



# **Relational Coaching for Leadership and Team Development in Long-Term Care: An Appreciative Inquiry Approach**

Shoshana M. Helfenbaum, Daniel Galessiere, Christina E. Gallucci and Raquel M. Meyer

**Appendix A**  
**Relational Huddles Survey**



Thank you for participating



Please fill in this short, confidential survey which will be used to help the Ontario CLRI improve and report on its value to the sector.

**1. We had the opportunity to take part in active learning (i.e. group activities, self-reflection activities and discussion).**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

**2. The learning we did will help us in our role(s) in long-term care.**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree


**3. I will recommend this learning opportunity to others.**


- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

**4. I learned to engage the team in active listening and participation (i.e. sharing information, experiences and observations)**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

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**5. I learned to engage the team in collaborative reflection, exploration and care planning**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

**6. I learned to promote values such as relational care and proactivity.**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

**7. I want to use what I learned.**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

**8. I am confident that I can use what I learned.**


- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree


**9. I plan to use what I learned.**


- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

**10. There will be a positive impact if I use what I learned.**

- I strongly disagree
- I somewhat disagree
- I neither agree nor disagree
- I somewhat agree
- I strongly agree

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**11. If you were to use what you learned, what positive changes do you expect?**


**12. Which of these, which you originally identified as critical behaviours in supporting teams to improve quality did you experience as most vital? (i.e. prevent falls)**

- Active Listening
- Active Participation
- Valuing Proactivity
- Team-based Reflection
- Collaborative Problem Solving
- Shared Decision Making

**Why?**

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**13. If Collaborative Leadership is: “A method of engaging team members to proactively share responsibility amongst themselves for practice improvements”, which of these collaborative leadership practices have been the most helpful to you in this Relational Huddles initiative?**


- Mindful listening and speaking
- Helping the group to hold multiple perspectives
- Sharing the power of influence with others
- Encouraging strengths-based interventions
- Promoting group reflection in addition to solution finding


Why?


**14. Postal code (home or work)?**

**15. Role(s) (check all that apply)?**

- Educator
- Formal leader
- Resident/family member
- Student
- Team member/staff
- Other (please explain):

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## Appendix B Performance Improvement Observation Chart



LTCH:

Date:

Results/Return on Expectations (i.e. Quality Improvement Goals from QIP or other QI initiative)	Critical Behaviours/ Values/ Attitudes	Learnings (i.e. Have a desire, confidence, intention and positive expectation in applying critical behaviours) as demonstrated by:	Reactions (e.g. had opportunity to learn; perceived learning to be helpful; recommend this learning)	Comments
Potential Leading indicators: 1. [List here]  Potential desired outcomes: 1. [List here]	<b>Team Communication</b> <input type="checkbox"/> active listening <input type="checkbox"/> active participation <input type="checkbox"/> ARC compassionate communication <input type="checkbox"/> SBAR information sharing /transmission (written and verbal)			
	<b>Team Collaboration</b> <input type="checkbox"/> team-based reflection <input type="checkbox"/> collaborative problem solving <input type="checkbox"/> shared decision making			
	<b>Values and Ethics</b> <input type="checkbox"/> relational-based care <input type="checkbox"/> proactivity			



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## Appendix C Return on Expectations Chart

**Baycrest**



LTCH \_\_\_\_\_

Date \_\_\_\_\_

Results	Critical Behaviours/ Values/ Attitudes (e.g. relational-based care; holding multiple perspectives; valuing diversity; sharing responsibility; team-based reflection; collaborative problem solving & decision making)	Learnings (e.g. active listening; active participation; compassionate communication; self-awareness)	Reactions (e.g. relevance; degree of engagement in initiative)	Comments
Identification and promotion of palliative care				
Prevention of ED transfers				
Have staff feel appreciated and valued and involved vs. being told by management: "this is what we are doing" - Have staff come together to make collaborative decisions / engage in collaborative decision making				

Describe the Influence of the Relational Huddles and other Collaborative and Proactive Leadership Approaches on Quality Improvement in your home.