

# Simulation #1 outline *(rev. 07/29/20)*

### Description

Tori, a nursing leader, has a direct report, Jill, who is an RN and noticeably less engaged in work. Through coaching, Tori and Jill strive to discover the core reasons for the drop-in engagement and interest in work. The goal being for Jill to find a way to reignite her passion for work.

Context	Additional Material
<p>Conversation text / Location: Hallway</p> <p>In the hallway, Tori (the leader) stops Jill (the RN team member) and says,</p> <p>Tori: “I noticed that you haven’t done the bedside shift report. Is there a specific reason that isn’t being done?”</p> <p>Jill rolls her eyes and mumbles, “I’ll get to it” and walks away.</p> <p>Tori thinks, “Hmm. That is not like her.”</p> <p>A little bit later, Tori calls Jill into her office.</p>	<p><b>Did You Notice?</b></p> <p>If there are others around, addressing concerns about behavior may not be the best action. It can feel embarrassing and confrontational to an employee. As they say, “Praise in public, correct in private.”</p>

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Content	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Thanks for coming in. I was a little surprised by the eye roll earlier when I asked about the bedside shift report. That isn’t like you. What’s going on?”</p> <p>Jill: “I have a lot going on. My 15-year-old son isn’t doing well at school and he’s getting into trouble. It’s really stressful. Work is stressful and I just forgot.”</p>	
Decision Point	
<p>Option 1A – Typical Response</p> <p>“I’m sorry to hear about your son. We all have stuff that happens at home, but I really need you to have a good attitude here and not eye roll when I ask you about things you should be doing. Okay?”</p>	
<p>Option 1B – Skilled Response</p> <p>“That sounds stressful. What can we do here to help you do your best?”</p>	
<p>Option 1C – Poor Response</p> <p>“Okay but that’s no excuse for slacking and not doing the bedside shift report. And for giving me attitude about it. You’ve got to separate work from home.”</p>	

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Response To 1A	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: "I'm sorry to hear about your son. We all have stuff that happens at home, but I really need you to have a good attitude here and not eye roll when I ask you about things you should be doing. Okay?"</p> <p>Jill: "Fine. I already did the report like I said I would. It's just a bad day, but I don't let patients see it."</p>	<p><b>Coaching Tip</b></p> <p>This is a common response choice; however, it is directive and doesn't give the team member an opportunity to give any more input into the situation. It shuts down the conversation and likely creates frustration in them.</p>
Decision Point	
<p>Option 1AA - Skilled: "I appreciate that. What else is bothering you?"</p>	
<p>Option 1AB – Poor: "Good. Patients shouldn't see that you are having a bad day. I expect you to be as professional with me and your team members. Hopefully the rest of your shift will be better."</p>	
<p>Option 1AC – Typical: "Thank you. I appreciate you being professional and remembering to do all the things you are supposed to do as part of your job. Hopefully things with your son will improve. I'm sure its just a phase. Hang in there."</p>	

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Response To 1AA	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: "I appreciate that. What else is bothering you?"</p> <p>Jill: "I just feel like I'm in a rut at home. At work. It's just the same old, same old."</p> <p>Tori: "What I hear you saying is that you feel like you aren't growing, is that right?"</p> <p>Jill: "Yes. I want to grow in my role. I want to do something different."</p>	<p><b>Coaching Tip</b> Your choice to ask a question re-opened the dialogue and as a result, Tori started to get to the root of the problem. Only when the root is uncovered can an effective solution be created.</p> <p><b>Did You Notice?</b> Did you hear the active listening skill #5 Paraphrase and 6. Be attuned to and reflect feelings?</p>
Decision Point	
<p>Option 1AAA – Poor: "Well, every day is different. There are lots of things you still need to do better in your current role. If you just focus on being your best, I think you'll find a lot of growth. Novant Health also has some online classes that might be interesting to you. You could take those."</p>	
<p>Option 1AAB – Skilled: "What does it mean to you to grow?"</p>	
<p>Option 1AAC – Typical: "What do you want to do?"</p>	

Response To 1AAA	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: "Well, every day is different. There are lots of things you still need to do better in your current role. If you just focus on being your best, I think you'll find a lot of growth. Novant Health also has some online classes that might be interesting to you. You could take those."</p> <p>Jill: "Yeah. I guess so. Thanks." She leaves the office. (Under her breath she says, "Maybe Novant Health just isn't the place for me anymore. I'm tired of this.")</p>	<p><b>Coaching Tip</b> Tori started to open up the conversation with a question but then when Jill answered, Tori didn't continue the coaching to really get to the root of what she meant by growth. Tori was trying to be helpful by suggestion online courses, but it felt hollow and a bit of a brush-off to Jill. Remember Active Listening and the GROW model. What question could you have asked to help you both understand what she really needed?</p>
Jill Leaves the office. End of Conversation.	

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Response To 1AAB	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “What does it mean to you to grow?”</p> <p>Jill: “I think I want to go into education or leadership. But I’m not sure.”</p> <p>Tori – <i>identification of Goal</i>: “Okay. You want to grow in your role, perhaps in education or leadership. Is that right?”</p> <p>Jill: “Yes.”</p> <p>Tori – <i>identification of Reality</i>: “What have you thought about for each of those paths?”</p> <p>Jill: “Well, I think I’d like to try leadership first and see if I’m good at it. But I also like the idea of precepting someone to see if I like education.”</p> <p>Tori – <i>identification of Options</i>: “What option or options would you like to explore first and how can I or others help you?”</p> <p>Jill: “I don’t know. I haven’t put a lot of thought into it yet.”</p> <p>Tori – <i>Way Forward</i>: “Okay. What next steps could you take to explore some options and figure out what you want?”</p> <p>Jill: “I’m gonna think about it. Can I get back to you on that?”</p> <p>Tori – “Sure! Who do you think might be helpful to talk to and get some ideas from?”</p> <p>Jill: “Maybe I’ll talk to a team leader and a preceptor about their work. That might be helpful.”</p>	<p><b>Coaching Tip</b></p> <p>Good job asking a clarifying question! This kept the conversation open and is helping to identify the new Goal of the conversation. It’s not about the report. It’s about how to uncover what will help her stay engaged in the job.</p> <p><b>Did You Notice?</b></p> <p>Notice how Tori walked through the GROW model through her questions and used Active Listening – checking for clarification and understanding. The Way Forward is for Jill to do some thinking and talking with others and come back for another conversation. Many coaching conversations take place over time and through multiple sessions. The more complex the situation or opportunity, the more conversations or time is needed.</p>

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<p>Tori – “That sounds like a great idea. When would you like us to talk again about what you’ve explored?”</p> <p>Jill: “How about Friday after next? In 2 weeks?”</p> <p>Tori – “Great. Come by during your break or when you have some time. I look forward to hearing your thoughts.”</p>	
<p><b>Jill Leaves the office. End of Conversation.</b></p>	

Response To 1AAC	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “What do you want to do?”</p> <p>Jill: “I don’t know. That’s the problem. I don’t have time or money to go back to school.”</p> <p>Tori: “Janie needs help with inventory and ordering. Why don’t you help with that? You haven’t done that before.”</p> <p>Jill: “If you want me to. And, I’ll do the reports. I know they are important. There is just so much of this job that feels like busy work and it gets in the way of real patient care.”</p> <p>Tori: “I understand but it’s all part of patient care and it’s all important.”</p> <p>Jill: “Okay. Thanks.” (she leaves the office.)</p>	<p><b>Coaching Tip</b></p> <p>By quickly suggesting a solution, Tori stopped the process of Jill figuring out what she really wants. What question could you have asked instead that would lead to her finding her own, meaningful solutions?</p> <p>Suggestions: “What would you be interested in learning if you could go to school?” “What work do you really enjoy that you’d like to do more of?”</p> <p><b>Did You Notice?</b></p> <p>There was an opportunity to use Active Listening Skills #3 Ask probing questions and #2 Ask open-ended questions around her statement about busy work and real patient care. Diving deeper with the goal of helping her uncover how she wants to grow could have helped her get more clarity on what she wants and how Tori can help. Remember to ask questions, not solve the problem yourself. Your solution probably won’t address the root issue and if it isn’t mostly the employee’s idea, they won’t implement it anyway. Coaching matters. You can do it!</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	

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Response To 1AB and 1AC	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Good. Patients shouldn’t see that you are having a bad day. I expect you to be as professional with me and your team members. Hopefully the rest of your shift will be better.”</p> <p>Jill: “Yeah. Thanks.” She leaves the office. Under her breath she says, “One mistake, just one and I get raked over the coals. Like she’s never had a bad day.”</p>	<p><b>Coaching Tip</b></p> <p>By telling Jill what to do and how to feel about work and home, Tori leaves no room for Jill to create her own improvement. It’s a directive, “I’ll tell you” approach and it doesn’t give the team member an opportunity to give any more input into the situation. It shuts down the conversation and likely creates frustration in them.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>The goal of the I-GROW model is to partner with team members as they find their own solutions to challenges, problems or opportunities. Asking questions and enabling them to find their own answers creates buy-in, engagement and change.</p> <p>Vague requests for improvement, even when coupled with expressions of confidence that the person can make change, mean little because they aren’t personal, specific or actionable. As a result, team members withdraw and there is little real progress or actual agreements made. When you feel the desire to tell a team member what to do, pause and ask a question instead. A question will almost always lead to a better outcome.</p> <p>Go back to the beginning of the scenario and make other choices to explore different options.</p>	

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Response To 1B	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “That sounds stressful. What can we do here to help you do your best?”</p> <p>Jill: “I don’t think it’s anything you can do. I just feel stuck and maybe a little bored in my work. It’s the same thing all the time. I think I might like to do something different.”</p> <p>Tori: “So I hear you feel stuck and maybe a little demotivated. Is that right?”</p> <p>Jill: “I don’t know if I’m demotivated. I think I am just ready to grow into a different role. Do something different.”</p>	<p><b>Coaching Tip</b></p> <p>Taking a coach-like approach by asking an open-ended question was a great decision. As a result, Tori is starting to hear what may be the root cause of her not doing the report...its disengagement. Now, see if you can find out why.</p> <p><b>Did You Notice?</b></p> <p>Active Listening Skills of paraphrasing and requesting clarification are powerful. And, it shows that her answer isn’t being judged, making it easier for her to continue exploring the root cause of her disengagement.</p>
Decision Point	
<p>Option 1BA - Skilled: “So, you want to grow in your career. What options have you thought about?”</p>	
<p>Option 1BB – Poor: “Well, I think we’d all like to make more money. Unfortunately, there are only so many positions open to move up. And right now, there aren’t any in our area. Maybe we can look at a different department?”</p>	
<p>Option 1BC – Typical: “Well, I can have you shadow a team Tori if you like. You can see what they do. Would that help?”</p>	



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Response To 1BA	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “So, you want to grow in your career. What options have you thought about?”</p> <p>Jill: “Well, I’ve been thinking about maybe getting into education or becoming a team lead.”</p> <p>Tori: “What interests you in both those areas?”</p> <p>Jill: “I think teaching others could be really interesting. I like the idea of maybe becoming a preceptor. I really appreciated the nurse who precepted me when I came here. It made a big difference to me and I’d like to make that difference for others.”</p>	<p><b>Coaching Tip</b> Taking a coach-like approach by asking an open-ended question was a great decision. Her question helps Jill explore the Options she has thought about. Notice Reality was skipped, but that is okay. You can come back to that. Let the conversation flow. Coaching can feel very natural and conversational.</p> <p><b>Did You Notice?</b> Active Listening Skill #3 of Asking probing questions helped the conversation go deeper. Her response drove Tori’s question. Just get curious – about words, about what and how, and about feelings.</p>
Decision Point	
<p>Option 1BAA – Poor: “Precepting is a big responsibility. We can talk about that. I’d want to see an improvement in your attitude and reporting first. I know things are stressful at home, but let’s see how it goes the rest of this month and then we can talk again.”</p>	
<p>Option 1BAB – Typical: “I think you could make a good preceptor. Maybe you could shadow Liz next time she precepts and see what it’s all about. Would you like that?”</p>	
<p>Option 1BAC - Skilled: “So you’d like to make a difference, maybe through education or precepting. You also mentioned team lead. What is interesting to you about that role?”</p>	

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Response To 1BAA	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Precepting is a big responsibility. We can talk about that. I’d want to see an improvement in your attitude and reporting first. I know things are stressful at home, but let’s see how it goes the rest of this month and then we can talk again.”</p> <p>Jill: “Okay. Got it.” She leaves the office. Under her breath she says, “Tori doesn’t think I can do it. Whatever. I don’t need to be scolded. I know my job. She has the attitude, not me.”</p>	<p><b>Coaching Tip</b></p> <p>Earlier, the Goal of the conversation had shifted from “do the report” to “discover how I want to grow”. By abruptly shifting back to the report failure, the focus on growth is shut down and the team member likely feels unheard, unempowered and uncared for. What would you do differently if you were the leader? What could you say/ask to stay focused on the Goal of growth and move to Reality and Options?</p> <p><b>Did You Notice?</b></p> <p>There was no Active Listening and a lot of judgment in Tori’s statements. Even good leaders do this when they are frustrated, tired or impatient. The impact, however, is that it feels threatening to the team member and decreases the chance they will be as open to coaching from you in the future. In the future, if you realize you have responded like this, apologize and ask genuine questions. Then, use Active Listening to rebuild trust.</p> <p>It is common for a team member to react to a leader’s response like this with defensiveness and blame. It doesn’t make the team member bad. It makes them human.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>The goal of the I-GROW model is to partner with team members as they find their own solutions to challenges, problems or opportunities. Staying focused on the team member’s needs, goals and way forward helps create buy-in, engagement and change.</p> <p>When Tori changed the focus to, “I need to see this before...”, the conversation became about compliance, not growth. As a result, Jill withdrew and the conversation was cut short of any real progress or agreements. When you feel a judgment statement welling up inside of you, pause and ask a question instead. A question will almost always lead to a better outcome.</p>	

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Response To 1BC AND 1BAB	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Well, I can have you shadow a team Tori if you like. You can see what they do. Would that help?”</p> <p>Jill: “Yea. I think that would be good...if our schedules line up. Thanks.” <i>(Said non-committally. The words are right, but the tone is uncertain and a little reluctant.)</i></p> <p>Tori: “Great. Thanks for all you are doing. You make a difference.”</p>	<p><b>Coaching Tip</b></p> <p>Though the suggestion of shadowing may have been helpful it is unlikely to make a difference because it wasn’t Jill’s idea or request. She is unlikely to be as engaged in the process as she would have been if she had requested. Also, without a defined Way Forward with dates and times, shadowing is unlikely to happen and Jill knows it.</p> <p><b>Did You Notice?</b></p> <p>The generic “compliment” feels hollow and falls flat at the end of the conversation. Compliments are effective if they are true, specific and about a behavior, characteristic or action that can be repeated in the future.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>This is an example of how a coach-like approach can actually damage trust. Vague promises without action from a leader can actually demotivate the team member even more. The solution is simple – make sure you have a specific Way Forward with a date for follow-up or implementation. Even if the Way Forward is to schedule another conversation or touch base on a certain day, it is enough. To ensure the promise is fulfilled, put the responsibility for follow-up on the team member. It should be their Way Forward, so they can follow-up.</p>	

# Simulation #1 outline (rev. 07/29/20)

Response To 1BAC	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “So you’d like to make a difference, maybe through education or precepting. You also mentioned team lead. What is interesting to you about that role?”</p> <p>Jill: “I’m not sure what interests me in team lead. It just seems like something I should look into.”</p> <p>Tori: “What do you think is the next step to figuring out how you would like to grow?”</p> <p>Jill: “I think I’ll ask Liz about precepting and talk to Kimberly about team lead...to get a better idea of what they do and what they like about it.”</p> <p>Tori: “Sounds great. Would you like me to follow-up with you? If so, when would be good.”</p> <p>Jill: “Yea. That will make sure I actually do it. We are all so busy. How about in two weeks.”</p> <p>Tori: “Great. Come see me two weeks from today. I look forward to hearing about what you learn.”</p>	<p><b>Coaching Tip</b>            Good job remembering to explore all the ideas she presented, not just going down one trail. During Options, resist the tendency to jump on the first option presented. Help the team member explore all the options to ensure the best outcome.</p> <p><b>Did You Notice?</b>            Tori didn’t take responsibility for setting up a conversation. By allowing the team member to own their accountability and just being a partner, you stay in a coach-like place and empower your employee to own their own solutions. You can ask about their progress if they don’t approach you in two or three weeks, but you don’t own the Way Forward steps. They do.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b>            Tori walked through the four phases of the I-GROW model and used Active Listening throughout. As a result, Jill has a plan that she “owns”, is excited about and is very likely to carry through on. As a result, her engagement has increased. That was the real issue – engagement; not an incomplete report. Coaching enabled both Tori and Jill to get to the real issue.</p>	

# Simulation #1 outline (rev. 07/29/20)

Response To 1BB	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Well, I think we’d all like to make more money. Unfortunately, there are only so many positions open to move up. And right now, there aren’t any in our area. Maybe we can look at a different department?”</p> <p>Jill.: (with a little fear and quick back pedaling) “I’m not saying I want to leave. I’m good. It was just a lot of stress at home. There is a lot to learn every day in the job...ever case is a little different. It’s all good. Sorry about the report. It won’t happen again.”</p>	<p><b>Coaching Tip</b></p> <p>By making statements, Tori shut the conversation down. And these statements in particular, can seem threatening to an employee. Tori is making assumptions and moved quickly to a possible outcome that was never indicated by Jill. As a result, Jill feels fear that will likely affect her future performance and perceptions of any corrections by Tori.</p> <p><b>Did You Notice?</b></p> <p>Tori didn’t use any of the Active Listening Skills nor did she take a coaching approach.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>A hostile work environment can be created by a lot of behaviors and actions. One of those actions is a Tori suggesting a team member leave the job. Because of the power differentiation in roles, in this kind of informal conversation, it is not wise to verbalize this suggestion. And, even if a team member suggests they are leaving, be very careful to remain neutral in your verbal and non-verbal response. Even “support” of their idea can be perceived as threatening or hostile because of your role as a leader.</p>	

# Simulation #1 outline (rev. 07/29/20)

Response To 1C	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Okay but that’s no excuse for slacking and not doing the bedside shift report. And for giving me attitude about it. You’ve got to separate work from home.”</p> <p>Jill: “Yeah, sorry about that. But to be honest, things here haven’t been so great either and I’m not the only one missing steps. It’s really tough to get everything done with all the other stuff we are dealing with right now at work.”</p>	<p><b>Coaching Tip</b></p> <p>This response choice is directive and doesn’t give the employee an opportunity to give any more input into the situation. It shuts down the conversation and likely creates frustration and confrontation. Though you wouldn’t likely respond like this Tori did, sometimes it does happen when leaders are tired, stressed or already frustrated. If you find yourself in this situation, what could you say or do to turn things around?</p> <p><b>Did You Notice?</b></p> <p>There was no Active Listening and a lot of judgment in Tori’s statements. Phrases or words like, “slacking”, “attitude” and “you’ve got to” convey judgment. As a result, team members become defensive, offensive or retreat. What Active Listening Skill could Tori have used instead?</p>
Decision Point	
<p>Option 1CA – Typical: “I know. It is stressful. And it’s still important to do all the reports and take care of patients. They are our number one priority. If you see other people missing steps because they are stressed, please let me know. It’s important.”</p>	
<p>Option 1CB - Skilled: “You are right. I’m sorry for my response. Clearly the stress is getting to me too. What can I do to help you at work?”</p>	
<p>Option 1CC – Poor: “I agree. I wish the extra work would just go away, but Novant Health says we have to do it, so my hands are tied.”</p>	

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Response To 1CA	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: "I know. It is stressful. And it's still important to do all the reports and take care of patients. They are our number one priority. If you see other people missing steps because they are stressed, please let me know. It's important."</p> <p>Jill: "Okay. Got it." She leaves the office. Under her breath she says, "I'm not going to tattle on others. Unbelievable. Clearly patients are number one. What does Tori think I do all day?"</p>	<p><b>Coaching Tip</b></p> <p>Choose to use the I-GROW model. The Goal of the conversation isn't Tori's goal (in this case, to reprimand). It is the joint goal. What does the team member need or want? Then explore Reality, Options and have the team member create a Way Forward that is meaningful to her.</p> <p>This directive conversation didn't make anything better nor did it build trust.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>Not only did Tori fail to use the I-GROW model, there was no Active Listening and a lot of judgment in her statements. Even good leaders do this when they are frustrated, tired or impatient. The impact, however, is that it feels threatening to the team member and decreases the chance they will be as open to coaching from you in the future. In the future, if you realize you have responded like this, apologize and ask genuine questions. Then, use Active Listening to rebuild trust.</p>	

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Response To 1CB	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “You are right. I’m sorry for my response. Clearly the stress is getting to me too. What can I do to help you at work?”</p> <p>Jill: “Make sure everyone else is working hard too.”</p> <p>Tori: “Okay. What else?”</p> <p>Jill: “I know you can’t stop all the policy changes, but they are too much.”</p> <p>Tori: “So, you’d like more teamwork and the number of new policies is a lot to handle. What else makes it hard for you at work?”</p> <p>Jill: “Well, I guess I’m not really sure I want to keep doing this same job day after day. I’ve been thinking I might like to make a change, but I’m not sure what.”</p>	<p><b>Coaching Tip</b></p> <p>This response gets back to Jill’s deeper goal for the conversation. By apologizing and changing her approach by asking an open-ended question, Tori re-opens the dialogue.</p>
<b>Decision Point</b>	
<p>Option 1CBA - Skilled: “Interesting. How is not knowing what you’d like to do impacting you?”</p>	
<p>Option 1CBB – Poor: “I understand. I was a shift nurse for 20 years before I became a team lead and then manager. Sometimes it was just a grind. But you have to put the time in and then opportunities open up.”</p>	
<p>Option 1CBC – Typical: “Well, there are a few options. You could get more schooling, change departments, or apply for positions that open up. Keep thinking about what you would like and let me know how I can help.”</p>	



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Response To 1CBA	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Interesting. How is not knowing what you’d like to do impacting you?”</p> <p>Jill: “I think it might be affecting my happiness on the job. And then things like missing the report happen.”</p> <p>Tori: “And that happens to the best of us. So, it sounds like exploring career development for you might be helpful. Is that what you think?”</p> <p>Jill: “Yea. I didn’t really see it before, but it feels like it’s time to figure that out.”</p> <p>Tori: “I know you have to get back to your patients, but I’d be happy to talk with you about potential options and ideas with you, if that would help.”</p> <p>Jill: “I’d like that.”</p> <p>Tori: “Great. When would you like to have that conversation?”</p> <p>Jill: “How about at the end of my shift tomorrow? I can stay a little late.”</p> <p>Tori: “Sounds good. I’ll see you then.”</p>	<p><b>Coaching Tip</b></p> <p>By asking a probing question, Tori helps Jill to start to look for answers she hasn’t explored yet. That is power of being coach-like as a Tori. You help people find their own answers.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>Tori didn’t have time to fully explore Options but still made sure there was a clear Way Forward and planned with Jill to come back to Options in a future conversation. Even if the conversation gets cut short, make sure you end with a clear Way Forward including the timing. Otherwise, it is unlikely that any action will be taken.</p>	

# Simulation #1 outline (rev. 07/29/20)

Response To 1CBB	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “I understand. I was a shift nurse for 20 years before I became a team lead and then manager. Sometimes it was just a grind. But you have to put the time in and then opportunities open up.”</p> <p>Jill: “Maybe. We’ll see.” She leaves the office. Under her breath she says, “I’m not you. I’m not going to wait 20 years before I figure out my life.”</p>	<p><b>Coaching Tip</b></p> <p>This response shifts the focus from Jill to Tori’s experience which isn’t relevant to Jill. Notice no questions were asked, no Reality or Options explored and the only Way Forward offered was “wait”. This leaves Jill feeling very dissatisfied. What would you do differently? What Reality or Options question(s) could you ask instead?</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>Tori started to ask good questions, but then switched the focus to herself and her own experiences, then she offered unsolicited opinion as guidance.</p> <p>As a leader, resist the impulse to “fix” the situation for the team member. Instead, ask a question that helps them further explore her options and move forward. What questions could Tori have asked instead?</p>	

Response To 1CBC	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “Well, there are a few options. You could get more schooling, change departments, or apply for positions that open up. Keep thinking about what you would like and let me know how I can help.”</p> <p>Jill: “Sure. I’ll let you know.” She leaves the office. Under her breath she says, “Well, that was a waste of time. At least she didn’t yell at me for forgetting the report.”</p>	<p><b>Coaching Tip</b></p> <p>This is a common response, but it is a bit hollow. All the ideas are Tori’s ideas. Without any questions, the statements shut down the conversation and leaves Jill without any meaningful next steps.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>Out of habit or in an effort to keep the conversation short or be helpful, Tori tells Jill what she should do and offers a hollow offer of vague help. Change the outcome by making the choice to use the I-GROW model and Active Listening.</p>	

# Simulation #1 outline (rev. 07/29/20)

Response To 1CC	Additional Material
<p>Conversation text / Location: Office</p> <p>Tori: “I agree. I wish the extra work would just go away, but Novant Health says we have to do it, so my hands are tied.”</p> <p>Jill: “Yeah, it sucks. It really makes you wonder if the job is worth it anymore.”</p>	<p><b>Coaching Tip</b></p> <p>Not only does Tori fail to ask any questions or move the conversation forward in a helpful way, she creates an “Us versus Them” mentality which is further damaging to Jill’s engagement in her work.</p>
<p><b>Jill Leaves the office. End of Conversation.</b></p>	
<p><b>Debrief:</b></p> <p>Be careful that your efforts to empathize don’t cross over into “joining the negative bandwagon”. Doing so doesn’t actually help the team member. They stay stuck where they are without alternatives. You can use Active Listening Skill #6 Be attuned to and reflect feelings by saying something like, “I can hear that it is very frustrating to you.” Then, engage the I-GROW questions to help them formulate a Goal for the conversation, see the Reality of the situation, explore Options and decide on a Way Forward.</p>	