

Module 25. Client Service Excellence

Goals

The goals of this module are:

1. To provide personal care providers with a toolkit of techniques for:
 - Improving communication with clients and members of the care team
 - Handling challenging situations effectively
 - Strengthening client/PCA relationships
 - Reducing stress

Time

7 hours (includes 30 minutes for lunch)

| Activities | Methods | Time |
|--|--|---------------------|
| 25.1 Basics of Client Service Excellence | Interactive presentation, pairs work, large-group exercise and discussion | 1 hour |
| 25.2 Building Improved Relationships with Clients, Families and Members of the Care Team | Interactive presentation, individual assessment, pairs work, large-group exercise and discussion | 2 hours |
| 25.3 Working with Challenging Clients | Interactive presentation, role-playing, pairs work, and large-group discussion | 1 hour |
| 25.4 Working Through Challenging Situations | Interactive presentation, role-playing, pairs work, and large-group discussion | 1 hour |
| 25.5 On-the-Job Resilience | Interactive presentation, individual assessment, pairs work, large-group exercise and discussion | 1 hour & 30 minutes |

Supplies

- Flip chart, markers, and tape
- Paper and pencils
- Blindfolds for Trust Walk

Handouts

- Handout 25.1-a Find Someone Who...
- Handout 25.1-b What is Client Service Excellence?
- Handout 25.1-c Choosing to Think Positively
- Handout 25.1-d Talking Positively to the Client

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- Handout 25.1-e Handling Client Complaints
- Handout 25.1-f Handling Client Complaints Scenarios
- Handout 25.1-g Golden Rules of Client Service
- Handout 25.1-h The Seven Sins of Service

- Handout 25.2-a Trust Walk
- Handout 25.2-b Understanding Working Styles
- Handout 25.2-c Analytical Working Style
- Handout 25.2-d Driver Working Style
- Handout 25.2-e Amiable Working Style
- Handout 25.2-f Expressive Working Style
- Handout 25.2-g How to Close the Gap with Differing Working Styles
- Handout 25.2-h Closing the Gap Techniques
- Handout 25.2-i Building Client Rapport Strategy Form
- Handout 25.2-j Basic Guidelines for Receiving Feedback
- Handout 25.2-k Basic Guidelines for Giving Feedback
- Handout 25.2-l Scenario # 1
- Handout 25.2-m Scenario # 2
- Handout 25.2-n Scenario # 3
- Handout 25.2-o Conflict Management
- Handout 25.2-p Conflict Resolution Tips
- Handout 25.2-q Scenarios # 1-4

- Handout 25.3-a Watch Your Hot Buttons
- Handout 25.3-b How to Handleirate Clients
- Handout 25.3-c What is On-the-Spot Thinking?
- Handout 25.3-d The Uses of On-the-Spot Thinking
- Handout 25.3-e On-the-Spot Thinking
- Handout 25.3-f Levels of On-the-Spot Thinking
- Handout 25.3-g In Which Response...
- Handout 25.3-h Client Challenge Worksheet

- Handout 25.4-a Problem Solving
- Handout 25.4-b Strengths of Various Working Styles in Solving/Brainstorming
- Handout 25.4-c Scenario # 1
- Handout 25.4-d Scenario # 2
- Handout 25.4-e Scenario # 3
- Handout 25.4-f Scenario # 4
- Handout 25.4-g Scenario # 5

- Handout 25.5-a About Stress
- Handout 25.5-b Measuring Your Stress
- Handout 25.5-c Stress Can Lay You Low
- Handout 25.5-d Stress Worksheet

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- Handout 25.5-e Signs of Stress
- Handout 25.5-f Stress Management Techniques
- Handout 25.5-g Top Three Stressors Worksheet
- Handout 25.5-h Strategies for Maintaining Control
- Handout 25.5-i Benefits of Organization
- Handout 25.5-j Prioritizing
- Handout 25.5-k Criteria for Setting Priorities

Advance Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants.

Activity 25.1 Basics of Client Service Excellence

Prepare a flip chart page with the Module 25 Learning Agenda shown in step 3.

Activity 25.2 Building Improved Relationships

Prepare a flip chart page with the definition of “Working Style” as shown in step 17.

Activity 25.3 Working with Challenging Clients

Prepare a flip chart page with the definition of “Hot Buttons” as shown in step 26.

Prepare a flip chart page with the grid found on Handout 25.3-d The Uses of On-the-Spot Thinking as shown in step 30.

Activity 25.4 Working through Challenging Situations

Prepare a flip chart page for the exercise found on Handout 25.4-a Problem Solving as shown in step 33.

Activity 25.5 On-the-Job Resilience

Prepare a flip chart page with the definition of stress as shown in step 37.

ACTIVITY 25.1 Basics of Client Service Excellence

60 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Explain what client service excellence is.
- Identify how a positive attitude and etiquette can simplify the job.
- Identify how to adapt client services excellence to the situation and the client.

Key Content

- ❖ Client service involves all exchanges a personal care provider has while interacting with the client and other members of the care team, including the client's family, agency and medical staff.
- ❖ The personal care providers' attitude, whether positive or negative, can directly affect the outcome of interactions with the client and members of the care team. Learning how to change one's attitude can help a provider better handle challenging situations.
- ❖ This series of exercises will help participants begin to understand how a positive attitude can help them become better personal care providers and make their job easier.

Activity Steps

Interactive presentation (5 minutes)

1. Ask for a show of hands from people who have heard the term “customer service.” Ask those who raise their hands to explain what they think it means.
2. Explain that in homecare “customer service” is interchangeable with “client service” and involves all interactions with the client and the client’s care team, including the client’s family, agency and medical staff.
3. This module is designed to help participants build the skills necessary to work with challenging clients and through challenging situations. Post and review the prepared flip chart page with the learning agenda for this module.



LEARNING AGENDA: **Module 25**

- Learn the basics of client service excellence
- Learn how to build improved relationships with clients and members of the care team
- Explore techniques for working with challenging clients
- Explore techniques for working through challenging situations

Large-group exercise (10 minutes)

4. Ask participants if they believe they know everyone in the room. Review the basic instructions for the “Find Someone Who...” exercise and distribute Handout 25.1-a Find Someone Who....

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Interactive discussion (5 minutes)

5. After the participants have had their forms completed, ask them to sit back in their chairs. Ask participants if they learned anything new about their classmates. Ask for examples. Explain that this same exercise can be done with their clients. By asking simple questions, we can learn about the people we work with and maybe establish a relationship or build rapport around a similar interest.

Pairs work (5 minutes)

6. Ask the participants to pair up with someone sitting next to them. Distribute “Handout 25.1-b What is Client Service Excellence?” Have students work through the three reflection questions and jot down their responses.

Interactive discussion (5 minutes)

7. As a group, develop a definition of how personal care aides can provide excellent client service excellence. The definition should be written at the top right corner of the white-board and remain there for the remainder of the module.

Interactive discussion (5 minutes)

8. As a group, review Handout 25.1-c Choosing to Think Positively. Discuss the differences in the responses of person A and B. Ask participants if they believe that positive thinking is a choice. Ask one or two participants to explain their thoughts. Review Handout 25.1d Talking Positively to the Client. Have the participants rewrite the statements to be more positive and practice sharing both statements with a partner.

Interactive discussion (5 minutes)

9. As a group, review Handout 25.1-e Handling Client Complaints.

Small-group work (15 minutes)

10. Have participants divide into groups of 3-4 members. Distribute Handout 25.1-f Handling Client Complaints Scenarios and ask them to review each scenario and as a group come up with a possible Personal Care Provider solution.

Interactive discussion (5 minutes)

11. Have each group in-turn respond to the scenarios on Handout 25.1-f Handling Client Complaints Scenarios.

Interactive discussion (5 minutes)

12. As a group, briefly review Handout 25.1-g Golden Rules of Client Service and Handout 25.1-i The Seven Sins of Service.

ACTIVITY 25.2 Building Improved Relationships

120 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Understand the four basic working styles.
- Adapt their working style to the working style of others.
- Effectively give and receive feedback.
- Identify tools to de-escalate conflict.

Key Content

- ❖ Personal care aides, clients and members of the care team all have their own unique Working Styles. PCAs should be aware of their own Working Style and that of the clients they work with so that they can adapt their working style as needed.
- ❖ Feedback is often hard to take. Learning how to see the bigger picture and moving away from defensiveness can make the process of giving and receiving feedback more productive.
- ❖ Learning to disagree amicably, respecting others' perspective, and working through problems are perhaps some of the most important interpersonal skills we can develop.
- ❖ This series of exercises will help participants learn how to work with a variety of working styles, become more productive through the use of feedback and use specific tools to de-escalate conflict.

Activity Steps

Pairs work (5 minutes)

13. Have participants pair up with another classmate. Have one participant in each pair blindfold the other person. The un-blindfolded person will lead the blindfolded person on a Trust Walk around the facility for approximately 2 minutes. Have participants switch and lead the other for 2 minutes.

Individual work (5 minutes)

14. Distribute Handout 25.2-a Trust Walk and have participants individually complete the worksheet.

Interactive discussion (5 minutes)

15. As a group, briefly review their individuals' responses to Handout 25.2-a Trust Walk. Briefly discuss how trust is an essential component of establishing a relationship with their clients.

Interactive discussion (20 minutes)

16. Note that each of us has a predominant "Working Style." Post and review the prepared flip chart page with the definition of "working style."



Working Style Definition

A Working Style describes how a person approaches and deals with people and situations at work. The four basic types are:

- Analytical
- Driver
- Amiable
- Expressive

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As a group, review Handout 25.2-b Understanding Working Styles, Handout 25.2-c Analytical Working Style, Handout 25.2-d Driver Working Style, Handout 25.2-e Amiable Working Style, and Handout 25.2-f Expressive Working Style. After reviewing each style, have participants by a show of hands self select which working style they most closely identify with. After reviewing all styles, asks students whether they still agree with their first identification of style. Ask for examples of why students believe they are a particular style or another.

Interactive discussion (5 minutes)

17. As a group, review Handout 25.2-g How to Close the Gap with Differing Working Styles.

Interactive discussion (5 minutes)

18. As a group, review Handout 25.2-h Closing the Gap Techniques.

Large-group exercise (5 minutes)

19. Inform the participants that they are going to preplan an upcoming conversation with a client with which they have been struggling, using the “Closing the Gap” technique. Give them the following scenario:
 - Ivan is a 72 year old immigrant from Russia. He is fiercely independent, but due to a stroke has lost moderate use of the left side of his body and has a slight problem with forming words. He tends to be very impatient and can become visibly frustrated and sometimes verbally abusive when things are not done to his standards. For example, he wants his food stored in the lower cabinets of his kitchen so that he can grab items without having to reach. However, last time that you were at his house, you noticed mouse droppings and what looked to be bite marks in the package of his favorite crackers.

Large-group exercise (15 minutes)

20. Distribute Handout 25.2-i Building Client Rapport Strategy Form. Walk through and complete each of the items based on the preceding scenario as a group.

Interactive discussion (15 minutes)

21. As a group, review and discuss Handout 25.2-j Basic Guidelines for Receiving Feedback and Handout 25.2-k Basic Guidelines for Giving Feedback.

Interactive discussion (15 minutes)

22. As a group, review, discuss and complete Handout 25.2-l Scenario # 1, Handout 25.2-m Scenario # 2, and Handout 25.2-n Scenario # 3.

Interactive discussion (15 minutes)

23. As a group, review and discuss Handout 25.2-o Conflict Management and Handout 25.2-p Conflict Resolution Tips.

Interactive discussion (10 minutes)

24. As a group, review, discuss and complete Handout 25.2-q Scenarios # 1-4.

ACTIVITY 25.3 Working with Challenging Clients

60 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Understand one's personal "Hot Buttons."
- Use On-the-Spot thinking to effectively work with difficult clients.

Key Content

- ❖ Personal care aides, like everyone else, have "Hot Buttons" that can set them off or cause one to "lose their cool." Learning what one's personal "Hot Buttons" are can help one to devise ways to deal with these reactions.
- ❖ By effectively using On-the-Spot thinking, personal care aides will be better able to deal with challenging situations as they arise.

Activity Steps

Interactive discussion (5 minutes)

25. Note that all of us can “lose our cool” from time to time. Post and review the prepared flip chart page with the definition of “Hot Buttons.”



Hot Buttons **Definition**

Hot buttons are things, tones, or looks that can get to us in a personal way, forcing us to put up guards and defenses.

Small-group work (5 minutes)

26. Have participants’ breakout into small groups. Distribute and have the small groups complete and review Handout 25.3-a Watch Your Hot Buttons.

Interactive discussion (5 minutes)

27. As a group, review and discuss Handout 25.3-b How to Handleirate Clients.

Interactive discussion (5 minutes)

28. As a group, review and discuss Handout 25.3-c What is On-the-Spot Thinking?

Interactive discussion (10 minutes)

29. As a group, review and discuss Handout 25.3-d The Uses of On-the-Spot Thinking. Post and review the prepared flip chart page titled “On-the-Spot Thinking Definition.”



| <u>On-the-Spot Thinking</u> <u>Definition</u> |
|--|
| |

Have the participants develop their own definition for On-the-Spot Thinking as a group. Once the group comes up with the definition, adhere the flip chart page to the wall.

Interactive discussion (10 minutes)

30. As a group, review and discuss Handout 25.3-e On-the-Spot Thinking, Handout 25.3-f Levels of On-the-Spot Thinking and Handout 25.3-g In Which Response....

Large-group exercise (20 minutes)

31. As a group, review, discuss and complete Handout 25.3-h Client Challenge Worksheet.

ACTIVITY 25.4 Working through Challenging Situations

60 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Understand problem solving techniques.
- Adapt their individual Working Style to improve the problem solving process.

Key Content

- ❖ Personal care aides should have in their tool kit techniques to improve the problem solving process. This series of activities will provide a clear six-step process to assist them when they encounter challenging situations.
- ❖ By being able to effectively adapt their individual Working Style, personal care providers will be better able to deal with challenging situations as they arise.

Activity Steps

Interactive discussion (10 minutes)

32. Note that the most effective way to solve a challenging situation is to be prepared with the tools to put the problem into perspective. Post and review the prepared flip chart page with the Six-Step Problem-Solving Process.



Six-Step Problem-Solving Process

1. Define the problem
2. Analyze potential causes
3. Identify possible solutions
4. Select the best solution
5. Develop an action plan
6. Implement and evaluate the process

As a group, review and discuss Handout 25.4-a Problem Solving. As a group, complete the worksheet on the backside of the handout by having the class identify a hypothetical problem in a homecare setting and walking through the six-step process.

Interactive discussion (10 minutes)

33. As a group, review and discuss Handout 25.4-b Strengths of Various Working Styles in Solving/Brainstorming.

Small-group work (30 minutes)

Providing Personal Care Services to Elders and People with Disabilities:
A Model Curriculum for Direct-Care Workers
TAPCA – CA PHCAST Revisions 2011

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34. Have participants' form into small groups. Distribute and have the groups discuss and complete the scenarios on Handout 25.4-c Scenario #1, Handout 25.4-d Scenario #2, Handout 25.4-e Scenario #3, Handout 25.4-f Scenario #4, and Handout 25.4-g Scenario #5.

Interactive discussion (10 minutes)

35. As a group, discuss the process of getting to the resolution of the identified scenarios.

ACTIVITY 25.5 On-the-Job Resilience

90 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Understand the impact of anger/stress on personal response.
- Manage anger/stress effectively.
- Demonstrate prioritization techniques.
- Demonstrate the 80/20 Observation model
- Understand the benefits of organization

Key Content

- ❖ One of the major causes of attrition and job dissatisfaction amongst personal care aides is stress. PCAs should be attuned to the difference between unhealthy stress and healthy stress.
- ❖ Personal care aides should understand the benefits of organization and prioritization, as these two areas will greatly enhance their effectiveness as a provider and eliminate the hazards of unhealthy stress.
- ❖ This series of exercises will help participants begin to learn techniques for reducing stress, prioritization and organization.

Activity Steps

Interactive discussion (5 minutes)

36. Note that stress is the most common cause of ill health in our society. Post and review the prepared flip chart page with the definition for stress. As a group, review and discuss Handout 25.5-a About Stress.



Stress Definition

Stress is a physical, mental, or emotional response to events that causes bodily or mental tension. Simply put, stress is any outside force or event that has an effect on our body or mind.

Individual work (10 minutes)

37. Distribute Handout 25.5-b Measuring Your Stress and have participants individually complete the worksheet.

Interactive discussion (5 minutes)

38. As a group, discuss the responses to Handout 25.5-b Measuring Your Stress.

Teaching Tip

Engage the participants in a discussion in how stress affects their daily lives, whether in a positive or negative way. Ask whether they notice any patterns of anger or depression when they feel more or less stress in their lives.

Individual work (10 minutes)

39. Distribute Handout 25.5-c Stress Can Lay You Low and Handout 25.5-d Stress Worksheet and have participants individually complete the worksheets.

Interactive discussion (5 minutes)

40. As a group, review and discuss Handout 25.5-e Signs of Stress.

Interactive discussion (10 minutes)

41. As a group, review and discuss Handout 25.5-f Stress Management Techniques. Go around the room and have students read sections of the handout and pause to take questions as necessary.

Individual work (5 minutes)

42. Distribute Handout 25.5-g Top Three Stressors Worksheet and have participants individually complete the worksheet.

Interactive discussion (5 minutes)

43. As a group, discuss the responses to Handout 25.5-g Top Three Stressors Worksheet.

Small-group work (10 minutes)

44. Have participants' breakout into small groups. Distribute and have the small groups complete and review Handout 25.5-h Strategies for Maintaining Control and Handout 25.5-i Benefits of Organization.

Interactive discussion (5 minutes)

45. As a group, discuss the responses to Handout 25.5-h Strategies for Maintaining Control and Handout 25.5-i Benefits of Organization.

Large-group activity (10 minutes)

46. As a group, review, discuss and complete Handout 25.5-j Prioritizing.

Interactive discussion (5 minutes)

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47. As a group, review and discuss Handout 25.5-k Criteria for Setting Priorities.

Interactive discussion (5 minutes)

48. In closing, go around the room and ask students what their top “take away” is from the Client Service Excellence module. Note that Client Service Excellence can be the difference from a job that can be very frustrating and a career that can be very rewarding.

Module 25 Handouts. Client Service Excellence

25.1 Basics of Client Service Excellence

- Handout 25.1-a Find Someone Who...
- Handout 25.1-b What is Client Service Excellence?
- Handout 25.1-c Choosing to Think Positive
- Handout 25.1-d Talking Positively to the Client
- Handout 25.1-e Handling Client Complaints
- Handout 25.1-f Handling Client Complaints Scenarios
- Handout 25.1-g Golden Rules of Client Service
- Handout 25.1-h The Seven Sins of Service

25.2 Building Improved Relationships with Clients, Families and Members of the Care Team

- Handout 25.2-a Trust Walk
- Handout 25.2-b Understanding Working Styles
- Handout 25.2-c Analytical Working Style
- Handout 25.2-d Driver Working Style
- Handout 25.2-e Amiable Working Style
- Handout 25.2-f Expressive Working Style
- Handout 25.2-g How to Close the Gap with Differing Working Styles
- Handout 25.2-h Closing the Gap Techniques
- Handout 25.2-i Building Client Rapport Strategy Form
- Handout 25.2-j Basic Guidelines for Receiving Feedback
- Handout 25.2-k Basic Guidelines for Giving Feedback
- Handout 25.2-l Scenario # 1
- Handout 25.2-m Scenario # 2
- Handout 25.2-n Scenario # 3
- Handout 25.2-o Conflict Management
- Handout 25.2-p Conflict Resolution Tips
- Handout 25.2-q Scenarios # 1-4

25.3 Working with Challenging Clients

- Handout 25.3-a Watch Your Hot Buttons
- Handout 25.3-b How to Handle Irrate Clients
- Handout 25.3-c What is On-the-Spot Thinking?
- Handout 25.3-d The Uses of On-the-Spot Thinking
- Handout 25.3-e On-the-Spot Thinking
- Handout 25.3-f Levels of On-the-Spot Thinking
- Handout 25.3-g In Which Response...
- Handout 25.3-h Client Challenge Worksheet

25.4 Working through Challenging Situations

- Handout 25.4-a Problem Solving
- Handout 25.4-b Strengths of Various Working Styles in Solving/Brainstorming
- Handout 25.4-c Scenario # 1
- Handout 25.4-d Scenario # 2
- Handout 25.4-e Scenario # 3
- Handout 25.4-f Scenario # 4
- Handout 25.4-g Scenario # 5

25.5 On-the-Job Resilience

- Handout 25.5-a About Stress
- Handout 25.5-b Measuring Your Stress
- Handout 25.5-c Stress Can Lay You Low
- Handout 25.5-d Stress Worksheet
- Handout 25.5-e Signs of Stress
- Handout 25.5-f Stress Management Techniques
- Handout 25.5-g Top Three Stressors Worksheet
- Handout 25.5-h Strategies for Maintaining Control
- Handout 25.5-i Benefits of Organization
- Handout 25.5-j Prioritizing
- Handout 25.5-k Criteria for Setting Priorities

Handout 25.1-a

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Find Someone Who.....

Walk around and talk to your new classmates. Find as many people as you can who fit the sentences below.

| Name and where from | Find Someone who..... |
|---------------------|-----------------------------------|
| | lives within ten miles of my home |
| | is from a different country |
| | plays an instrument |
| | loves soccer |
| | has two children |
| | can speak two languages |
| | can speak three languages |
| | likes to cook |
| | doesn't drink coffee |
| | reads the newspaper every morning |
| | doesn't watch TV |
| | likes to garden |
| | has been to New York |
| | has lived in a different country |

Handout 25.1- b

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What is Client Service Excellence?

Reflection:

Think of an instance when you received excellent client service. Where was it? What kind of service were you seeking? In what ways did the person helping you provide this excellent service?

Write five or more characteristics of excellent client service:

Think of an instance when you received terrible client service. Where was it? What kind of service were you seeking? In what ways did the person helping you fail to give you the experience of good service?

Now, write five characteristics of bad client service:

Define how Personal Care Aides can provide client service excellence.

Handout 25.1- c

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Choosing to Think Positive

*“Two men in prison looked through bars,
One saw mud, the other stars.” – Langston Hughes*

Here are two people talking about their jobs.

Person A

I have way too much work to ever get done.

I'll never be able to do this!

This job is boring.

These clients are driving me crazy!

I shouldn't have said anything.

I'm always making mistakes.

I've always had a hot temper. I can't help it.

I am so confused.

Person B

I am going to work on the important things first and see what I can do.

All I can do is my best. I'll go one step at a time.

I am going to have to be creative to make this job fun.

I can control my feelings. What can I do to maintain my sense of peace?

Even though I didn't get a positive response, I am glad I spoke up for myself.

I am learning a lot right now.

I can manage my temper. I can respond in a more effective way.

I have a lot of questions I need answered before I understand what to do.

Write about the attitudes of Person A and B.

Person A's Attitude

Person B's Attitude

Think Positive

You can use this technique to help redirect client's negative feelings and attitudes as well. Even when clients may have negative feelings and attitudes, we can steer them in a positive direction. For example, Ben refuses to let his Personal Care Aide give him a bath.

1. List 3 things you could say to Ben to encourage him to take a bath.
(Answer – It's better for your health; you can get sick if you don't take a bath; it will help with interactions with others. Stress the comfort.)
 - a.
 - b.
 - c.
2. The difference between an obstacle and an opportunity is how we think of it. List three obstacles either you or your client are facing at work and then write what opportunities might come out of that difficulty. Share with your group.

Obstacle

Opportunity

- a.
- b.
- c.

Attitude Change

With your group members, brainstorm ways you can change your bad attitudes (and we all have them!).

| Bad Attitude | Why should I change it? | What can I do to change it? | How can I prevent that attitude in the future? |
|---------------------|--------------------------------|------------------------------------|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Handout 25.1- d

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Talking Positively to the Client

Rewrite these statements using positive language.

1. I don't know.
2. You want it by when?
3. That's not my fault.
4. That's not my job.
5. You need to talk to the case manager.
6. Calm down.
7. I'm busy right now.
8. Ask me later.
9. I can't fix that problem.
10. I'm sorry. That's our policy.

Now practice saying both sentences with a partner. Notice the difference.

Handout 25.1- e

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Handling Client Complaints

Client complaints do not need to be viewed as an entirely negative experience. They can be used as opportunities to strengthen the client service system. Here are two opportunities that client complaints provide your organization:

1. You are getting an opportunity to build a positive client relationship by turning a bad experience into a good one.
2. You are getting valuable feedback on services and policies.

Here are some behaviors that might help you deal with client complaints.

1. First, remember that the client has the right to complain.
2. Show that you care and understand. Be empathetic and recognize how the client feels.
Try Saying:
“I can certainly understand your frustration.”
“No wonder you are frustrated.”
“I can appreciate how discouraging that must be.”
“I don’t blame you for being angry.”
3. Remain calm.
4. Try to slow down the pace of the conversation.
5. Beware of your facial expressions.
6. Never blame the client for the problem, even if they are mean.
7. Remember that some people need to blow off steam. Don’t take it personally.
8. Write down the information while the client is with you.
9. Try not to pass the problem to someone else. But if you must, find someone to help as fast as you can.
10. Focus on the issues and solutions. Get the job done.

T.H.A.N.K.S.

| | |
|----------|---|
| T | Thank the client for bringing the problem to your attention. |
| H | Hear the problem – listen carefully. |
| A | Apologize for the inconvenience the client has experienced. |
| K | Know a solution and be prepared to propose it. |
| S | Solve the problem, or find someone who can. |



Handout 25.1- f

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Handling Client Complaints Scenarios

Look at the scenarios below. Talk them over with your group and devise strategies for dealing with the complaint. You will then role play the complaint and the solution for the class. One person should be the client and the other should be the Personal Care Aide.

| Client situation | Personal Care Aide's solutions to the problem |
|---|--|
| Client called for a refill of a prescription yesterday and came in this morning with you to pick it up. It wasn't ready yet, so you agreed to come back in an hour. You are at the pharmacy now and expecting his prescription to be ready but it is not. | |
| Client is waiting to see a doctor. Client arrived 45 minutes ago and has seen three people who arrived after her go in to see the doctor. | |
| Client needs access to his medical records. Client called and left a message. It has been two days, and no one has called him back. | |
| Client is very upset because when he was at the pharmacy some of the staff were speaking Spanish to you and laughing. He felt that they were talking about him. | |
| Client has not had a bath in a long time and does not want one. Client left the bread out and a rodent ate some of it. | |
| Client has a substance abuse problem and is feeling extremely irritable because he is going through withdrawal. | |
| Client's best friend passed away and she cannot even go to the funeral because she is too sick. | |
| Client likes the other Home Care Provider more than the one present today because she shares her lunch with him. | |

Handout 25.1- g

Page 1 of 1

Golden Rules of Client Service

1. Be friendly before you know who it is or what they want
 - Be friendly to all clients every time
 - Make clients feel special
2. Get down on the client's level
 - Do not use unusual descriptions that the client will not understand.
 - Speak plainly
 - Clients expect quick service and your full attention
3. Think in terms of what CAN be done, not in terms of what CANNOT.
4. Remember to say, "thank you."



Handout 25.1- h

Page 1 of 1

The Seven Sins of Service

1. Apathy:
 - Many people get this way when they are bored with jobs. The clients appear to be an inconvenience
2. Brush Off:
 - Trying to ignore the needs of the client. For example, “This isn’t my concern.”
3. Coldness:
 - Hostility, abruptness, unfriendliness, inconsideration, impatience; “You’re a nuisance, please go away.”
4. Condescension (arrogance – lack of respect):
 - Treating the client with a patronizing attitude; you know more than them.
5. The Robot:
 - “Thank-you-have-a-nice-day”
6. Rule Book:
 - Putting the rules above needs and satisfaction.
7. Run-around:
 - Sorry, I can’t help you with that. You will have to go see so-so, go over there, call this person

Handout 25.2- a

Page 1 of 1

Trust Walk

The Follower

| List the attitudes and feelings you experience during the walk. | Next to each attitude or feeling, write positive or negative. | Did you like the walk? Why or why not? |
|---|---|--|
| | | |

The Leader

| List the attitudes and feelings you experience during the walk. | Next to each attitude or feeling, write positive or negative. | Did you like the walk? Why or why not? |
|---|---|--|
| | | |

Handout 25.2- b

Page 1 of 1

Understanding Working Styles

At this point in your life, you have surely realized that not everyone thinks, works, or acts like you. Nowhere does this become more obvious than in an assigned client or supervisor situation. A working style describes how a person approaches and deals with people and situations at work. Understanding the four basic working styles and being able to assess which style you are, which style others may be, can help you avoid miscommunication and stress.

No working style is better than any other. All are important and beneficial to a team. The basic types are:

- Analytical
- Driver
- Amiable
- Expressive

We will examine each working style's characteristics, strengths, weaknesses, and key behaviors.



Handout 25.2- c

Page 1 of 1

Analytical Working Style

Description:

The analytic working style has a low degree of assertiveness and a low degree of emotional expressiveness. Analytics focus on facts more than feelings. They evaluate situations objectively and gather plenty of data before making a decision. They prefer an organized work environment where they know exactly what is expected of them.

- Serious
- Well-organized
- Logical
- Systematic
- Factual
- Reserved

Strengths

- Good problem solvers as they have patience to examine details and make a logical solution.
- Can work independently
- Well-suited for finance, computer and science fields

Weaknesses

- Place facts and accuracy ahead of feelings and so seen as emotionally distant
- Under stress they tend to overanalyze to avoid making a decision
- Uncomfortable with feelings

Key Analytic Behaviors

- Show little facial expression
- Controlled body movements with slow gestures
- Little inflection tending toward monotone
- Use language that is precise and focuses on specific details
- Have charts, graphs, and statistics displayed in their office

Handout 25.2- d

Page 1 of 1

Driver Working Style

Description:

The driver working style has a high degree of assertiveness and a low degree of emotional expressiveness. Drivers focus on where they are going and how they are going to get there. They are good at managing tasks and are results-oriented.

- Decisive
- Independent
- Efficient
- Intense
- Deliberate
- Achieving

Strengths:

- Ability to take charge
- Make quick decisions which can make them high achievers
- Single-minded focus on goals
- Not afraid to take risks
- Do well in positions of authority
- Can work independently – lawyers, surgeons, CEOs

Weaknesses

- When stressed, drivers can be so focused on getting things done quickly they overlook details and make mistakes
- Push aside their own and others' feelings to get the job done
- Hard-driving, competitive, workaholics

Key Behaviors

- Make direct eye contact
- Move quickly and briskly with purpose
- Speak forcefully and fast paced
- Use direct-bottom-line language
- Have planning calendars and project outlines in their offices

Handout 25.2- e

Page 1 of 1

Amiable Working Style

Description:

The amiable working style has a low degree of assertiveness and a high degree of emotional expressiveness. Amiables are responsive and friendly.

- Cooperative
- Friendly
- Supportive
- Patient
- Relaxed

Strengths

- Good listeners to whom others come for support
- Sensitive to others' feelings
- Good collaborators who thrive in the team environment
- Well suited to helping professions such as nurses, therapists, teachers, etc.

Weaknesses

- Have trouble asserting themselves and making quick decisions
- Reluctant to deal with conflict with a co-worker and so they don't always get what they really want and so can resent that same co-worker

Key Amiable Behaviors:

- Have a friendly facial expression
- Frequent eye contact
- Non aggressive, non-dramatic gestures
- Speak slowly and in soft tones, moderate inflection
- Use encouraging language
- Display family pictures in office

Handout 25.2- f

Page 1 of 1

Expressive Working Style

Description:

The expressive working style has a high degree of assertiveness and a high degree of emotional expressiveness. Expressives are outgoing and persuasive. They're enthusiastic, friendly, and prefer to work with people. They thrive in the spotlight.

- Outgoing
- Enthusiastic
- Persuasive
- Humorous
- Gregarious
- Lively

Strengths

- Lively nature and ability to motivate and generate excitement in others
- Work at a fast pace
- Good at building alliances and relationships to accomplish goals
- Well suited for high profile positions that require them to make public presentations – trainers, actors, sales people

Weaknesses

- When upset, communicate their feelings with considerable intensity
- If criticized, may verbally attack
- May seem overwhelming to the less assertive types
- May overlook important details

Key Expressive Behaviors

- Use rapid hand and arm gestures
- Speak quickly with plenty of animation and inflection
- Wide range of facial expressions
- Use persuasive language
- Have workspace cluttered with inspirational items

Handout 25.2- g

Page 1 of 1

How to Close the Gap with Differing Working Styles

You can develop stronger rapport and deliver better client service if you understand different working styles, understand your own style, and can assess your client's style, and adapt your style to theirs when necessary. This technique is very helpful in difficult situations in which the likelihood for misunderstanding or confusion is heightened.

Remember that everyone uses aspects of all four styles to some degree, but usually lean toward one style preference. Practicing closing the gap between your working style and your clients' will give you the chance to emphasize little-used aspects of your working style.

1. First determine their working style.
When assessing the working style of a client or supervisor, keep it simple by asking yourself these two questions:
 - Is this person asserting his or her needs, wants, and opinions a lot (driver, expressive) or a little (analytical, amiable)?
 - Is this person expressing his or her emotions a lot (expressive and amiable) or a little (analytical or driver)?
2. Second, adapt your style to theirs to close the gap and improve understanding by using the techniques on the following page.

Handout 25.2- h

Page 1 of 1

Closing the Gap Techniques

Adapt to an **analytic** by:

- Mirroring key analytic behaviors
- Not speaking with a loud or fast-paced voice
- Being more formal in speech and mannerisms
- Presenting pros and cons of an idea, along with options
- Not overstating the benefits of something
- Follow up writing
- Being on time and keeping it brief
- Showing your approach has little risk

Adapt to a **driver** by:

- Mirroring key driver behaviors
- Getting down to business quickly
- Arriving on time and not lingering
- Being clear, specific and brief in your conversation
- Not over-explaining or rambling
- Being organized and well-prepared

Adapt to an **amiable** by:

- Mirroring key amiable behaviors
- Make eye contact but look away once and awhile
- Speak at a moderate pace with a softer voice- not harsh
- Ask them for their opinion and ideas
- Don't counter their ideas with logic
- Encourage their expression of doubts or concerns they may have
- Avoid putting excessive pressure on them to make a decision
- Mutually agreeing on goals, action plans, and completion dates

Adapt to an **expressive** by:

- Mirroring key expressive behaviors
- Make direct eye contact
- Speak at an energetic and fast pace
- Talk about experiences, people and opinions, in addition to the facts
- Ask about their intuitive sense of things
- Support your ideas with testimonials from people they know and like
- Paraphrase agreements made

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- Maintain balance between fun and reaching objectives

Handout 25.2- i

Page 1 of 2

Building Client Rapport Strategy

Client's primary working style:

My specific goal is:

The big picture is:

My strategy for building rapport is:

Name of activity: Improving Rapport with Clients

Time needed: 30 minutes

Materials:

Building Rapport Strategy Form

Procedure:

- Let's take time to preplan an upcoming conversation with a client with whom you have been struggling. If there is a specific objective you would like to achieve, the Closing the Gap Techniques can help. First we'll do one together, and then we will do another individually.
- Determine your client's primary working style.
- Set your goal in clear and specific terms. Rather than a vague "wanting to improve the relationship" try a more specific "I want Bill and I to agree on where food is stored in the kitchen."
- Look at the big picture. Consider your and your client's working styles; ask what potential trouble spots you may encounter in a discussion. By thinking about potential trouble spots ahead of time, you can plan for a more successful transaction.
- Plan a rapport strategy. After your analysis is complete, plan what actions you can take to create rapport with your client and achieve the result you want. Be specific when you write down your strategy actions. For example:
 - Be on time to see client Bob.
 - Prepare lunch at an exact time.
 - Ask Bob for his ideas for working on an issue.
 - Explain your suggestion, step-by-step.

Handout 25.2- j

Page 1 of 1

Basic Guidelines for Receiving Feedback

- **Try to control your defensiveness.** Fear of hurting you or having to deal with defensive or justifying behavior make people hesitant to give feedback to another person.
- **Listen to understand.** Practice all the skills of an effective listener including using body language and facial expressions that encourage the other person to talk.
- **Try to suspend judgment.** After all, in learning the views of the feedback provider, you learn about yourself and how your actions are interpreted in the world. If you find yourself becoming defensive or hostile, practice stress management techniques such as taking a deep breath and letting it out slowly.
- **Summarize and paraphrase what you hear.** Your feedback provider will appreciate that you are really hearing what they are saying. You are ascertaining that you ‘are’ really hearing. Focusing on understanding the feedback by questioning restating usually defuses any feelings you have of hostility or anger.
- **Ask questions to clarify.** Focus on questions that make sure you understand the feedback.
- **Ask for examples and stories** that illustrate the feedback, so you know you share meaning with the person providing feedback.

Tips:

- **Just because a person gives you feedback, doesn’t mean their feedback is right.** They see your actions but interpret them through their own perceptual screen and life experiences. Check with others to determine the reliability of the feedback. If only one person believes it about you, it may just be him or her, not you.
- **Be approachable.** People avoid giving feedback to grumps. Your openness to feedback is obvious through your body language, facial expressions, and welcoming manner.
- **Remember, only you have the right and the ability to decide what to do with the feedback.**
- **Even your manager or supervisor finds providing feedback scary.** They never know how the person receiving the feedback is going to react.
- **If you really disagree, and want to dissuade the other person of their opinion, wait until your emotions are under control to reopen the discussion.**

Handout 25.2- k

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Basic Guidelines for Giving Feedback

McGill and Beatly (in “Action learning: A Practitioner’s guide”, London: Krogan Page, 1994, p. 159-163) provide useful suggestions about giving effective feedback:

1. Clarity - Be clear about what you want to say.
2. Emphasize the positive - This isn’t being collusive in the person’s dilemma.
3. Be specific - Avoid general comments and clarify pronouns such as “it,” “that,” etc
4. Focus on behavior rather than the person.
5. Refer to behavior that can be changed.
6. Be descriptive rather than evaluative.
7. Own the feedback - Use ‘I’ statements
8. Generalizations - Notice “all,” “never,” “always,” etc., and ask to get more specificity – often these words are arbitrary limits on behavior.
9. Be very careful with advice – People rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.

Feedback matters. It is the most cost effective method to use to improve performance. The only way for people to get better at what they do is for the people they work for to provide candid, timely performance evaluations.

Handout 25.2- I

Page 1 of 1

Scenario #1: “But my other Personal Care Aide takes my dog for a walk...”

Observation of Scenario #1

Is the client feedback:

- ☐ Clear?
- ☐ Emphasize the positive?
- ☐ Specific?
- ☐ Focus on behavior rather than the person?
- ☐ Can the behavior be changed?
- ☐ Be descriptive rather than evaluative?
- ☐ Own the feedback – Use ‘I’ statements?

Upon receiving feedback does the Personal Care Aide:

- ☐ Control defensiveness?
- ☐ Listen to understand?
- ☐ Use body language and facial expressions to encourage the other person to talk?
- ☐ Suspend judgment
- ☐ Summarize and paraphrase what he/she hears?
- ☐ Ask questions to clarify?

Handout 25.2- m

Page 1 of 1

Scenario #2: Client complains that Personal Care Aide got frozen rather than fresh vegetables, and the wrong type of lettuce. Personal Care Aide asks probe questions to get client to be more specific. (Remember that you should only go once, rarely twice to the store – never four times!).

Observation of Scenario #2:

Is the client feedback:

- ☐ Clear?
- ☐ Emphasize the positive?
- ☐ Specific?
- ☐ Focus on behavior rather than the person?
- ☐ Can the behavior be changed?
- ☐ Be descriptive rather than evaluative?
- ☐ Own the feedback – Use ‘I’ statements?

Upon receiving feedback does the Personal Care Aide:

- ☐ Control defensiveness?
- ☐ Listen to understand?
- ☐ Use body language and facial expressions to encourage the other person to talk?
- ☐ Suspend judgment?
- ☐ Summarize and paraphrase what he/she hears?
- ☐ Ask questions to clarify?

Handout 25.2- n

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Scenario #3: Client needs help remembering when to take medication and needs Personal Care Aide to organize her time wise. Home Care Provider is not the punctual type and does not wear a watch.

Observation of Scenario #3:

Is the client feedback:

- ☐ Clear?
- ☐ Emphasize the positive?
- ☐ Specific?
- ☐ Focus on behavior rather than the person?
- ☐ Can the behavior be changed?
- ☐ Be descriptive rather than evaluative?
- ☐ Own the feedback – Use ‘I’ statements?

Upon receiving feedback does the Personal Care Aide:

- ☐ Control defensiveness?
- ☐ Listen to understand?
- ☐ Use body language and facial expressions to encourage the other person to talk?
- ☐ Suspend judgment?
- ☐ Summarize and paraphrase what he/she hears?
- ☐ Ask questions to clarify?

Handout 25.2- o

Page 1 of 1

Conflict Management

Conflict can hamper productivity, lower morale, causes more and continued conflicts, and cause inappropriate behaviors.

Learning to disagree amicably, respect others' perspectives, and work through problems is perhaps one of the most important interpersonal skills we can develop. Wherever choices exist there is potential for disagreement. When disagreements emerge it is easy to hear without listening. People involved in conflict often enlist others to support their perspective and thus avoid trying to work matters out directly with the affected person. We can reduce stress, resolve challenges and increase productivity through effective dialogue. Such a conversation entails as much listening as talking.

The four enemies of conflict resolution are:

1. The natural need to want to explain our side first. After all, we reason, if they understand our perspective, they will come to the same conclusions we did.
2. Our ineffectiveness as listeners. Listening is much more than being quiet so we could have our turn. It involves a real effort to understand another person's perspective.
3. Fear that we will not get our way. Fear of losing someone we cherish. Fear we will be made to look foolish or lose face. Fear of the truth ... that we may be wrong.
4. The assumption that one of us has to lose if the other is going to win; that such differences can only be solved competitively.

Handout 25.2- p

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Conflict Resolution Tips

1. If you and/or the other person are getting heated up, then manage yourself to stay calm by speaking to the person as if the other person is not heated up – this can be very effective!
 - Avoid use of the word “you” – this avoids blaming. Use “I”
 - Nod your head to assure them you heard them.
 - Maintain eye contact with them.
2. “Seek first to understand, then to be understood.” If we encourage others to explain their side first, they will be more apt to listen to ours.

Try Saying:

“I see that we look at this issue from different perspectives. While I want to share my needs and views with you later, let me first focus on your thoughts, needs, and observations.” At this point, we can now put our needs aside, attempt to truly listen, and say: “So, help me understand what your concerns are regarding...”

3. Give the other person time to vent. Don’t interrupt them or judge what they are saying.
 - Verify that you’re accurately hearing each other. Paraphrase. To understand them more, ask open-ended questions. Avoid “why” questions – those questions often make people feel defensive.
 - Talk in terms of the present as much as possible.
4. People in disagreement should focus on their needs rather than on their positions. By concentrating on positions, we tend to underscore our disagreements. When we concentrate on needs, we find we had more in common than what we had assumed.

5. One person does not have to lose for the other to win. Often both parties can be winners. Individuals can learn how to keep communication lines open and solve challenges when things go wrong.
 - Acknowledge where you disagree and where you agree.
 - Work the issue, not the person. When they are convinced that you understand them, ask “What can we do to fix the problem?” Focus on the actions they can do, too. If possible, identify at least one action that can be done by one or both of you.
 - Ask the other person if they will support the action.
 - If they will not, then ask for a “cooling off period.”
 - Thank the person for working with you.

If the situation remains a conflict, then:

- Conclude if the other person’s behavior conflicts with policies and procedures in the workplace and if so, present the issue to your supervisor.
- Consider whether to agree or disagree.
- Consider seeking a third party to mediate.



Handout 25.2- q

Page 1 of 2

Scenario #1: A protective family member is micromanaging. She keeps saying the Personal Care Aide is too rough with her uncle.

Observation of Scenario #1

Does the Personal Care Aide:

- ☐ Use calm body language?
- ☐ Maintain eye contact?
- ☐ Use “I” statements rather than “You” statements?
- ☐ Encourage others to explain first?
- ☐ Works with the issue, not the person?
- ☐ Resolve the conflict?

Scenario #2: Client insists that the provider clean up after his family... Client cannot cook for herself so the dishes in the sink are not the client’s dishes. She says that the last provider cleaned the dishes.

Observation of Scenario #2

Does the Personal Care Aide:

- ☐ Use calm body language?
- ☐ Maintain eye contact?
- ☐ Use “I” statements rather than “You” statements?
- ☐ Encourage others to explain first?
- ☐ Works with the issue, not the person?
- ☐ Resolve the conflict?

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Scenario #3: Client insists that the Personal Care Aide moves too fast and that he feels rushed.

Observation of Scenario #3:

Does the Home Care Provider:

- ☐ Use calm body language?
- ☐ Maintain eye contact?
- ☐ Use “I” statements rather than “You” statements?
- ☐ Encourage others to explain first?
- ☐ Works with the issue, not the person?
- ☐ Resolve the conflict?

Scenario #4: Client wants you to perform a paramedical service you have not been trained by the nurse to provide. He gets irate when you tell him you cannot perform the service.

Observation of Scenario #4:

Does the Personal Care Aide:

- ☐ Use calm body language?
- ☐ Maintain eye contact?
- ☐ Use “I” statements rather than “You” statements?
- ☐ Encourage others to explain first?
- ☐ Works with the issue, not the person?
- ☐ Resolve the conflict?

Handout 25.3-a - WATCH YOUR HOT BUTTONS

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Hot buttons are things, tones, or looks that can get us in a personal way, forcing us to put up guards and defenses.

We all “lose our cool” from time to time and negative feelings such as anger, hostility, irritability, and impatience arise. When the consumers are angry or when they complain, they may trigger those negative feelings in us.

Take a moment to think about your hot buttons. Write them below.

Discuss your hot buttons with your group members. Devise ways to deal with these reactions.



Handout 25.3-b – HOW TO HANDLE IRATE CONSUMERS

Page 1 of 1

How to Handle Irate Consumers

1. It's not personal
 - Don't be rude
 - Remember that you are just the person the client found, not the object of their anger.
 - Let the client vent.
 - Keep in mind that it is not a personal attack on you.
2. Empathize
 - Empathize (take their side and show that you understand their frustrations)
 - Prepare to be a help. Ask "What can I do to help you?" Options are always good.
3. You cannot satisfy all of the people all of the time
 - Try to resolve the client's situation
 - Remember, occasionally you'll encounter someone who simply cannot be satisfied.
4. Use a swear stopper
 - Interrupt immediately. Say, "Excuse me ..."
 - Address the offensive language directly. "I'm not able to handle abusive language ...".
 - Maintain control of the consumer. Begin asking follow-up questions immediately.
5. If client says rude comments:
 - Calmly say, "Excuse me, what did you say?" or "What did you mean by that?" to give the consumer a chance to rethink
 - "Kill 'em with kindness"
 - "Excuse me, but I did not appreciate that comment. Do not use words like that in front of me. Please do not treat me like that again."
 - "You really don't have to raise your voice with me. I care about what you have to say but I can hear it better if you are not yelling. Please don't scream at me again".

Handout 25.3- c - WHAT IS AN ON-THE-SPOT THINKING?

Page 1 of 1

On-The-Spot Thinking is the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions.

On-The Spot Thinking can be seen as having two components:

1. A set of skills to process and generate information and beliefs and,
2. The habit, based on intellectual commitment, of using those skills to guide behavior.

It is thus to be contrasted with:

1. The mere acquisition and retention of information alone, (because it involves a particular way in which information is sought and treated)
2. The mere possession of a set of skills, (because it involves the continual use of them) and,
3. The mere use of those skills (“as an exercise”) without acceptance of their results.

No one is a On-The Spot Thinker through and through, but only to a degree, with such-and-such insights and blind spots, subject to such-and such tendencies towards self-delusion. For this reason, the development of On-The Spot Thinking skills and dispositions is a long life endeavor.

- On-The-Spot Thinking explores questions about and solutions for issues which are not clearly defined and for which there are no clear-cut answers.
- On-The-Thinking is a characteristic that distinguishes a professional from the employee who performs skills only.

Handout 25.3-d – THE USES OF ON-THE-SPOT THINKING

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The Uses of On-The Spot Thinking

On-The Spot Thinking is useful in those situations where human beings need to solve problems, make decisions, or decide in a reasonable or reflective way, what to believe or what to do. That is, just about everywhere and all the time. On-The-Spot Thinking is important wherever the quality of human thinking significantly impacts the quality of life.

On-The Spot Thinking Definition

Handout 25.3- e - ON-THE-SPOT THINKING

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Why is On-The-Spot-Thinking so important?

- It helps organize information
- It encourages us to identify recurring issues
- Results in policies and practices

What does this mean to you?

“A critical thinker uses strategies such as reflective thinking to identify issues and opportunities and synthesizes this information into practice.”

The Two Types of Knowledge

1. Situational Knowledge

Knowledge or access to knowledge for a specific situation. This knowledge is acquired through school, training, in-service education

2. Practical Knowledge

Gained through actual work experience only.

On-The-Spot Thinking is more than knowledge. With Acquisition of knowledge, there are ways to use that knowledge.

Efficiency

Doing things right

Quantity

Managing time and tasks

Effectiveness

Doing the right things

Quality

Determine the best approach to accomplish goals

Handout 25.3-f – LEVELS OF ON-THE SPOT THINKING?

Page 1 of 1

1. Basic

- Has little or no experience (like new hires)
- Is rule guided and respond to authority figures

2. Advanced

- Begins to see the whole picture
- Has both types of knowledge and some awareness of alternate solutions, but still defers to authority and rules.

3. Complex

- Has vast experience and is keenly aware of alternate solutions
- Capable of reflecting on past experiences
- Has a deep understanding of the situation

Handout 25.3-g – RESPONDING WITH ON-THE-SPOT THINKING

Page 1 of 1

In which response does the employee show On-The-Spot Thinking?

A receptionist says, “Appointments with a doctor are mandatory for first time patients.”

OR ...

A first time patient comes into the hospital and is very sick. He has no appointment but the receptionist finds an opening in the schedule for him the first day.

Your supervisor tells you to finish at Client Ann’s by 3:00. Client Ann starts hyperventilating at 2:55 you feel rushed to leave by 3:00.

OR ...

Your supervisor tells you to finish at Client Ann’s by 3:00. Client Ann starts hyperventilating at 2:55. You call 911 and speak to the operator explaining the situation. Then you call your supervisor to say what happened and that you will be late to Client Bill. 911 arrives immediately after you complete you hang up from speaking to your supervisor.

You are washing Client Bob’s laundry. He only had a set amount of money to spend. You use .75 Cents to dry the clothes but find the dryer is not hot. He has no more money and you have no more time.

OR ...

You are washing Client Bob’s laundry. He only had a set amount of money to spend. You use .75 Cents to dry the clothes but find the dryer is not hot. He has no more money and you have no more time. You tell the laundry owner the dryer is not hot and get a refund and find a hot dryer. You call your supervisor that you are running late.

Handout 25.3- h – CLIENT CHALLENGE WORKSHEET

Page 1 of 3

| Client Challenge | Tips |
|---|------|
| Manipulative | |
| Racist | |
| Verbally Abusive | |
| Not appreciative of caregivers efforts; feels entitled | |
| Doesn't want you to take your break | |
| Requests unauthorized task | |

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Handout 25.3-h – CLIENT CHALLENGE WORKSHEET

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| Challenge | Source | Check for ... | Issues | What to do ... |
|---|---|--|--|---|
| Substance Abuse | Erasing the past, self-medicating, etc. | Active use, dilated pupils, other signs of substance abuse. | Leave if the client is actively using or is high | Leave and call the supervisor |
| Mentally Ill | Lack of proper care No regulation of medication | Symptoms that they are not taking their medications Statements such as, <i>“I am going to be with no intention of waking up”</i> means please help me | Depression Suicide Self-deprivation | Ask, <i>“what can I do for you?”</i> Honor their feelings; Report changes; Educate yourself about their specific illness; Trust your instinct if worried your consumer will hurt themselves |
| Poor Hygiene | Lack of trust, isolation, cognitive problems, community bathroom, past sexual molestation | Increase in poor hygiene | Smell, health | Use cologne and scented lotions Build relationship with consumer so they will trust you |
| Living in Squalor | Mental illness | Mice, flies, cockroaches, ants | Not throwing things away Preventing eviction | Target small areas to clean; Tape off some area around heaters; Obtain agreement to clean; Start all over ... the remember rule |
| Self Indulgent, Master of the Universe | Lack of self-esteem | “What do you really want?” | Extremely critical Routinely fires caregivers | Expect it ... It is not you Find out what the real problem is |

Handout 25.3-h – CLIENT CHALLENGE WORKSHEET

Page 3 of 3

| Challenge | How They Make You Feel | Specific Issues | What You Can Do |
|---|------------------------|-----------------|-----------------|
| Substance Abuse | | | |
| Mentally Ill | | | |
| Poor Hygiene | | | |
| Living in Squalor | | | |
| Self Indulgent, Master of the Universe | | | |

Handout 25.4- a – PROBLEM SOLVING

Page 1 of 2

Six-step Problem-Solving Process

1. Define the problem
2. Analyze potential causes
3. Identify possible solutions
4. Select the best solution
5. Develop an action plan
6. Implement and evaluate the process

Stuck on a problem

- | | |
|---------------|---------------------------------------|
| • Ignore | Do nothing, “it will go away.” |
| • Deny | “Not my problem” |
| • Blame | Burn out, “it is their fault.” |
| • Rationalize | “I don’t know where to begin.” |
| • Resist | “There is only one way.” |
| • Hide | Give up, “That’s just the way it is.” |

Solving a problem

- | | |
|-------------|---------------------------------|
| • Recognize | “This is something we can fix.” |
| • Own | “What can I do to help.” |
| • Forgive | “It’s OK, Things happen.” |
| • Examine | “Did this work well.” |
| • Learn | “Apply to other situations |

Handout 25.4- a – PROBLEM SOLVING

Page 2 of 2

Remember the Six-Step Problem-Solving Process:

Define the problem:

Analyze potential causes

Identify possible solutions

Select the best solution

Develop an action plan

Implement and evaluate the process

Handout 25.4- b – STRENGTHS OF VARIOUS WORKING STYLES IN SOLVING/BRAINSTORMING

Page 1 of 1

Here are some tips for each of the personality types to use their traits to improve the problem solving process.

Expressive and Drivers: Stop, look, and listen

Just as in conflict resolution, Expressive and Drivers need to make an effort to listen. They should avoid the temptation to jump in every time there is a pause in the discussion.

Analytics: Don't think, speak

Analytics need to avoid their natural tendency to filter everything they say. Sometimes problem solving requires brainstorming and spontaneity.

Analytics: Push for clarity

Analytics have the natural ability to express the problem to be solved in tangible, simple terms. They also have a tendency to supply facts and figures that can be extremely helpful in problem solving.

Expressive: Make lemonade

When everyone else in the group sees gloom and doom, Expressives have the ability to find creative solutions to turn something bad into something good. Expressives should point out the alternatives and make sure each is thoroughly examined.

Analytics: Help keep things in perspective

Analytics can help the group see if it has become too attached to a problem. Analytics can help keep things in perspective, including the cold, hard consequences of each alternative.

Amiables: Keep it personal

Amiables can ensure that the personal consequences of every alternative are clearly defined. They also can go a long way in ensuring group harmony during the problem solving process, by ensuring everyone has a chance to express their ideas

Drivers: Keep the group focused

Drivers can help keep the group oriented on the ultimate goal: solving the problem. They can also ensure that whatever solution is reached can be implemented in a timely and efficient manner.

Expressives: Keep the group's options open

Problem solving offers Expressives the opportunity to be the devil's advocate. A few pointed questions can lead to better solutions.

Providing Personal Care Services to Elders and People with Disabilities:

A Model Curriculum for Direct-Care Workers

TAPCA – CA PHCAST Revisions 2011

Handout 25.4-c –SCENARIO 1: NO ANSWER

Page 1 of 1

The Personal Care Assistant arrives at a client's home who has memory problems. The PCA knocks on the door but he doesn't answer. What can the PCA do?

Remember the Six-step Problem-Solving Process:

Define the problems:

Analyze potential causes

Identify possible solutions

Select the best solution

Develop an action plan

Implement and evaluate the process

Handout 25.4-d –SCENARIO 2: THE SCREAMING CLIENT

Page 1 of 1

A consumer with advanced dementia is screaming at you to get out of her home, and that she doesn't know who you are. What should the PCA do?

Remember the Six-step Problem-Solving Process:

Define the problems:

Analyze potential causes

Identify possible solutions

Select the best solution

Develop an action plan

Implement and evaluate the process

Handout 25.4-e –SCENARIO 3: THE SMELLY CLIENT

Page 1 of 1

A consumer with Alzheimer's disease refuses to bathe and smells bad. What should the PCA do?

Remember the Six-step Problem-Solving Process:

Define the problems:

Analyze potential causes

Identify possible solutions

Select the best solution

Develop an action plan

Implement and evaluate the process

Handout 25.4- f –SCENARIO 4: THE HOARDER

Page 1 of 1

The PCA is assigned to a client who is a hoarder. The client has stacked newspapers close to the wall heater and will not let the PCA move them. What can the PCA do?

Remember the Six-step Problem-Solving Process:

Define the problems:

Analyze potential causes

Identify possible solutions

Select the best solution

Develop an action plan

Implement and evaluate the process

Handout 25.4-g –SCENARIO 5: TRANSFERRING A CLIENT

Page 1 of 1

The PCA is assigned a new client who is a double amputee. The client gets extremely nervous when you try to transfer him using the mechanical lift and resists the process, creating a dangerous situation. What should they do?

Remember the Six-step Problem-Solving Process:

Define the problems:

Analyze potential causes

Identify possible solutions

Select the best solution

Develop an action plan

Implement and evaluate the process

Handout 25.5- a – About Stress

Page 1 of 2

About Stress

Stress is the most common cause of ill health in our society, probably underlying as many as 70% of all visits to family doctors. But stress can also motivate high performance. Different people at different times in their life have different tolerances for the amount of stress that they can handle.

Unhealthy Stress

When we talk of unhealthy stress we're talking about something that is directly causing the brain and body to shrink in its working capacity, results in **low-performance levels**. It is caused when a person is feeling anxious, threatened (maybe embarrassed, pressed for time, loss of prestige) or overwhelmed with feelings of helplessness. This occurs when a person feels he or she:

1. Is being forced to face a challenge that he does not want to (**"I do not want to do it"**)
2. Cannot think of a solution to the challenge (**"I do not know how"**)
3. Lacks the resources (internal, as in brain capacity, or external as in materialistic) to solve the challenge (**"I cannot do it"**)
4. Has little or no control over the situation (**"I am helpless"**)

These perceptions can be real (the person actually has no control or power over changing the situation) or imagined (the person could have influence over the situation) but effects are the same: the person feels threatened and in danger. This danger could be physical safety or to his psychological state of mind.

Biological response to distress

Physiologically, there are a few things going on inside the body to promote these feelings of distress: One of the hormones released is cortisol. This can cause the hippocampus, an important part of the brain, to react in a negative way. In response, the person experiences a decline in learning ability, motivation, **emotional resiliency**, strength and capacity to remain healthy.

Healthy Stress

There's a good side to stress. Good stress can have a positive impact on a person . This form of stress is achieved when the brain and body feel challenged and want to extend itself in order to respond to the situation. This is caused when a person is feeling as though he or she:

1. Has ideas of possible solutions to the challenge (**“Look at these possibilities!”**)
2. Has the resources (internal and external) to solve the challenge (**“I can do it!”**)
3. Has some control over what's happening (**“I have choices!”**)
4. Has had a sufficient rest between his/her challenges.

Biological Response to Good Stress

In response to these perceptions, the body releases adrenaline and noradrenalin. Both of these hormones result in heightened perception, increased motivation and even increased physical strength. Good stress extends the person's capacity to function (intellectually, physically, emotionally and behaviorally). There is a delicate line between heightened perception and motivation and too much of it, resulting in distress.

Good stress is important in one's life as it acts as an **intrinsic motivator**: when a person has a little anxiety, a bit of concern, some anticipation and curiosity, it will push the person to want to work, learn and/or study.

Handout 25.5-b – Measuring Your Stress

Page 1 of 1

Measuring Your Stress

1. Look at your daily energy levels so that you can become aware of your patterns. Keep track for a week or more. What tasks do you want to focus on during your high energy time?

| Energy Level | 7 AM | Noon | 4 PM | 10 PM |
|--------------|------|------|------|-------|
| 100% | | | | |
| | | | | |
| | | | | |
| | | | | |
| 80% | | | | |
| | | | | |
| | | | | |
| | | | | |
| 50% | | | | |
| | | | | |
| | | | | |
| | | | | |
| 25% | | | | |
| | | | | |
| | | | | |
| | | | | |

2. List three instances this week when stress motivated you:

- _____
- _____
- _____

3. List three instances this week when stress de-motivated you:

- _____
- _____
- _____

Handout 25.5-c – Stress Can Lay You Low

Page 1 of 1

Stress Can Lay You Low:

Everybody faces a certain amount of stress each day. Some people are able to deal with it. This tells you how well you are coping with stress in your life. Simply add or subtract the number of points called for in each of the 11 items presented.

1. ____ Add 10 points if you have a supportive family around you.
2. ____ Add 10 points if you actively pursue a hobby.
3. ____ Add 10 points if you belong to some social or activity group that meets at least once a month.
4. ____ Add 15 points if you are within 15 pounds of your ideal weight.
5. ____ Add 15 points if you practice some form of deep relaxation at least three times a week.
6. ____ Add 15 points for each time you exercise 30 minutes or longer during a course week.
7. ____ Add 5 points for each nutritionally balanced and wholesome meal you eat during the course week.
8. ____ Add 5 points if you do something that you really enjoy and is just for you during the course week.
9. ____ Add 10 points if you practice time management techniques in your daily life.
10. ____ Add 10 points if you have some place in your home that you can go in order to relax AND be by yourself.
11. ____ Subtract 5 points for each evening during the course of the week that you take any form of medication or chemical substance to help you sleep.

Total points _____

Handout 25.5-d – Stress Worksheet

Page 1 of 1

This worksheet is designed to assist you in evaluating how you are currently dealing with stressful situations. There is no right or wrong answer, so answer all of the questions as honestly as you can.

1. List at least three techniques that you use regularly when dealing with stress.
2. Describe the most stressful situation you have experienced within the past three months.
3. What did you do to relieve this stress?
4. What could have been done to relieve the stress?
5. List the physiological reactions your body experienced when encountering stressful situations.
6. Emotionally, what kinds of feelings were experienced in this situation?
7. Are you still experiencing this same stressful situation? If not, you are probably handling this type of stress effectively. If you are still experiencing this same type of stress, perhaps you need to search for satisfactory methods of dealing with stress.

Handout 25.5-e – Signs of Stress

Page 1 of 1

Signs of stress

- No longer taking pleasure in activities that used to be enjoyable
- Finding even simple things burdensome or difficult to accomplish
- Distracted by all that you have to do or that it's hard to keep track of little things
- Feeling on edge, frustrated, or annoyed, having less patience
- A change in eating habits, either eating more or less than usual
- Sleeping more than usual or having difficulty getting to sleep
- Being easily annoyed by simple problems or the way other people behave
- Having emotions that are displayed to an extreme degree or for a prolonged period of time (fear, tearful, nervousness)
- Marked changes in personality or mood
- Listlessness, lack of energy
- High levels of irritability or aggressive behaviors
- Using alcohol or other drugs to relieve stress symptoms



Handout 25.5- f –Stress Management Techniques

Page 1 of 4

Stress Management Techniques

The causes of stress are multiple and varied but they can be classified in two general groups: external and internal. External stressors can include relatives getting sick or dying, jobs being lost or people criticizing or becoming angry. However, most of the stress that most of us have is self-generated (internal). We create the majority of our upsets, indicating that because we cause most of our own stress, we can do something about it. This gives us a measure of choice and control that we do not always have when outside forces act on us.

This also leads to my basic premise about stress reduction: to master stress, you must change. You have to figure out what you are doing that is contributing to your problem and change your thinking, change your lifestyle choices and/or change the situations you are in. By getting to the root causes of your stress, you can not only relieve current problems and symptoms but you can also prevent recurrences. For example, if you keep becoming frustrated over arguments with your children, you might discover that the cause of your upset is not their behavior but your unrealistic expectation. By modifying your standards, you might discover that the cause of your stress is not their behavior but your unrealistic expectations. By modifying your standards, you might find the children's actions no longer bother you.

There are many ways to relieve stress, from going for a walk to quitting your job. What follows is a list of ten practical and down-to-earth strategies. Some are simple and can be implemented quickly; others are a bit more involved. All are feasible and beneficial.

1. Decrease or Discontinue Caffeine

Eat well and decrease or discontinue caffeine use. Limit alcohol use as well.

2. Regular Exercise

Stress is the fight or flight response in the body, mediated by adrenaline and other stress hormones, compromised by such physiologic changes as increased heart rate and blood pressure, faster breathing, muscle tension, dilated pupils, dry mouth and increased blood sugar. In other words, stress is the state of increased arousal necessary for an organism to defend itself at a time of danger.

The stress reaction is in us not "out there." The result is that our bodies go into a state of high energy but there is usually no place for that energy to go; therefore, our bodies can stay in a state of arousal for hours at a time.

Exercise is the most logical way to dissipate this energy. At the very least, it is important to exercise three times per week for a min. of 30 minutes each time.

Handout 25.5- f –Stress Management Techniques

Page 2 of 4

3. Relaxation/Meditation

Where the stress reaction is automatic, the relaxation response needs to be brought forth by intention. A state of deep relaxation achieved through meditation or self-hypnosis is actually more physiologically restful than sleep. As little as 20 minutes once or twice per day confers significant benefit.

4. Sleep

As mundane as it sounds, sleep is an important way of reducing stress. Chronically stressed people almost all suffer from fatigue, and people who are tired do not cope well with stressful situations.

How much sleep are you getting? Most people know what their usual sleep requirement is (the range is 5 to 10 hours per night; the average being from seven to eight), but a surprisingly large percentage of the population is chronically sleep deprived. Go to bed 30 to 60 minutes earlier and monitor the results after a few days or a week.

5. Time-outs and Leisure

The two major issues are pacing and work/leisure balance.

Pacing has two components: Monitoring your stress and energy level, and then pacing yourself accordingly.

- Increased stress produces increased performance initially.
- Once you pass a certain point (the hump), any more stress results in decreased performance. Trying harder at this point is unproductive or even counterproductive. The only sensible move is to take a break.
- We need a certain amount of stress to function well (healthy tension). However, stress becomes harmful (distress) when there is too much, when it lasts too long or when it occurs too often.
- One of the first symptoms of distress is fatigue, which we tend to ignore. Let's have a healthy respect for fatigue and do something about it before it becomes exhaustion.

Where are you on this curve? Monitor where you are on this curve on a daily basis and take appropriate action (either speed up or slow down).

Handout 25.5- f –Stress Management Techniques

Page 3 of 4

The other key to pacing is taking periodic time-outs. Too many go far too long without breaks. Dr. Ernest L Rossi wrote *The 20-Minute Break*, an excellent book that we need to watch for these troughs and take 20 minute “ultradian healing breaks” when they occur, as opposed to working through them and building up stress.

Work-leisure balance: Despite all our labor-saving devices, leisure is still an elusive commodity for most people. Statistics show that the average American (and probably Canadian) is working an extra three hours per week compared with 20 years ago. That translates into an extra month of work each year. Add to that the phenomenon of the two career family (which makes family and leisure time even more scarce) and you start to get a picture of society on an accelerating treadmill.

Leisure is one of the most pleasant stress relievers ever invented. It is strange that people resist it so much (e.g., feeling selfish, guilty).

6. Realistic Expectations

A common source of stress is unrealistic expectations. People often become upset about something, not because it is innately stressful, but because it does not concur with what they expected. Take, for example, the experience of driving in slow-moving traffic. If it happens at rush hour, you may not like it but it will not surprise or upset you. However, if it occurs on Sunday afternoon, especially if it makes you late for something, you are more likely to be stressed by it.

7. Reframing

This is one of the most powerful and creative stress reducers of which I know. Reframing is a technique used to change the way you look at things in order to feel better about them. We all do this inadvertently at times.

The key to reframing is to recognize that there are many ways to interpret the same situation. It is like the age-old question: is the glass half empty or half full? The message of reframing, then, is that there are many ways of seeing the same thing – so you might as well pick the one you like.

Does anything positive come out of a negative experience? Focus on what is there (what you can still do) rather than what is missing. Notice that reframing does not change the external reality but simply helps people view things differently (and less stressfully). There are less stressful ways of looking at the same thing.

Handout 25.5- f –Stress Management Techniques

Page 4 of 4

8. Belief Systems

A lot of stress results from our beliefs. We have literally thousands of premises and assumptions about all kinds of things that we hold to be the truth – everything from, “You can’t fight city hall” and “The customer is always right,” to “Men shouldn’t show their emotions” and “Children should make their beds.”

Beliefs cause stress in two ways. The first is behavior that results from them. For example, if you believe that work should come before pleasure, you are likely to work harder and have less leisure time than you would otherwise. If you believe that people should meet the needs of others before they meet their own, you are likely to neglect yourself to some extent. “If you want something done right, you have to do it yourself.” They do not delegate well and tend to get overloaded.

In the above three cases, the beliefs are expressions of people’s philosophy or value system, but all lead to increased effort and decreased relaxation – a formula for stress. There is no objective truth to begin with. These are really just opinions but they lead to stressful behavior. Uncovering the unconscious assumptions behind one’s actions can be helpful in getting them to change.

The second way beliefs cause stress is when they are in conflict with those of other people. Once one recognizes one’s beliefs are not “true,” one’s anger is diminished.

Articulate your beliefs and then label them as such. Next, acknowledge your assumptions are not truth but rather opinions and, therefore, they can be challenged. Lastly, revise your beliefs or admit that the beliefs held by the other person may be just as valid as your own. This is a mind-opening exercise.

9. Ventilation/Support System

There is an old saying that “a problem shared is a problem halved.” People who keep things on themselves carry a considerable and unnecessary burden. We can do much for patients by allowing them to ventilate or encountering them to do so. We can also help by urging them to develop a support system (a few trusted relatives, co-workers or friends to talk to when they are upset or worried).

10. Humor

Humor is a wonderful stress reducer, an antidote to upsets. Laughter relieves tension. In fact, we often laugh hardest when we have been feeling most tense.

Handout 25.5- g –Top Three Stressors Worksheet

Page 1 of 1

| Top 3 Stressors | External or Internal | Action Plan |
|-----------------|----------------------|-------------|
| 1. | | |
| 2. | | |
| 3. | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Handout 25.5- h –Strategies for Maintaining Control

Page 1 of 1

Strategies for maintaining control

With your group, think of five aspects of work over which you have control.

1. _____
2. _____
3. _____
4. _____
5. _____

What are some strategies you use to maintain control over these things?

1. _____
2. _____
3. _____
4. _____
5. _____

Is there anything at work that you feel you cannot control?

Discuss it with your group and decide how you can better take charge of that thing.

Handout 25.5- i – Benefits of Organization

Page 1 of 1

Benefits of Organization

****Organization involves achieving a sense of control****

Benefits of Organization:

1. Reduced time-anxiety and tension to do tasks
2. Greater job satisfaction
3. Improved work environment

How do you stay organized?

What are your organizational challenges?

Speak with your group to brainstorm resolving these challenges.

Handout 25.5- j – Prioritizing

Page 1 of 1

Prioritizing

Levels of priority-the ABC method

1. A - Must do

- Crucial, vital, critical
- Will provide the most gain in your current situation
- You should never procrastinate or ignore

2. B - Important

- Should be done after the must do's are done
- Will provide some high gain
- Deserves attention

3. C - Could be done, but could wait

- Back burner item
- If the situation changes, it will rise to the higher level of priority

Let's practice. Prioritize the following tasks when arriving at a client's home. Label as **A** - Must do, **B** - Important, and **C** - Could be done, but could wait.

____ Client needs to be bathed.

____ Client needs help to go to the bathroom.

____ Client has a doctor's appointment.

____ Client wants lunch now.

____ Salad dressing has spilled and the floor is slippery.

Next, go back and prioritize within the As, Bs, and Cs – A1, A2, A3.

Handout 25.5- k – Criteria for Setting Priorities

Page 1 of 1

Criteria for settling priorities

Judgment: You are the best judge of what needs to get done. If you are feeling guilty about not doing something, maybe it's time to do it.

Relatively: As you compare activities and tasks, it should become clear that some are higher priorities than others. Ask yourself, "What is the best use of my time right now?"

Timing: Deadlines have always dictated priorities. But sometimes, we overlook the time required to finish something.

Tips for prioritizing:

- Collect your thoughts – focus on being at work
- Identify tasks
- Plan when they will be completed
- Be realistic about time
- High priorities should have time set aside
- Make sure that tasks are completed by priority (sometimes we like to do lower priority activities because they are easier or more convenient).
- Keep current (priorities can change)
- Find a way to use odd minutes
- Know who and what sources are available to you

Discuss the strategies you use to prioritize at your work right now.