

The Sage Handbook

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THE SAGE HANDBOOK

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WELCOME & INTRODUCTION

We are grateful that you have made the decision to become a Sage in a Green House home. As such, you are invited to become part of the National Sage Network of The Green House Project.

We are convinced that you will look back on this decision to be a Sage as one that has profoundly enriched your life, not only for the specific experiences you will share with the Elders and Staff, but because at this time in your life, you have made the choice to “give back” to your community.

It is our hope that this manual will be a valuable resource as you become familiar with your role, as well as a reference in your ongoing commitment to your Green House home. Please note, this handbook is meant to supplement the material in the *Core Team Education Program Learner Guide* and *Coaching for Partnership Learner Guide*. These are handouts you will receive when you attend CORE and Coaching for Partnership Green House education programs.

One of the core values of the Green House philosophy is “empowered staff.” Our main responsibility as Sages is to support the Shahbazim. Your role is to serve as advisor, facilitator, coach, and role model to the Shahbazim as they form “a self-managed team.” The Sage works closely with the Guide. In addition, Sages act as liaisons between Shahbazim and Elders, and with the administration team as needed.

The Green House philosophy honors the Elder’s strengths and rich life experiences. Each of us was chosen by Administration because we exemplify those traits. Please be confident that you were chosen for role of sage with the assurance that we, The National Sage Network, can help you develop the understanding and skills required for this role.

We know those in your Green House home will become like family. We hope that being part of the Sage Network will give you an extended family of peers working hard to more fully develop and actualize the role of the Sage. The network provides a safe venue to help you find your voice as a Sage with people who identify with and have similar experiences and challenges. It’s also a great place to celebrate successes and triumphs, providing others with hints and tips on impacting the lives of our Elders.

To learn more or to be added to the Sage mailing list, please contact inquiries@thegreenhouseproject.org

Your fellow Sages in the Sage Network

SAGE JOB DESCRIPTION

The Green House Sage is a Coach and an Advisor for the Shahbazim Self-Managed Work Team.

The Sage is a volunteer from the community who has demonstrated wisdom. Ordinarily this role is filled by an older person who has experience in leadership, counseling, human services, organizational development or other areas that have yielded knowledge, skill, and insight in working with groups.

The Sage serves an individual Green House home and acts as a mentor, advisor, facilitator, counselor, coach and role model to the Shahbazim. By creating a valued relationship with the Shahbazim, the Sage becomes a trusted person to whom the Shahbazim seek counsel and assistance with problem solving. The Sage may also act as a liaison between Shahbazim and Elders and the organization's administrative team including the Guide, DON, and the CEO as needed. His or her communication with the Shahbazim is considered strictly confidential except if the information involves Elder abuse, neglect, or potentially dangerous circumstances. These issues must be reported immediately to the Guide. The Sage visits the Green House home on a regular basis and participates in house and team meetings at the request of the self-managed work team. The Sage complies with all volunteer policies established by the local organization.

The duties and responsibilities:

- Develop relationships with the Shahbazim in the Green House home.
- Attend team meetings at the request of the self-managed work team.
- Coach the self-managed work team as they encounter the challenges of creating an effective working group.
- Mentor individuals who need additional support in working as a contributing part of a self-managed team and assuming the responsibilities of the Shahbazim.
- Encourage the team as they develop the problem solving and decision-making skills required in their new roles.
- Provide feedback on the team's progress as well as that of individual team members and make suggestions for improvement as needed.
- Encourage celebration of successes.
- Encourage continuous self-assessment and development of Shahbazim.
- Support the role of The Green House Guide as the coaching supervisor of the Shahbazim.
- Visit the Green House home on a regular basis, ideally weekly.
- Participates in meals, life enrichment programs and other activities as appropriate.

- Serve as a supportive partner to the Shahbazim and a resource for Elders and families.

Sage Qualifications:

- Open Heart!
- Keen self-awareness.
- Experience helping small groups of people effectively work together.
- Strong communication and interpersonal skills.
- Engaged in personal growth and development activities.
- Understands and supports The Green House model.
- Knowledge of community and other related resources for elders, families and team.
- Openness to feedback.
- Ability to attend orientation, trainings (e.g., 6-day Green House CORE Team Training, 2-day Coaching for Partnership), team meetings and other key activities in a Green House home.
- Compliance with health, work and volunteer policies of the sponsoring organization.

Benefits:

- Learn coaching skills.
- The opportunity to shape and develop the problem-solving skills of the self-managed work team.
- Grow the interpersonal skills of the Shahbazim.
- Connect to a community of care in a real home environment.
- Laughter, tears, and meaningful interactions.

Local Organization Support:

- Offer education to Sage volunteers to equip them with a thorough understanding of the Green House model as well as the Green House coaching approach to supporting the self-managed work team.
- Orientation to health, work, and volunteer policies of the organization.
- If applicable, provide the opportunity for Sages at the local organization to connect with one another to learn and grow.

WHAT ARE THE PARAMETERS OF MY ROLE AS SAGE?

There are parameters to my role as a Sage:

1. My role is to support the Shahbazim as a coach and confidential advocate. I should not routinely perform the Shahbazim's duties.
2. Team meetings are intrinsic to the activities and responsibilities of the independent work team. I plan to attend team meetings, when invited, to participate as a member of the team. The Team Coordinator arranges and leads the Team meeting. I should not run team meetings unless requested by the Shahbazim. If Shahbazim have not invited the Sage to Team meetings, the Sage should discuss with the Guide.
3. I may address a concern about a staff member's job performance by commenting on alternative ways of responding or mentioning how she/he would feel as a Green House Elder in a given situation. But, I have no authority to discipline a Shahbaz. I should refer any problem requiring disciplinary action to the Guide.
4. If I have concerns about a Guide's performance, I should attempt to respectfully bring my concern to the Guide. If unable to resolve the issue, then I shall discuss the concern with administration. (see Building a Relationship with the Guide document.)
5. Acknowledging HIPAA requirements, I should not ask an Elder or the staff, or read any confidential records about an Elder's medical condition. I should share my concerns about an Elder's care with a Shahbaz or Nurse. Staff can share information with me that I need to know. I shall not discuss an Elder where others can hear me, for example, in the community or on the elevator.
6. Only Staff should help an Elder with transfers in or out of a wheelchair, into or out of a bed, or with similar activities. These require special training.
7. I should not try to answer questions about an Elder's care from a family member, but defer to a Shahbaz, Nurse or Guide.

8. To address a complaint from a family member, I will encourage the family to raise it with the appropriate staff member, and if necessary, to share the concerns with the Shahbaz or Nurse. If unresolved, I will refer it to the Guide.

9. None of these limitations should preclude me from using good judgment in emergencies or in any situation that threatens the safety or the best interest of the Elders or Shahbazim.

SAGE MEETING

Green House Communities that have two or more Sages are encouraged to hold regular Sage meetings. At these meetings Sages create a safe and confidential environment promoting the sharing of successes, challenges and the opportunity to coach one another. The Sage meeting can provide education and raise awareness of events and resources available through the Green House community and The Green House Project national office.

A Sage should organize and facilitate the meeting. The role of facilitator can be rotated amongst members of the group.

Who should attend?

1. All Sages in the Green House community.
2. By invitation, Guides, Nurses and Clinical Support Team members.
3. By invitation, Green House Educators to support increased knowledge and skills development.
4. By invitation, Executive Leadership to support discussion of observations or concerns identified by Sages.

Frequency/Length:

1. It is recommended to conduct Sage meetings once a month (the group may decide to extend time between meetings).
2. Suggested Meeting Length: 1 hour.

Potential Topics for discussion:

1. Concerns, observations, and questions about how your home is functioning and the role the Sage can or should play.
2. Green House Core Values and how to apply them to issues/challenges and successes in the homes.
3. LinkedUp (formerly Peer Network) Resources (i.e. access to Newsletter, Peer Network Webinars, Green House Annual Conference).
4. National Sage Network discussions/minutes.

5. Social connection: provide opportunity for everyone to get to know each other (deep knowing).
6. Education on relevant topics.
7. Sharing observations: Invite Guide, Administrator or other member of leadership to Sage Meeting to discuss observations, concerns or successes that Sages have identified. The intent is to create a forum which supports a dialogue between Sages and leadership.
8. Updates on topics of interest or concern (i.e. organizational changes, regulatory changes, national Green House initiatives.)

Process

1. At the first meeting the Sages should develop their own “working agreements” (what do we need from one another to make these meetings a good experience). This will serve as the ground rules for the future Sage Meetings.
2. All discussions are confidential. What is discussed in the meeting, stays in the meeting. (Vegas Rules)
3. Participants are encouraged to suggest agenda items.
4. Sage Facilitator should circulate an agenda prior to meeting.
5. Utilize Learning Circles to encourage everyone to have a voice and facilitate discussions.
6. Ideally everyone would attend in person. Allow flexibility so everyone can participate (i.e. phone, skype, etc.).
7. Recruit a Sage Recorder to take minutes and circulate to all Sages and attendees. Keep copies of the minutes.

SKILLS DEVELOPMENT & EDUCATION

The following is a list of Green House signature education programs and other meetings that may be helpful to Sages in understanding their role, the Green House model and how to be a coach and mentor to the self-managed work team. Education begins with a strong orientation process and continues with ongoing education throughout the length of involvement with Green House homes. The essential educational programs for Sages are Core (or EnCORE) and Coaching for Partnership.

These classes are offered on-site and taught by a Green House Educator. Discuss with the Guide or Educator when classes are offered.

Core Education (or EnCORE)

Core Education is a class that prepares all staff and Sages for working in the Green House homes.

By the end of this class participants will:

- Gain full understanding of the Green House model
- Deeper insight into person-directed care
- Increase ability to work effectively in the Green House home(s) and to apply all core values of the model in their work
- Have greater awareness of the Green House Core Values and practices and how they influence decisions during the implementation process, changes in practices, procedures and policies.



EnCORE is an alternative way for Educators to deliver the Core curriculum. When holding a class is not reasonable because of the small number of employees that require orientation, EnCORE is designed to take its place. It is a combination of educational webinars, time with the Green House Educator and orientation in the home by a Peer Mentor.

Coaching for Partnership

Coaching for Partnership is a two-day class that explores the four key skills of coaching: presenting the issue, active listening, self-awareness, and self-management. All those who work as coaching partners to the Shahbazim attend the education session.

At the end of this educational program participants will gain the following:

- Increased understanding of the skills needed to interact effectively in a coaching style with a self-managed work team (SMWT) of Shahbazim.
- Understanding of the new roles within the Green House model.
- Enhanced confidence in coaching skills with SMWT through practice of these skills
- Decreased anxiety about their changing role within the Green House organizational structure.

Communicating for Success

Communication is one of our greatest challenges as humans. It is important for Green House organizations to establish and reinforce effective communication processes early in their implementation phase. Communicating for Success is a foundational education program on communication – exploring what effective communication looks like, skill building for listeners, skill building for speakers, and skills for working together as partners in communicating.

The Communicating for Success modules are written to impact all three learning domains: knowledge, attitude and skills. Participants will benefit from an increased understanding of what effective communication is (knowledge), why it is important to communicate effectively, how we can approach the roles within communication, and the challenges in being an effective communicator (attitude) and develop proficiency in applying the skills to improve communication (skills).

At the end of these education modules participants will be able to:

- Identify the primary components of Intentional Communication.
- Develop a strategy for open and attentive listening to counteract listening blocks.
- Recognize how active listening is both about skills/technique and about attitude/setting your intention to be an active listener.
- Articulate how to make a request, offer feedback, persuade someone to do something, or provide information following the three rules – clear and direct, free of blame and judgment, and with an indication of belief in the person.
- Articulate strategies for becoming more assertive in communication.

Best Life

The Green House Project recognizes that providing a life affirming, dignified environment for Elders living with dementia is multifaceted and involves culture change.

Participants will:

- Be able to describe the three main components of the BEST LIFE approach: Culture, Meaningful Engagements, Health and Wellbeing
- Learn tools to recognize the needs of Elders Living with Dementia (ELWD) and methods of how best to partner with them to enable a meaningful life
- Understand that our misperceptions of the abilities and retained talents of ELWD may cause us to limit their choices.
- Learn the four core principles of the BEST LIFE approach:



Meaningful Life Engagement Modules

Living a meaningful life is a right we uphold for every Elder living in a Green House home. This means the person's daily life has the potential to provide him or her with a sense of purpose, meaning, and pleasure—and the Green House home supports this life.

Meaningful engagement is an important part of living a meaningful life. This value is presented in the framework of Dimensions of Engagement which includes:

- Rhythms of the Day and Caring for Self
- Alone Time
- Social Relationships
- Rituals and Celebrations
- Community: Inside Out and Outside In

Green House LinkedUp (formerly Peer Network) Webinars

The Green House Project offers a variety of webinars on a variety of subjects. Not only can you attend live webinars, but you can also watch archived videos by logging into the Green House Project LinkedUp/Peer Network. Once logged in, go to the LinkedUp/Peer Network site. Archived Webinars can be found under "Peer Connections."

All members of LinkedUp will receive a Green House Project Bulletin with information on upcoming webinars and registration information.

See your Green House Educator to be set up as a user on this website.

The Green House Project Annual Conference

The Green House Project holds an annual conference. The Green House Conference is an energizing time for adopters from around the country to share passion and best practices that transform long term care! As leaders in the field, this conference offers groundbreaking speakers, unparalleled networking opportunities and an unforgettable experience!

National Sage Network

The National Sage Network is a quarterly gathering of active Green House Sages. This interactive and confidential group, representing Sages from Green House homes, join together to clarify the role of sage, share their experiences and support each other.

Organization-specific Sage Meetings

The Sage meeting acts as a safe and confidential support system for Sages to share successes, challenges and mutual coaching. The Sage meeting can provide education and raise awareness of events and resources available through the Green House Community and The Green House Project national office.

The Green House National Sage Network

An interactive and confidential group, representing Sages from Green House Homes, who join together to clarify the role of Sage, share their experiences and support each other. This document shares the group's objectives, gathering process, and expectations of its participants.



Why Join the Sage Network?

- **Engage** in supporting, learning, and problem solving in a confidential setting
- **Gain** awareness of national Green House resources, education, and events
- **Develop** comradery with other sages and clarify the role to deepen its impact
- **Share** successes and challenges amongst diverse Green House organizations that are bound by common values

Objectives

- Create a safe and confidential support system for sages to share successes and challenges
- Develop resources and education to clarify and deepen the role of the sage
- Raise awareness of the education, events and resources that are available through the national Green House initiative

Process

- Confidential bi-monthly conference call discussions (1 hour)
- Membership open to Sages within The Green House movement
- Interactive platform where all participates are encouraged to share their thoughts
- Distribution of meeting minutes to all members
- Information on how to leverage all Green House opportunities, education and resources
- Optional participation in sub-committees to create resources that clarify/deepen the role

Expectations of Members

- Honor confidentiality
- Actively participate in bi-monthly (60minute) calls
- Listen generously and without judgment
- Commit to sharing thoughts and ideas on the calls
- Freedom to pass in learning circle

Value and Expectations of The Sage Network / To learn more, please contact, inquiries@thegreenhouseproject.org

HOW TO RECRUIT SAGES

When recruiting Sages, start with a personal “ask.” Don’t rely only on emails or other forms of written communication. You are much more likely to be successful when you take the time to make a phone call or ask in person.

Where can I find Sages?

- Your residential community (i.e. Elders who live on your campus)
- Elders who previously received short term rehab in a Green House home
- Employee & Family contacts
- Frequent visitors to Green House homes
- Family members of former Elders
- Independent Retirement Homes
- Houses of worship
- Senior Centers
- Retired Teachers & Nurses Associations
- Benevolent organizations (i.e. Rotary, Elks & Lions Clubs)
- Board members and GH organizers
- Area Agency on Aging
- AARP
- Local Office on Aging
- Volunteer Fair
- Health Fair
- Community Volunteer Events sponsored by other organizations (i.e. Hospice, Library, School)
- Job applicants who are not hired, but are interested in volunteer opportunities

How to Recruit Sages

- Equip your current Sages and volunteers to be ambassadors in the community
- Offer educational programs to community groups
- Use storytelling to generate interest, know your mission and vision
- Offer tours of your Green House home
- Create a list of volunteer opportunities at your community

- Promote on your organization’s webpage, intra-community webpage and/or social media sites (i.e. FB, Twitter)
- Create a volunteer committee that can connect community to volunteer opportunities in your homes

Frequently asked questions by potential volunteers: (make sure you know the answers)

- How much time will it take?
- Will I make a good coach?
- Will I be trained?
- How much support will I receive?
- Organization may require medical exam, finger prints, flu shots, etc. (per your organization policy)

Finding the right person with the right qualifications:

Not everyone makes a good Sage. As with any position, it will be important to pick the person with the right qualifications.

Ideally, Shahbazim should participate in interviews for the Sage.

We have found it is important for Sages to be:

- Coaches
- Mentors
- Educators
- Listeners
- Calm – unexcitable
- Able to enable others to be empowered
- Able to help others solve problems, rather than be the “problem solver”
- Supportive of growth in others as well as in themselves
- Available to regularly visit the Green House home
- Available to attend team meetings
- Approachable
- Possessing a heart for the role of Sage

Sample Recruitment Flyer

Calling All Open-Hearted Volunteers!

Do you have strong communication and interpersonal skills? Are you able to support small groups to work effectively together? Have your experiences provided you with insights and wisdom to share?

If the answer is yes, then the Sage role may be for you!

“Volunteering as a Sage, provides me with a continued purpose, a sense of making a difference, pride, lots of laughs and learning.”

-Frank Dornfest, Sage, Mirasol Green House homes, CO



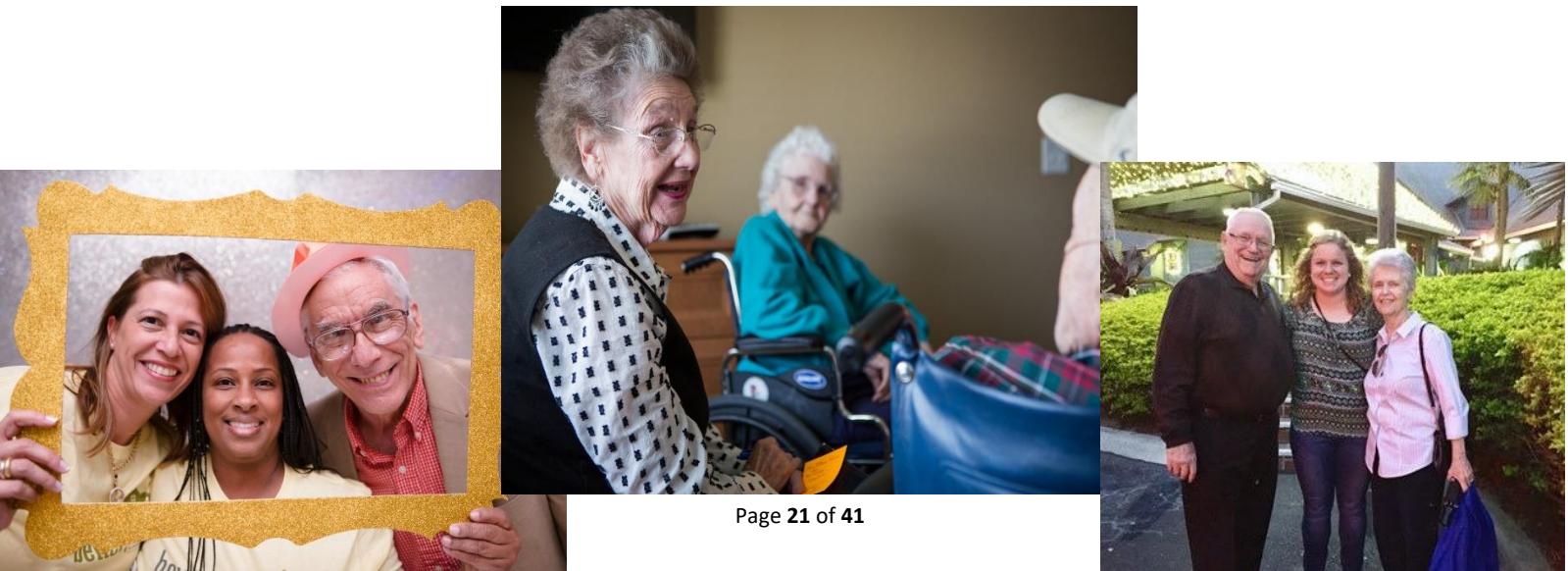


A Sage:

- Volunteers and serves as a coach and advisor to a self-managed team of direct care staff in the Green House homes.
- Mentors, advises, facilitates, counsels, and is a role model to the self-managed work team.
- Serve as a liaison between the direct care staff and elders.
- Visits the Green House home on a regular basis, and participates in team meetings, meals, life enrichment and other activities as appropriate.
- Encourages celebration of successes and continuous self-assessment.
- Serve as a resource for Elders and families.

“It has been a rewarding adventure to experience the process of creating real home, meaningful life and empowered staff. I love what this model offers both elders and staff.”

-Twylah Haun, Sage, The Woodlands at John Knox Village



BUILDING A GOOD WORKING RELATIONSHIP WITH YOUR GUIDE

Working early on to develop mutual trust with the Green House Guide is critical to being able to carry out and enjoy your role as a Sage. Developing trust and good rapport takes time.

Key in the early stage of development of your relationship is helping the Green House Guide to believe that you will have everyone's interests at heart, including the interests of the Green House Guide. Key to building that trust is carving out some time to spend together.

Developing mutual respect is also important. Both you and the Guide play important roles in the Green House home. Relationships founded on mutual respect are ultimately stronger and more effective in supporting the Shahbazim. Investing time at the beginning of your relationship to get to know one another, to learn about one another's strengths will provide a solid foundation of support for the self-managed work team.

Early on, it is best to try to schedule regular time together. Once the relationship and responsibilities are established and clear trust has begun to form, informal communication with the Guide such as time in groups, walking to team meetings, bumping into each other, will continue to build the relationship. Even then, it is recommended to have routine one-on-one time scheduled with the Guide.

List of questions to help facilitate discussion for the first few meetings with the Guide.

1. Has the Guide had any prior experience working with a Sage in the Green House home?
 - a. If not, what has the Guide's exposure to Sages during Core or other training sessions been? If none, offer the following: "How can I help you to become familiar with the role of Sages – I think it would be useful for us to review the written job description of the Sage and for you to share with me your view of my role."
 - b. If the Guide has experience working with a Sage: "Could you tell me a bit about how you worked together. I am especially interested in what you felt was working well, or what we might be able to build upon. I would also like to know what challenges you had working together. Were there any concerns that would be helpful to discuss?"

2. "As I'm new to the Sage role, I ask that for a while we meet regularly, like once a month, until we know each other better and I have begun to gain experience in this role. I also want to be sure to support you in your role, which I can do better if I know what your vision is for this Green House."
3. "If I have any questions or concerns between our scheduled meetings what's the best way to reach you?"
4. "It is my understanding the Shahbaz determine who comes to the team meeting. I intend to be very low key until I get to know them better and the Elders more deeply. How can I get myself invited?"
5. "How do you see my role with the Shahbazim? It is going to take some time to earn their trust, which will be facilitated by offering a confidential relationship (unless I am concerned with their or an Elder's welfare). The relationship with the Shahbazim will also develop as I begin to have a better understanding of my role. One of the most challenging facets for me is to assume the role of support to the self-managed work team – especially being sure I do that within a framework we both have agreed upon. Could I get your input now about how you would like to see that role develop and play out?"
6. "Can you share your impression of the individual Shahbazim? What are his/her strengths and challenges? How might I support him/her?"
7. "In my role supporting the Shahbazim, I also look forward to developing deep knowing relationships with the Elders and families in the home. If I learn anything that is sensitive or concerning, how would you like me to handle it?"
8. "In volunteer orientation, I learned about HIPAA. I have questions about...." (ask any questions you might have to help clarify your understanding)
9. "If I come across some issues around the health or functioning of an elder and wish to be sure they are being addressed, how and with whom would you like me to address those? With you, the Shahbaz Care Coordinator, the House RN, the Director of Nursing?"
10. "Are there any particular issues you'd like me to be sure to bring to your attention?"
11. "I am looking forward to helping grow the Shahbazim and supporting you as their coaching supervisor. What's a good approach for bringing forward issues or differences of opinion?"

Appendix: Resources

SAMPLE WELCOME LETTER

(On Company's) letterhead

Dear new Members of the (company's name) Sage Team,

WELCOME! We are grateful that you have made the decision to become part of the (company's name) Sage Team.

One of the basic tenants of the Green House philosophy is the "empowered staff." The main responsibility as Sages is to support the Shahbazim. Our role is to serve as advisor, facilitator, coach, and role model to the Shahbazim as they form "a self-managed team." Sages act as a liaison between the Shahbazim and Elders, and with the administration team as needed.

We are convinced that you will look back on your decision to join us as one that has profoundly enriched your life, not only for the specific experiences you will share with the Elders and staff, but because at this time in your life you have made the choice to give back to your community.

Thank you, and again, welcome,

Executive Leadership

The Green House Project Glossary of Terms

Term Definition

<i>Active Listening</i>	Active listening is a process of listening with full-attention encompassing the skills of non-verbal body language, paraphrasing, and asking open-ended clarifying questions. It is used to help ensure understanding, demonstrate interest, and explore multiple perspectives in a situation.
<i>Advocate/Advocacy</i>	<p>Advocate – to support the elders, believe in them, encourage them, and sometimes speak on their behalf for their best interests. Advocate is from the Latin word, <i>advocare</i>, to “add” a voice. To advocate is to add a voice of support to a cause or to a person. (source: https://www.vocabulary.com/dictionary/advocate)</p> <p>Being an advocate is about seeing the whole person and supporting the person to be successful and experience wellbeing. Because ELWD may be devalued, we all need to be their advocates.</p>
<i>Aromatherapy</i>	The use of plant-based aromas to treat various physical and mental conditions.
<i>Autonomy</i>	<i>Personal autonomy</i> refers to a person's sense of self-determination, of being able to make choices regarding the direction of her or his own actions, including the freedom to pursue those choices. With personal autonomy, an individual is able to engage in effective self-regulation—successfully monitoring needs and values; responding adaptively to the environment, and initiating, organizing, and directing actions toward the achievement of needs. (source: https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/personal-autonomy)
<i>Best Life</i>	GHP's approach to dementia care, designed to help organizations support people living with dementia to live rich and rewarding lives. The Best Life approach focuses on four aspects – culture, meaningful

	engagements, health and wellbeing, and a new role for clinical team members.
<i>Best Life Core Principles</i>	<ol style="list-style-type: none"> 1. Power of Normal 2. Focus on Retained Abilities 3. Dignity of Risk 4. Advocacy
<i>Clinical support team member (CSTM)</i>	The clinical professionals participating in care for the elders, including the nurses, social workers, activity professionals, therapists, pharmacists, and dieticians. CSTM act in a consulting role, providing assessment, care planning and direct care and services in their areas of expertise, working in partnership with the Shahbazim to ensure that all the elders' care needs are met. They also provide leadership as care role models, gerontological experts, care team partners, and mentors and teachers.
<i>Coach/Coaching</i>	<p>Coaching is a relational approach of meeting people where they are and helping them to grow in their problem-solving skills...without telling them what to do. Coaching is a skillset and a mindset.</p> <p>Guides are coaches to the Shahbazim; DON is the coach of the nurses. CSTM are coaching partners to the Shahbazim.</p>
<i>Coaching for Partnership</i>	A two-day Green House class for clinical support team members equipping them with key coaching skills to work in partnership with the self-managed work teams.
<i>Coaching Supervision</i>	A three-day Green House class for organizational leaders including Green House Guides and Directors of Nursing. This class equips the attendees with The Green House model approach to coaching and establishing a collaborative coaching culture.
<i>Code of Ethics</i>	A document that serves as a regular reminder of the values and principles a team shares. It is used as a means of holding one another accountable to the standards established by the team.

	A code of ethics is developed in the lab practicum following Core education
<i>Collaboration</i>	to work with a person or a group to produce or create something.
<i>Coordinator Roles</i>	<p>Shahbazim roles in the Green House homes whose job it is to take lead responsibility for organizing related activities and ensuring the job is done according to regulations, organizational standards, and policies.</p> <p>There are five primary Shahbazim coordinator roles:</p> <ul style="list-style-type: none"> ▪ Food Coordinator ▪ Care Coordinator ▪ Housekeeping Coordinator ▪ Team Coordinator ▪ Scheduling Coordinator <p>Some organizations have added a 6th coordinator role responsible for ensuring Meaningful Engagement to give greater attention to and oversight to the Elders' purposeful/meaningful engagement.</p>
<i>Core values</i>	Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. The three core values of The Green House Project are: Real Home, Meaningful Life, and Empowered Staff.
<i>Conflict</i>	A condition between people who are task <u>interdependent</u> , and where one or both <u>feel</u> angry, and <u>find fault</u> with the other, and use <u>behaviors</u> that cause a business problem.
<i>Conflict Management</i>	Individuals agree to stay in the essential process: the face to face talking about a problem without interruption long enough to find a solution.
<i>Consensus</i>	A process for group decision-making. It is a method by which an entire group of people comes to an agreement. The input and ideas of all participants are gathered and synthesized to arrive at a final decision acceptable to all. Through consensus, we are not only working to achieve better solutions, but also to promote the growth of community and trust.

<i>Convivium</i>	The experience of good food and good company. <i>"With Life!"</i>
<i>Culture Change</i>	The process of transformation – going from where we’ve been in long term care to where we want to be. It is a process that transforms our way of thinking about elders, life in a nursing home, and how the work gets organized and accomplished. It is also a process of transforming the physical environment to look less like an institution and more like a home that supports elders. Of primary importance with culture change is how we view the elders.
<i>Decision Making Types</i>	<p>Research conducted by the THRIVE initiative revealed three patterns of decision-making/problem solving in Green House homes:</p> <ol style="list-style-type: none"> 1. Hierarchical 2. Management Led 3. Coached Collaborative <p>The Empowered Staff model advocates for a Coached Collaborative decision-making process.</p> <p>Key factors contributing to a Coached Collaborative decision-making process are:</p> <ul style="list-style-type: none"> ▪ Opportunity for Shahbazim to make meet and problem solve together ▪ Shahbazim Capacity (have the tools, resources, skills for good problem solving) ▪ Leadership Support (coaching, mentoring, and encouragement)
<i>Deep knowing</i>	Being deeply known is a core aspect of relationship-rich, person-directed living. Elders are known by their preference, their interests, their likes and dislikes. Deep knowing can only occur in an environment committed to consistent care partners. Deep knowing produces a holistic approach to life and care that goes far beyond the traditional institutional model of care.
<i>Dementia</i>	Dementia is a shift in the way a person experiences their world around them. (Dr. Al Power)

	A medical diagnosis referring to changes in a person's cognitive abilities. There are over 100 possible causes of dementia, Alzheimer's disease is the most common. Most types of dementia affect a person's abilities to process complex information and recall past experiences.
<i>Devaluation</i>	The undervaluing of certain segments of society because they do not appear to reflect the traits valued by members of the society. For example, our society's culture generally values traits such as youth, wealth, physical strength, good health. ELWD do not display those attributes and therefore may be undervalued or considered worthless by people. As health care professionals, we may have unconsciously absorbed this view of ELWD which can result in lack of choice, dignity and personalized care.
<i>Dignity of Risk</i>	The opportunity for all persons to exercise autonomy, control, and self-determination in decisions that impact their lives.
<i>Dr. Bill Thomas</i>	The founder of the Green House Project.
<i>Elder</i>	Someone who by virtue of life experience is here to teach us how to live. It is a term of respect and honor.
<i>Elder-directed living</i>	An organizational commitment to honor the choice and decision-making abilities of elders in determining the rhythm of each day within The Green House. Elders make decisions through an interactive process with caregivers and others which honors their dignity and choices in directing their daily life, as well as collectively engaging in decision making regarding house issues.
<i>ELWD</i>	Elder living with dementia Also referred to as PLWD – person living with dementia

<i>Empowered Staff</i>	A core value of The Green House model. Based on a fundamental belief that direct-care partners possess vital information about elders that only a close-relationship can engender. Thus, the organization must be structured to ensure elders and their care partners have a pivotal role in deciding how care is provided.
<i>Empowered Staff Core Components</i>	<ol style="list-style-type: none"> 1. Radical Organizational Redesign 2. Empowered Teams 3. Collaborative Coaching Culture 4. Shared Decision Making
<i>Empowerment</i>	<p>The transferring of authority and responsibility from one person or group to another.</p> <p>Empowerment includes:</p> <p>Power to - individual's ability to take action and make choices</p> <p>Power with - finding our common ground to build collective strength</p> <p>Power within - ability to recognize differences and respect others</p>
<i>Empowerment Interpretations</i>	There are various interpretations of empowerment such as: "empowerment means I get to decide" and "empowerment means I am part of a collaborative team." Each interpretation has an impact on a care partner's response to the elders and to co-workers.
<i>Exploring options</i>	A four-step problem solving process utilized by individuals and teams to identify issues from different stakeholder perspectives, come to mutual agreement about the issue to be solved, identifying important factors and core values that impact the issue, brainstorming options and their potential impact, deciding which option(s) to choose, and a plan for implementing, measuring and following up.
<i>Focus on Retained Abilities (Best Life Core Principle)</i>	Attention given to what an Elder CAN do, rather than on what he/she CANNOT do. At the GHH, we see them as adults with

	retained abilities and capable of experiencing meaningful relationships and learning new skills
<i>Green House Core Education</i>	A five-day Green House signature class equipping those who work in or support Green House homes with a foundational understanding of The Green House model, the core values, role clarity, skill building to successfully support elders living in the homes. The 2019 Education intensive integrates core education and the Green House Best Life approach to supporting Elders living with dementia.
<i>Green House Educator</i>	An ambassador of The Green House model with specialized education, equipped to teach in-house Core Team education.
<i>Guide</i>	A person who works in a Green House home as the guardian of the culture, helping elders create the intentional community they desire. A coach, mentor, and supervisor to Shahbazim as they develop and grow.
<i>Health & Wellbeing</i>	A combination of physical and emotional factors positively working together to optimize the ELWD's sense of safety, independence, and peace of mind.
<i>Honoring the Spirit</i>	Recognizing that within each person is a unique and valued human spirit. This spirit may be expressed in various ways such as by involvement in faith-based organizations or through meaningful relationships to other people and nature. One's personal approach to spirituality can evolve and change throughout their lifetime. ELWD retain their human spirit throughout their journey with dementia
<i>House Council</i>	A meeting in the Green House home that is the joint responsibility of the Shahbazim and the Elders, with advice of the Guide and the Sage. The purpose of the House Council meeting is to make decisions, resolve complaints, plan meaningful engagements, or discuss upcoming events. The standard is for meetings to be held weekly. The house council meets the federal requirement of a resident council meeting. A log must be kept of discussions and decisions.

<i>Institutional creep</i>	The often slow and subtle addition of elements of a traditional or institutional long-term care that enter into an organization adopting culture change. Examples may include institutional practices (ways of accomplishing work), institutional language (how we refer to people or things), or institutional beliefs (how we think about the work, the people or things) that keep us rooted in an institutional way of being.
<i>Institutional dragon</i>	The imagery used to describe institutional creep establishing itself in the legacy or Green House homes. Additionally, institutional creep, as described above, may be referred to as “dragon food” because the institutional elements feed the dragon, making it stronger and giving it more of a foothold in the organization.
<i>Institutional Language</i>	Terminology that reflects an institutional belief system and if not rooted out, keeps an organization from fully embracing relationship-rich, person-directed living.
<i>Key Questions</i>	Questions posed by the Educator during the Core education session to provoke thought and discussion. Learners will be invited to write down these questions and continue to ask one another as the team lives out the Green House core values.
<i>Learning Agreements</i>	Learning agreements help us to identify how we as individuals learn best and to establish ground rules for how we will interact during our time together.
<i>Learning Circle</i>	A structured time of group sharing in which a facilitator poses a question or topic, someone volunteers to begin talking and each person takes turns speaking. Passing during the structured sharing is allowed. Cross talk during the structured sharing is not allowed. Those who pass are given the opportunity to add input after the circle has been completed. At that time the discussion is open for cross talk and additional sharing.
<i>Legacy Home</i>	<i>Legacy home</i> is the term used to recognize the non-Green House residential living community often operating at the same

	location of the Green House homes. A Legacy home may be licensed as a skilled nursing facility or assisted living environment.
<i>Luzzu</i>	A traditional fishing boat from the Maltese islands. They are usually painted bright colors, while the bow has a pair of eyes. Luzzus have existed since ancient times. Each boat is unique and is cared for with great attention by the fisherman.
<i>Meaningful Engagement</i>	The process of a daily life that is filled with activities of “being” and “doing” that express who we are and what we find meaningful. In Green House homes, one goal is to have elders self-direct their participation in natural, normal daily activities – the kinds of things they would do if they were living independently in their own homes.
<i>Meaningful Life</i>	A core value of The Green House model. Choice, control, autonomy and close relationships are just a few of the conditions needed to support meaningful lives. The Green House model is rooted in a philosophy of elder-directed, relationship-based care. It embraces Elderhood as an opportunity for continued growth and development. Individual needs are met in a Green House home because each person is deeply-known, provided opportunities to give, and valued for his or her creativity and resourcefulness.
<i>Meaningful Life Core Components</i>	<ol style="list-style-type: none"> 1. Elder-centered 2. Deep Knowing 3. Autonomy and Control 4. Purposeful/Meaningful Engagement
<i>MERIT</i>	The Model Enrichment Resource and Integrity Tool – an online self-assessment tool administered annually to staff at open Green House homes to measure model fidelity and the application of the Green House core values.
<i>Mutual agreement</i>	A shared understanding by those involved in problem solving as to the issue(s) to be solved and the potential cause(s). All

	<p>stakeholder perspectives are explored prior to reaching mutual agreement.</p>
<p><i>Normalization</i></p>	<p>This is a sociological concept based on the work of Dr. Wolf Wolfensberger who studied why certain groups of people may be devalued in our culture and denied certain privileges and resources. The goal of GHH's and the BEST LIFE Approach is to recognize ELWD as valued and capable adults, providing them with opportunities to live a normal and meaningful life.</p>
<p><i>Nurse/Shahbazim relationship types</i></p>	<ol style="list-style-type: none"> 1. Traditional Model – Nurses are in charge of the home; hierarchical; clear boundaries; nothing much changes for the Shahbazim from when they were cnas in traditional environment 2. Visitor model – Nurses are visitors in the home; Shahbazim are in-charge, very little collaboration or communication between the two groups; low work-life quality for nurses; greatest concern for Shahbazim operating outside scope of practice (I get to decide) 3. Parallel model - Nurse and Shahbazim each conduct the tasks and there is some communication; clear boundaries; each individual works together but there is a level of independence and separateness in the work. 4. Integrated model – True collaboration between the Nurses and Shahbazim; blurred boundaries (willingness to jump in); high communication; high level of teaching
<p><i>Nurture, Protect, and Sustain</i></p>	<p>Words to describe role of the Shahbaz, as manager of the house and people who work most closely with the elder. This definition represents complete break with past roles and approaches and creates a new context for this essential and honored role.</p> <p>Nurture: the care and attention given to someone or something that is growing or developing; care for, encourage, take care of</p> <p>Protect: to safeguard, preserve; to keep (someone or something) from being harmed, lost, etc.; to expand the territory of another.</p> <p>Sustain: strengthen or support physically or mentally; to keep up the vitality or courage of; help, comfort, assist</p>

<i>Parking Lot</i>	The parking lot flip chart page is a place to put questions or topics that are brought up, but perhaps don't fit in with the current discussion or topic, to be revisited later.
<i>Presenting the Issue</i>	A communication skill in which the speaker presents a problem or an issue to someone following three rules: <ol style="list-style-type: none"> 1. Be clear and direct about what the issue is 2. Objective language, free of blame and judgment 3. Indicate belief in the other person
<i>Power-plays</i>	One of the two basic responses to conflict, often referred to as the "fight" reflex, involving coercion, either active or passive.
<i>Power of Normal</i>	Leveraging the normalized environment, including living in the least restrictive environment, creates opportunities for Elders to live full and purposeful lives and helps Elders to be seen as same as, and not different than, ourselves.
<i>Problem solving/decision making</i>	<p>Within Green House homes the goal is for shared decision making among Shahbazim through a coached collaborative approach.</p> <p>In a legacy home the goal of shared decision making is a team-based approach. Both utilize exploring options as a method for problem solving.</p>
<i>Pullback</i>	The ability to gain emotional control in stressful situations; a key component of the coaching skill, self-management.
<i>Purposeful</i>	Full of meaning; significant
<i>Purposeful Engagement</i>	<p>Things that occur in one's day or life which are meaningful, significant, and based on deep knowing. Making a contribution to the home, giving care to oneself or to someone or something else are examples of purposeful engagement.</p> <p>Refolding towels (that will be rumpled up so the task can be repeated, is NOT purposeful engagement.</p> <p>Focusing on retained abilities is an opportunity to support purposeful engagement for the Elders.</p>

<i>Real Home</i>	A core value of The Green House model. The physical environment designed to transform the traditional institutional nursing facility into a residential environment that truly reflect a home atmosphere with an absence of institutional trappings.
<i>Real Home Core Components</i>	<ol style="list-style-type: none"> 1. Intentional Communities of Belonging 2. The Power of Normal 3. Deinstitutionalized Living 4. Meals and Convivium
<i>Real versus Fake</i>	The desire to create real, normalized homes for Elders which includes access to real companionship (babies, children, pets) rather than artificial, fake replacements (dolls, stuffed animals, animated toys). Real honors the person. Fake stigmatized and creates the potential for care partners to see the person as less-than and <i>Other</i> .
<i>Reciprocity</i>	When two or more people have equal exchanges of goods or services and each enjoys equal benefit of the relationship. Reciprocity implies equality and a give and take relationship. A simplified definition is, "looking out for one another."
<i>Retained Abilities</i>	To retain is to keep possession of; to continue to have something; to keep in one's memory. Retained abilities are those things the Elders can do; the abilities they have kept intact, although they may be unutilized.
<i>Rhythms of the day</i>	The natural preferences and schedule that govern each elder's life. Deep knowing relationships enable Green House team members to understand and honor the unique rhythm of each elder and enable them to live their highest level of well-being.
<i>Role Play</i>	Education technique in which two or more people act out or dialogue about the learning topic. Role plays may be scripted (lines are read) or unscripted (actors create dialogue in the moment). Role plays are useful for generating a learner experience in which to reflect and apply the concepts to the work environment.

<i>Sage</i>	The Sage is a community volunteer who has demonstrated wisdom. This role is generally filled by an older person with experience in leadership, counseling, human services, organizational development or other fields that have yielded knowledge, skill, and insight in working with groups. The Sage serves as an advisor, facilitator, counselor, and role model to the Shahbazim and the elders.
<i>Self-managed work team (SMTW)</i>	In Green House homes, the Shahbazim who work together to manage the day-to-day activities of the house.
<i>Shahbaz</i>	Persian word meaning, the king's royal falcon. The Shahbaz is the versatile worker in the Green House home working in a self-managed work team. Plural: Shahbazim.
<i>Simple Pleasures</i>	The little things in our lives (and in the Elders' lives) that are important to us, make our day a little better, and without them our day wouldn't be as good. The details are important.
<i>Surplus Safety</i>	The result of a culture of safety that does harm by preventing people from achieving future development that comes from taking risks and learning from the resultant success/mistakes. (Ronch) Surplus safety is what happens when we create systems in long term care that prioritize safety over human development; when we embrace the fundamental truth as caregivers – My job is to keep you safe. The focus is then on <i>mitigating</i> risk.
<i>Task-focused</i>	The act of putting the task, or job duties, before the needs of the person. The opposite of a task-focus is being relationship-focused or person-focused.
<i>Teaching Tips</i>	Boxes in the Teacher Guide with additional tips for teaching a section. Educators are encouraged to review the teaching tip content carefully.
<i>Team</i>	Two or more people who work together to make something happen.

<i>THRIVE</i>	The Research Initiative Valuing Eldercare – an independent evaluation of the Green House Model conducted between 2011 and 2014 by four project teams conducting qualitative and quantitative research to better understand GH implementation and impacts of the GH model over time as enacted in various open Green House homes.
<i>The Truman Show</i>	1998 movie starring Jim Carrey as Truman Banks, a man who lives unknowingly lives his life in a fake, studio set, environment. He is not able to leverage the Power of Normal and he is “protected” and sheltered from reality rather than advocated for.
<i>Walk-aways</i>	One of the two basic responses to conflict, often referred to as the “flight” reflex, involving distancing or withdrawing, either active or passive.
<i>Welcoming</i>	The process of an elder joining a community and becoming known and accepted as a full member of the community. Welcoming is the term used by culture change organizations to describe what was previously called an “admission”.
<i>Well-being</i>	Well-being is a positive outcome, meaningful for people because it tells us they feel worthwhile, have a sense of autonomy and control, hold influence over their own lives, and feel like they can contribute. Well-being is a holistic state including many different dimensions including, but not limited to – physical, emotional, intellectual and spiritual.

LOCATION OF GREEN HOUSE RESOURCES

The following is a list of additional Green House resources and where they can be found:

a. CORE Handouts:

- i. Handout 1.9.1: The Learning Circle
- ii. Handout 2.2.3: Blocks to Listening
- iii. Handout 2.2.4: Pulling Back
- iv. Handout 3.1.2.1: The Shahbaz
- v. Handout 3.1.2.2: Shahbaz Coordinator Roles
- vi. Handout 3.1.2.3: The Clinical Support Team
- vii. Handout 3.1.2.4: The role of Nurses in the GH Model
- viii. Handout 3.1.2.5: Coaches & Supervisors
- ix. Handout 3.2.1: Phases of Team Development
- x. Handout 3.2.3: Team Meetings
- xi. Handout 3.3.1: The Exploring Options Approach to Problem Solving
- xii. Handout 3.3.2: Decision Making and the Consensus Process
- xiii. Handout 6.5.3: Preferences for Everyday Living Inventory (PELI)
- xiv. Handout 6.9.1: Why have a Code of Ethics?
- xv. Handout 6.8.1: House Council Meetings

b. Coaching for Partnership Handouts

- i. Handout 3: Working Agreements
- ii. Handout 8: The Elements of Coaching for Partnership: What a Coaching Partner Does
- iii. Handout 9: Four Primary Coaching Skills
- iv. Handout 12: Guidelines for Presenting the Issue
- v. Handout 15: Active Listening
- vi. Handout 16: Paraphrase Overview
- vii. Handout 21: Listening at All 3 Levels
- viii. Handout 31: The Green House Values
- ix. Handout 34: Exploring Options Worksheet
- x. Handout 35: Requirements for Successful Coaching

SAGE VIDEOS

How do you Support the Shahbazim

<https://thegreenhouseproject.egnyte.com/dl/oP5FLXr78z>

Why did I volunteer to be a Sage

<https://thegreenhouseproject.egnyte.com/dl/MvDihgno95>

What I need from Leadership to feel Supported

<https://thegreenhouseproject.egnyte.com/dl/htxumTfKzK>