>	<ul style="list-style-type: none"> <li>What do you value most at this time in your career?</li> <li>What is your compassionate self telling you to do next?</li> <li>What do your best days feel like?</li> </ul>	<ul style="list-style-type: none"> <li>What patterns have you noticed?</li> <li>How would you describe these patterns from your chair's (or teacher's, etc.) perspective?</li> <li>What kind of accountability strategy should be considered?</li> </ul>
Beneficiaries of coaching			
Trainees	Trainees   Faculty	Trainees   Faculty	Trainees   Faculty
Potential coaches			
Trained Faculty	Trained Faculty	Trained Faculty Professional Coach	Trained Faculty Professional Coach
Core coaching skills <sup>3</sup>			
Questioning, Growth Mindset, Communication and Feedback, Listening			

**Disclosures:** None reported.

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