

STAFF ASSESSMENT
Training Kit

Table of Contents.....	2
Introduction.....	3
Sample Survey.....	5
Sample Selection Report.....	7
Sample Development Report.....	21

The HealthcareSource Staff AssessmentSM is a behavioral-based, pre-employment assessment that identifies the very best applicants in terms of:
Job Performance, Retention, and Service Excellence.

Retention

Improving retention rates of new hires is an initiative shared by healthcare organizations throughout the country.

- Staff Assessment provides a “Retention Index” which evaluates an applicant’s commitment to the organization. The Retention Index is based on actual turnover data from 19 healthcare organizations and over 15,500 employees.
- Custom interview questions are provided for low scores on the Retention Index.

Fit

80% of a healthcare organization’s 1st year turnover occurs as a result of poor fit – not technical ability.

- Good selection decisions focus on fit as well as technical skills.
- Staff Assessment reveals the fit of each applicant in terms of Job Performance, Retention, and Service Excellence. Benchmark data is available for five Job Families (e.g. Nursing, Patient Care, etc.).

Interviews

Healthcare organizations want to provide hiring managers with a structured, behavioral-based interview process.

- Staff Assessment automatically generates a structured, behavioral-based interview guide for specific job families.
- In addition, Custom Interview Questions are generated for follow up on “low” scores on any of the 12 healthcare competencies (e.g. Accountability, Communication, Teamwork, Customer Focus, Compassion, etc.) measured by the Staff Assessment.

Service

Healthcare organizations across the country want to identify the applicants who will provide a high level of customer service and positively impact patient and resident satisfaction.

- Staff Assessment incorporates a “Service Excellence” Index that identifies customer-focused applicants that will positively impact patient and resident satisfaction.. It ensures new-hires will embrace and support your organization’s service values.

The Solution to Today's Healthcare Challenges

Staff Assessment has been independently validated for five Job Families. Norms, scoring formulas, and behavioral-based interview guides are provided for each of the following:

Nursing



e.g. RN, LPN/LVN

Nested Job: Nurse-New Graduate, OR Nurse, Nurse Practitioner

Patient Care



e.g. CNA, STNA, Home Health Aide, Medical Assistant, Phlebotomist

Nested Job: CNA/STNA/NA

Entry-Level Service



e.g. Environmental Services, Dietary Aide, Patient Transport, Security

Nested Jobs: Cook, Dietary Aide, Dietary Aide (no prior work experience), Dietary Technician, Entry-Level Service (no prior work experience), Environmental Services Worker

Technical/Professional



e.g. **CLINICAL:** Medical Technologist, Radiology Technologist, Cardiac Sonographer, Respiratory Therapist, EEG Tech, Speech Therapist, Surgical Tech, Occupational Therapist

NON-CLINICAL: IT Positions, Accounting, Recruiter, Social Worker

Nested Job: Dietitian (clinical/non-clinical)

Administrative/Clerical



e.g. Patient Registration, Medical Transcriptionist, Administrative Assistant, Billing Specialist, Data Entry, File Clerk

The **Staff AssessmentSM** is an internet-based Assessment. It may be administered and scored wherever internet access is available.

- It takes approximately 15-20 minutes for an applicant to complete the mobile-friendly survey
- Results are available on-site immediately
- Available in English and Spanish
- Available in paper/pencil format
- Audio files are available for those that may need assistance reading the survey

Candidate Pool

HealthcareSource Staff Assessment now provides some relief to those lengthy application workflows with the introduction of **Candidate Pool**, which aims to strategically reduce the amount of time candidates spend completing online applications. Less time applying means more completed applications, and more completed applications means more qualified candidates for your organization.

What is it exactly? Candidate Pool allows candidates to use a previously-completed Staff Assessment with new application submissions. Using a single completed assessment across multiple organizations can save an average of 15-20 minutes off the application process.

How do I use it? One of the best things about Candidate Pool is that there's no special activation procedure needed. If an applicant has a previously completed Staff Assessment (and that assessment is less than 365 days old), the application process presents them with a message saying they can skip the assessment for their current application. Staff Assessment automatically includes the results of their previous assessment in any newly-submitted applications.

Assessment Found!

Thank You

We have found a previously completed assessment on file for you.

There is no need to retake the assessment.

[CONTINUE](#)

Application Information

Applicant Identification

First Name * Middle Initial (Optional)

Last Name *

Position Applying for *

Primary Phone Number *

Primary Email *

[→ NEXT](#)

Authorization

I agree to complete the Assessment without assistance from others.

I agree to answer all questions honestly.

I authorize you to score my responses.

I grant permission to share my results with the potential/current employer.

I agree not to disclose, copy or distribute any portion of the Assessment.

Results:

-As a job seeker, I understand that the results of my Assessment will not be shared with me.

-As an existing employee completing the Assessment for development, I understand that my employer may share the results of my Assessment with me.

I Agree

[→ NEXT](#)

Background

Please fill in the one response that best applies to you for each item in the following section.

In accordance with the federal government's uniform guidelines to ensure non-discriminatory testing, we ask you to voluntarily provide information. This information will be used for Equal Employment Opportunity research purposes only. Individual data will not be shared with your prospective employer.

Gender: *

- Male
- Female
- Rather not say

Race/Ethnicity: *

Age: *

Mobile-friendly survey.

Survey Questions

8. I am most comfortable when I am around people with the same attitudes and beliefs.

18. I like to read.

20. I need to keep myself busy.

45. I get excited about new and different Ideas.

52. In my work assignments, I prefer to work on a couple of things at a time.

Strongly Disagree
 Disagree
 Neither Agree nor Disagree
 Agree
 Strongly Agree

Staff Assessment incorporates questions that have been designed to indicate an applicant's willingness to perform healthcare-related tasks.

Two "Hidden Scales" are built into the Staff Assessment

1. **The Confidence-in-Results Scale:** This scale ensures an applicant is able to read and comprehend the questions. It is also used to identify applicants who randomly answer questions.
2. **The Inflated Response Scale:** This scale has been developed to identify applicants who respond in a very favorable manner (i.e., cheat).

82. When it comes to working on an "on-call" basis (be available to work as needed):

I will not work if I have to be on-call
 I would rather not work if I have to be on-call
 While it's not my first choice, I would be willing to be on-call
 It doesn't make a difference to me one way or another
 I prefer to work on-call

87. Which one of the following most influenced you to pursue employment with this organization?

A friend or family member
 The position sounded interesting
 You are interested in a career in healthcare
 An advertisement (newspaper, internet, etc.)
 You are presently pursuing employment with many organizations

The HealthcareSource **Staff Assessment**SM Selection Report utilizes a “multiple assessment” approach that includes the following components:

- An “Overall Score” summarizes the three Job Fit Indices (Job Performance, Retention and Service Excellence) using a Job Family-specific scoring algorithm.
- A “Job Preview Matrix” provides information on how well the interests of the applicant align with the work demands in today’s Healthcare environment. (i.e. work on-call, weekends, etc.)
- “Service & Values Scales” measure 12 competencies that have been identified as being critical to successful job performance in today’s competitive Healthcare Industry.
- “Custom Interview Questions” are provided for any scores in the “Low” range of the Service & Values Scales. This allows interviewers to probe potential problem areas in advance of the selection decision.
- A “Structured Behavioral Interview” is tailored for each of the five Job Families. It provides a consistent, job-related, structured process throughout the organization.

[Results are available immediately.](#)

The Staff Assessment has been validated for five Job Families:

- Nursing
- Patient Care
- Administrative/Clerical
- Technical/Professional
- Entry-Level Service

Scoring formulas, norms, and structured interview guides are tailored for each Job Family.



ABC Healthcare

NAME:	Sample Applicant	ORGANIZATION NAME:	ABC Healthcare
DATETIME:	05/21/19 04:05 AM	SCORING FORMULA:	Nursing - External AC
ELAPSED:	17m 10s	STRUCTURED INTERVIEW:	Nursing
SURVEY VERSION	V2	APPLICANT ID:	

<p>"Confidence-in-Results" Scale</p> <p>This applicant responded to questions in a consistent manner. It appears they were paying attention and able to read the survey.</p> <p><input checked="" type="radio"/> OK <input type="radio"/> CAUTION</p>	<p>"Inflated Response" Scale</p> <p>This applicant responded to questions in a forthright and realistic manner.</p> <p><input checked="" type="radio"/> OK <input type="radio"/> CAUTION</p>	<p>Overall Score</p> <p>Overall Score is a composite of the Job Performance Index, Retention Index, and Service Excellence Index.</p> <p>0.5 6.0 10.0</p>
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Job Fit Indices

When scores are in the 0.5 to 2 range the applicant should be pursued with a considerable degree of caution (providing the index is job relevant).

	LOW		AVERAGE						HIGH	
	1	2	3	4	5	6	7	8	9	10
<p>JOB PERFORMANCE INDEX</p> <p>The higher an individual scores on this index, the more likely they are to be rated as a "top performer" within this Job Family.</p>	[Redacted]									
<p>RETENTION INDEX</p> <p>The higher an individual scores on this index, the more likely they are to be committed to the organization, and less likely than their coworkers to leave the organization.</p>	[Redacted]									
<p>SERVICE EXCELLENCE INDEX</p> <p>The higher an individual scores on this index, the more likely they are to be rated as a "top service provider" within this Job Family.</p>	[Redacted]									

Job Preview Matrix

Review the job requirements. Probe requirements where an applicant has expressed "reluctance" or "refusal." Refer to the Interviewer's Toolkit for specific follow-up questions.	REFUSAL	RELUCTANT	WILLING		
	I will not	Rather not	Not 1st Choice	Doesn't make a difference	I prefer to
Work on-call (available to work as needed)		X			
Work around people with contagious diseases				X	
Work on holidays				X	
Work evenings (2nd shift)			X		
Work nights (3rd shift)			X		
Work a 12-hour shift					
Work weekends	X				
Deal with body fluids and blood					

Areas where an applicant expresses reluctance or refusal should be probed during the interview (if job related).

! This report is confidential and should never be shown to the applicant.

FEEDBACK REPORT: Confidence-in-Results

CONFIDENCE-IN-RESULTS SCALE – Typically a “Caution” score on this scale indicates one or more of the following:

1. The Applicant had difficulty reading and interpreting the Survey.
2. The Applicant was not paying attention to the Survey and randomly responded to the questions.
3. The Applicant had enough inconsistent responses to trigger the “Caution” and is a “False Negative” (i.e. nothing to worry about).

When an applicant scores a “Caution,” the Staff Assessment Feedback Report will indicate, “Pursue with caution.” The reason we are cautioning you is because we are not confident in the logic or consistency of the Applicant’s responses.

Ideally, we would like to determine if the Applicant is functionally literate. There are a couple of indicators to assist us in determining if the “Caution” was caused because of a literacy issue:

1. Consider the position the Applicant is applying for. It is much more likely that an Entry-Level Applicant (e.g. Housekeeping) would have literacy issues, as compared to a Professional Applicant (e.g. Nursing).
2. Consider the amount of time (i.e. Elapsed Time) the Applicant took to complete the Survey. We know it takes an average of 20 minutes to complete the Survey. If the Applicant has taken 30, 40, or 50 minutes to complete the Survey, we have reason to be concerned that the Applicant may have struggled with reading the Survey.

If an Applicant from a Professional Job Family (e.g. Nursing or other Technical/Professional type of position) scores a “Caution” on this Scale, it may be due to the fact that they were randomly answering the questions; or it may simply be a “false negative.” Interview the Applicant carefully to attempt to determine what may have triggered the “Caution” score.

FEEDBACK REPORT: Inflated Response

INFLATED RESPONSE SCALE - CUSTOM INTERVIEW QUESTIONS

This Applicant scored a caution on the “Inflated Response” Scale. This indicates they responded to the Survey in an unusually favorable manner. Use the information below to help discern why the Applicant received a “caution” on this scale.

INFLATED RESPONSE SCALE – Typically a “caution” score on this scale indicates one or more of the following:

1. The Applicant responded to the Survey in a highly optimistic manner (the Applicant may, in fact, be a superior performer).
2. The Applicant is attempting to make a very favorable impression (i.e. cheat).
3. The Applicant has an unrealistically positive view of himself/herself (i.e. blind to personal weaknesses).

At this point, all we know is the Applicant’s responses are unusually high. The information below has been designed to assist you in determining why the Applicant triggered the “caution” score. These questions have been designed to get the Applicant to admit to being something “less-than-perfect.” If they are “unaware” or “unable” to respond to the following interview questions, proceed with a high-degree of caution.

QUESTION 1:

[If responsible for patient care]

At one time or another, everyone makes mistakes on-the-job. Please give me an example of the last mistake you made on-the-job, and how that impacted patient care.

[If there is no direct patient contact]

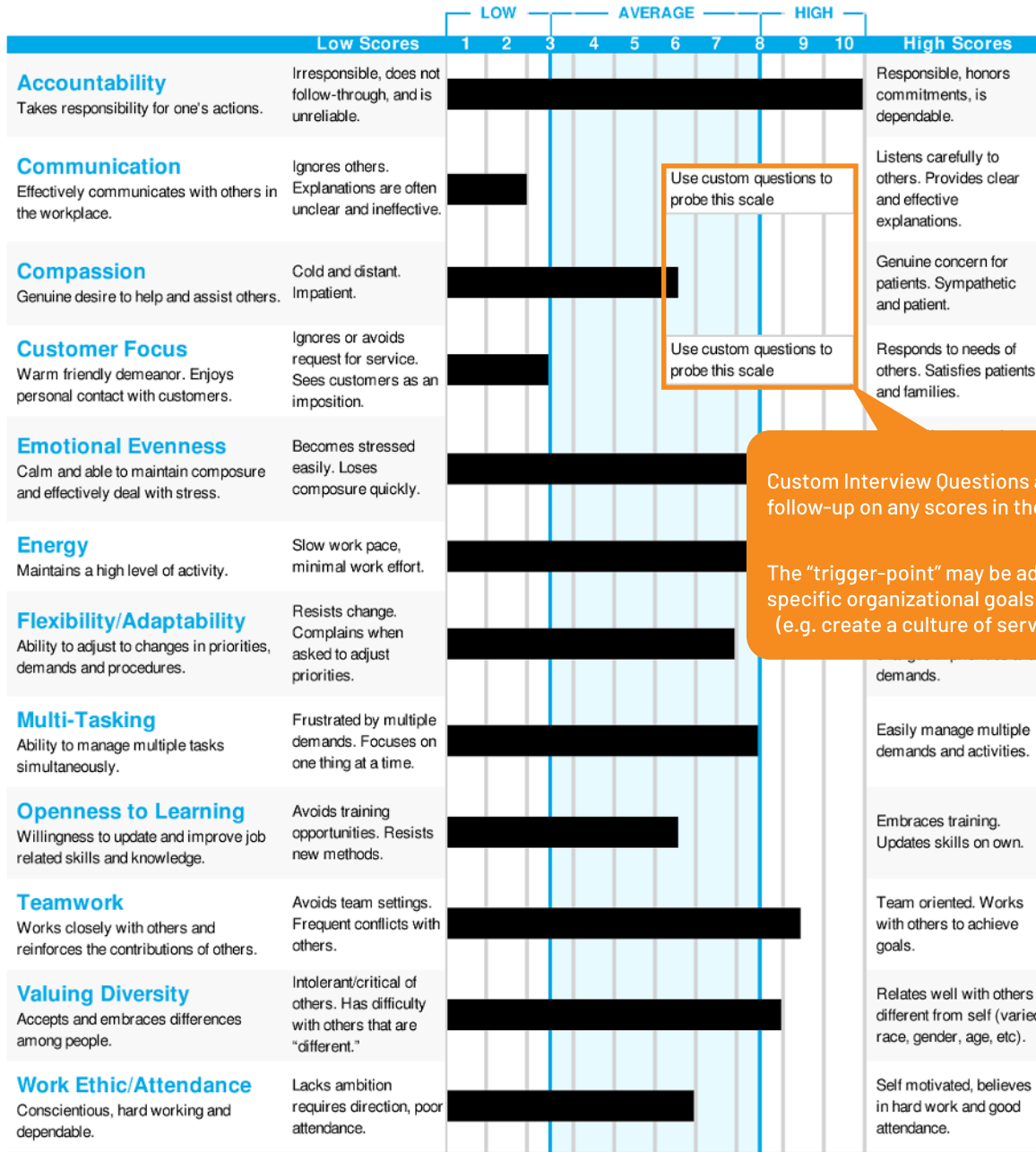
At one time or another, everyone makes mistakes on-the-job. Please give me an example of the last mistake you made on-the-job, and how that impacted your work.

- Who discovered the mistake?
- What did you do when you learned of the mistake?
- What could have been done to prevent the mistake?
- What did you learn from this experience?

The Service & Values Scales measure the "Fit" that Healthcare Organizations have deemed critical for successful job performance.

Service & Values Scales

The following scales and service attributes have been identified as important factors contributing to successful job performance. Scores in the "low" range (score .5 - 2.5) indicate a POTENTIAL problem area. Custom-written interview questions are provided to determine if the applicant's "fit" is in alignment with job and organizational requirements.



NOTES:

Structured Behavioral-Based Interview Guide

Staff Assessment Structured Selection Process - AN OVERVIEW

Step 1 Job Fit Indicies	Step 2 Job Preview Matrix	Step 3 Service and Values Scales	Step 4 Structured Interview	Step 5 Summary Evaluation
Check for "caution" scores.	Probe "reluctant" and/or "refusal" responses.	Use custom written questions to probe "low scores" in greater detail (when applicable).	Use this guide to conduct a structured, behavioral- based interview.	Use this matrix to compile the information for your final decision.

Structured Interview

The structured interview guide utilizes behavioral-based interview questions to assess previous job behaviors/performance. Research demonstrates past performance is an excellent predictor of future, on-the-job performance. Each question is likely to take five minutes. Give the applicant plenty of time to recall specific situations. Use the "probes" to clarify and pursue specific details.

Preparation (Before the Applicant arrives)

- Coordinate time, place and roles with interviewers
- Prepare the interview room and prevent interruptions (e.g. phone calls)
- Review the applicant's resumé/application
- Review the Staff Assessment Feedback report and review the custom and structured questions

Opening the Interview Session

- Greet the applicant - try to put them at ease
- Introduce the interviewer(s) along with their position in the organization
- Explain the purpose of the interview
 - To gather information to enable the organization to make a fair decision
 - To help the applicant understand the organization and the position
- Inform the applicant you'll be taking notes

Sample Introductory Opening

"I am going to ask you a number of questions. Some questions may ask you to tell about an actual experience you've had. Others may ask you about your education or some specific skill or knowledge. The purpose of the interview is to gather information and assist in making a fair decision. We also want to help you better understand our organization and this position. I'll be taking notes during our interview. Do you have any questions before we get started?"

Conducting the Body of the Interview

- Stick to the structured format provided
- Read the questions provided (do not paraphrase)
- Use probes to ensure complete understanding of the response
- Remember to take notes
- Provide the applicant with a realistic preview of the job requirements and your selection process

Following the Interview Session

- Review and complete notes
- Evaluate the applicant on factors and fit
- Reach consensus with other interviewers and make final decision

Staff Assessment utilizes a structured, behavioral interview process:

- A structured format increases the reliability and consistency of the interview.
- Behavioral interviews more accurately predict an applicant's potential for success than traditional or situational interviews.
- Questions are designed to reveal examples of past performance to assess the applicant's proficiency in job-related situations.

Custom Interview Questions

This section of the interview guide provides you with specific questions to probe (based on the applicant's scores through the applicant's assessment results). Use these questions to determine if the applicant's values, culture and environment.

CUSTOMER FOCUS

This individual scored low on the Customer Focus scale. Individuals scoring in this range may ignore or avoid requests for service, or, they may be sullen and unfriendly. Use these questions to probe this issue further.

Custom Interview Questions are provided for all scores in the "Low" range of the Service & Values Scales.
Interviewers are encouraged to probe these areas to ensure the applicant's "Fit" is in alignment with the job requirements and the Organization's culture.

Give me a specific example of a time when you had to deal with a particularly angry customer.

- What action did you take to defuse the situation?
- Were others involved to assist in resolving the situation?
- Do you think the issue was resolved to the customers satisfaction?

Sooner or later, we all have to deal with a customer who is dissatisfied with the care or service they receive. Tell me about the most difficult or irritable customer you have experienced.

- How did you respond to the concerns of the customer?
- How effective were your efforts? Did you satisfy the customer?
- What did you learn from the interaction? If you had it to do over again, what would you do differently?

Have you ever attempted to change the procedures in your unit or department to better serve the customer?

- What did the change entail? Was it successful?
- What was the biggest hurdle in changing the procedure?

How would you judge your own performance in terms of being customer oriented?

- Give specific examples of why you feel you are customer oriented. What do you do that others don't?
- Have you ever received direct feedback from a customer? Please describe.

RED FLAG:

- Displays animosity and frustration when discussing customers.
- Demonstrates little interest and experience in understanding customer needs.
- Applies one standard approach to fit all customers' needs.
- Does not extend themselves to ensure customer is fully satisfied.
- Frustrated by difficult or demanding customers (or customers' family).
- Sees the customer as an inconvenience or annoyance. Voices annoyance or frustration with 'internal' customers.

LISTEN FOR:

- History of adapting approaches/processes to meet customers' needs.
- Considerable interest/experience in assessing and addressing customer needs.
- Takes specific steps to ensure high customer satisfaction.
- Views customers, customers' friends and family, coworkers and other departments as customers.
- Sees customers as the reason for their existence (vs. an imposition).

Notes

Q1: Patient upset with food service. He had dietary restrictions that prevented him from getting what he wanted. Hollered at me and demanded I get him some "real food."

- Let him know that the dietary restrictions were for his own protection and I didn't have control over his menu options.
- He "went nuts" & wanted to speak to the Charge Nurse immediately (she was with another patient). Got mad & used profanity--said he'd get his family to bring food from outside the hospital.
- Charge Nurse was able to calm him down by reviewing other food choices on the menu.

Q3: Family not happy--felt that "always waiting for promised test results"

- Couldn't do much, but "key is to always DO SOMETHING" e.g., get hold of charge nurse e.g., call the lab. Doesn't change anything, but "doing something makes 'em feel better"

NOTE: No effort to change or improve system.

Marginal: 1 Point
 Fair: 2 Points
 Satisfactory: 3 Points
 Very Good: 4 Points
 Optimal: 5 Points

Custom Interview Questions

COMMUNICATION

This individual scored low on the Communication scale. Individuals scoring in this range may be described as ignoring others or having explanations that are often unclear and ineffective. Use these interview questions to probe this issue further.

Listening carefully and paying attention to what others are saying is an important component of effective communication. Tell me about a time when your careful listening improved your communication effectiveness. What was the situation, what did you do, and what was the outcome?

- Why was it important to listen carefully?
- Why did you do what you did?
- What did you learn from this experience?
- How do you manage to pay attention and listen carefully when you are very busy or pressed for time?

It can be challenging to effectively communicate with people you don't like (or who don't like you). Tell me about a time when you were able to successfully communicate with someone with whom you had a negative relationship. What was the situation, what did you do, and what was the outcome?

- How were you able to maintain your composure and professionalism?
- How did the person react to your communication?
- What would you do differently in the future?

Adapting your communication is important to ensure that who you are speaking with understands what you are saying. Tell me about a time when you successfully adjusted your communication style or approach to the person you were speaking with. Who were you talking to? What did you specifically do? What was the outcome of the communication?

- Why did you change it in that way?
- How did you check for understanding?
- How do you go about explaining complex issues to someone who does not appear to understand what you are saying?
- How has this experience affected how you communicate now?

Drawing on your past experience, provide three examples that demonstrates that you are a good communicator.

- Why do you communicate in that way?
- How has your communication approach changed as you have gained experience?
- What do you see as your greatest communication strength?
- What do you see as your biggest communication weakness?

RED FLAG:

- Few examples of good speaking skills.
- Shows bad communication practices.
- Ignores or does not consider audience when communicating.
- Speech is unclear or not concise/rambling.
- Does not provide reasons for communication approach (or bad reasons).
- Has not learned from experience.

LISTEN FOR:

- Specific examples of good speaking skills and good communication practices.
- Attempts to understand audience and adjust communication in response.
- Speaks clearly and concisely.
- Provides good reasons for communication approach.
- Shows learning from experience.

Notes

Q1: Talked about taking directions about a patient from a Doctor

- Doctor moves really fast, so had to listen very carefully
- Took notes
- Was able to order appropriate tests for patient and deliver care
- Has learned different communication styles based on the person she works with

Q4: Only talked about one example and response was not concise

Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

The Structured Interview Guide provides a behavioral-based interview tailored for each of the five Job Families (Nursing, Patient Care, etc.) and unique Interview Guides are provided for nested jobs (CNA, Dietitian, etc.).

This interview guide may be customized to include any additional competencies/questions you desire. In addition, peer/panel interview guides may be integrated directly into the Feedback Report.

Structured Interview Guide - Nursing

The following questions are targeted for Nursing related positions. Use this guide as a starting point. You may opt to open the interview with a more general question, if desired. For more information, see the Structured Interview Guide.

What led you to apply for this position?

- What are the 3 most important things you're looking for in your current job search?
- What do you consider to be the most important attributes of a _____?
- Describe a time you've displayed those attributes.

Customer Focus/Time Management

Give me an example of when you had to deal with an overly demanding patient - someone who demanded constant attention to the point where it impacted your ability to get other important work done.

- Exactly what did you do?
- Why did you decide to take this approach?
- If you were in a similar situation again, would you do anything differently? Why/why not?

RED FLAG:

- Displays animosity and frustration when discussing patients.
- Demonstrates little interest and experience in understanding patient needs.
- Applies one standard approach to all patient's needs.
- Does not exert themselves to ensure customer is fully satisfied.

LISTEN FOR:

- Ability to provide a high level of customer service while effectively managing their workload.
- Has considerable interest or experience in assessing and addressing patient needs.
- Adapts approach or processes to a patient's needs. Takes specific steps to ensure high patient satisfaction.

Notes

Patient continuously used call button; had to take away call button; patient filed complaint

- Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

Multi-Tasking/Stress Tolerance

Provide an example of how you've managed your workload when your unit was short-staffed?

- How did you maintain high levels of patient care?
- How did this affect your attitude and stress level?
- How do you typically manage job-related stress?

RED FLAG:

- Overwhelmed by workload and stressful situations.
- Puts personal interests ahead of patient care.
- Needs time to readjust priorities.
- Disregards stress as having any impact on thoughts, feelings or behaviors.

LISTEN FOR:

- Provides a high-level of care even with a heavy workload.
- Adapts effectively to changes in situations or circumstances.
- Willing to "step up" when short-staffed.
- Sees some stress as part of the job and has a method or approach for dealing with stress.

Notes

Short-staffed; utilized other resources; kept upbeat attitude; patients didn't notice any fall off in service

- Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

Structured Interview Guide - Nursing

Attendance

Other than authorized days off, how many times in the last six months have you missed a day of work?

- What, if anything, could you have done to avoid missing those days?
- What do you feel are legitimate reasons for missing work?
- What are some reasons you feel are not legitimate for missing work?

Almost everyone is late for work at some point. Please tell me about the last time you were late for work.

- What was the reason for being late? Has this happened before?
- What steps do you think you could take to avoid this problem?

RED FLAG:

- Major constraints or barriers preventing good attendance (e.g. transportation).
- Multiple perceived legitimate reasons for missing work.
- Tolerance for poor attendance.
- Having a "time clock" mentality for attendance and work.

LISTEN FOR:

- Strong belief in being reliable and intolerant of "poor excuses."
- History of above average attendance.
- Strong belief in "honest day's work for honest day's pay."
- View of being "present" (i.e. at work, ready to work).

Notes

Missed work twice in last 6 months-both sick days; proud of attendance record

Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

Self-Control/Stress Tolerance

Everybody encounters difficulties at work. Describe the last time everything seemed to be going wrong at work and you became frustrated.

- What was the situation?
- How did you deal with the situation?
- Were you able to maintain a positive outlook? Why/why not? * Is this typical for you? Why/why not?

RED FLAG:

- Has difficulty articulating how their thoughts, feelings and behaviors are impacted by stress.
- Communicates tendency to lose temper or control of emotions when under pressure.
- Disregards stress as having any impact on thoughts, feelings, behaviors (i.e., I don't ever really let stress get to me).
- Suggests they feel stress but never let it show (i.e., bottle it up, internalize it, etc.).

LISTEN FOR:

- Demonstrates self-awareness around the effects of stress on thoughts, feelings and behaviors.
- Welcomes the idea of working in an environment that values balance between work and personal life, wellness, self-care, etc.
- Sees some stress as part of the job.
- Has a method or approach for dealing with stress.

Notes

Lots of problems on floor-hectic and short-staffed; dealt with most pressing call light; pulled in other resources; patients seemed to remain happy

Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

Structured Interview Guide - Nursing

Attention to Detail

When completing tasks at work, mistakes can easily be made. Tell me about a time when you avoided making an error as a result of rechecking your work.

- What were you working on?
- What steps did you take to recheck your work?
- How did you find the mistake?
- What problems were avoided as a result of finding the error?

RED FLAG:

- Inability to cite a specific example.
- Lacks focus and concern regarding attention to detail.
- "Stumbled upon the error" vs. systematically checking work.

LISTEN FOR:

- Having a "system" or method for ensuring accuracy.
- Behavior is indicative of being well organized and orderly.
- Ability to provide example(s) of catching errors or mistakes.
- Enjoys working on the details of a project/task.

Notes

Found error-Doc ordered MRI for patient with a pacemaker; checked back with Doc who switched order to CT scan

- Marginal: 1 Point
 Fair: 2 Points
 Satisfactory: 3 Points
 Very Good: 4 Points
 Optimal: 5 Points

Flexibility/Adaptability

Almost all jobs change from time to time as new methods and procedures are introduced. Please tell me about the last time such a change was made in the way you do your work.

- How did you feel about the change? What about your coworkers?
- What steps did you take to adjust to the change?
- In the end, how did things work out?

RED FLAG:

- Is reluctant to accept change, particularly if it affects them personally.
- Has difficulty adapting to changing situations.
- Needs time to readjust priorities.
- Strictly adheres to a formal job schedule or description.

LISTEN FOR:

- Is open to and accepting of change; respectful and supportive of company goals/changes.
- Adapts effectively to changes in situations or circumstances.
- Can switch between priorities easily.
- Is not bound by rigid work schedules or job descriptions.

Notes

Total computerization of all aspects of patient care; more time consuming to enter; still don't like it, but have to "make the most of it"

- Marginal: 1 Point
 Fair: 2 Points
 Satisfactory: 3 Points
 Very Good: 4 Points
 Optimal: 5 Points

Structured Interview Guide - Nursing

Situational Judgment

As a nurse, the ability to work independently and be self-sufficient are strong assets. However, sometimes it's more advantageous to get others' opinions and input rather than react alone on an issue. How do you know when to rely on yourself versus relying on others?

- What approach or tactic do you typically rely on?
- Has this approach been successful for you in the past? How? Provide examples.

RED FLAG:

- Low self-efficacy (i.e. lacks confidence in abilities).
- First option is typically to ask others.
- Examples illustrate high reliance on others.
- Trusts others' opinions more than own.

LISTEN FOR:

- Uses sound judgment in discerning when to seek input from others.
- Confidence in knowledge/skills to handle most situations.
- Provides specific examples of self-reliance.
- Willing to "tackle" most situations.

Notes

New type of equipment-IV and Insulin pumps; discussed with other Nurses the differences from older equipment; confident enough to consult others

- Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

The Technical Question section provides you with the opportunity to ask technical or skill-oriented questions related to the target position.

Technical Interview Guide - Nursing

This section provides you with the opportunity to ask technical or skill oriented questions related to the target position.

User Defined Question 1

Suppose you are treating an elderly African American woman with hypertension. How would you explain her condition and treatment?

Notes

Keep simple: "When blood pressure is high it causes the heart to work harder at pumping blood around the body."

African American & age -> increased incidents of hypertension
-> meds lower & allows heart to pump--really important to take as prescribed

Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

User Defined Question 2

What steps would you take to treat a patient admitted with CHF?

Notes

- #1 Listen to lung sounds (adventitious breath sounds)
- #2 Check lower extremities for edema
- #3 Check abdomen for distention

Why: For left & right sided heart failure. Other Info: Lab values (e.g., BNP)

NOTE: Failed to mention checking neck for JVD (even when probed).

Marginal: 1 Point Fair: 2 Points Satisfactory: 3 Points Very Good: 4 Points Optimal: 5 Points

TIPS FOR CLOSING THE INTERVIEW:

- Start by determining the applicant's interest in further discussion and consideration (don't assume continued interest).
- Clearly communicate the remaining steps in the selection process (e.g., reference check, subsequent interviews, decision time-line, who will contact him/her and in what time period).
- Generally speaking, it is not a good idea to make any specific promises of employment.
- End the session on a positive note, stand and shake hands, and sincerely thank the applicant for their cooperation.
- If the process takes longer than what was communicated, contact the applicant and apologize.
- Always remember that the applicant is a guest at your organization and should be treated as such.

This information is designed to assist the interviewer in closing the interview session.

EXAMPLE DIALOGUE:

"Well Cheryl, that concludes the interview session. Our discussion has been very enlightening and I've appreciated your honesty and cooperation. We still have additional applicants who will be interviewed for the position, but we hope to complete those sessions and make a decision within two weeks. Are you still interested in pursuing employment with us? (Response) That's great, either I or someone from our Human Resources Department will call you at that time regarding our decision. Thank you for your interest in working at our organization."

INTERVIEWER'S TOOLKIT

The Toolkit has proven to be a valuable resource for new Hiring Managers and experienced Interviewers. The Toolkit includes:

- A Behavioral-Based Interviewer Training Module
- Hundreds of Behavioral-Based Interview Questions Including:
 - Questions for all Five Job Families (e.g., Administrative/Clerical, Patient Care, etc.)
 - Questions for the Nine Service & Values Scales (e.g., Compassion, Customer Service, etc.)
 - Additional Behavioral Questions (e.g., Gossip, Quality, Attention to Detail, etc.)
- Peer/Panel Interview Guides for all Five Job Families
- Staff Assessment Feedback Report Interpretation

The Staff Assessment Interviewer's Toolkit and On-Line Training are FREE resources that have been designed to support those involved with the selection process.

ONLINE TRAINING:

A tutorial on how to understand and interpret the Staff Assessment Feedback Report is available. This training assists those unfamiliar with the assessment (and those who desire a refresher) on how to best utilize the Staff Assessment.

Instructions to access these resources: hsa.healthcaresource.com

Login with your Staff Assessment credentials, select Help, and click on Support to view Toolkit.

If you do not have credentials, please contact HR for a link to be emailed to you for Toolkit access.

SAMPLE SELECTION REPORT

Sample Applicant

Floor Nurse

Applicant Name

Position

6/01/19

Jane Doe

Date/Time

Interviewer Name

Applicant Summary Score Sheet - Nursing

Technical & Screening Fit	1	2	3	4	5
Scoring Instructions Use the five-point scale from the "Scoring Legend" (below) to rate this applicant in regard to their Experience, Education & Training and any other criteria that would apply to their Technical & Screening Fit. For example, if an applicant is a Nurse with a ten-year, successful track record and possesses the background and experience you desire, you may rate them as a "5" (Optimal) on "Experience."	Experience (From application, resume and interview)			×	
	Education & Training (From application, resume and interview)			×	
	Other: (e.g. Professionalism. Use the same criteria for all)				

Scoring Legend: 1=Marginal 2=Fair 3=Satisfactory 4=Very Good 5=Optimal

Average Score 4

Job Fit / Service & Values	1	2	3	4	5	
Scoring Instructions Use the five-point scale from the "Scoring Legend" (below) to rate this applicant in regard to their Job Fit/Service & Values. Review each of the criteria (e.g. Job Performance, Retention, etc.) and use your judgment to provide a rating using the numeric score to the right that best represents the "fit" of this candidate for the position. For example, if an applicant scores an "8.5" on the Job Performance Index, you would likely rate them a "5" (Optimal) on the scale to the right. As you rate the Service & Values Scales, consider the scores in relation to the job requirements, culture and "fit" with the position. The objective is to combine this information to make a final rating.	Job Performance				×	
	Retention			×		
	Service Excellence		×			
	Service & Values Scales				×	

Scoring Legend: 1=Marginal 2=Fair 3=Satisfactory 4=Very Good 5=Optimal

Average Score 3.5

Interview Results	1	2	3	4	5
Calculate the average score for the Custom Questions you asked, then select the numeric score to the right that best represents that score.	Custom Interview Questions		×		
Calculate the average score for the Structured Questions you asked, then select the numeric score to the right that best represents that score.	Structured Interview Questions			×	
Calculate the average score for the Technical Questions you asked, then select the numeric score to the right that best represents that score.	Technical Interview Questions				×

Scoring Legend: 1=Marginal 2=Fair 3=Satisfactory 4=Very Good 5=Optimal

Average Score 3

SCORING MATRIX

Scoring Matrix Instructions	Scoring Matrix	Weight	Score	Total
Bring the Score for each of the three criteria (Technical & Screening Fit, Job Fit/Service & Values, and Interview Results) into the "Score" column. Total the three criteria to calculate the Final Applicant Score. ASSIGNING WEIGHTS: If you would like to weight one criteria more than another, write in the weight for each of the criteria in the appropriate column. Keep criteria weights simple (e.g. 1.0, 1.5, 2.0) and no criteria should receive more than a double (i.e. 2.0) weight.	Technical & Screening Fit	1	4	4
	Job Fit / Service & Values	1	3.5	3.5
	Interview Results	2	3	6

NOTE: Be sure to consistently apply the same weight criteria for all applicants you are considering for this position.

Final Score 13.5

Next Action: Make Offer Do not pursue further
 Consider but interview others Refer this person to: _____

The Staff Assessment has been designed & validated for Healthcare. It should be used in conjunction with other information such as work experience, education, training, background checks, interview, etc. The Staff Assessment should not be the sole determining factor in your decision-making process. Do not share this information with the applicant.

For additional information, please contact HealthcareSource at 800.869.5200 or hsaupport@healthcaresource.com.

The **HealthcareSource Staff Assessment Development Report** utilizes an approach that includes the following components:

- A Development Plan that creates Self-Awareness by ranking Critical Behavioral Healthcare Competencies. National Benchmarks offer a comparison of how an individual's scores compare to peers within the same Job Family.
- Identifies Developmental Strengths and Opportunities
- Prescriptive Suggestions are provided through Development Opportunity Worksheets outlining on-the-job activities, on-line developmental resources, and books.
- A Development Plan Worksheet guides each individual through a step-by-step process to improve targeted areas.

[Results are available immediately.](#)



Individual Feedback Report

Sample Employee: 05/21/2019 04:07 AM

Organization Name: ABC Healthcare

Job Family: Nursing **Norm:** Internal

Development Option: Opportunities

I. Introduction

II. Development Plan

Step 1: Self-Awareness

Step 2: Identify Development Strengths & Opportunities

Step 3: Identify Prescriptive Solutions & Create Plan

III. Development Plan Worksheets

For additional information, please contact HealthcareSource at 800.869.5200 or hsasupport@healthcaresource.com.

I. Introduction

Overview

Professional Development is one of the cornerstones of our working lives. It keeps us interested in our work, gives us the drive to progress in our careers, keeps Healthcare competitive and, ultimately, makes us employable throughout our lives.

There are numerous benefits when we pursue developmental opportunities in a proactive manner. Examples include:

- Becoming increasingly effective in the workplace
- Being able to help, influence and serve others
- Being confident of future employability
- Enjoying a fulfilling and rewarding career

Managing professional development is just like managing any other project. We need to set specific targets in order to achieve our objectives.

Your Professional Development

STEP ONE: Self-Awareness

Self-awareness (learning about your strengths and weaknesses) is critical, in order to determine what you should invest time and energy pursuing.

“You can’t change it – until you’re aware of it”

Once identified, strengths can be leveraged and weaknesses can be addressed through various developmental strategies. While this can, and should be done using different methods, (e.g. discussions with your supervisor, performance appraisals, 360 feedback, etc.) the Staff Assessment has been designed to provide you with an accurate, objective perspective outlining your strengths and weaknesses (developmental opportunities).

The Staff Assessment measures critical behavioral Healthcare Competencies. Your feedback report will provide you with your three highest-ranked competencies (i.e. strengths) and your three lowest-ranked competencies (i.e. developmental opportunities). This information is designed to provide the foundation of your Developmental Action Plan.

STEP TWO: Set Goals and Take Action

In addition to ranking the competencies measured, the assessment will “prescribe” specific solutions (e.g. on-the-job activities, books, etc.) to assist you in identifying developmental resources for the competencies selected within your Development Report. This information is designed to identify the activities & resources that will best assist you in your professional development. You will find a sample Developmental Action Plan template included at the end of your report. It will assist you in quantifying your developmental activities and the goal-setting process.

“Development is a process - not an event”

II. Development Plan

Step 1: Self-Awareness: Competency Ranking

These competencies have been identified as being critical to the success of Staff within the Healthcare Environment. Use the rankings to identify your strengths (e.g. 1 = highest ranked competency) and developmental opportunities (e.g. 12 = lowest ranked competency). National Benchmarks offer a comparison of how your scores compare to your peers within the same job family, based on data from hundreds of Healthcare organizations across the country. For additional information, please contact hsasupport@healthcaresource.com.

Norm: Nursing	Force Ranking	National Benchmark	
Accountability Taking responsibility for one's actions, honoring commitments made to others, being reliable and dependable.	1		High
Emotional Evenness Calm, even-tempered, able to maintain composure and effectively deal with stress.	2		High
Work Pace Engaging in a large number of work activities; fast work pace with high level of activity.	3		High
Working with Others Working closely with others to achieve goals.	4		High
Relating to Others Interacting with others different from yourself (varied race, gender, age, etc.).	5		High
Managing Work Managing multiple tasks simultaneously (vs. one thing at a time).	6	Avg	
Managing Change Adapting to changes in priorities, demands, and procedures.	7	Avg	
Work Effort Self-motivated, ambitious, working hard to complete tasks and accomplish goals.	8	Avg	
Concern for Others Genuine desire to help and assist others.	9	Avg	
Learning Continuously updating and improving job related skills and knowledge.	10	Avg	
Working with Customers Enjoys personal contact with customers.	11	Low	
Communication Effectively communicating with, listening carefully to, and providing effective explanations to others in the workplace.	12	Low	

Note: Low scores do not necessarily indicate poor behavior on the competency. *Everyone* will have "high" and "low" ranked competencies (i.e. everyone will receive 1-12 rankings based on their relative scores). The objective is to prioritize which of the competencies should be included in your Development Plan.

II. Development Plan

Step 2: Identify Development Strengths & Opportunities

Outlined below are your three **highest ranking** competency scores. These are to be viewed as strengths, and are likely to be helpful to you as an Individual Contributor. You may be well aware of your strengths already, or you may be surprised with your ranking. Either way, the objective is to build on your strengths.

Development Strengths	Force Ranking
Accountability Taking responsibility for one's actions, honoring commitments made to others, being reliable and dependable.	1
Emotional Evenness Calm, even-tempered, able to maintain composure and effectively deal with stress.	2
Work Pace Engaging in a large number of work activities; fast work pace with high level of activity.	3

Based on your assessment results, you'll find three competencies listed below. These are your three **lowest ranked** competencies and have been identified as potential developmental opportunities.

Development Opportunities	Force Ranking
Learning Continuously updating and improving job related skills and knowledge.	10
Working with Customers Enjoys personal contact with customers.	11
Communication Effectively communicating with, listening carefully to, and providing effective explanations to others in the workplace.	12

Development Opportunity Worksheets

The next few pages include Development Opportunity Worksheets. They are included to help you improve the specific Competencies for Development identified through your assessment. You'll find a variety of activities and suggestions to assist you in creating your Development Plan.

II. Development Plan

Step 3: Identify Prescriptive Solutions and Create Plan

You will increase the probability of achieving your goals by developing a detailed Development Plan.

Your Development Plan should include:

- Your Development Needs
- The Outcomes you hope to achieve
- The Action Steps you will take
- Others to Involve
- Target Date
- Progress Indicators
- Potential Barriers

1. Identify your developmental need on the top of the Development Plan Worksheet.

2. Describe the OUTCOMES that you hope to achieve.

What you hope to see at the end of the next twelve to eighteen months as a result of your efforts in this area. Outcomes might be expressed in terms of *attitudes* you will display, *knowledge* you will possess, *behaviors* that you will exhibit, or *performance outcomes* you hope to realize.

State as precisely as possible what you want to achieve. Use this rule of thumb - Outcomes should be written so that they are **SMART**:

- S**pecific descriptions of what you will be able to do as a result of completing this plan
- M**easurable so that you can observe whether the outcome is achieved
- A**ttainable and realistic
- R**elevant to improved job effectiveness and job satisfaction
- T**rackable so that you will be able to chart your progress

For example your Outcome might include:

- To develop a broader understanding of healthcare so that I can better serve my customers.
- To be a more effective listener with customers, peers, etc.
- To have better coping skills for handling stress and pressure.

3. Identify what specific things you can do to help you reach your outcomes.

These are your ACTION STEPS. Action steps might include courses to take, books to read, experiences to have at work, etc. to build knowledge and skills. Use your Development Opportunity Worksheets presented in the next section, to help you decide upon the steps you would like to take.

Remember, the most important part of any learning experience involves taking the new skill back to the job. Be sure to include an on-the-job practice experience as an Action Step.

III. Development Plan

Step 3: Identify Prescriptive Solutions and Create Plan

For example ACTION STEPS might include:

- Volunteer for the strategic planning task force. Discuss what I've learned with John (mentor) afterwards.
- Read "Listening the Forgotten Skill" and identify three skills to put into practice on my next customer contact.
- Attend a stress management seminar and identify new coping skills for handling job-related stress.

4. For each Action Step, identify others you may need to involve.

These people might serve as information resources, role models, coaches, feedback providers, etc. Record their names in the OTHERS TO INVOLVE column.

5. Set dates for beginning and accomplishing the activities.

Write your TARGET DATES on your worksheets and use these deadlines to stay on track and meet your developmental goals.

6. Determine how you will evaluate your progress and how you will know when you have improved.

Record your PROGRESS INDICATORS on the worksheets.

For example PROGRESS INDICATORS might include:

- Receive feedback from mentor on strategic analysis
- Customer survey results should show improvement in listening skills
- Feedback from peers on whether I appear moody or grouchy

7. Anticipate any BARRIERS that may keep you from accomplishing your actions.

Include additional Action Steps to break down these Barriers.

For example a BARRIER could be:

- Work pressures might keep me from taking the time to do strategic planning

The Action Step you might add to your plan would then be:

- Set aside one afternoon each month for a brainstorming/strategic planning session. Invite two or three other key people to obtain their input.
-

Competency: LEARNING

Definition: Continuously updating and improving job related skills and knowledge.

Prescriptive Suggestions

On-The-Job Activities

Suggested Actions:

Most learning and development occurs through on-the-job activities. Classroom style training provides the knowledge required to address specific issues; however, putting that knowledge into practice is where true developmental improvement occurs.

Outlined below are a variety of suggestions to assist you as you pursue your professional development.

Target Behavior:

Pursue opportunities to continually learn and develop.

Suggested Actions:

- ▶ Ask for assignments that will require you to learn new skills and that will involve working with people with diverse backgrounds from various departments/units.
- ▶ When possible, sit in on planning and decision-making meetings. View them as a source of information and influence rather than as a waste of time.
- ▶ Establish influence with key people in your department. To do this, analyze who has informal power and then try and help them or provide information that might be valuable to others without being asked.
- ▶ Recognize that everyone has areas for improvement and development (yes, even you).
- ▶ Show others that you take your development seriously by stating your developmental plans and asking for their help in holding you accountable.

Target Behavior:

Identify potential areas for development.

Suggested Actions:

- ▶ Select a work-related topic or area of interest where you would like to learn more, then research that topic (e.g., read a book, search journal articles, browse web pages).
- ▶ Consider enhancing one or more of the following:
 - Technical and professional skills
 - Organizational awareness and understanding
 - Management and leadership skills
 - Process (quality) improvement skills
 - Personal skills

Competency: LEARNING

Definition: Continuously updating and improving job related skills and knowledge.

Prescriptive Suggestions

On-The-Job Activities

Target Behavior:

Identify potential developmental activities.

Suggested Actions:

- ▶ Realize that some of the most potent learning and development occurs through on-the-job activities.
- ▶ Pursue in-house training opportunities. Virtually every organization has some kind of in-house training available.
- ▶ Research the resources available to you and take advantage of those developmental opportunities.
- ▶ Join a professional group or association. Most occupations have local, state, or national professional organizations that meet regularly and provide useful information.
- ▶ Seek out a mentor to assist you in improving your knowledge and skills.

Competency: LEARNING

Definition: Continuously updating and improving job related skills and knowledge.

Prescriptive Suggestions

This section of the feedback report provides you with a wide-variety of developmental solutions to pursue. These are designed to appeal to diverse learning styles and preferences. Your objective in this section of the feedback report is to identify those resources that you would commit to pursuing and integrate them into your *Developmental Action Plan* (see the last page of your feedback report).

(Please note that every effort has been made to provide accurate, up-to-date information in regard to these materials. Pricing and availability are subject to change.)



Courses are part of the HealthcareSource eLearning LibrarySM which is available through HealthcareSource NetLearning[®]. To find out if your organization subscribes, contact your Organizational Development Manager, LMS coordinator, or other training professional.

Title	Description	Course Number
Forging Ahead with Perseverance and Resilience	In this course, you'll learn what it takes to persevere, including the qualities and people it takes to support and sustain perseverance. You'll also learn to recognize resiliency and use it to improve your perseverance. Finally, you'll explore actions to help you build your balance, sharpen your focus, and regain resilience that helps you persevere when faced with setbacks.	pe_03_a01_bs_enus
Becoming an Accountable Professional	In this course, you'll learn how to listen to your own inner boss, how to identify your internal standards, how to create a plan to meet those standards, and how to apply your inner boss's guidance to gain more control over your work, your goals, and your future.	pe_05_a01_bs_enus
Building Your Professional Network	This course provides you with the essential communication skills required to establish a business network and includes strategies for building rapport with new contacts during networking opportunities. It also covers best practices for maintaining your network so that business contacts can help you achieve your career goals.	apd_04_a02_bs_enus
Cultivating Relationships with Your Peers	This course explores how you can identify the peers in your organization who are especially important in meeting your goals and how to develop and maintain solid, mutually beneficial relationships with these people.	apd_04_a01_bs_enus
Developing a Plan to Further Your Career	This course guides you through the process of taking inventory of your values, interests, skills, and needs. Then based on these findings, you can determine your strengths. This course also provides tips on how to deal with any weaknesses that are holding you back. You will also learn how to develop and implement your action plan to further your career.	apd_03_a01_bs_enus
Getting Your Career on the Right Track	This course discusses the options available when you're trying to get your career on the right track. You'll discover how to make successful in-house job changes, as well as how to make lateral moves in the same company. You'll find out about approaches for creating and implementing an effective promotion plan, and learn the best ways to ask for assignments that will move your career forward.	apd_03_a02_bs_enus
Using Performance Appraisals to Advance Your Career	Employees often don't recognize the opportunities they can harness from their performance appraisals. In this course, you'll discover the value of learning how to manage the performance appraisal process on a year-round basis, and you'll be given tips for using formal and informal performance appraisals to your best advantage. This course also outlines how to implement the periodic appraisal strategy to move your career forward, and ways to recognize and use constructive criticism to improve your chances of success.	apd_03_a03_bs_enus

Competency: LEARNING

Definition: Continuously updating and improving job related skills and knowledge.

Prescriptive Suggestions



Title	Description	Course Number
Becoming More Professional through Business Etiquette	Your reputation often precedes you in any work environment. It can define your credibility, impact your career opportunities, and shape your relationships with your colleagues. In this course, you'll learn the basics of how to act professionally and practice proper business etiquette. You'll learn how to project a professional image, both in your appearance and in your workspace décor. Finally, you'll learn how to ensure your personal activities, including your social media presence, don't negatively impact your work reputation.	pe_05_a03_bs_enus
Building Rapport with Your Boss	Your boss can be the lifeline to your future. Typically, no one has more influence over your immediate and long-term success than the person to whom you report. Not only can you find enjoyment and reward in your current position, but your boss can be a source of support when you are ready to move ahead with your career. This course teaches strategies for building a strong professional relationship with your boss. It explains various ways you can become aligned with your boss -- even how to give your boss constructive feedback.	apd_04_a03_bs_enus
Developing a Personal Accountability Framework	Taking responsibility for meeting your objectives, including deadlines and work targets, is an important component of good business etiquette and demonstrates your attitude of professionalism. In this course, you'll learn about the importance of personal accountability. You'll also learn strategies for developing a personal accountability framework by setting goals, developing an action plan, managing priorities, and staying focused and energized.	pe_05_a04_bs_enus
Becoming Your Own Best Boss	This course focuses on attitudes and behaviors that promote self-empowerment. It provides strategies for empowering yourself through self-coaching, approaches for developing an entrepreneurial mind-set, and an opportunity to apply a model for self-empowerment to enhance your performance. Applying these approaches will help you become a self-empowered contributor in your organization.	pe_05_a02_bs_enus

Competency: LEARNING

Definition: Continuously updating and improving job related skills and knowledge.

Prescriptive Suggestions

Online Developmental Resources

Title	Description	URL
Reference for Business	The site provides an abundance of resources. Search on: Self Development or Self Improvement	www.referenceforbusiness.com/encyclopedia/

Books

Title	Description	Author
The Fred Factor: How Passion in Your Work and Life Can Turn the Ordinary into the Extraordinary ISBN-13: 978-0385513517	We've all encountered people like Fred in our lives. In THE FRED FACTOR, Mark Sanborn illuminates the simple steps each of us can take to transform our own lives from the ordinary – into the extraordinary. Sanborn, through stories about Fred and others like him, reveals the four basic principles that will help us bring fresh energy and creativity to our life and work: how to make a real difference every day, how to become more successful by building strong relationships, how to create real value for others without spending a penny, and how to constantly reinvent yourself.	Mark Sanborn & John C. Maxwell
Instant Manager: Managing Yourself ISBN-13: 978-0340947388	Those looking to best self-manage will find help, through this book, with answering such questions as What personal resources do you need to do your job? How can you fill any gaps in your current skills? What do you need to do to develop yourself professionally? How does your work role fit into your organization? and What is important to you? Also included is a fascinating interview with Andy Green, the head of BT Global Services which manages the global networked IT estate for such companies as PepsiCo and Procter and Gamble.	Bernice Walmsley
Mindset: The New Psychology of Success ISBN-13: 978-0345472328	Dweck explains why it's not just our abilities and talent that bring us success— but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know: how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area.	Carol Dweck
Make It Stick: The Science of Successful Learning ISBN-13: 978-0674729018	Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners. Many common study habits and practice routines turn out to be counterproductive. Underlining and highlighting, rereading, cramming, and single-minded repetition of new skills create the illusion of mastery, but gains fade quickly. More complex and durable learning come from self-testing, introducing certain difficulties in practice, waiting to re-study new material until a little forgetting has set in, and interleaving the practice of one skill or topic with another.	Peter C. Brown, Henry L. Roediger III, & Mark A. McDaniel

Competency: WORKING WITH CUSTOMERS

Definition: Frequent and extensive contact with customers.

Prescriptive Suggestions

On-The-Job Activities

Suggested Actions:

Most learning and development occurs through on-the-job activities. Classroom style training provides the knowledge required to address specific issues; however, putting that knowledge into practice is where true developmental improvement occurs.

Outlined below are a variety of suggestions to assist you as you pursue your professional development.

Target Behavior:

Greet others by name, use good manners, and smile!

Suggested Actions:

- ▶ Get to know your customers and patients.
- ▶ Have a positive, friendly demeanor.
- ▶ Be polite and courteous.
- ▶ Greet everyone with a hello and a smile.

Target Behavior:

Accept ownership for problems and complaints – even when it's not your fault.

Suggested Actions:

- ▶ View problems and complaints as problem-solving opportunities.
- ▶ Do not take customer criticism personally.
- ▶ Make it a priority to solve customer problems regardless of who is at fault.

Target Behavior:

Let angry customers “vent” and tell their story before responding.

Suggested Actions:

- ▶ When encountering an angry customer, take a moment to really listen to them before speaking or responding.
- ▶ Count to ten (10) after an angry customer has spoken so you can collect your thoughts and regulate your own angry or frustrated emotions.
- ▶ Try to put yourself in the shoes of the customer and see the experience from their perspective.

Competency: WORKING WITH CUSTOMERS

Definition: Frequent and extensive contact with customers.

Prescriptive Suggestions

On-The-Job Activities

Target Behavior:

Treat coworkers, patients, and their families as honored guests.

Suggested Actions:

- ▶ View everyone you interact with at work as an important customer.
- ▶ Observe the “golden rule:” Treat everyone as you would like to be treated.
- ▶ Focus on anticipating and meeting the needs of your customers.
- ▶ Be sensitive to the needs and requests of the family members and patients in your hospital, particularly given the fact that they are likely in a new (to them) and stressful situation.

Competency: WORKING WITH CUSTOMERS

Definition: Frequent and extensive contact with customers.

Prescriptive Suggestions

This section of the feedback report provides you with a wide-variety of developmental solutions to pursue. These are designed to appeal to diverse learning styles and preferences. Your objective in this section of the feedback report is to identify those resources that you would commit to pursuing and integrate them into your *Developmental Action Plan* (see the last page of your feedback report).

(Please note that every effort has been made to provide accurate, up-to-date information in regard to these materials. Pricing and availability are subject to change.)



Courses are part of the HealthcareSource eLearning LibrarySM which is available through HealthcareSource NetLearning[®]. To find out if your organization subscribes, contact your Organizational Development Manager, LMS coordinator, or other training professional.

Title	Description	Course Number
The Essentials for Anger Management	In this course, you'll explore how to manage your anger through emotional and intellectual responses, and how to respond properly to anger directed at you. You'll also explore the nature of anger including its root causes and ways to use it positively in the workplace.	comm_47_a01_bs_enus
Navigating Challenging Situations with Diplomacy and Tact	You'll likely face unpleasant situations or tasks at some point in your career. In this course, you'll learn to navigate difficult work relationships, write diplomatic and tactful e-mails, and handle angry and manipulative coworkers.	acm_16_a02_bs_enus
The Art and Science of Communication	This course will teach you the art and science of communication by discussing how to connect with your audience and how to enhance and strengthen that connection as you communicate.	acm_07_a01_bs_enus
Rapport Building in Customer Service	In this course, you'll learn how to build rapport with customers by paying close attention to their needs, connecting with them, and being positive. You'll also learn how to empathize with customers by relating your own experiences, reflecting their emotions back to them, and normalizing their difficulties.	acs_03_a01_bs_enus
Designing a Customer Service Strategy	In this course, you'll learn about techniques used to shape the direction of customer service in an organization, including mapping, researching, taking action on, and evaluating moments of truth. You'll also learn how to develop and implement customer service standards and strategies.	acs_03_a06_bs_enus
Interacting with Customers	This course provides valuable advice on how to improve your interactions with customers, including how to overcome barriers to communication as well as how to speak effectively, use vocal cues, and listen actively and use paraphrasing to convey your understanding of the customer's needs.	acs_02_a01_bs_enus
Controlling Conflict, Stress, and Time in a Customer Service Environment	In this course, you'll learn how to identify and resolve conflict, negotiate with customers, develop strategies to better manage time and stress, and explore how a positive approach and attitude can benefit customer interactions and bring them to a satisfactory conclusion.	acs_02_a03_bs_enus

Competency: WORKING WITH CUSTOMERS

Definition: Frequent and extensive contact with customers.

Prescriptive Suggestions



Title	Description	Course Number
Polishing Your Skills for Excellent Customer Service	In this course, you'll learn how to project an excellent service attitude that will enhance your interaction with your customers. You'll also explore how to establish effective customer relationships and involve customers in problem solving. In addition, you'll discover methods to communicate effectively in a cross-cultural customer support center or help desk environment.	acs_02_a05_bs_enus
Providing Effective Internal Customer Service	In this course, you'll learn about types of internal customers and how to identify internal customer service relationships. You'll also learn about the importance of getting to know your internal customers, identifying their expectations of you, and taking action on those expectations. Finally, you'll learn guidelines for providing internal customer service.	acs_03_a04_bs_enus
Using Active Listening in Workplace Situations	Active listening skills are used by professionals in a wide range of occupations to enhance their work. In this course, you'll learn listening skills that can help in the workplace, and techniques for becoming an effective active listener.	acm_14_a02_bs_enus
Listening Even When it's Difficult to Listen	Successful people are generally trained, excellent listeners. In this course, you'll learn common misconceptions about listening, how to hone your listening skills, and what to do when you encounter roadblocks to listening.	acm_14_a01_bs_enus
Acting with Diplomacy and Tact	In this course, you'll learn about developing diplomacy and tact, avoiding meltdowns and apologizing, developing empathy, and removing personal biases.	acm_16_a01_bs_enus

Competency: WORKING WITH CUSTOMERS
Definition: Frequent and extensive contact with customers.

Prescriptive Suggestions

Online Developmental Resources

Title	Description	URL
Reference for Business	The site provides an abundance of resources. Search on: Customer Perceptions, Customer Relationship Management, Customer Service, Customer Value, Patient Expectations or Service Quality	www.referenceforbusiness.com/encyclopedia/
Patient Satisfaction Tips	A short list of tips to improve patient satisfaction	https://www.businesstraining-works.com/training-resources/patient-satisfaction-tips

Books

Title	Description	Author
Through the Patient's Eyes: Understanding and Promoting Patient-Centered Care ISBN-13: 978-0787956998	In this comprehensive, research-based look at the experiences and needs of patients, the authors explore models of care that can make hospitalization more humane. Through the Patient's Eyes provides insights into why some hospitals are more patient-centered than others; how physicians can become more involved in patient-centered quality efforts; and how patient-centered quality can be integrated into health care policy, standards, and regulations. The authors show how, by bringing the patient's perspective to the design and delivery of health services, providers can improve their ability to meet patient's needs and enhance the quality of care.	Margaret Gerteis, Susan Edgman-Levitan, Jennifer Daley, & Thomas L. Delbanco
Customer Service for Professionals in Health Care ISBN-13: 978-0595283651	This short book helps healthcare employees to develop a strong customer orientation toward patients, physicians, coworkers and other customers. It identifies key behaviors that reflect a customer orientation in typical healthcare interactions and also provides self-assessment and practice exercises to help employees become more conscious of their customers' needs and more adept in meeting these needs every day.	Wendy Leebov
Service Fanatics: How to Build Superior Patient Experience the Cleveland Clinic Way ISBN-13: 978-0071833257	Service Fanatics reveals the strategies and tactics the Cleveland Clinic used to become one of today's leading patient-experience healthcare organizations. Featuring customer service case studies, as well as invaluable insight from C-level executives at top corporations in various industries, Service Fanatics provides actionable lessons for any manager and business leader beyond healthcare.	James Merlino
Super Service: Seven Keys to Delivering Great Customer Service...Even When You Don't Feel Like It!...Even When They Don't Deserve It! ISBN-13: 978-0071625791	For more than a decade, customer service professionals have turned to Super Service for the very best advice on dealing with demanding, dissatisfied, and downright difficult customers. Super Service, 2nd Edition teaches you how to deliver great service in a way that enriches your life and keeps you from burning out.	Jeff Gee & Val Gee
Delivering Knock Your Socks Off Service ISBN-13: 978-0814417553	This book provides readers with proven tips and strategies for exceeding customer needs and expectations, determining the right times to bend or break the rules, becoming fantastic fixers and powerful problem-solvers, using the RATER factors to wow your customers, understanding cultural and generational differences, becoming a listening post, and coping effectively with "customers from hell."	Performance Research Associates

Competency: COMMUNICATION

Definition: Effectively communicating with, listening carefully to, and providing effective explanations to others in the workplace.

Prescriptive Suggestions

On-The-Job Activities

Suggested Actions:

Most learning and development occurs through on-the-job activities. Classroom style training provides the knowledge required to address specific issues; however, putting that knowledge into practice is where true developmental improvement occurs.

Outlined below are a variety of suggestions to assist you as you pursue your professional development.

Target Behavior:

Pay attention and listen carefully when others are speaking to you.

Suggested Actions:

- ▶ Give your full and undivided attention.
- ▶ Look the other person in the eye and maintain steady eye contact.
- ▶ Consider moving your conversation to a location where there aren't any distractions (e.g., go to a private area, consider closing the door).
- ▶ Don't look at your phone, tablet, computer, or any item that might distract you from the conversation.
- ▶ Do not interrupt when the other person is speaking or at an inappropriate time.
- ▶ During the conversation don't let your mind wander to other topics or "tune out" (i.e., if during the conversation you're thinking about your plans for the weekend, you're not paying attention).
- ▶ Don't monopolize the conversation, actually listen to what the speaker is saying rather than thinking of getting your own message across (you can't concentrate on what someone is saying if you're forming what you're going to say next).

Target Behavior:

Make your conversation a two-way street; be an active participant in the discussion.

Suggested Actions:

- ▶ Encourage the other person to get involved in the discussion so you can have a dialogue rather than a one-way conversation.
- ▶ Ask appropriate questions that directly relate to the discussion.
- ▶ Ask clarifying questions when you are unclear about something the person said (e.g., "what do you mean when you say..." or "is this what you meant to say?").
- ▶ Ask open-ended questions to gather additional information and guide the conversation (e.g., "tell me more about that" or "give me an example").
- ▶ Demonstrate your interest in what the other person is saying with facial expressions and gestures such as a smile or occasional head nod.

Competency: COMMUNICATION

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Prescriptive Suggestions

On-The-Job Activities

(Conversation a two-way street - *Continued*)

- ▶ Make sure that your posture conveys that you are open/receptive (e.g., avoid crossing your arms or turning your back to the person). Rest your arms by your sides rather than crossing them over your chest as this is a defensive posture.
- ▶ Use small verbal comments like “yes” or “uh huh” to encourage the speaker to continue.

Target Behavior:

Communicate your point concisely and clearly.

Suggested Actions:

- ▶ Talk in a clear voice and avoid mumbling.
- ▶ Instead of just speaking louder, focus on speaking with more clarity especially when communicating with certain people (e.g., older patients).
- ▶ Take the time to speak slowly and carefully to avoid misinterpretations, mistakes, or inaccuracies in your statements.
- ▶ Make sure to address the most important point(s) at the beginning, especially if there is time urgency.
- ▶ Keep your language simple and to the point.
- ▶ Avoid the use of jargon, slang, acronyms, or unfamiliar terms that may confuse the person you are speaking to.
- ▶ Avoid overly complex explanations; only provide background information as needed to help keep your message concise.

Target Behavior:

Tailor your communication to fit your situation and audience.

Suggested Actions:

- ▶ Use face-to-face communication when discussing important, sensitive, or difficult topics or when the discussion requires expressions of sincerity or authenticity (e.g., when delivering or communicating bad news).
- ▶ Not everyone likes to communicate the same way, pay attention to the communication preferences of others and use the method he or she prefers. For example, your co-worker may prefer you talk in-person whereas your boss may prefer a quick phone call.
- ▶ Avoid the use of jokes unless you are absolutely sure it is appropriate for the situation.
- ▶ Use the appropriate tone of voice for the situation; the same word can have different meanings when said with a different tone of voice (e.g., saying “you can’t be serious” can express anger or can express curiosity depending on the tone).
- ▶ Keep the other person’s perspective in mind when trying to get your message across.
- ▶ Carefully consider your wording and whether it is appropriate for the individual and the situation (e.g., use the word ‘medicine’ rather than ‘drug’ when talking to patients).

Competency: COMMUNICATION

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Prescriptive Suggestions

On-The-Job Activities

Target Behavior:

Make sure that others understand your explanations and what you are saying.

Suggested Actions:

- ▶ Don't assume that because you have said it once, that the message has been received in the way you meant it to be received.
- ▶ Take the time to state and repeat key points in different ways by using different words or rephrasing; this is especially important for critical or technical issues.
- ▶ Say the same thing several different ways so that others understand what you are trying to say.
- ▶ Try asking the person you are speaking with to restate your points in their own words. This will make sure they understand you correctly and will help future miscommunication. For example, nurses can ask patients to repeat instructions, which can reveal any misunderstandings or gaps in understanding.
- ▶ Before you leave the conversation, ask the other person if they understand you or if they have any questions about what you have said (e.g., "I have given you a lot of information today, was anything I said unclear?" or "We have discussed a lot of information; do you have any questions for me?").
- ▶ Look for facial cues or gestures that might indicate that the other person is listening to and understanding your explanations. For example, if the person is nodding in response, this is usually a good sign.
- ▶ Ask someone you trust (friend, colleague, or mentor), to give you feedback about your communication effectiveness. Those who are closest to you will likely be able to help you identify areas in your communication style that need to be improved.

Target Behavior:

Stay professional during conversations.

Suggested Actions:

- ▶ Don't raise your voice or speak too loudly, this can be viewed as being aggressive even if you don't intend to be.
- ▶ Avoid language that implies stereotypes or that may be viewed as disrespectful.
- ▶ Avoid personal attacks.
- ▶ Don't make fun of the other person you are speaking with.
- ▶ Recognize the difference between being assertive and being aggressive. Wanting to get your point across is fine, but don't lose your temper when trying to do so.
- ▶ If, when you are speaking with someone, you start to respond emotionally or in a non-professional way, say so and ask for more information (e.g., "I hear what you are saying and I find myself taking what you said personally. I think you are trying to say so and so. Is that what you meant to say?").
- ▶ Keep your tone sincere and non-judgmental when speaking with others.

Competency: COMMUNICATION

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Prescriptive Suggestions

This section of the feedback report provides you with a wide-variety of developmental solutions to pursue. These are designed to appeal to diverse learning styles and preferences. Your objective in this section of the feedback report is to identify those resources that you would commit to pursuing and integrate them into your *Developmental Action Plan* (see the last page of your feedback report).

(Please note that every effort has been made to provide accurate, up-to-date information in regard to these materials. Pricing and availability are subject to change.)



Courses are part of the HealthcareSource eLearning LibrarySM which is available through HealthcareSource NetLearning[®]. To find out if your organization subscribes, contact your Organizational Development Manager, LMS coordinator, or other training professional.

Title	Description	Course Number
Acting with Diplomacy and Tact	People who communicate with diplomacy and tact are able to inspire confidence. In this course, you'll learn about developing diplomacy and tact, avoiding meltdowns and apologizing, developing empathy, and removing personal biases.	acm_16_a01_bs_enus
Administrative Support: Projecting a Positive Professional Image	This course introduces best practices for making a good impression as an administrative professional. You'll learn how to project a positive professional image by building credibility. You'll also explore the importance of communicating honestly, respecting others, and having a positive outlook in order to create a positive work environment. Finally, you'll learn how to practice positive office politics to enable you to put your best foot forward in the organization.	aad_01_a04_bs_enus
Effective Team Communication	It's vital to maintain open, effective communication on a team. However, it's all too easy to adopt bad habits. Without realizing how badly it affects your team, you or another team member may communicate in ways that lead to misunderstandings, cause unnecessary conflict, keep others from having their say, and prevent the team from performing as well as it could. In this course, you'll learn about different verbal barriers to effective team communication and strategies for overcoming them. But speaking is only one part of communication; effective listening is vital too. So you'll also learn about specific active listening techniques that can help you be a better listener.	atm_02_a03_bs_enus
Encouraging Team Communication and Collaboration	Establishing a successful team involves ensuring that team members can communicate with you and with one another and that they will work as a team rather than as individuals. Clear channels of communication are required for both on-site and virtual teams. In this course, you'll learn techniques for encouraging effective communication and overcoming communication problems. You'll also learn strategies for encouraging team collaboration. Finally, you'll learn about tools and technologies that are commonly used for virtual team communication and key considerations for establishing virtual communication guidelines.	atm_01_a03_bs_enus
HealthcareSource: Communication Through the Lifespan v1.2	This course covers communication through the lifespan. It is useful for clinical and nonclinical staff who encounter but may not work heavily with specific age groups. The course is also useful for improving communication skills in all personnel.	HCS_CompHTM_LifespanV1p2
How Culture Impacts Communication	With so much business happening on a global scale, cross-cultural communication is more important than ever before. Communication is always a challenge, and when diverse cultures interact, good communication can be even more challenging. In this course, you'll learn about the importance of achieving a proper mindset for cross-cultural communication. You'll explore aspects of cultures that affect how people communicate across cultural boundaries. You'll learn also considerations for speaking and writing in cross-cultural environments.	comm_48_a01_bs_enus
Listening Even When it's Difficult to Listen	Successful people are generally trained, excellent listeners. In this course, you'll learn common misconceptions about listening, how to hone your listening skills, and what to do when you encounter roadblocks to listening.	acm_14_a01_bs_enus

Competency: COMMUNICATION

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Prescriptive Suggestions



Title	Description	Course Number
Making an Impact with Non-verbal Communication	To our earliest ancestors, non-verbal communication was communication! The primitive parts of our brains are still wired to respond automatically when we're afraid, threatened, disgusted, surprised, or happy. But we've come a long way in our development and understanding of our brain's ability to respond and communicate in valuable, non-verbal ways. In this course, you will find out how our attitude, posture, gestures, facial expressions, and tone have great impact on our communication.	acm_07_a02_bs_enus
The Art and Science of Communication	There is a science behind communication, including how we react neuro-physiologically to others – their actions, words, tone, and body language. You can develop skills in connecting with others so that your communication intention is clear and understood. There's also an art to communication, allowing your authentic self to shine through and allowing the exchange with another person to unfold naturally. Interpersonal communication is complicated: there's more than just one conversation happening. There is what you're thinking and saying as well as what your audience is thinking and saying. This course will teach you the art and science of communication by discussing how to connect with your audience and how to enhance and strengthen that connection as you communicate.	acm_07_a01_bs_enus
The Essentials for Anger Management	Anger is a normal, and even healthy emotion, rooted in the instinct for self-preservation. However, if it's not managed properly, this powerful emotion can be very destructive. It's important to find healthy ways of owning and expressing your anger. In this course, you'll explore how to manage your anger through emotional and intellectual responses, and how to respond properly to anger directed at you. You'll also explore the nature of anger including its root causes and ways to use it positively in the workplace.	comm_47_a01_bs_enus
Trust Building through Effective Communication	Communication is most effective when you build and maintain the trust of the people you communicate with. In this course, you'll explore how a clear intention is the basis of an effective communication, and how understanding your audience ensures that the message gets delivered. You'll also learn how body language, vocal tone, and managing emotions can influence your communications and build trust with your audience.	acm_07_a03_bs_enus
Using Active Listening in Workplace Situations	Active listening skills are used by professionals in a wide range of occupations to enhance their work. In this course, you'll learn listening skills that can help in the workplace, and techniques for becoming an effective active listener.	acm_14_a02_bs_enus
Using Communication Strategies to Bridge Cultural Divides	It takes time to build working relationships with people from other cultures, but it only takes a second to alienate them by accidentally breaking the rules of intercultural protocols. That's why relationships are so important in the current global business context, where you have to share objectives and working space with people with diverse cultural backgrounds. In this course, you will learn about dealing effectively with cultural difference to improve cross-cultural communication and build rapport. You'll also learn about the misunderstandings and behaviors that can hinder good communication and ways to overcome them. Finally, you'll learn strategies to give effective presentations to people from low- and high-context cultures.	comm_48_a02_bs_enus

Competency: COMMUNICATION

Definition: Effectively communicating with, listening carefully to, and providing effective explanations to others in the workplace.

Prescriptive Suggestions

Online Developmental Resources

Title	Description	URL
Better Communication with Peers	This site provides numerous resources where experts have shared their strategies and recommendations on how to improve your communication skills. Examples of topics include "Just Listen to Yourself," "A Crash Course in Communication," and "Get Your Point Across without Being Rude."	www.inc.com/guides/growth/23032.html
Communication Skills	This site is a comprehensive resource that covers communication in all parts of life. The easy to navigate site explains topics ranging from "Principals of Communication" to "Non-verbal Communication: Face and Voice" and provides lots of actionable tips.	www.skillsyouneed.com/ips/communication-skills.html
Reference for Business	The site provides an abundance of resources. Search on: Communication	www.referenceforbusiness.com/encyclopedia/

Books

Title	Description	Author
Crucial Conversations: Tools for Talking When Stakes Are High ISBN-13: 978-0071771320	This book focuses on techniques on how to hold crucial conversations in a positive space when surrounded by highly charged emotions. The authors give readers the tools to deal with a variety of communication issues, including: how to stay in a conversation when they are angry, how to speak persuasively but not abrasively, and how to listen when others are expressing emotions.	Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler
Just Listen: Discover the Secret to Getting Through to Absolutely Anyone ISBN-13: 978-0814436479	Author Mark Goulston shares techniques readers can use to really get through to people—whether they're coworkers, friends, strangers, or customers. Just Listen reveals how to make a powerful and positive first impression, listen effectively, talk an angry or aggressive person away from an unproductive reaction and toward a more rational mindset, and more.	Mark Goulston
How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships ISBN-13: 978-0071418584	In this book, Lowndes offers 92 techniques for communicating, including how not to sound anxious, how to avoid bad conversation habits, how to respond when you don't want to, and how to prepare others to listen to you.	Lell Lowndes
Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time ISBN-13: 978-0425193372	Susan Scott explains how to transform everyday conversations at work and at home with effective ways to get your message across—and get what you want. In this guide, Scott teaches you how to increase clarity and improve understanding, overcome barriers to meaningful communication, and how to handle strong emotions—on both sides of the table.	Susan Scott
The Lost Art of Listening: How Learning to Listen Can Improve Relationships ISBN-13: 978-1593859862	This book aims to help readers break through conflicts and transform their personal and professional relationships. Experienced therapist Mike Nichols provides vivid examples, easy-to-learn techniques, and practical exercises for becoming a better listener—and making yourself heard and understood, even in difficult situations.	Michael P. Nichols
It's the Way You Say It: Becoming Articulate, Well-spoken, and Clear ISBN-13: 978-1609947439	This book is a guide to becoming aware and taking control of how you communicate with others. Dr. Carol Fleming provides detailed advice and scores of exercises for: understanding how others hear you, using grammar and vocabulary to increase your clarity and impact, reinforcing your message with nonverbal cues, and dealing with specific speech issues (e.g., soft talkers, fast talkers).	Carol A. Fleming

Development Plan Worksheet - **SAMPLE**

Developmental Need: Becoming more of a team player - Collaborating with others.

Outcomes:

- a. Be seen by coworkers, customers, etc. as valuing their opinions and suggestions.
- b. Decisions, ideas and project outcomes will be more diverse because of others' input.
- c. Be seen by others as a team player and willing to delegate responsibility.

	Action Steps	Others to Involve	Target Dates	Progress Indicators	Potential Barriers
1.	Ask at least 2 coworkers for suggestions to a problem or issue once a week	Coworkers	Start next week	Will have asked for and received input	Time pressures may keep me from waiting for input - may be faster to do myself
2.	Set aside 1-2 hr. per day to seek input - I may want to schedule time to talk to others to ensure their availability	Coworkers	Next week	Will have had the time to gain their input	
3.	Delegate responsibility for at least 2 tasks important to the group each week	Team members	Next week	Will not have done whole project myself	At first it might be faster to do it myself - see step 2
4.					
5.					
6.					

Notes:

Development Plan Worksheet

Developmental Need: _____

Outcomes:

a. _____

b. _____

c. _____

Action Steps	Others to Involve	Target Dates	Progress Indicators	Potential Barriers
1.				
2.				
3.				
4.				
5.				
6.				

Notes:

ABOUT HEALTHCARESOURCE

HealthcareSource® is the only comprehensive talent management suite designed specifically to support the healthcare talent ecosystem. Our software, services, content, and analytics enable more than 3,500 healthcare organizations, senior care providers, and staffing agencies, spanning over 6,000 locations, to ensure quality patient and client care by recruiting, retaining, and developing quality talent. HealthcareSource and its award-winning healthcare talent management solutions have been recognized by industry analysts and trade groups.

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