

Coaching Scenarios 1 and 2

INSTRUCTIONS:

Read the scenarios below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Scenario 1

You are assigned to coach day shift staff on a 60 bed long-term care floor on teamwork skills. When you arrive at 9:00 a.m., the unit is very busy and there is no evidence that teams have been formed. You locate the unit managers for an update and they tell you, “We’re not doing teamwork today. The unit is working short. I have made the assignments, and we are going to manage things “the good old fashioned way today.”

Scenario 2

You are assigned to coach the day shift dietary staff on teamwork skills. When you arrive at 9:00 a.m., the department is very busy and there is no evidence that teams have been formed. You locate the department manager for an update and he tells you, “We’re not doing teamwork today. The department is working short. I have made the assignments, and we are going to manage things ‘the good old fashioned way today.’”

Coaching Scenario 3

INSTRUCTIONS:

Read the scenario below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Scenario 3

A staff member comes to you complaining of being put on a team with a “slacker.” She says, “Joan makes herself scarce and almost never offers to help her teammates, even when she has down time. I’ve had it!”

Coaching Scenario 4

INSTRUCTIONS:

Read the scenario below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Scenario 4

The subacute unit has been busy all evening. Both unit teams are experiencing a consistently moderate to high workload due to multiple admissions and discharges. You observe a member of the Green Team who appears to be overwhelmed by the task requirements of two demanding residents. None of the team member's teammates have come to offer her assistance, so you assume that they are equally busy with their own residents. She appears to "suck it up" and do the best she can.

Coaching Scenario 5

INSTRUCTIONS:

Read the scenario below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Scenario 5

The long-term care unit is very quiet except for one resident who is being admitted to the unit. The nursing supervisor is running a little late, so the charge nurse assumes situational leadership and begins to organize the team and get things started. Everything is proceeding without incident until the supervisor abruptly charges in the room and starts shouting orders and criticizing the team. The resident's admission is completed and he is now settling into his new room. The family is upset and worried about leaving him. The staff is unhappy too. The charge nurse approaches the nursing supervisor to discuss what happened.

Coaching Scenarios 6 and 7

INSTRUCTIONS:

Read the scenarios below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Scenario 6

You observe a confrontation at the nurses' station, where a nurse has just reprimanded the recreation therapist for bringing one of her residents to a recreation program before he got his medication and without notifying her. The recreation therapist is upset and embarrassed but later states that she has experienced this side of Nurse Betty before. She decides it is not worth discussing with her because she never listens anyway.

Scenario 7

You observe a confrontation in the hallway, where the social worker has just reprimanded a nursing assistant for speaking to a resident's family about her concern for the resident's depressed mood. The nursing assistant is upset and embarrassed but later states that she has experienced this side of Tricia, the social worker, before. She decides it is not worth discussing with her because she never listens anyway.