



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

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Table 1.		Relational coaching intervention developmental evaluation design				
Appreciative inquiry phase	Appreciative inquiry focus	Timeline	Sample	Data collection tools	Data collection procedures	Type of results (indicators)
Phase 1: Discovery	<ul style="list-style-type: none"> To assess leaders' educational needs in daily practice To improve the <i>Team Essentials</i> experience to meet these needs 	December 2015	8 leaders (4 LTCHs)	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Focus groups Field notes 	<ul style="list-style-type: none"> Leaders' educational needs
Phase 2: Dream (part 1)	<ul style="list-style-type: none"> To identify aspirations and desired practice results To identify strengths and gaps in team practice To design and revise existing materials and hands-on tools 	January–April 2017	11 leaders (3 LTCHs)	<ul style="list-style-type: none"> Leadership coaching toolkit (forms 1-7) 	<ul style="list-style-type: none"> Field notes to capture observations of team practice during leadership coaching Surveys 	<ul style="list-style-type: none"> Performance across critical team behaviours* Performance across leader-critical behaviours* (i.e., coaching strategies) Implementation results

Appreciative inquiry phase	Appreciative inquiry focus	Timeline	Sample	Data collection tools	Data collection procedures	Type of results (indicators)
Phase 2: Dream (part 2)	<ul style="list-style-type: none"> • To alpha test the streamlined leadership coaching intervention with a quality improvement plan and improved evaluation tools • To identify aspirations and desired practice results • To identify strengths and challenges in team practice • To design and revise existing materials and hands-on tools 	November 2018–June 2019	9 leaders (1 LTCH)	<ul style="list-style-type: none"> • Leadership coaching chart • Weekly observation check-in charts 	<ul style="list-style-type: none"> • Field notes to capture observations of team practice during leadership coaching • Surveys 	<ul style="list-style-type: none"> • Perceived success of leadership coaching* • Anticipated positive effects of the relational coaching intervention • Recommendations for future implementation
Phase 3: Design	<ul style="list-style-type: none"> • To beta test the streamlined relational coaching intervention with a quality improvement plan, relational huddle (team practice) tool and improved evaluation tools • To identify the enablers, barriers and success stories associated with translating learning into practice 	June–August 2019	19 leaders (2 LTCHs)	<ul style="list-style-type: none"> • Return on expectation charts* • Leadership coaching goals chart • Weekly observation check-in charts 	<ul style="list-style-type: none"> • Field notes to capture observations of team practice • Surveys 	<ul style="list-style-type: none"> • Critical team behaviour best suited to achieve organizational level results (i.e., quality improvement indicators) • Aspirations (i.e., positive effects) for the relational coaching intervention • Most impactful aspect of the relational coaching intervention • Perceived success of relational coaching intervention* • Recommendations for future implementation

LTCH = long-term care home.

*As per Kirkpatrick New World Model (Kirkpatrick and Kirkpatrick 2016).

Table 2.

Iteration of the relational coaching intervention based on partner feedback obtained during each appreciative inquiry phase

Appreciative inquiry phase	Timeline	Appreciative inquiry question	Appreciative inquiry phase objective	Leadership coaching intervention	Appreciative inquiry phase results
Phase 1: Discovery	December 2015	<i>“What gives life?”</i>	<ul style="list-style-type: none"> To launch the developmental evaluation process by identifying leaders’ needs and aspirations with respect to TET 	<ul style="list-style-type: none"> Exploratory discussions with leaders 	<ul style="list-style-type: none"> Received direction from leaders on how to improve the TET, including: <ul style="list-style-type: none"> Increasing leadership participation in training <ul style="list-style-type: none"> Improving managerial support for staff implementation of training Optimizing learning to practice measured by team member reports of targeted practice improvements* Creating a safe environment to optimize staff support
Phase 2: Dream (Part 1)	January–April 2017	<i>“What might be?”</i>	<ul style="list-style-type: none"> Develop and pilot the leadership coaching components of TET 	<ul style="list-style-type: none"> Three coaching sessions with two LTCHs: <ul style="list-style-type: none"> 1 hour pre-TET (set the stage) 1 hour during TET (optimizing learning) 1-hour post-TET (targeted team practice improvements) 	<ul style="list-style-type: none"> Offered customized training and leadership coaching for each home

Appreciative inquiry phase	Timeline	Appreciative inquiry question	Appreciative inquiry phase objective	Leadership coaching intervention	Appreciative inquiry phase results
Phase 2: Dream (Part 2)	November 2018–June 2019	<i>“What might be?”</i>	<ul style="list-style-type: none"> • Align the leadership coaching process with the Kirkpatrick New World Model’s four levels of evaluation and measurement • Focus coaching on the discovery and implementation of a leadership plan to reinforce and monitor learning to practice change (targeted team practice improvements) 	<ul style="list-style-type: none"> • 17 coaching sessions with one LTCH: <ul style="list-style-type: none"> – 2 hours pre-TET (set the stage) – 13 half-hour sessions during and post-TET (check-ins, evaluation) – 1-hour session (final evaluation, next steps) 	<ul style="list-style-type: none"> • Coached leaders on how to use education to enhance their existing quality improvement plans • Designed a weekly observation chart during weekly check-ins to document successes, barriers, enablers and results
Phase 3: Design	June–August 2019	<i>“What should be the ideal?”</i>	<ul style="list-style-type: none"> • Promote processes and systems that reinforce, support, monitor and reward team competencies in practice • Use processes to drive performance change to complement quality improvement initiatives, reduce hierarchical barriers to teamwork and promote relational care skills and values 	<ul style="list-style-type: none"> • 6–8 coaching sessions: <ul style="list-style-type: none"> – 1.5 hours pre-TET (set the stage); leadership training on the Ontario CLRI Relational Huddle Tool – 3–5 half-hour weekly sessions (check-ins, evaluation) 	<ul style="list-style-type: none"> • Created a return on expectation chart using the Kirkpatrick New World Model’s four levels of evaluation and measurement • Developed a relational huddle script to support application of the tool in practice by leaders and staff • Provided a huddle facilitation guide complete with discussion questions to guide team reflection

LTCH = long-term care home; TET = *Team Essentials* training for staff.