

## **FM REVIEW COMMENTS 42**

**COMMENTS TO EDITOR:** Both reviewers and I are recommending acceptance. Reviewer 2 notes, and I agree, that there is some clumsiness in the writing which limits the effectiveness of the message. I've edited the ms, and make some additional revision suggestions below.

**COMMENTS TO AUTHOR:** Dear, Thank you for your submission which highlights the critical issue of student advising/mentoring. The authenticity, humbleness, and sincere commitment to your students comes through forcefully and makes this a very meaningful piece.

To improve it further, I have a few suggestions:

- 1) I've made some fairly minor edits, to tighten the writing. Please consider adopting these changes.
- 2) Ironically, although the thrust of the article is "listening," in the way it is written, there is a lot of you talking. I've made some cuts in your statements to shorten them. Please feel free to make your own edits in this area, but try to convey the sense of a dialogue between you and the student.
- 3) I also attempted to shorten the "content" of the section where you summarize the changes you and your student discuss. These are pretty basic insights and skills that most medical educators know; and do not represent the major thrust of the article, which in my reading, is the **CHANGE** in approach you underwent as you listened to your student.

This brings me to the most important point, which I'd like you to carefully consider. It would strengthen the article significantly if you could share a bit more about your original "stern headmaster" approach: How did you intend to approach the student? Chastise her? Read her the riot act? If you illuminate in more detail the pitfall you ultimately avoided, it will make it easier for readers to grasp the significance of your shift.