

**Component I:**            **CORE**

**Module 2:**               **Customer Service**

**Purpose:**               **To provide the learner with skills necessary in providing continued high quality service.**

**Suggested Time Frame:**       **8 hours**

**Objectives:**       **Upon completion of this module, the learner will be able to:**

1. State the components of a successful customer service program.
2. Identify the employee's role in customer service.
3. Identify effective communication skills.
4. Present techniques utilized in conflict management.
5. Present techniques utilized in stress management.
6. Describe ethnic, cultural and generational diversity.

**Resources:**

**References:**

Canadian Center for Occupational Health and Safety, Workplace Stress-General,  
<http://www.ccohs.ca/>

Davis, Bonnie K., Phlebotomy: A Customer Service Approach, 2<sup>nd</sup> Edition, Thomson Learning, Delmar

Healthwell, HW, Move your Body, Shape your Mind: The Emotional Benefits of Exercise

Hoeltke, Lynn B., The Complete Textbook of Phlebotomy, 2<sup>nd</sup> Edition, Thomson Learning, Delmar

Mayo Clinic, Phlebotomy 2000 Workshop, Creative Skills for Delivering Exceptional Customer Service, Handling Challenging Behaviors in the Workplace, October 12-13, 2000

McCall, Ruth E., & Tankersley, Cathee M., Phlebotomy Essentials, 2<sup>nd</sup> Edition, Lippencott-Raven Publishers

Zemke, Ron, Training 2002 Conference & Expo, February 19, 2002, Generations at Work Training and Motivating Today's Age-Diverse Workforce.

Zemke, Ron, Delivering Knock Your Socks Off Service, Amacon, American Management Association

**Component 1:**            **CORE**

**Module 2:**             **Customer Service**

**Topic 1:**             **Components of a Customer Service Program**

**Purpose:**            **To define and present the components of a successful customer service program**

**Suggested Time Frame:**        **1 hour**

**Objectives:**    **Upon completion of this topic, the learner will be able to:**

1. Define key terms
2. Define the concept of customer service and it's benefits.
3. Present an example of an industry's mission statement and how it impacts customer service.
4. Discuss the elements of the mission statement as it pertains to the phlebotomy technicians.
5. Identify the phlebotomist's customers and their expectations.

**Vocabulary:**

Service	Values	Quality Service
Trend	Mission Statement	Non-verbal Communication
Profitable	Expectations	Shock
Ethics	Verbal Communication	

**References:**

Canadian Center for Occupational Health and Safety, Workplace Stree-General,  
<http://www.ccohs.ca/>

Davis, Bonnie K., Phlebotomy: A Customer Service Approach, 2<sup>nd</sup> Edition, Thomson Learning,  
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**Module 2: Customer Service**

**Topic 1: Components of a Customer Service Program**

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>1. Define the key terms</p> <ul style="list-style-type: none"> <li>A. Review the terms listed in the vocabulary section</li> <li>B. Spell the listed terms accurately</li> <li>C. Pronounce the terms correctly</li> <li>D. Use the terms in their proper context</li> </ul>	<p>Lecture - read and pronounce</p>
<p>2. Define the concept of customer service and it's benefits.</p> <ul style="list-style-type: none"> <li>A. Definition of Customer Service               <ul style="list-style-type: none"> <li>1. Delivering service that makes a positive, lasting impression on your customers.                   <ul style="list-style-type: none"> <li>a. Solving problems for them</li> <li>b. Answering their questions</li> <li>c. Untangling corporate logjams</li> <li>d. Fixing what is broken</li> <li>e. Finding what is lost</li> <li>f. Soothing the irate</li> <li>g. Reassuring the timid</li> <li>h. Performing the business equivalent of pulling a rabbit out of a hat.</li> </ul> </li> <li>2. Creating a memorable experience for your customers.</li> <li>3. Being treated the way you would want to be treated.</li> </ul> </li> <li>B. Evolution of the customer service concept.               <ul style="list-style-type: none"> <li>1. Not long ago, working in customer service was just about as thankless a job as a person could find.                   <ul style="list-style-type: none"> <li>a. Considered a drain on the budget</li> <li>b. Considered a time eating burden</li> <li>c. Considered a career path to nowhere</li> <li>d. Dealing with whining customers</li> <li>e. A title for the not so bright people, who woke up most mornings, looked in the mirror and said to their reflection, "This will be a wonderful day, I'm going to go down there and tick off the first 217 people I see". And then did just that. Not exactly a positive image.                       <ul style="list-style-type: none"> <li>i. The trend was to train the customer</li> <li>ii. Instead of serving the customer</li> </ul> </li> </ul> </li> <li>2. Beginning in the 1980's professional business watchers began to notice something important, not to mention surprising on the business end.                   <ul style="list-style-type: none"> <li>a. A few organizations that had dedicated themselves to working hard at giving their customers superior service were</li> </ul> </li> </ul> </li> </ul>	<p>Lecture            Student experience input -            Examples of great customer service - Appendix 2.1</p>

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>producing better results</p> <ol style="list-style-type: none"> <li>b. These organizations grew faster</li> <li>c. They were more profitable than the organizations that were working as hard as they could to give their customers as little as possible.</li> </ol> <p>3. Organizations that focused on superior customer service turned out to be all-around better, more successful companies than those that treated customers like the enemy and customer service as either a grudging afterthought or a necessary evil. Seeing the results of focusing on the customer service made other companies reevaluate their own customer service policies and develop programs to show the importance of service.</p> <ol style="list-style-type: none"> <li>a. What is real comes down to YOU!!! What you do is important. What you do is more important to your organization than ever before.</li> <li>b. You are the Company.</li> </ol>	
<p>3. Present an example of an industry's mission statement and how it impacts customer service.</p> <ol style="list-style-type: none"> <li>A. Primary elements of a hospital mission statement (how we want the community to perceive us). <ol style="list-style-type: none"> <li>1. Be a symbol of excellence in the delivery of top quality healthcare to the community.</li> <li>2. Be perceived by patients as responsive and efficient.</li> <li>3. Provide outstanding facilities for the delivery of healthcare.</li> <li>4. Physicians and payors will view the hospital as a partner in an integrated healthcare delivery system.</li> </ol> </li> <li>B. Primary elements of a more specific mission statement for a phlebotomy team (How we want to be perceived by the patient). <ol style="list-style-type: none"> <li>1. Provide specimens that will produce valid results from clinical laboratory testing.</li> <li>2. The process of collecting the specimen will cause no harm to self or to the patient.</li> </ol> </li> </ol>	<p>Overhead - Example of a mission statement</p> <ul style="list-style-type: none"> <li>• Instructor provides own</li> </ul>
<p>4. Discuss the elements of the mission statement as it pertains to the phlebotomy technicians.</p> <ol style="list-style-type: none"> <li>A. Active Expectations <ol style="list-style-type: none"> <li>1. Give the same type of service you expect when you are a customer.</li> <li>2. Use each contact as an opportunity to build</li> </ol> </li> </ol>	<p>Lecture Role Play Discussion Bill of Rights - See Module 1.11</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>company image, show off your expertise and display pride in your skills.</p> <ol style="list-style-type: none"> <li>3. Have awareness of verbal and non-verbal communication.</li> <li>4. If you find a problem, own it!</li> <li>5. Shock absorber: dealing with angry customers and requests.</li> <li>6. As the laboratory representative, the reputation of the entire laboratory rests with the phlebotomists. The patient's response to how well the laboratory performed while the patient was in the hospital was not influenced by the sophisticated instrumentation used to test the specimens. It is influenced by the attitude of the phlebotomist - the front line.</li> <li>7. Treat all customers (internal and external) with respect and courtesy. <ol style="list-style-type: none"> <li>a. Call customers by last name (Mr., Mrs., Ms. Jones)</li> <li>b. Remember a returning client's special needs or interests</li> <li>c. Social skills are important <ol style="list-style-type: none"> <li>i. Always be polite and friendly with the patients even if they are rude or inconsiderate.</li> <li>ii. Patients are often angry about their condition or fearful of the procedure and take it out on the first person they see, who is often the phlebotomist.</li> <li>iii. The phlebotomist could just be waking them up or could be entering the room right after the doctor gave them bad news.</li> <li>iv. Whatever the patient says, it is inappropriate to counter with unprofessional remarks.</li> <li>v. This ties directly to the ethics and values discussion below.</li> </ol> </li> </ol> </li> <li>8. Security <ol style="list-style-type: none"> <li>a. Make sure the customer feels comfortable and secure.</li> <li>b. Demonstrate confidence in your skills</li> </ol> </li> </ol> <p>B. Implied expectations of the phlebotomist</p> <ol style="list-style-type: none"> <li>1. Ethics - Acting ethically is a standard of conduct a phlebotomist must follow when working with patients and the public. Following this code of ethics is being professional.</li> <li>2. Values - It is important for phlebotomists to be</li> </ol>	

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>aware of their own value system so that they can understand feelings and actions when working within the medical environment.</p> <ul style="list-style-type: none"> <li>a. Phlebotomists should clarify their own values</li> <li>b. Decide if they are consistent with ethical standards of the medical profession.</li> </ul> <p>3. Phlebotomists must know and understand the mission statement of their employer.</p> <p>4. Patients Bill of Rights</p> <ul style="list-style-type: none"> <li>a. Privacy/Confidentiality <ul style="list-style-type: none"> <li>i. Make clients feel comfortable and secure</li> <li>ii. Demonstrate confidence in skills</li> <li>iii. Respect the concept of confidentiality</li> </ul> </li> <li>b. Honesty <ul style="list-style-type: none"> <li>i. Admit mistakes</li> <li>ii. Tell the truth</li> </ul> </li> <li>c. Accuracy <ul style="list-style-type: none"> <li>i. Stay up to date on new procedures and policies</li> <li>ii. Perfect collection skills on an ongoing basis</li> </ul> </li> <li>d. Reliability <ul style="list-style-type: none"> <li>i. Collect blood samples using appropriate accurate procedures, not taking short cuts.</li> <li>ii. Answer questions in a knowledgeable manner</li> <li>iii. Refer difficult questions to the appropriate person</li> <li>iv. Take care of problems without “passing the buck”</li> <li>v. Accept assignments promptly and graciously</li> <li>vi. Answer questions and requests for help in a timely manner.</li> </ul> </li> <li>e. Accountability</li> </ul> <p>5. Competency</p> <ul style="list-style-type: none"> <li>a. Stay up to date on new procedure and policies</li> <li>c. Perfect collection skills on an ongoing basis</li> <li>d. Attend staff meetings and educational in-services</li> </ul>	

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>5. Identify the phlebotomist's customers and their expectations.</p> <p>A. Customers</p> <ol style="list-style-type: none"> <li>1. Patients, families and visitors</li> <li>2. Physicians and pathologists</li> <li>3. Internal employees</li> <li>4. External employees</li> <li>5. Co-workers, supervisors</li> <li>6. Students, trainees</li> </ol> <p>B. Customer's expectations of quality service</p> <ol style="list-style-type: none"> <li>1. Expect no harm and minimal discomfort when a specimen is collected</li> <li>2. Expect expertise in collection of quality samples that contribute to accurate laboratory results.</li> <li>3. Expect to be treated as individuals</li> <li>4. Expect a good listener and respect for their opinions</li> <li>5. Expect to be treated courteously and respectfully</li> <li>6. Respect others' time</li> <li>7. Collect specimens at appropriate times</li> </ol>	<p>Ask students "Who are your customers?"</p>

**Component I:**            CORE

**Module 2:**            **Customer Service**

**Topic 2:**            **Employee's Role**

**Purpose:**            **To introduce the learner to the role of an employee.**

**Suggested Time Frame:**        **1 hour**

**Objectives:**        **Upon completion of this topic, the learner will be able to:**

1. Define key terms
2. Explain the important characteristics of the phlebotomist
3. Define professionalism
4. Give examples of how personal qualities must be integrated into professional conduct.
5. Describe the professional appearance of the phlebotomist.

**Vocabulary:**

Professionalism

Conduct

Hygiene

**References:**

Canadian Center for Occupational Health and Safety, Workplace Stree-General,  
<http://www.ccohs.ca/>

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Zemke, Ron, Delivering Knock Your Socks Off Service, Amacon, American Management  
Association

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>1. Define the key terms</p> <ul style="list-style-type: none"> <li>A. Review the terms listed in the vocabulary section</li> <li>B. Spell the listed terms accurately</li> <li>C. Pronounce the terms correctly</li> <li>D. Use the terms in their proper context</li> </ul>	<p>Lecture - read and pronounce</p>
<p>2. Explain the important characteristics of the phlebotomist.</p> <ul style="list-style-type: none"> <li>A. Becoming a member of the health care team as a phlebotomist requires both technical and special personal qualities.               <ul style="list-style-type: none"> <li>1. Technical Skills                   <ul style="list-style-type: none"> <li>a. A phlebotomist obtains blood samples for laboratory testing by means of venipuncture (drawing of blood from a vein), arterial puncture (drawing blood from an artery, and capillary puncture (obtaining blood from a capillary bed).</li> <li>b. Phlebotomists may also work in situations that require collection of urine specimens and throat cultures.</li> <li>c. Collection procedures must be performed in as such a manner as to ensure specimen integrity while causing minimal trauma to the client.</li> <li>d. Client and specimen identification must also be ensured by the phlebotomist throughout the collection process.</li> <li>e. Phlebotomist is responsible for collecting adequate volumes of blood in the appropriate collection tubes as to provide the medical technologist with the best possible sample to test.</li> <li>f. The functions must be performed at a skill level that will provide quality service to both the laboratory and the client.</li> </ul> </li> <li>2. Personal Qualities - in addition to technical skills, the phlebotomist must possess special personal qualities applicable to many professions in the business of providing services to a customer.                   <ul style="list-style-type: none"> <li>a. A phlebotomist must be knowledgeable, compassionate, patient friendly, a good listener, a good communicator, assertive, tolerant, honest, and energetic.</li> <li>b. These personal qualities must be combined with the sincere desire to work</li> </ul> </li> </ul> </li> </ul>	<p>Lecture</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p style="text-align: center;">directly with people.</p> <p>B. A person wishing to become a phlebotomist should ask himself or herself the following questions. If the answer is Yes, then you are a good candidate to begin a career as a phlebotomist.</p> <ol style="list-style-type: none"> <li>1. Do I like people?</li> <li>2. Do I enjoy helping people?</li> <li>3. Can I take constructive criticism in a positive manner?</li> <li>4. Can I be polite when a customer is cross or rude?</li> <li>5. Can I be objective and calm in stressful moments?</li> <li>6. Am I willing to delay personal interests, such as rest breaks or going home on time, to meet customer needs?</li> <li>7. Am I willing to ensure quality customer care at all times?</li> <li>8. Am I willing to report errors in the best interest of the patient?</li> <li>9. Could I report errors even though a friend or myself may have made them?</li> </ol>	
<p>3. Define Professionalism</p> <ol style="list-style-type: none"> <li>A. Conduct that manifests fine artistry or workmanship based on sound knowledge and conscientiousness.</li> <li>B. However, personal qualities must be integrated into a standard of performance that we call professionalism.</li> <li>C. Conduct is the key word. <ol style="list-style-type: none"> <li>1. Extremely important in providing quality patient care.</li> <li>2. Phlebotomist must remember that it is desirable to integrate those very important personal qualities of friendliness, compassion, and honesty with the standards of conduct required of a medical professional.</li> </ol> </li> </ol>	Lecture
<p>4. Give examples of how personal qualities must be integrated into professional conduct.</p> <ol style="list-style-type: none"> <li>A. Helpfulness - Phlebotomist should be helpful to a customer, however... <ol style="list-style-type: none"> <li>1. Medical advice is never to be given by the phlebotomist.</li> <li>2. Phlebotomist is not trained to “play doctor”.</li> <li>3. Phlebotomist is never to tell a patient why a physician has ordered a particular test.</li> </ol> </li> <li>B. Compassion - Empathy is a desired quality for a phlebotomist, however... <ol style="list-style-type: none"> <li>1. Phlebotomist should not encourage a dependant relationship with the customer.</li> <li>2. If the client requires a blood sample to be drawn</li> </ol> </li> </ol>	Lecture

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>when the phlebotomist is not available, there will be problems for both the customer and the phlebotomist's co-workers.</p> <p>C. Efficiency - It is very important to perform duties in such a manner as to ensure prompt and timely collections, however...</p> <ol style="list-style-type: none"> <li>1. The phlebotomist must not be rushed through the collection process to the point that the customer is treated as an object.</li> <li>2. Holding a friendly conversation with the client, in a pleasant tone of voice, is required no matter how quickly the sample must be collected.</li> <li>3. Efficiency should never replace accuracy and Quality.</li> </ol>	
<p>5. Describe the personal appearance of the phlebotomist.</p> <ol style="list-style-type: none"> <li>A. Appearance makes an immediate impression on the customer.</li> <li>B. Appearance will determine the customer's confidence in the phlebotomist.</li> <li>C. Customers are much more cooperative when they have confidence in the phlebotomist.</li> <li>D. Personal appearance <ol style="list-style-type: none"> <li>1. A clean well-groomed appearance is imperative for the phlebotomist.</li> <li>2. Attire should be clean, fresh and wrinkle-free.</li> <li>3. Shoes should be polished in good condition.</li> <li>4. Hairstyle should be moderate.</li> <li>5. Personal hygiene is of utmost importance, because of the close proximity in which the phlebotomist works with the client.</li> <li>6. Hands are the tools of the phlebotomist and are closely observed by the clients. Nails should be clean and well manicured. Chipped nail polish should be removed immediately.</li> <li>7. Hairstyles should be moderate.</li> <li>8. Jewelry, cologne, perfume, and makeup should be worn in moderation. Some health care facilities ask phlebotomists not to wear fragrances, owing to patient allergies.</li> </ol> </li> </ol>	<p>Lecture Appropriate vs. Non-Appropriate Dress - Appendix 2.2</p>



Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>1. Define the key terms</p> <ul style="list-style-type: none"> <li>A. Review the terms listed in the vocabulary section</li> <li>B. Spell the listed terms accurately</li> <li>C. Pronounce the terms correctly</li> <li>D. Use the terms in their proper context.</li> </ul>	<p>Lecture - read and pronounce</p>
<p>2. Define verbal communication.</p> <ul style="list-style-type: none"> <li>A. Communication involves many personal filters between sender and receiver.               <ul style="list-style-type: none"> <li>1. Attitude</li> <li>2. Mood</li> <li>3. Body language</li> <li>4. Voice tone</li> <li>5. Biases</li> </ul> </li> <li>B. Communication is represented by our:               <ul style="list-style-type: none"> <li>1. Words</li> <li>2. Facial expressions</li> <li>3. Appearance</li> <li>4. Attitude actions</li> <li>5. Timing</li> </ul> </li> <li>C. Communication is:               <ul style="list-style-type: none"> <li>1. Not what you say, but what they hear you say                   <ul style="list-style-type: none"> <li>a. Use “I” instead of “they” or “we”. To a customer, the company begins and ends with you.</li> <li>b. Using “I” shows that you understand, accept, and are valued by the company</li> <li>c. Saying “the policy is...” or “they won’t allow...” tells the customer you are just a clerk.</li> </ul> </li> <li>2. What they think you meant</li> <li>3. Intent, not perception</li> </ul> </li> <li>D. Telephone Communication               <ul style="list-style-type: none"> <li>1. Why does that telephone keep ringing?                   <ul style="list-style-type: none"> <li>a. Questions</li> <li>b. Complaints</li> <li>c. Asking for a certain person</li> <li>d. Wrong numbers</li> <li>e. Wrong numbers</li> </ul> </li> <li>2. Answering the phone                   <ul style="list-style-type: none"> <li>a. Prepare yourself (put a smile on your face)</li> <li>b. Think academy awards</li> <li>c. Include in your greeting the department name, your name, and an offer of assistance.</li> </ul> </li> </ul> </li> </ul>	<p>Lecture Communication games - Appendix 2.3</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li>3. Telephone Service <ul style="list-style-type: none"> <li>a. The sound of your voice gives an image of your department.</li> <li>b. Speaking rapidly conveys impatience and that the caller is interrupting your work or is unimportant.</li> <li>c. Don't interrupt a caller.</li> </ul> </li> <li>4. What not to say to a caller <ul style="list-style-type: none"> <li>a. He's not in yet.</li> <li>b. She's on her break.</li> <li>c. He's sick today.</li> <li>d. I think he's in the bathroom.</li> <li>e. He has a doctor's appointment this afternoon.</li> <li>f. She left early to get her legs waxed.</li> <li>g. We're short of help today</li> <li>h. We've had cutbacks.</li> </ul> </li> <li>5. Take a message <ul style="list-style-type: none"> <li>a. Offer to help.</li> <li>b. Get the caller's name</li> <li>c. Be specific of when the call will be returned.</li> <li>d. Ask how to contact the caller and when.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>3. Define non-verbal communication. <ul style="list-style-type: none"> <li>A. Positive non-verbal communication <ul style="list-style-type: none"> <li>1. Body language <ul style="list-style-type: none"> <li>a. Smile</li> <li>b. Open posture</li> <li>c. Territory</li> <li>d. Eye contact</li> <li>e. Nod</li> </ul> </li> <li>2. Appearance <ul style="list-style-type: none"> <li>a. Professional hair</li> <li>b. Hair</li> <li>c. Cleanliness</li> </ul> </li> </ul> </li> <li>B. Negative non-verbal communication</li> </ul> </li> </ul>	<p>Lecture  Decoding Body Language - Appendix 2.4 (a)  Body language in an Interview - Appendix 2.4 (b)</p>
<ul style="list-style-type: none"> <li>4. Discuss the importance of effective listening skills in successful communication. <ul style="list-style-type: none"> <li>A. Five levels of listening <ul style="list-style-type: none"> <li>1. Ignoring</li> <li>2. Pretending "uh-huh"</li> <li>3. Selective</li> <li>4. Attentive word-based</li> <li>5. Empathetic understanding - shifting into the sender's frame of reference</li> </ul> </li> <li>B. Habits of trained listeners <ul style="list-style-type: none"> <li>1. Empathetic, undivided listening</li> </ul> </li> </ul> </li> </ul>	<p>Lecture  Listening exercises - Appendix 2.5 (a-c)</p>

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<ol style="list-style-type: none"> <li>2. Pay attention to content, not appearance or form</li> <li>3. Listen for main ideas and disregard minor points</li> <li>4. Focus on the main issue not sidetracking comments</li> <li>5. Give feedback and ask for confirmation</li> <li>6. Ask for additional comments</li> <li>7. Maintain patience</li> </ol>	

**Component I:**            CORE

**Module 2:**             **Customer Service**

**Topic 4:**              **Conflict Management**

**Purpose:**            **To introduce the learner to techniques used in effective conflict management.**

**Suggested Time Frame:**        **2 hours**

**Objectives:**    **At the completion of this class, the learner will be able to:**

1. Define key terms.
2. Discuss the origins of conflict and the concept that conflict is natural and is not a win or lose situation.
3. Identify behavioral patterns that may cause conflict.
4. Describe the five conflict management styles and determine the learner's own conflict management style.
5. Describe the steps in conflict reduction.
6. Describe the steps in problem solving.
7. Utilize techniques for effective management of difficult situations.

**Vocabulary:**

Origins	Passive	Rapport
Conflict	Aggressive	Collaborate
Disharmony	Assertive	Compromise

**References:**

Canadian Center for Occupational Health and Safety, Workplace Stress-General, <http://www.ccohs.ca/>

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McCall, Ruth E., & Tankersley, Cathee M., Phlebotomy Essentials, 2<sup>nd</sup> Edition, Lippencott-Raven Publishers

Zemke, Ron, Training 2002 Conference & Expo, February 19, 2002, Generations at Work Training and Motivating Today's Age-Diverse Workforce.

Zemke, Ron, Delivering Knock Your Socks Off Service, Amacon, American Management Association

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>1. Define the key terms</p> <ul style="list-style-type: none"> <li>A. Review the terms listed in the vocabulary section</li> <li>B. Spell the listed terms accurately</li> <li>C. Pronounce the terms correctly</li> <li>D. Use the terms in their proper context</li> </ul>	<p>Lecture - read and pronounce</p>
<p>2. Discuss the origins of conflict and the concept that conflict is natural and is not a win or lose situation.</p> <ul style="list-style-type: none"> <li>A. Conflict is defined as a state of disharmony caused by a clash, confrontation, difference, opposition or unrest. Some examples of origins of conflict are: <ul style="list-style-type: none"> <li>1. A nurse calls and is upset about how long it took to have a sample collected.</li> <li>2. A co-worker is unwilling to help with the workload.</li> <li>3. A patient refuses to have a blood sample drawn.</li> </ul> </li> <li>B. Conflict is natural and part of our daily lives. <ul style="list-style-type: none"> <li>1. If handles improperly, conflict can result in <ul style="list-style-type: none"> <li>a. Unhappiness in our jobs</li> <li>b. Destructive behavior</li> <li>c. Very poor customer service</li> </ul> </li> <li>2. If handles properly, conflict can result in <ul style="list-style-type: none"> <li>a. Growth</li> <li>b. Increased effectiveness</li> </ul> </li> <li>3. It is unlikely that we can eliminate conflict but we can learn to manage it skillfully. <ul style="list-style-type: none"> <li>a. Conflict management is a process <ul style="list-style-type: none"> <li>i. Diagnose conflict</li> <li>ii. Take appropriate action to control the emotionality of the situation and enable involved parties to understand and control their differences.</li> </ul> </li> <li>b. Resolving conflict is not about deciding who is right. It is about acknowledging and appreciating differences.</li> </ul> </li> </ul> </li> </ul>	<p>Lecture</p>
<p>3. Identify behavioral patterns that may cause conflict.</p> <ul style="list-style-type: none"> <li>A. Communication/Personality Styles <ul style="list-style-type: none"> <li>1. Passive - Avoid conflict</li> <li>2. Aggressive - comfortable with conflict</li> <li>3. Assertive - comfortable presenting ideas and thoughts in a clear manner.</li> </ul> </li> <li>B. Personality types - all these types may have good and bad points. <ul style="list-style-type: none"> <li>1. "The Bull" <ul style="list-style-type: none"> <li>a. Enjoys being in control.</li> </ul> </li> </ul> </li> </ul>	<p>Lecture Input from students</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li>b. Task and result oriented.</li> <li>c. The methods of task completion are seen as simple and clear.</li> <li>d. Impatient with people who disagree.</li> <li>e. Can be abrupt, intimidating, overwhelming.</li> <li>f. Can get extremely angry if not right or in control.</li> </ul> <p>2. “The Clam”</p> <ul style="list-style-type: none"> <li>a. Avoids conflict and controversy.</li> <li>b. Generally fails to offer ideas/opinions.</li> <li>c. Fails to let you know where they stand.</li> <li>d. Will close up due to being afraid of confrontation.</li> <li>e. Gathers information but does not share.</li> </ul> <p>3. “The Fox”</p> <ul style="list-style-type: none"> <li>a. Enjoys attention</li> <li>b. Needs a crowd</li> <li>c. Can be charming</li> <li>d. When stressed, can become sarcastic and make inappropriate, spiteful comments that put other people down.</li> <li>e. Does not like to deal with the real issues.</li> </ul> <p>4. “The Complainer”</p> <ul style="list-style-type: none"> <li>a. Quick to point out why something will not work.</li> <li>b. Feels that they have no power</li> <li>c. Feels that those in power can’t be trusted</li> <li>d. Sees a cloud in every silver lining.</li> </ul> <p>5. “The Balloons”</p> <ul style="list-style-type: none"> <li>a. Has some information about many things.</li> <li>b. Present themselves as experts and know-it-alls.</li> <li>c. Like to be in the know.</li> <li>d. Want to be respected and admired by others.</li> </ul>	
<p>3. Describe the five conflict management styles and determine the learner's own conflict management style.</p> <p>A. Management Styles-Our style of conflict management is dependent on our past experiences and training. Some people will try to avoid conflict (Clam) or try to win (Bull) at all costs.</p> <p>1. Collaborator</p> <ul style="list-style-type: none"> <li>a. Approach to conflict is to manage it by maintaining interpersonal relationships.</li> <li>b. Ensures that both parties achieve their personal goals (acts on behalf of the interest of both parties).</li> </ul>	<p>Lecture Professional Life Stress Scale - Appendix 2.6</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li>c. Brings about a positive outcome for both parties.</li> <li>d. Uses a problem solving approach to understand the underlying causes of the conflict.</li> </ul> <ul style="list-style-type: none"> <li>2. Compromiser <ul style="list-style-type: none"> <li>a. Assumes that all parties involved in the conflict cannot have equally positive outcomes.</li> <li>b. Bargain with respect to both goals.</li> <li>c. Persuade and manipulate to reach a compromise that is acceptable and partially satisfies all parties.</li> </ul> </li> <li>3. Accommodator <ul style="list-style-type: none"> <li>a. Maintains interpersonal relationship at all costs.</li> <li>b. No concern for identifying or understanding the source of the conflict.</li> <li>c. Conflict is smoothed over to protect relationships (giving in, appeasing and avoiding conflict).</li> <li>d. Peacemaker</li> </ul> </li> <li>4. Controller <ul style="list-style-type: none"> <li>a. Tries to overpower the opposing party in an authoritarian manner.</li> <li>b. Conflict is viewed as a win or lose proposition.</li> <li>c. Finger pointing is more important than identifying the source of the conflict (a culprit must be identified and punished).</li> <li>d. Power oriented mode (controller uses whatever power is appropriate and available to achieve the desired resolution).</li> </ul> </li> <li>5. Avoider <ul style="list-style-type: none"> <li>a. View conflict as something to be ignored or avoided.</li> <li>b. Controversy or disagreement is viewed as unhealthy.</li> <li>c. May take the form of diplomatically diverting, postponing or withdrawing from a threatening situation.</li> <li>d. Absorb until they become so unhappy and frustrated that they react inappropriately to a situation.</li> </ul> </li> </ul> <p>B. Determine the Learner's Conflict Management Style</p> <ul style="list-style-type: none"> <li>1. Survey</li> <li>2. Score and Discuss Survey</li> </ul>	

<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>4. Describe the steps in conflict reduction</p> <ul style="list-style-type: none"> <li>A. Listen to the other person's position. <ul style="list-style-type: none"> <li>1. Develop rapport by sincerely trying to understand that position.</li> <li>2. Summarize for the other party what you have heard.</li> </ul> </li> <li>B. Clearly state your position, and explain why you feel the way you do.</li> <li>C. Ask the other person or persons to explain why they feel as they do.</li> <li>D. Summarize and come to an agreement on what your Move on to problem solving.</li> </ul>	<p>Lecture Role Play</p>
<p>5. Describe steps in problem solving.</p> <ul style="list-style-type: none"> <li>A. Identify the primary problem. <ul style="list-style-type: none"> <li>1. Who is doing what that presents a problem to whom and how is this behavior a problem.</li> <li>2. Define the problem in a non-threatening way. Do not place blame.</li> </ul> </li> <li>B. Identify all possible solutions. Do not evaluate.</li> <li>C. Evaluate options that are satisfactory to both parties.</li> <li>D. Decide on an acceptable solution.</li> <li>E. Decide how to implement the solution</li> <li>F. Develop a process for evaluating the success of the solution.</li> </ul>	<p>Lecture Give hypothetical problem</p>
<p>6. Utilize techniques for effective management of difficult situations.</p> <ul style="list-style-type: none"> <li>A. Stay calm</li> <li>B. Body language- attentive</li> <li>C. Voice, tone, speed</li> <li>D. Listen by paraphrasing, reflecting and clarifying</li> <li>E. Don't judge-non evaluative</li> <li>F. Be respectful</li> <li>G. Offer additional thoughts and opinions</li> </ul>	<p>Lecture</p>

**Component I:**            CORE

**Module 2:**             **Customer Service**

**Topic 5:**              **Stress Management**

**Purpose:**            **To give the learner guidelines for stress management.**

**Suggested Time Frame:**        **2 hours**

**Objectives:**    **Upon completion of this topic, the learner will be able to:**

1. Define key terms.
2. Define general stress as it relates to the workplace.
3. Contrast positive stress to negative stress.
4. List signs and symptoms that can indicate when someone is having difficulty coping with the amount of stress they are experiencing and the appropriate actions to be taken.
5. Present the variety of causes of workplace stress and some strategies to reduce or prevent it.

**Vocabulary:**

Stress	Symptoms	Cumulative
Positive Stress	Signs	Physical Agent
Negative Stress	Phase	EAPs

**References:**

- Canadian Center for Occupational Health and Safety, Workplace Stress-General, <http://www.ccohs.ca/>
- Davis, Bonnie K., Phlebotomy: A Customer Service Approach, 2<sup>nd</sup> Edition, Thomson Learning, Delmar
- Healthwell, HW, Move your Body, Shape your Mind: The Emotional Benefits of Exercise
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Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>1. Define the key terms</p> <ul style="list-style-type: none"> <li>A. Review the terms listed in the vocabulary section.</li> <li>B. Spell the listed terms accurately.</li> <li>C. Pronounce the terms correctly.</li> <li>D. Use the terms in their proper context.</li> </ul>	<p>Lecture - read and pronounce</p>
<p>2. Define general stress as it relates to the workplace.</p> <ul style="list-style-type: none"> <li>A. Stress is the result of any emotional, physical, social, economic, or other factor that requires a response or change.</li> <li>B. In general, the combination of high demands in a job and low amount of control over the situation can lead to stress.</li> <li>C. Stress can be positive (good) or negative (bad).</li> </ul>	<p>Lecture</p>
<p>3. Contrast “positive stress” to “negative stress”.</p> <ul style="list-style-type: none"> <li>A. Positive stress - a challenge                             <ul style="list-style-type: none"> <li>1. Some stress is normal because it can often provide us with the energy and motivation to meet our daily tasks, both at home and at the workplace.</li> <li>2. Stress in these types of situations is the kind that helps you “rise” to a challenge and meet your goals, such as deadlines, workload expectations, etc.</li> <li>3. Some people would not consider these tasks as stress because they feel happy and satisfied having met the goals of these tasks.</li> </ul> </li> <li>B. Negative Stress - the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting those demands.                             <ul style="list-style-type: none"> <li>1. Stress in amounts you cannot handle can have negative impacts.                                     <ul style="list-style-type: none"> <li>a. When the feeling of satisfaction turns into exhaustion, frustration, and dissatisfaction, or when the challenges at work become too demanding, we begin to see negative signs of stress.</li> <li>b. Negative stress can have an impact on your overall health.</li> <li>c. Our bodies are designed, pre-programmed if you wish, with a set of automatic responses to deal with stress.   <ul style="list-style-type: none"> <li>i. This system is very effective for the short term “fight or flight” response we need when faced</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Lecture Discussion of personal experiences</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>with immediate danger.</p> <p>ii. The problem is that our bodies deal with all types of stress in the same way.</p> <p>iii. Experiencing stress for long periods of time will activate this system, without allowing it to turn off.</p> <p>iv. The body's pre-programmed response to stress has been called the "Generalized Stress Response" and includes:</p> <ul style="list-style-type: none"> <li>• Increased blood pressure</li> <li>• Increased metabolism (faster respiration, heartbeat, etc.)</li> <li>• Decrease in protein synthesis, intestinal movement (digestion), and immune &amp; allergic response systems.</li> <li>• Increased cholesterol &amp; fatty acids in blood for energy production systems.</li> <li>• Localized inflammation (redness, swelling, heat and pain).</li> <li>• Faster blood clotting</li> <li>• Increased production of blood sugar for energy</li> <li>• Increased stomach acids</li> </ul>	
<p>4. List signs and symptoms that can indicate when someone is having difficulty coping with the amount of stress they are experiencing in the workplace and the appropriate actions to be taken.</p> <p>A. How do I know if someone is (or if I am) having trouble coping with stress?</p> <p>1. Physical Signs</p> <ol style="list-style-type: none"> <li>a. Headaches</li> <li>b. Grinding teeth or clenched jaws</li> <li>c. Chest pain</li> <li>d. Shortness of breath</li> <li>e. Pounding heart</li> <li>f. High blood pressure</li> <li>g. Muscle aches</li> <li>h. Indigestion</li> </ol>	Lecture

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li>i. Constipation or diarrhea</li> <li>j. Increased perspiration</li> <li>k. Fatigue or insomnia</li> <li>l. Frequent illness</li> <li>2. Psychological Signs <ul style="list-style-type: none"> <li>a. Anxiety</li> <li>b. Irritability, defensiveness or anger</li> <li>c. Sadness or depression</li> <li>d. Mood swings</li> <li>e. Hypersensitivity</li> <li>f. Apathy</li> <li>g. Slowed thinking or racing thoughts</li> <li>h. Feelings of helplessness, hopelessness or being trapped.</li> </ul> </li> <li>3. Behavioral Signs <ul style="list-style-type: none"> <li>a. Overeating or loss of appetite</li> <li>b. Impatience or quickness to argue</li> <li>c. Procrastination</li> <li>d. Increased use of alcohol or drugs</li> <li>e. Increased smoking</li> <li>f. Withdrawal or isolation from others</li> <li>g. Neglect of responsibility</li> <li>h. Poor job performance</li> <li>i. Poor personal hygiene</li> <li>j. Change in religious practices</li> <li>k. Change in close family relationships</li> </ul> </li> <li>B. Levels of signs or symptoms and actions recommended. <ul style="list-style-type: none"> <li>1. Warning Phase- early warning signs are often more emotional than physical and may take a year or more before they are noticeable. <ul style="list-style-type: none"> <li>a. Signs and Symptoms <ul style="list-style-type: none"> <li>i. Feelings of vague anxiety</li> <li>ii. Depression</li> <li>iii. Boredom</li> <li>iv. Apathy</li> <li>v. Emotional fatigue</li> </ul> </li> <li>b. Actions <ul style="list-style-type: none"> <li>i. Talking about feelings</li> <li>ii. Taking a vacation</li> <li>iii. Making a change from regular activities</li> <li>iv. Taking time for you.</li> </ul> </li> </ul> </li> <li>2. Mild Phase - warning signs have progressed and intensified. Over a period of 6 to 18 months, physical signs may also be evident. <ul style="list-style-type: none"> <li>a. Signs and Symptoms <ul style="list-style-type: none"> <li>i. More frequent headaches/colds</li> <li>ii. Muscle aches</li> <li>iii. Intensified physical and</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>emotional fatigue</li> <li>iv. Withdrawal from contact with others</li> <li>v. Irritability</li> <li>vi. Intensified depression</li> </ul> </li> <li>b. Actions               <ul style="list-style-type: none"> <li>i. More aggressive lifestyle changes may be needed</li> <li>ii. Short-term counseling.</li> </ul> </li> </ul> </li> <li>3. Enhanced Cumulative Stress Phase - This phase occurs when the above phases continue to be ignored. Stress starts to create a deeper impact on the career, family life and personal well being.           <ul style="list-style-type: none"> <li>a. Signs and Symptoms               <ul style="list-style-type: none"> <li>i. Increased use of alcohol, smoking, and non-prescription drugs</li> <li>ii. Depression</li> <li>iii. Physical and emotional fatigue</li> <li>iv. Loss of sex drive</li> <li>v. Ulcers</li> <li>vi. Marital discord</li> <li>vii. Crying spells</li> <li>viii. Intense anxiety</li> <li>ix. Rigid thinking</li> <li>x. Withdrawal</li> <li>xi. Restlessness</li> <li>xii. Sleeplessness</li> </ul> </li> <li>b. Actions               <ul style="list-style-type: none"> <li>i. The help of medical professional is highly recommended.</li> <li>ii. The help of professional counseling is recommended.</li> </ul> </li> </ul> </li> <li>4. Severe/debilitating Cumulative Stress Reaction Phase - This phase is often considered “self-destructive” and tends to occur after 5-10 years of continued stress.           <ul style="list-style-type: none"> <li>a. Signs and Symptoms               <ul style="list-style-type: none"> <li>i. Premature end of career</li> <li>ii. Asthma</li> <li>iii. Heart conditions</li> <li>iv. Severe depression</li> <li>v. Lowered self esteem and self confidence</li> <li>vi. Inability to manage personal life</li> <li>vii. Inability to perform one’s job</li> <li>viii. Withdrawal</li> <li>ix. Uncontrolled anger, grief, or rage</li> <li>x. Suicidal or homicidal thinking</li> </ul> </li> </ul> </li> </ul>	

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li>xi. Muscle tremors</li> <li>xii. Extreme chronic fatigue</li> <li>xiii. Over-reaction to minor events</li> <li>xiv. Agitation, frequent accidents, carelessness and forgetfulness</li> <li>xv. Paranoia.</li> <li>b. Actions - Significant intervention from professionals.</li> </ul>	
<p>5. Present the variety of causes of workplace stress and some strategies to reduce or prevent it.</p> <ul style="list-style-type: none"> <li>A. Causes of stress in the physical layout of the work environment that could be changed immediately: <ul style="list-style-type: none"> <li>1. When a physical agent causes stress, it is best to control it at its source. <ul style="list-style-type: none"> <li>a. If the workplace is too loud, control measures to deal with the noise should be implemented whenever possible.</li> <li>b. If you are experiencing pain from repetitive strain, workstations can be redesigned to reduce repetitive and strenuous movements.</li> </ul> </li> <li>2. When stress is caused by job design. Good job design accommodates an employee's mental and physical abilities. In general, the following job design guidelines will help minimize or control workplace stress. <ul style="list-style-type: none"> <li>a. The job should be reasonably demanding, but not based on sheer endurance, and should provide the employee with at least a minimum of variety in job tasks.</li> <li>b. The employee should be able to learn n the job and be allowed to continue to learn as their career progresses.</li> <li>c. The job should comprise some area of decision-making that the individual can call his or her own.</li> <li>d. There should be some degree of social support and recognition in the workplace.</li> <li>e. The employee should feel that the job leads to some sort of desirable future.</li> </ul> </li> </ul> </li> <li>B. In many cases, the causes of stress in the workplace cannot be changed immediately, i.e. large workload, limited staff, difficult patients, etc. Therefore, finding ways to help maintain good mental health is essential. <ul style="list-style-type: none"> <li>1. Laughing is one of the easiest and best ways to reduce stress. Share a joke with a co-worker, watch a funny movie at home with some friends, read the comics, and try to see the humor in the</li> </ul> </li> </ul>	<p>Lecture  Customer Service Rating Scale - Appendix 2.7 (a)  Stress Free Service Excellence - Appendix 2.7 (b)</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>situation.</p> <ol style="list-style-type: none"> <li>2. Learn to relax, take several deep breaths throughout the day, or have regular stretch breaks. Stretching is simple enough to do anywhere and only takes a few seconds.</li> <li>3. Take charge of your situation by taking 10 minutes at the beginning of each day to prioritize and organize your day. Be honest with your colleagues, but be constructive and make practical suggestions. Be realistic about what you can change.</li> <li>4. What else can I do to improve my overall mental health? <ol style="list-style-type: none"> <li>a. Organizations that can help - EAPs (Employee Assistance Programs) are confidential, short-term counseling services for employees with problems that affect their work performance. Your company often purchases the services of EAP providers. Check with your human resources department for contact info.</li> <li>b. Ten general tips that you can do to improve your overall mental health. <ol style="list-style-type: none"> <li>i. Build confidence <ul style="list-style-type: none"> <li>• Identify your abilities and weaknesses together.</li> <li>• Accept them.</li> <li>• Do the best with what you have.</li> </ul> </li> <li>ii. Eat right and keep fit <ul style="list-style-type: none"> <li>• Balanced diet</li> <li>• Exercise and rest can help you to reduce stress and enjoy life.</li> </ul> </li> <li>iii. Make time for family and friends <ul style="list-style-type: none"> <li>• These relationships need to be nurtured.</li> <li>• If taken for granted, they will not be there to share life's joys and sorrows.</li> </ul> </li> <li>iv. Give and accept support - Friends and family relationships thrive when they are "put to the test".</li> <li>v. Create a meaningful budget <ul style="list-style-type: none"> <li>• Financial problems cause stress</li> </ul> </li> </ol> </li> </ol> </li> </ol>	

Objectives & Content	Recommended Teaching Strategies & Evaluation
<ul style="list-style-type: none"> <li>• Over-spending on our wants instead of our needs is often the culprit.</li> <li>vi. Volunteer - Being involved in the community gives a sense of purpose and satisfaction that paid work cannot.</li> <li>vii. Manage stress - We all have stressors in our lives, but learning how to deal with them when they threaten to overwhelm us will maintain our mental health.</li> <li>viii. Find strength in numbers <ul style="list-style-type: none"> <li>• Sharing a problem with others who have had similar experiences may help you find a solution</li> <li>• It will make you feel less isolated.</li> </ul> </li> <li>ix. Identify and deal with moods - We all need to find safe and constructive ways to express our feelings of anger, sadness, joy &amp; fear.</li> <li>x. Learn to be at peace with yourself <ul style="list-style-type: none"> <li>• Get to know who you are, what makes you really happy</li> <li>• Learn to balance what you can and cannot change about yourself.</li> </ul> </li> </ul>	

**Component I:**            CORE

**Module 2:**                **Customer Service**

**Topic 6:**                 **Diversity in the Workplace**

**Purpose:**                **To relate the elements of our continuously changing working world to diversity issues. To use the knowledge of diversity to enhance a successful career in the workplace.**

**Suggested Time Frame:**        **1 hour**

**Objectives:**        **Upon completion of this module, the learner will be able to:**

1. Define key roles
2. Present a profile of the rapidly changing demographics in the US and the need to attract the best employees.
3. List the different elements of diversity.
4. Explain how to apply your knowledge of diversity to achieve your career goals.

**Vocabulary:**

Demographics  
Diversity  
“Melting Pot”

Mosaic  
Culture  
Spontaneity

Courtesy  
Etiquette

**References:**

Canadian Center for Occupational Health and Safety, Workplace Stress-General,  
<http://www.ccohs.ca/>

Davis, Bonnie K., Phlebotomy: A Customer Service Approach, 2<sup>nd</sup> Edition, Thomson Learning, Delmar

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<b>Objectives &amp; Content</b>	<b>Recommended Teaching Strategies &amp; Evaluation</b>
<p>1. Define the key terms</p> <ul style="list-style-type: none"> <li>A. Review the terms listed in the vocabulary section.</li> <li>B. Spell the listed terms accurately.</li> <li>C. Pronounce the terms correctly.</li> <li>D. Use the terms in their proper context.</li> </ul>	<p>Lecture - read and pronounce</p>
<p>2. Present a profile of the rapidly changing demographics in the US and the need to attract the best employees.</p> <ul style="list-style-type: none"> <li>A. The rapidly changing demographics of the United States have created a new situation in which a diverse workforce is seen as a source of higher success and more creativity. <ul style="list-style-type: none"> <li>1. The U.S. labor department has estimated that in the near future half of all new workers will be women and more than one third will be Hispanics, African Americans and other minorities.</li> <li>2. Corporations also realize that they are serving a much more diverse group of customers.</li> <li>3. This same realization is also taking place in Europe. European companies now desire “Euromanagers” who can work cooperatively and effectively with people from any country.</li> </ul> </li> <li>B. Today more than ever, corporations recognize the value of diversity. <ul style="list-style-type: none"> <li>1. Corporations see diversity as a positive thing and a way to achieve high economic performance.</li> <li>2. With the labor force becoming more diverse, a company interested in long-term success must keep the best and the brightest employees from all backgrounds.</li> <li>3. If they fail to embrace diversity, they not only continue past injustices, but also risk making their companies less successful.</li> </ul> </li> </ul>	<p>Lecture</p>
<p>3. List the different elements of diversity.</p> <ul style="list-style-type: none"> <li>A. Since its beginnings the United States has been makeup of peoples of very diverse backgrounds. <ul style="list-style-type: none"> <li>1. When looking at the population of the US today, you no longer see a melting pot where cultures are blended until they all look the same.</li> <li>2. Immigrants want to maintain aspects of their ethnicity: traditions, language and culture.</li> <li>3. A mosaic is an accurate description of our society: a diverse yet positive representation of American people.</li> </ul> </li> </ul>	<p>Lecture Poll class for ethnic origins Game</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>B. Diversity simply means difference, whether in gender, race, age, culture, ethnicity, religion or physical ability.</p> <ol style="list-style-type: none"> <li>1. Every individual bears a unique set of characteristics that make him or her worthwhile and valuable.</li> <li>2. We are all individuals. There are a multitude of ways we differ in background, personality, and style from the other.</li> </ol> <p>C. Key Elements of diversity</p> <ol style="list-style-type: none"> <li>1. Language <ol style="list-style-type: none"> <li>a. Plays a significant role in ethnic and cultural identification even after an ethnic group has joined another culture.</li> <li>b. Misunderstandings can be avoided once we recognize that all languages and all varieties of languages are equally valid systems of communications and equally worthy of respect.</li> </ol> </li> <li>2. Culture <ol style="list-style-type: none"> <li>a. Behaviors: differ greatly from one cultural group to another. <ol style="list-style-type: none"> <li>i. Each individual has a certain amount of personal space in which he or she feels most comfortable. Members of certain cultures prefer to stand a foot apart, whereas others are comfortable with three or more feet between them and others. <ul style="list-style-type: none"> <li>• Average Americans prefer 18 inches to 3 feet</li> <li>• Asians tend to allow at least 3 feet</li> <li>• Middle eastern males and eastern and southern Mediterranean maintain the least amount of personal space, 0 – 18 inches being the norm.</li> </ul> </li> <li>ii. Eye contact is a significant and meaningful behavior. <ul style="list-style-type: none"> <li>• Americans tend to think that people who avoid eye contact are uninterested, guilty, dishonest or distracted.</li> <li>• Cambodian culture states that to look at someone in</li> </ul> </li> </ol> </li> </ol> </li> </ol>	

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>the eye, particularly a superior is to be rude and disrespectful.</p> <ul style="list-style-type: none"> <li>• Some European cultures make eye contact and maintain it much longer than Americans.</li> </ul> <p>iii. Use of pauses in conversations and silence vary from culture to culture.</p> <ul style="list-style-type: none"> <li>• Some groups cannot tolerate long breaks in conversation and talk merely to fill the gaps.</li> <li>• Others look upon pauses as times of needed reflection.</li> <li>• Silence is not necessarily negative.</li> <li>• In the workplace, make an effort when appropriate to match the communication style of your co-worker.</li> </ul> <p>iv. Spontaneity – can be viewed as either a sign of creativity and enthusiasm or as rude and unwise.</p> <p>v. Volume of speech varies culturally.</p> <p>vi. A smile can be a sign of good will, friendliness and optimism or it can signal frivolity and inappropriate lightness to other cultures.</p> <p>vii. Gestures can cause misunderstandings. Even though you don't mean to be offensive, using a simple gesture could cause embarrassment for the other person.</p> <ul style="list-style-type: none"> <li>• For example, the American gesture for OK, like the thumbs up are among the most offensive to other cultures.</li> </ul> <p>viii. Touch-The meaning of touch relates to a person's culture.</p> <ul style="list-style-type: none"> <li>• Cultures that place a high</li> </ul>	

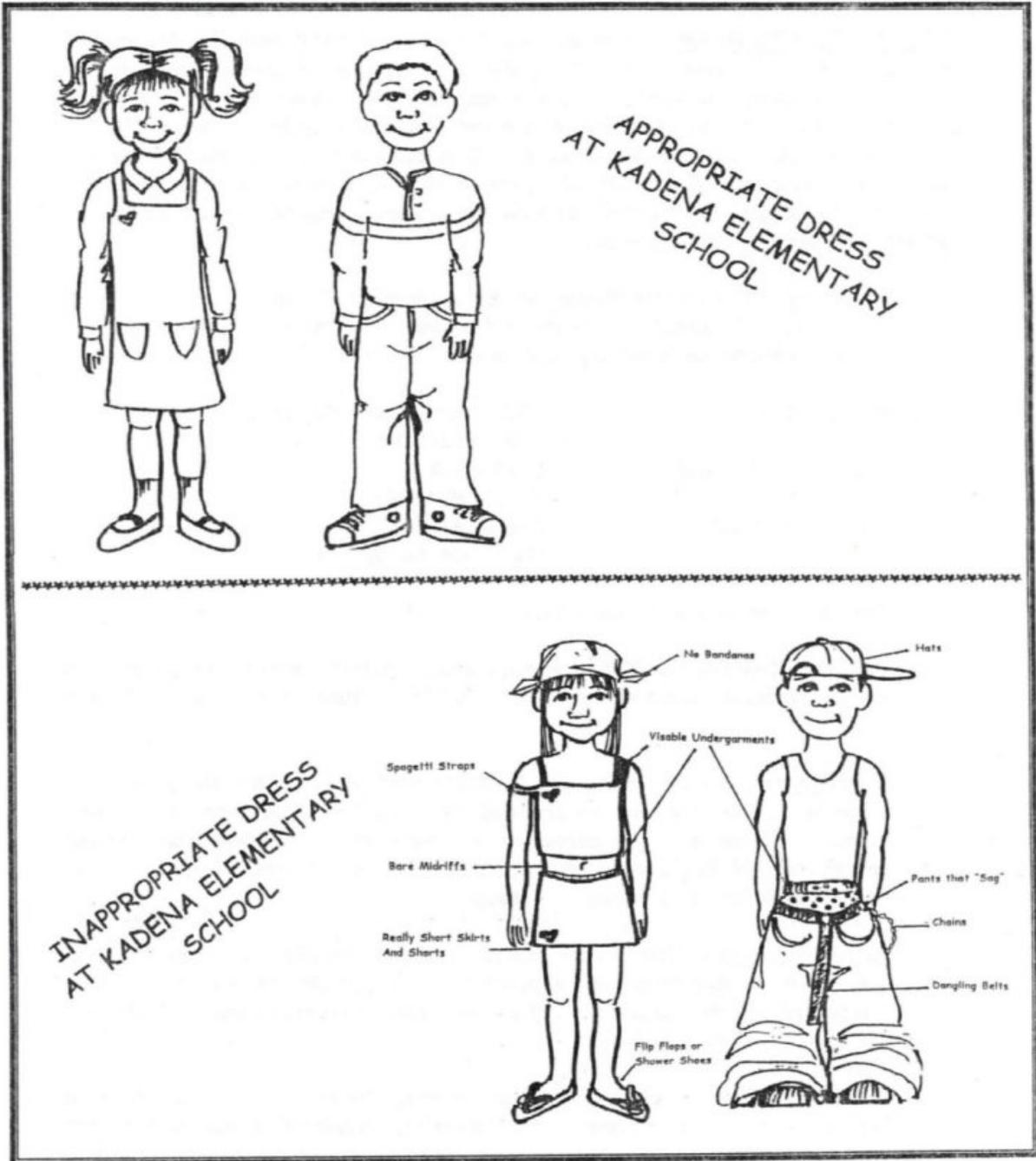
Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>value on courtesy and formality and personal space also avoid touching.</p> <ul style="list-style-type: none"> <li>• Cultures that need less personal space stand close to others when talking and tend to be more comfortable when touching.</li> <li>• It is wise to avoid touching co-workers unless it is obviously appropriate; find other ways to communicate warmth and appreciation.</li> </ul> <p>ix. All of these variances can be disconcerting without knowledge and understanding.</p> <p>b. Family</p> <ul style="list-style-type: none"> <li>i. Cultures vary considerable as to what a typical family is and how that family behaves.</li> <li>ii. Certain expectations and obligations to the family accompany each culture, for example, which relatives are considered close or distant.</li> </ul> <p>c. Tradition and customs</p> <p>d. Gender roles</p> <ul style="list-style-type: none"> <li>i. Culture affects the ways in which males and females view their own gender and affect their expectations of themselves and others.</li> <li>ii. Gender conflict and resolution styles vary greatly among cultures.</li> </ul> <p>e. Etiquette</p> <p>f. Values</p> <p>g. Food</p> <p>h. Musical Taste</p> <p>i. Belief systems</p> <p>j. World views</p> <p>3. Gender</p> <p>4. Age/Generation</p> <p>5. Race</p> <p>6. Physical abilities</p>	<p>Generational Tool - Appendix 2.9</p>

Objectives & Content	Recommended Teaching Strategies & Evaluation
<p>4. Explain how to apply your knowledge of diversity to achieve your career goals.</p> <ul style="list-style-type: none"> <li>A. It will be beneficial to understand diversity. Your ability to recognize, understand and be sensitive to diversity will help you to attain a high level of performance in the workplace and eventually your career.</li> <li>B. In a society that is becoming more diverse every year, it will be necessary to develop good interpersonal skills in order to be a productive, effective and adaptable employee. <ul style="list-style-type: none"> <li>1. Good interpersonal skills are very important for success in the workplace. <ul style="list-style-type: none"> <li>a. Listening skills</li> <li>b. Knowing how to respond to others' contributions.</li> <li>c. Teaching</li> <li>d. Negotiation skills</li> <li>e. Understanding concerns of other ethnic groups</li> </ul> </li> <li>2. A successful worker must be aware and sensitive to body language, cross-cultural communication, gender-neutral language, and gender-related differences in the workplace.</li> <li>3. When dealing with diversity, the main goal is to communicate respect for the worker's culture.</li> <li>4. Acknowledge that differences exist among peoples and cultures. Make a commitment to learn about diversity.</li> <li>5. Face the fact that your own has not cornered the market on truth.</li> <li>6. Remember that multicultural education is a process that is ongoing, constantly changing and dynamic.</li> <li>7. A good thing to keep in mind is the old saying, "Treat others as you want to be treated".</li> </ul> </li> </ul>	<p>Lecture</p>

## Examples of great customer service

1. Vanessa always comes in with a smile on her face and is always easy to work with. She is an all around great person and we really appreciate her. --- A fellow employee.
2. Leah went out of her way to help a patient who was waiting to get a radiology appointment. She made sure the patient was comfortable, walked the patient down to radiology, made sure she would be getting an appointment, and even found some food since she had been fasting for blood work. --- A co-worker
3. Debi was so sweet to us. She did an excellent job of making sure we were comfortable at all times. She has a gentle heart, which made our three-day stay wonderful. ---A patient
4. Cheryl goes above and beyond her duties to help patients achieve goals. She helped me contact certain representatives that otherwise would have taken months for me to contact. Thank you. --- A patient
5. Heather was a tremendous help when she volunteered to take a history on a patient who only spoke Spanish. She was able to calm and reassure the patient about the procedure. She worked with outpatient registration to correct her admission information. Super job! --- A hospital employee

# APPROPRIATE VS. INAPPROPRIATE DRESS FOR THE WORKPLACE



# Communication Games

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## Crazy Sentence

*- From the book "104 Activities That Build:" -*

Listening to details can be very important when trying to solve a problem or when attempting to follow complicated directions. Sometimes the details are not essential but at other times these details are the most important part of the information being conveyed.

Being able to listen carefully to what is said and to all the words that a person is saying isn't an easy task. Sometimes we must listen with our eyes and observe body language, facial expressions, and eye movement in order to get all the information needed. The better you "listen" to the details, the more you will hear and the better you will understand what is being said.

### Objective

To use good listening skills in order to win the game.

### Who

People who need to work on their ability to listen carefully to what is said so they can increase their understanding of the information given.

### Group Size

4 or more

### Materials



Paper



Pens or pencils



2 Chairs

### Description

Prior to this activity make up a dozen or so sentences that are complete and correct but make them crazy and random; then write each sentence on a small piece of paper. Some examples of crazy sentences are:

"My prom date had a large tattoo." "Big Bird is my idol." "The blue cow swam over the moon." "It is good to eat spiders and caterpillars for breakfast." "Rubber bands stick to the ceiling on Christmas day."

Be creative and come up with many more. Also, prior to the game set up two chairs in the front of the room.

For the activity select two people from the group and ask them to sit in the chairs that you have set up in the front of the room. Give each person a piece of paper with one of the crazy sentences on it. The two players must read the sentence to themselves and then engage in conversation. The object is to slip in the sentence without the other person guessing what it is. You may wish to give them a topic to start with such as fishing, country music, bowling, buying shoes, or anything else that has nothing to do with the sentences. Also give them a one or two minute time limit to slip their sentences in during the conversation. After the time limit, allow the people in the audience to guess what the crazy sentence is and whoever guesses correctly is given the opportunity to play the game for the next round.

### Discussion Prompts

1. What did you have to do in order to detect the hidden sentence?
2. When do you use your best listening skills? Why?
3. When is it important for you to show good listening skills?

### Variations



Each player may tell a story, instead of engaging in a conversation with one other player.



This game can be done with three people engaging in conversation at the same time instead of just two.



Play in teams and allow each team to make up sentences for the other team to use when telling a story to their own team.



# Direction Direction

*- From the book "The wRECKing Yard of games and activities" -*

In our society there is a constant transfer of information from one person to another. You must be careful when you pass information on if you want it to stay accurate. One great example shows up in the rules for a game. If you check with people in different parts of the country, you will find out that many of the games have different rules. Someone, sometime changed the rules a little bit.

In this activity someone gets a set of rules and the group gets to see how easy it can be to make mistakes in passing them on. This can be a fun way to see what can happen when information is not passed on correctly.

## Objective

For people to recognize the importance of using good communication skills when giving directions and when receiving directions. To recognize the difficulties encountered when interpreting what someone else said.

## Who

People who believe everything they hear. People who could benefit from listening carefully to directions and passing them along correctly.

## Group Size

2 or more

## Materials



Varies

## Description

Chose a game that has a few specific rules that must be followed in order to play the game (and enough rules to make it hard to remember them all). Prior to the activity select one person and give him/her the directions for the game without telling the rest of the group. Verbally explain the game and clearly state all of the rules.

At the time of the game, the person who has heard the rules will give the directions to the rest of the group without any help from you. Allow the group to play the game at least once through before having a group discussion or making any corrections or clarifications in the rules of the game.

### Discussion Prompts

1. Was there any confusion about the rules of the game?
2. Why do you think the game was explained correctly (or incorrectly)?
3. What is important to remember when listening to others and when giving directions?

### Variations



Select a game that requires two teams. Separate the two teams and select one member from each team to receive the directions for the game. Each person explains the rules to his/her team.



Give each team a different set of directions, on purpose.

## How to use body language in an interview

Actions can speak louder than words, and particularly in interviews, it pays to be aware of body language and what it says about you.

According to the experts, people form 90% of their opinion about a person within the first 90 seconds of meeting them. Allan Pease is the author of the best-selling book “Body Language”, which decodes the meaning of hundreds of non-verbal gestures.

Pease says that when going for an interview, ensure you get your entrance right. Humans, like animals, are territorial and perceive the interview room as hostile territory. This makes us decrease our speed as we enter a new space, making you look as if you lack confidence. He suggests making a point of going into the room at an even speed, or even stopping at the door before entering.

Another tactic Pease advises job seekers to employ at an interview is “mirroring”, which is the subconscious copying of gestures between people who are interacting. According to him, it’s a way of people telling us they like us or agree with us. “It is also a way for us to tell others that we like them, by simply copying their gestures”, he says.

In their book “Act Your Way Into a New Job”, Deb Gottesman and Buss Mauro suggest trying an exercise with a friend to increase awareness of mirroring. Just sit opposite each other, keep eye contact and copy every movement the other makes.

Obviously, this shouldn’t be done in the interview, but subtle mirroring, such as leaning forward when the interviewer does or occasionally paraphrasing what he or she has just said can give a positive message.

In an interview, use what Pease calls the “business gaze”. Imagine that there is a triangle on the other person’s forehead and keep your gaze directed at this area when you look at them.

Here are common body language cues to watch out for in an interview:

1. **A firm handshake** - A recruiter’s first impression of you is often formed when you shake hands. A firm handshake will give the right impression. But not too firm - that can seem arrogant or too challenging.
2. **Arms folded across the chest** - You may feel comfortable this way, but studies show that the interviewer will read this as defensive.

3. **Leaning forward** - This means you have an immense interest in what the interviewer is saying or vice versa.
4. **Head tilted to the side** - A head held straight up signals a neutral attitude to what you are saying. A head tilted to the side means you've caught your interviewer's interest. A head down is negative and judgmental.
5. **Hands hovering around the face** - No matter how nervous you are, try to avoid hand-to-face gestures, such as touching your nose or rubbing your eye. This means you're not entirely comfortable with the subject matter being discussed. It's often a sign that you are not being completely honest about something.
6. **Bring a hand to the back of the neck** - This means that you are trying to pull out of the conversation.
7. **Legs crossed** - "Sitting with your legs crossed can make you look slightly lopsided, which can look unconfident", says Susan Quillam, author of "Body Language Secrets. "Sit straight up in the chair, facing your interviewer directly. Crossed legs can also seem defensive."
8. **Picking imaginary pieces of fluff from clothing** - This is one of the most common signals that the listener doesn't like what you're saying, even though they may be verbally agreeing with you, says Allan Pease.

Additional Information:

"Body Language", Allan Pease (Sheldon Press)

Positive Body Language	Negative Body Language
How to say "I like you" - and how to tell if they are interested in you.	Are you guilty of these sins? Avoid them and people will respond more positively to you.
<ul style="list-style-type: none"> <li>• Direct eye contact (no staring)</li> <li>• Warm, open smile (teeth revealed)</li> <li>• Nodding</li> <li>• Head tilted</li> <li>• Open, inclusive gestures (palms showing)</li> <li>• Fully facing others</li> <li>• Leaning forward</li> <li>• Upright but relaxed posture</li> <li>• Firm handshake</li> <li>• Double hand clasp handshake</li> <li>• Feet firmly planted</li> <li>• Chin up</li> <li>• Sitting forward</li> <li>• Eyebrow flash upon greeting</li> <li>• Touching another's arm or shoulder</li> <li>• Winking (used with discretion)</li> <li>• Tightened abdomen, sticking out chest</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact not met</li> <li>• Tight or no smile</li> <li>• Down and away glances</li> <li>• Not fully facing, at an angle</li> <li>• Leaning away</li> <li>• Hunched shoulders</li> <li>• Too-stiff posture</li> <li>• Weak handshake</li> <li>• Chin into chest</li> <li>• Arms crossed</li> <li>• Legs crossed</li> <li>• Body sagging</li> <li>• Legs outstretched while seated</li> <li>• Absentminded gazes</li> <li>• Dropped gazes</li> <li>• Staring</li> <li>• Scanning body below neck</li> </ul>

<ul style="list-style-type: none"> <li>• Mirroring another’s gestures and body stance</li> <li>• “Accidentally” brushing another’s hand</li> <li>• Scanning the face with eyes (don’t go below chin)</li> <li>• Preening behavior: straightening tie, fixing hair, adjusting skirt, wetting lips</li> <li>• Blocking behavior (to keep others away from the two of you)</li> <li>• Pupils dilated (hard to detect, but usually a sign of attraction)</li> </ul>	<ul style="list-style-type: none"> <li>• Fidgeting</li> <li>• Standing too still</li> <li>• Exclusive gestures (closed and away from your body)</li> <li>• Self-touching</li> </ul>
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**DECODING BODY LANGUAGE**

The four basic modes of body language in business

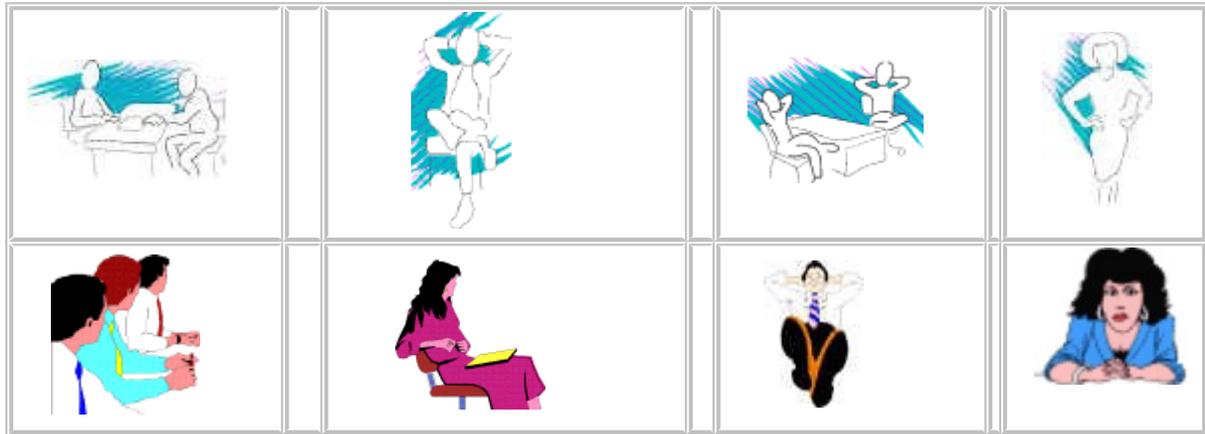
RESPONSIVE	REFLECTIVE	FUGITIVE	COMBATIVE
<b>ENGAGED</b> leaning forward open body open arms open hands	<b>LISTENING</b> head tilted lots of eye contact nodding high blink rate	<b>BORED</b> staring into space slumped posture doodling foot tapping	<b>LET ME SPEAK</b> finger tapping foot tapping staring
<b>EAGER</b> (sprint position) open legs feet under chair on toes leaning forward	<b>EVALUATING</b> sucks glasses/pencil strokes chin looks up and right legs crossed in 4 pos. (ankle on knee)	<b>LET ME GO</b> feet towards door looking around buttoning jacket	<b>AGGRESSIVE</b> leaning forwards finger pointing fists clenched
<b>READY TO AGREE</b> closes papers pen down hands flat on table	<b>ATTENTIVE</b> (standing) arms behind back smile	<b>REJECTION</b> sitting/moving back arms folded legs crossed 11 pos	<b>DEFIANT</b> (standing) hands on hips frown

	open feet	(thigh on knee) head down frown	
		DEFENSIVE (standing) feet pointing in hands clenched	LYING touches face hand over mouth pulls ear eyes down glances at you shifts in seat looks down and to left

**DECODING BODY LANGUAGE - ILLUSTRATIONS**    The four basic modes of body language in business

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<b>RESPONSIVE</b>	<b>REFLECTIVE</b>	<b>FUGITIVE</b>	<b>COMBATIVE</b>
			



**Listening Test: Riddles**

1. Is there any federal law against a man marrying his widow's sister?
  
2. Do they have a fourth of July in England?
  
3. If you had only one match and entered a cold room that had a kerosene lamp, an oil heater and a wood stove, which would you light first for maximum heat?
  
4. How many animals of each species did Moses take aboard the Ark with him during the great flood?
  
5. The Yankees and Tigers play 5 baseball games. They each win 3 games. No ties or disputed games are involved. How come?
  
6. How many birthdays does the average man have? The average woman?

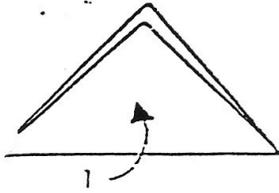
7. According to international law, if an airplane should crash on the exact border between two countries, would unidentified survivors be buried in the country they were traveling to or the country they were traveling from?
8. An archeologist claims he has dug up a coin that is clearly dated 46 B.C. Why is he a liar?
9. A man builds an ordinary house with 4 sides, except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What color is the bear?

**Answers:**

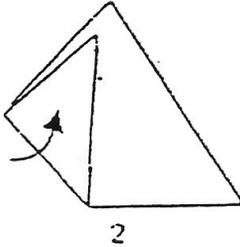
1. There is no law against a man marrying his widow's sister, but it would be the neatest trick of the week - to have a widow, he would have to be dead!
2. Yes, and a 5<sup>th</sup> and a 6<sup>th</sup>, etc.
3. The match.
4. Moses took no animals at all; it was Noah who took two of each animal on the ark.
5. Who said the Yankees and the Tigers were playing against each other in those games?
6. The average man has one birthday, so does the average woman. The rest are birthday anniversaries.
7. You can't bury survivors under any law - especially if they still have enough strength to object!
8. The archeologist is a liar because B.C. means "before Christ" and who could have guessed in advance that Christ would be born?
9. The bear that rang the doorbell would have to be a white bear. The only place you can build a house with four southern exposures is at the North Pole where every direction is south.

## **How to Fold a Napkin Fleur de Lis**

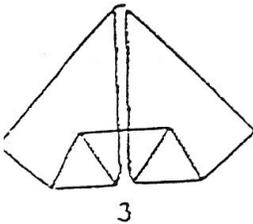
- 1. Fold napkin in half diagonally to form a triangle**
- 2. Bring right and left points to the center point to form a diamond**
- 3. Fold bottom points up to about one inch from top and fold it back on itself**
- 4. Turn napkin over bringing corners together, tucking one into the other**
- 5. Turn napkin back over**
- 6. Peel down the right and left side from the to center to make petals**
- 7. Open base to stand upright**



Fold napkin in half diagonally to form a triangle



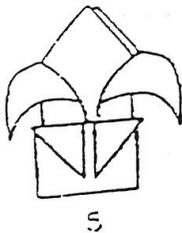
Bring right and left points to the center point to form a diamond



Fold bottom point up to about one inch from top  
Then fold halfway back onto itself



Turn napkin over bringing corners together, tucking one into the other



Turn napkin back over

Peel down the right and left sides from the top center to make petals  
Open base to stand upright

Discuss different causes of stress. Try to have the students contribute as many causes as possible. The Holmes-Rahe Stress Scale has a list of 43 stressful events. To use the scale, place a check by each event that has occurred in your life over the past 12 months. Then, add the point totals. If you score less than 150, you have a 35% chance of illness or accident within the next two years. If you score 150-300, you have a 51% chance of illness or accidents within the next two years. If you score greater than 300, you have an 80 % chance of illness or accident within the next two years. Take note that stress is not always caused by negative events. Add to the discussion by having students describe how they felt as a result of any of the listed stressors they may have encountered.

**STRESS LEVEL - CUSTOMER SERVICE RATING SCALE\***

**Record each event that has happened to you over the past twelve months by writing the number on the left in the right hand column.**

	<b>Points</b>	<b>Me</b>
1. Death of spouse.....	100	_____
2. Marital separation.....	65	_____
3. Jail term.....	63	_____
4. Death of a close family member.....	63	_____
5. Personal injury or illness.....	53	_____
6. Marriage or engagement.....	50	_____
7. Fired at work; you or spouse.....	47	_____
8. Marital reconciliation; counseling.....	45	_____
9. Bankruptcy of largest customer/supplier.....	45	_____
10. Change in health of a family member.....	44	_____
11. Pregnancy.....	40	_____
12. Foreclosure of mortgage or loan.....	39	_____
13. Starting a new division/company/product line.....	39	_____
14. Business readjustment (expansion, reduction).....	39	_____
15. Change in financial state; personal/professional.....	38	_____
16. Death of a business associate.....	37	_____
17. Change to a different line of work.....	36	_____
18. Financial statements for bankers.....	35	_____
19. Taking out a mortgage or loan over \$10,000.....	31	_____
20. Continually out of stock on fastest moving item.....	30	_____
21. Change in your responsibilities at work or Closing down a branch office.....	29	_____
22. Having trouble with in-laws, children leaving home.....	29	_____
23. Customers who yell and scream.....	28	_____
24. Spouse begins or stops work.....	26	_____
25. You begin or end school; changing schools.....	25	_____
26. Cutbacks due to less income.....	24	_____
27. A revision of your personal habits or recreational activities.....	23	_____
28. Having trouble with your boss or subordinates.....	20	_____
29. Increase in chronic behavior of staff.....	20	_____
30. Line-ups all day long.....	19	_____
31. Litigation.....	19	_____
32. Late staff or product deliveries.....	19	_____
33. A change in your social or church activities.....	18	_____
34. Equipment failures.....	17	_____
35. Training new employees.....	16	_____
36. Customers who lie continually.....	15	_____
37. Paperwork for government reports, taxes, etc.....	13	_____
38. Being put on hold.....	12	_____
39. Too many rules.....	11	_____

Total Score \_\_\_\_\_

<b>Rating Scale Results</b>	<b>0 - 149.....1%</b>	<b>200 - 299.....50%</b>
	<b>150-199.....33%</b>	<b>300+.....80%</b>

**\*Dr. O. Weizar**

# STRESS-FREE SERVICE EXCELLENCE

*Stress: "The response of the body to any demand placed on it."*

## Defining and Understanding Stress

1. Stress is mostly self-imposed.
2. *"No one can make you feel inferior without your **consent**."* - Eleanor Roosevelt
3. *"We're either winners or whiners ... so why not take the 'h' out of whining and become a winner."* -Brian Lee CSP
4. *"Don't let the things that you protest deter you from being your best."* - Brian Lee CSP
5. Health Care is **changing** and being **reinvented every year**.  
*"Don't let the things you can't control interfere with the things you can."* - Stephen Covey
6. *"To reduce needless stress for your patients and create a mental lift, why not look at their complaint as a service improvement gift."* Brian Lee CSP  
*"... so we make a point of asking 'How have we been looking after you?'"*
7. *"Whoever hears a complaint, becomes the customer's saint."*
8. It is critical that we track **customer concerns** and complaints in order to take "**corrective action**" and **permanently solve** the source problem.

### *De-stressing* by Adapting Your Communication Style

9. First we communicate on a **human** level, **then** get down to **business**.
10. To enhance service levels, we **adapt** to our customers "**preferred communication style**".
  - **visual**
  - **auditory**
  - **feelings**

### *De-stressing* Through Goal Mastery

11. Be sure to **choose** your goals. The challenge is not achieving what you want; it's **knowing** what you want.
12. Make your goals **challenging**. Goals need to be better than your best but **believable**.
13. Set **deadlines** and result will arrive with **accelerating acceleration**.

### *The 21 Day De-Stress Prescription*

14. Remember, it takes **21 days** to form a **habit!**
15. In order to **diminish the dis-ease of stress**, why not **practice** using your favorite x 3 *de-stressors* found in the "**21 day De-stress Prescription**".

## Defining and Understanding Stress

**Stress Defined:** *"The response of the body to any demand placed upon it."*

- *physical*
- *psychological*

**Stress Strategy:**

**"Good" Stress**

Ex: \_\_\_\_\_

\_\_\_\_\_

**"Distress"**

Ex: \_\_\_\_\_

\_\_\_\_\_

**Stress Sources "Top 10":**

- |     |                          |       |     |                          |       |
|-----|--------------------------|-------|-----|--------------------------|-------|
| 1.  | <input type="checkbox"/> | _____ | 2.  | <input type="checkbox"/> | _____ |
| 3.  | <input type="checkbox"/> | _____ | 4.  | <input type="checkbox"/> | _____ |
| 5.  | <input type="checkbox"/> | _____ | 6.  | <input type="checkbox"/> | _____ |
| 7.  | <input type="checkbox"/> | _____ | 8.  | <input type="checkbox"/> | _____ |
| 9.  | <input type="checkbox"/> | _____ | 10. | <input type="checkbox"/> | _____ |
| 11. | <input type="checkbox"/> | _____ | 12. | <input type="checkbox"/> | _____ |
| 13. | <input type="checkbox"/> | _____ | 14. | <input type="checkbox"/> | _____ |

**Three Stages of Stress:**

1. **"Alarm":** Your system **recognizes** stress, and prepares for **"Fight or Flight"**.
2. **"Resistance":** Body **repairs** the damage.
3. **"Exhaustion":** If stress continues **too long, physical adversity** will result.

### **Conclusion: Stress is Mostly Self-Imposed**

- *"No one can make you feel inferior without your consent." - Eleanor Roosevelt*
- *"We're either winners or whiners."*
- *"...so why not take the "h" out of whining and become a winner. "*  
-Brian Lee CSP

### **Recommendation # One**

*"Don't let the things you protest, deter you from being your best."*  
Brian Lee CSP

## "Environmental" Stress:

### THE STATE OF HEALTHCARE

- **September 11 the Day the World Changed** - The year 2001 will be forever divided into life before September 11 and life after.
- **Taking Aim at Cancer** - Gleevec, a new drug introduced in 2001 that targets cancer but leaves healthy cells alone.
- **Cloning Goes to Washington** - Science and politics clashed, causing confusion, theater, outrage, and hope.
- **A 'Cure' for Hepatitis C** - A new treatment combining two different drugs has “cured” half the people that took it.
- **Artificial Heart, Real Hope** - It was a medical miracle in the making: a grapefruit-sized machine replaced the heart of a man at death's door and gave him a second chance at life.
- **Cholesterol New Guidelines** - The American Heart Association and the American College of Cardiology issued strict new guidelines that instantly changed how thousands of Americans live.
- **Postpartum Depression/Psychosis** - One in 10 women who give birth experience it, but until recently, it was rarely mentioned.
- **Cheney's Heart** - Vice President Cheney's highly publicized health problem - from multiple heart attacks to bypass surgery to implantation with a combined pacemaker-defibrillator - provided us with ample opportunity to learn more about our country's No. 1 killer.

### Conclusion

Health Care is **changing** and being **reinvented every year.**

### *Recommendation*

*"Don't let the things you can't control interfere with things you can."*

-Stephen Covey

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Patients | <input type="checkbox"/> Co-workers |
| <input type="checkbox"/> Family   | <input type="checkbox"/> Physicians |

## *De-Stressing* by Adapting Your Communication Style

### Preferred Communication/Learning Styles

- Key Communication Strategy:

**First:** Communicate on a \_\_\_\_\_ level.

**Then:** Get down to **business**.

- Know the 3 Preferred Communication Styles:

STYLE	VISUAL	AUDITORY	FEELING
Example of behavior			
How to recognize their preferred style			
Examples of their responses to: <i>“Do you understand this?”</i>	Look See Clear Picture View Notice	Hear Say Tell Rings a Bell Sounds Discuss	Feel Touch Grasp Handle Smooth Excites
Examples of their response to: <i>“Goodbye.”</i>			

Question:      1.    Which style are you?

\_\_\_\_\_

2.    Which style should you use with your customer?

\_\_\_\_\_

## *De-Stressing Through Complaint Mastery*

### Number of Reported Service Problems per Inpatient *Individual Hospital Performance*

“To reduce needless stress for your patients and create a mental lift, why not look at their complaint as a service improvement gift”

- Brian Lee CSP

### **Best Hospital      Hospital Average      Worst Hospital**

Source: "Hardwiring for Service Excellence"  
Press Ganey

#### **1. Why *Do* Patients Complain?**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

#### **2. Why *Don't* Patients Complain?**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

#### **3. Why Do We *Really* Need To Listen?**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

#### **4. Sensitive Ways to Ask**

- a. *“How have we been looking after you?”*
- b. *“What can we do to serve you better?”*
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## Concern/Complaint Mastery

**Strategy:** You and your organization **adapt** to your **customer**.

Policy: Whoever hears a complaint \_\_\_\_\_ it!

*“Whoever hears a complaint becomes the customers’ saint”*  
Brain Lee CSP

### The Complaint Golden Rule

“Mess Up, Fess Up, and Dress Up.”  
Brain Lee CSP

1. Listen with **empathy**
    - let them be right
    - avoid saying, “Yes - But”, instead use “and ... \_\_\_\_\_.”
  2. Do not blame others.
  3. Restate, **paraphrase** and write it down.  
*“Let me see if I understood what you said.”*
  4. Ask them what **they** want.  
(Get the facts if necessary.)
  5. Offer a solution and create agreement.
  6. If the customer doesn’t like your offer, invite them to propose an alternative.
    - Note: Clarify if the request is reasonable/unreasonable.
  7. Never argue with a customer.
  8. If the customer doesn’t want to deal with you and they request a “supervisor”, let them deal with whoever they want to. (However, do everything possible to personally satisfy their needs.)
  9. What to say when a customer is incorrect or misleads:
    - *“I thought I heard you say...”*
    - *“I now hear you/others say...”*
    - *“I’m not sure; which is correct?”*
- Our goal: Never make the customer wrong!**
10. Deal with an unpopular policy by \_\_\_\_\_ it.

### Check the Facts

- ? Only 1 out of 26 customers will bother to complain.
- ? A happy customer will tell 5 others, an unhappy customer will tell 10 others.
- ? It costs 5 times as much to create a new customer as it does to keep existing ones satisfied.
- ? Respond to your customer’s complaint within 24/48 hours and 95% will stay with you.

**Conclusion:** Above all, see complaints as a "**gift**" and an opportunity to:

- Create customer **loyalty**.
- **Practice** techniques.
- Track trends and propose **permanent** solutions
- Keep a **sense of humor**.

(The 21 DAY *DE-STRESS* PRESCRIPTION™)\*

*It takes 21 days to form a habit. Set a personal goal of completing (or beginning) one new de-stress technique each day.*

<p><b>Day One - Goals</b></p> <ul style="list-style-type: none"><li>• Set personal and professional goals.</li></ul> <p><b>Day Two - Time Planning</b></p> <ul style="list-style-type: none"><li>• Plan tomorrow's "to-do" list today.</li></ul> <p><b>Day Three - Rest</b></p> <ul style="list-style-type: none"><li>• Get 7-8 hours of sleep a night.</li></ul> <p><b>Day Four - Relaxation</b></p> <ul style="list-style-type: none"><li>• Start and end each day with 15 minutes of quiet time. Meditate, do yoga, pray, try inspirational reading. (NO TV!!)</li></ul> <p><b>Day Five - Breathing</b></p> <ul style="list-style-type: none"><li>• Practice the relaxation response.</li><li>• Take a 60 second tension break.</li></ul> <p><b>Day Six - Nutrition*</b></p> <ul style="list-style-type: none"><li>• Eat balanced meals. Avoid snacking, especially sugar overdose. Watch the alcohol.</li></ul> <p><b>Day Seven - Clothing</b></p> <ul style="list-style-type: none"><li>• Change into comfortable old clothes ASAP.</li></ul> <p><b>Day Eight - Exercise*</b></p> <ul style="list-style-type: none"><li>• Exercise 3 times a week. Ex. Take a 5 minute walk.</li></ul> <p><b>Day Nine - Leisure*</b></p> <ul style="list-style-type: none"><li>• Select one sport to play in leisure time. Develop your skills without getting hung up on winning.</li></ul> <p><b>Day Ten - Self-Empowerment</b></p> <ul style="list-style-type: none"><li>• Position positive affirmations around you. "Up until now", "I am awesome", "Terrific!"</li></ul> <p><b>Day Eleven - Fun</b></p> <ul style="list-style-type: none"><li>• Smile and laugh more it's incompatible with anxiety, adds mystery to life and people will wonder what you're up to!</li></ul>	<p><b>Day Twelve - Hobby</b></p> <ul style="list-style-type: none"><li>• Get a hobby - painting, gardening, weaving, new language or new experience you have never done before.</li></ul> <p><b>Day Thirteen - Music</b></p> <ul style="list-style-type: none"><li>• Listen to relaxing mood music (suggest Baroque Classical music, ex: Johann Pachelbel's, "Cannon in D", or Black and White by Danny Wright).</li></ul> <p><b>Day Fourteen - Work Space</b></p> <ul style="list-style-type: none"><li>•</li></ul> <p><b>Day Fifteen - Relationships</b></p> <ul style="list-style-type: none"><li>• Focus on one or two quality relationships with best friends you can really trust.</li></ul> <p><b>Day Sixteen - Procrastination</b></p> <ul style="list-style-type: none"><li>• Overcome one procrastination problem with a success card ... (it takes 21 days to form a habit.)</li></ul> <p><b>Day Seventeen - Bad Habits*</b></p> <ul style="list-style-type: none"><li>• Eliminate recreation drugs, quit use of central nervous system depressants such as sleeping pills, tranquilizers.</li></ul> <p><b>Day Eighteen - Stress Cures*</b></p> <ul style="list-style-type: none"><li>• Explore for treasure</li><li>• Climb a mountain ( an Outward Bound experience)!</li></ul> <p><b>Day Nineteen - Perspective</b></p> <ul style="list-style-type: none"><li>• Use a journal. Keep a victory log!</li></ul> <p><b>Day Twenty</b></p> <ul style="list-style-type: none"><li>• Do something specific for yourself.</li></ul> <p><b>Day Twenty-One - P.S.</b></p> <ul style="list-style-type: none"><li>• Indulge yourself with a soothing bath (and candles)!</li></ul>
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\* Note: In matters related to physical health, we recommend you seek medical advice prior to implementation.

# THE LAWS OF COMMUNICATION

1. If communication can fail, it will fail.
2. If communication cannot fail, it will fail.
3. If communication is bound to succeed, it will fail.
4. If a message can be understood in more than one way, it will be understood in the way which does the most harm.
5. People always know what they mean to say, but seldom say it.

CMM

## **RULES TO LISTEN BY**

### 1. **STOP TALKING!**

That's right, you can't listen and talk at the same time. So good listeners don't talk while they are listening. That is not easy. Are you still sure you want to be a good listener?

### 2. **JUDGE THE BOOK**

When you listen, judge the book, not the cover. Judge the content, not the delivery. Listen to what is said, not how or by whom. All speakers owe you enthusiasm and excitement; but some don't pay what they owe. Listen anyway. You can learn from anyone.

### 3. **WORK AT IT.**

Good listening is no vacation. It takes energy. Good listeners know that. So they work hard. They stay active. They establish eye contact. They lean forward. They nod. They smile. They forget about what time it is, or who is home to take out the dog, or what is for dinner.

### 4. **KEEP AN OPEN MIND.**

Good listeners fight off stereotypes, assumptions, and biases. What? You don't have any of those? Oh really?!

### 5. **HEAR NO EGO.**

We all interpret everything we hear in a way that makes us look innocent, intelligent, and justified. There is nothing wrong with that, as long as it doesn't completely distort what someone else is trying to say. Good listeners know the difference between what they are hearing and what they want to hear. They hear no ego.

### 6. **ASK ANYWAY.**

How many times have you heard something that you didn't understand? Did you question it, or just let it go because you didn't want to look stupid, or waste time, or hurt the speaker's feelings?

Well, good listeners don't fake understanding. They ask any question anytime. They **take responsibility** for getting the right message!

CMM

## Generational Tool

<b>GENERATION</b>	<b>Veterans (1922-1943)</b>	<b>Baby Boomers (1943-1960)</b>	<b>Xers (1960-1980)</b>	<b>Nexters (1980- )</b>
<b>Outlook</b>	Practical	Optimistic	Skeptical	Hopeful
<b>Work Ethic</b>	Dedicated	Driven	Balanced	Determined
<b>View of Authority</b>	Respectful	Love/Hate	Unimpressed	Polite
<b>Leadership by...</b>	Hierarchy	Consensus	Competence	Pulling together
<b>Relationships</b>	Personal Sacrifice	Personal Gratification	Reluctant to commit	Inclusive
<b>Turnoffs</b>	Vulgarity	Political Incorrectness	Cliché, Hype	Promiscuity

## PROFESSIONAL LIFE STRESS SCALE

By David Fontana

Adapted from *Managing Stress*, The British Psychological Society and Routledge Ltd., 1989

The following stress scale must be treated as a useful guide rather than as a precise instrument. Complete it quickly, and don't think too hard before responding to each question. Your first response is often the most accurate one. As with any stress scale, it isn't difficult to spot what is the 'low stress' answer to each question. Don't be tempted to give this answer if it isn't the accurate one. Nothing is at stake. You are as stressed as you are. Your score on the scale doesn't change that, one way or the other. The purpose of the scale is simply to help you clarify some of your thinking about your own life.

### The Professional Life Stress Test

1. Two people who know you well are discussing you. Which of the following statements would they be most likely to use?
  - a. 'X is very together. Nothing much seems to bother him/her.'
  - b. 'X is great. But you have to be careful what you say to him/her at times.'
  - c. 'Something always seems to be going wrong with X's life.'
  - d. 'I find X very moody and unpredictable.'
  - e. 'The less I see of X the better!'
2. Are any of the following common features of your life?
  - a. Feeling you can seldom do anything right
  - b. Feelings of being hounded, trapped, or cornered
  - c. Indigestion
  - d. Poor appetite
  - e. Difficulty in getting to sleep at night
  - f. Dizzy spells or palpitations
  - g. Sweating without exertion or high air temperature
  - h. Panic feelings when in crowds or in confined spaces
  - i. Tiredness and lack of energy
  - j. Feelings of hopelessness ('what's the use of anything?')
  - k. Faintness or nausea sensations without any physical cause
  - l. Extreme irritation over small things
  - m. Inability to unwind in the evenings
  - n. Waking regularly at night or early in the mornings
  - o. Difficulty in making decisions
  - p. Inability to stop thinking about problems or the day's events
  - q. Tearfulness
  - r. Convictions that you just can't cope
  - s. Lack of enthusiasm even for cherished interests
  - t. Reluctance to meet new people and attempt new experiences
  - u. Inability to say 'no' when asked to do something

- v. Having more responsibility than you can handle
3. Are you *more* or *less* optimistic than you used to be (or about the same)?
    - a. more
    - b. about the same
    - c. less
  4. Do you enjoy *watching* sports?
    - a. yes
    - b. no
  5. Can you get up late on weekends if you want to without feeling guilty?
    - a. yes
    - b. no
  6. Within reasonable professional and personal limits, can you speak your mind to your boss?
    - a. yes
    - b. no
  7. Can you speak your mind to your colleagues?
    - a. yes
    - b. no
  8. Can you speak your mind to members of your family?
    - a. yes
    - b. no
  9. Who usually seems to be responsible for making the important decisions in your life?
    - a. yourself
    - b. someone else
  10. When criticized by superiors at work, are you usually:
    - a. very upset?
    - b. moderately upset?
    - c. mildly upset?
  11. Do you finish the working day feeling satisfied with what you have achieved?
    - a. often
    - b. sometimes
    - c. only occasionally
  12. Do you feel most of the time that you have unsettled conflicts with colleagues?
    - a. yes
    - b. no
  13. Does the amount of work you have to do exceed the amount of time available?
    - a. habitually
    - b. sometimes
    - c. only very occasionally
  14. Do you have a clear picture of what is expected of you professionally?
    - a. mostly
    - b. sometimes
    - c. hardly ever
  15. Would you say that generally you have enough time to spend on yourself?
    - a. yes
    - b. no

16. If you want to discuss your problems with someone, can you usually find a sympathetic ear?
  - a. yes
  - b. no
17. Are you reasonably on course towards achieving your major objectives in life?
  - a. yes
  - b. no
18. Are you bored at work?
  - a. often
  - b. sometimes
  - c. very rarely
19. Do you look forward to going into work?
  - a. most days
  - b. some days
  - c. hardly ever
20. Do you feel adequately *valued* for your abilities and commitment at work?
  - a. yes
  - b. no
21. Do you feel adequately *rewarded* in terms of status and promotion for your abilities and commitment at work?
  - a. yes
  - b. no
22. Do you feel your superiors actively *hinder you* in your work? Or do they actively *help you* in your work?
  - a. hinder
  - b. help
23. If ten years ago you had been able to see yourself professionally as you are now, how would you have seen yourself?
  - a. exceeding your expectations
  - b. fulfilling your expectations
  - c. falling short of your expectations
24. If you had to rate how much you like yourself on a scale from 1 (least like) to 5 (most like), what would your rating be?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

### Key for the Professional Life Stress Test

For each question, score according to the directions that follow:

1. (a) 0, (b) 1, (c) 2, (d) 3, (e) 4
2. Score 1 for each 'yes' response
3. Score 0 for a. *more optimistic*, 1 for b. *about the same*, 2 for c. *less optimistic*
4. Score 0 for a. 'yes', 1 for b. 'no'
5. Score 0 for a. 'yes', 1 for b. 'no'
6. Score 0 for a. 'yes', 1 for b. 'no'
7. Score 0 for a. 'yes', 1 for b. 'no'
8. Score 0 for a. 'yes', 1 for b. 'no'
9. Score 0 for a. 'yourself', 1 for b. 'someone else'
10. Score 2 for a. 'very upset', 1 for b. 'moderately upset', 0 for c. 'mildly upset'
11. Score 0 for a. 'often', 1 for b. 'sometimes', 2 for c. 'only occasionally'
12. Score 0 for a. 'no', 1 for b. 'yes'
13. Score 2 for a. 'habitually', 1 for b. 'sometimes', 0 for c. 'only very occasionally'
14. Score 0 for a. 'mostly', 1 for b. 'sometimes', 2 for c. 'hardly ever'
15. Score 0 for a. 'yes', 1 for b. 'no'
16. Score 0 for a. 'yes', 1 for b. 'no'
17. Score 0 for a. 'yes', 1 for b. 'no'
18. Score 2 for a. 'often', 1 for b. 'sometimes', 0 for c. 'very rarely'
19. Score 0 for a. 'most days', 1 for b. 'some days', 2 for c. 'hardly ever'
20. Score 0 for a. 'yes', 1 for b. 'no'
21. Score 0 for a. 'yes', 1 for b. 'no'
22. Score 1 for a. 'hinder', 0 for b. 'help'
23. Score 0 for a. 'exceeding your expectations', 1 for b. 'fulfilling your expectations', 2 for c. 'falling short of your expectations'
  
24. Score 4 for a. '1', 3 for b. '2', 2 for c. '3', 1 for d. '4', and 0 for e. '5'

### Interpreting Your Score

Keep in mind that scores on stress scales must be interpreted cautiously. There are so many variables which lie outside the scope of these scales but which influence the way in which we perceive and handle our stress, that two people with the same scores may experience themselves as under quite different levels of stress. Nevertheless, taken as no more than a guide, these scales can give us some useful information.

Score = 15. Stress isn't a problem in your life. This doesn't mean that you have insufficient stress to keep yourself occupied and fulfilled. The scale is only designed to assess undesirable responses to stress.

Score = 16-30. This is a moderate range of stress for a busy professional person. It's nevertheless well worth looking at how it can reasonably be reduced.

Score = 31-45. Stress is clearly a problem, and the need for remedial action is apparent. The longer you work under this level of stress, the harder it often is to do something about it.

There is a strong case for looking carefully at your professional life.

Score = 45-60. At these levels, stress is a major problem, and something must be done without delay. You may be nearing the stage of exhaustion in the general adaptability syndrome. The pressure must be eased.