

*PREVIEW*

LEADER GUIDE

# Healthcare

## With Feelings: Creating the Ultimate Patient Experience

By: John Tschohl, Service Quality Institute  
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Minneapolis, Minnesota 55420, U.S.A  
[www.customer-service.com](http://www.customer-service.com)



# PROGRAM COMPONENTS



The FEELINGS HEALTHCARE program has three components:

- 1) Three DVD's (totaling approximately 80 minutes of vignettes and instructional information)
- 2) A Leader's Guide
- 3) The Feelings Participant Package (Participant Book, Technique Card, Certificate of Accomplishment, Performance Standards).

## **Preview of this Video can be seen at this URL:**

<http://store.customer-service.com/index.php/programs-for-employees/healthcare-with-feelings-overview.html>

The video, shot on location at various businesses, features realistic, everyday scenes of employee situations and interactions.

The video corresponds to the program by section: For instance, Session 1: Section 1 on the video corresponds to Session 1: Section 1 in the Leader's Guide.

At the end of each video segment, the Group Leader is directed to turn off the video and turn to the next exercise or activity.

## **Leader's Guide**

The Leader's Guide is divided into 11 parts: the Leader's Introduction and 10 training sections.

The introduction provides you with the information you need to get the program up and running effectively.

### **The Leader's Guide includes:**

- *A complete transcript of each video*
- *All exercises, and in-class activities*
- *Suggested leader text or key points for the leader to cover*
- *Sample or likely participant responses to questions and activities*
- *Implementation suggestions and training hints*
- *Additional follow-up questions*
- *Space to record sample participant responses to questions*

## Types of Questions and Exercises

Throughout FEELINGS, the following method is used to distinguish the kinds of questions the leader will ask participants.

- *Questions in the form Participant Book Question # correspond to the questions within the numbered exercises in the Participant Book.*
- *Questions in the form Discussion Question refer to questions that are not within the numbered exercises in the Participant Book and may include follow-up questions. Participants will not have these questions in their books.*
- *The Participant Book contains Assignments at the end of each reading session. Participants are asked to complete these assignments as part of the work between sessions.*

When going over numbered exercises, the Group Leader is encouraged to refer participants to specific Participant Book questions by question number.

## Participant Book

The Participant Book is rich in examples, illustrations, and strategies that support the videos and discussions.

The Participant Book is the activity guide and resource for each participant who goes through the program. It includes an array of techniques, strategies, exercises, activities, and assessments. Like the Leader's Guide, the Participant Book is divided into sections. Each section includes introductory and resource information to supplement and expand on material presented in the video segments. Also included are all program exercises and suggested assignments, optional exercises, skill practice, etc.

The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises in each section. As a Group Leader, you can take advantage of this material when introducing new topics or when providing answers to participant questions.

The Participant Book is often referred to throughout the program. Encourage participants to read the book at home at their own pace and highlight key ideas for discussion. Make notes throughout the Leader's Guide that reference the Participant Book, then refer participants to the Participant Book when you think important ideas or principles can support their learning. The participants will be asked to complete all of the exercises and assignments throughout the Participant Book; the necessary page numbers for each activity are included in the Leader's Guide for easy navigation.

The Participant Book serves as an ongoing reference and resource long after the program is over. By referring participants to specific pages in the book, you create awareness of the wealth of information it contains. Participants are urged to take advantage of the interactive benefits of the program by writing in their books and using them fully. Participants are likely to refer back to the step-by-step tips and techniques when needed.

## Leader's Guide at a Glance

Adjacent example  
box 1

The full transcripts  
of the videos are  
included in the  
Leader's Guide.

The following section provides sample formats of the main components of the Leader's Guide.

**LEADER TEXT:** Welcome to Session 1 of the Healthcare With Feelings training program. For those of you who don't know me, my name is (YOUR NAME), and I'll be acting as Group Leader during this training session. As Group Leader, I'll be providing a framework for our discussions, but each of you will be helping one another as we go along.

Now that you know me, I'm going to ask each of you to introduce yourselves, but we're going to do this a little differently. You each have a piece of paper in front of you and some markers on your table. I want you to use the top two thirds of the page to draw a big circle. Leave some white space at the bottom for writing.

Wait for the participants to draw their circles.

**NARRATOR:** Share some positivity.

**Samantha:** This one patient I worked with last week couldn't keep anything down. It was a struggle just to get her back on solid foods. Finally, it was worth it to see her enjoying a home-cooked meal with her family again.

**Patient:** Thanks. It's good to know that I'm not the only one. It's good to have you with me.

**Samantha:** You'll forget all about your anxieties once you regain your strength.

**NARRATOR:** Find a good story each day and share it with at least three people. As you become known for being a source of good conversations, and uplifting news, don't be surprised if others seek you out.

**NARRATOR:** Defer the drama.

**Samantha:** Do you have an update on Mrs. Williams' in Overbrook? I am suppose to cover her evenings now.

## EXERCISE 2:

FORMAT: LARGE GROUP | EQUIPMENT NEEDED: NONE

**Exercise 2 is found on Page 133 in the Participant Book.**

**PURPOSE OF EXERCISE 2:** This exercise gets participants thinking about what their customers expect from them as employees.

**LEADER NOTE:** To stimulate discussion early in the program, ask participants to write down answers to questions before group discussion begins.

**LEADER TEXT:** Exercise 2 is located on Page 133 in your Participant Book.

- It asks you to rank, from top to bottom, some reasons for going to a particular business.
  - It also asks you to describe what the examples in the video had in common.
- Please take a few moments to complete the exercise.

Allow participants a few minutes to complete the questions. It is very important that participants write their responses in their books. Clean books will not be read or used. When this happens we fail in our attempts to teach and instill these skills.

**Participant Book Question 1.** Make a list of three businesses (e.g., particular stores, restaurants, shops, etc.) that you avoid because of a poor service encounter in the past. Briefly list the nature of the problem.

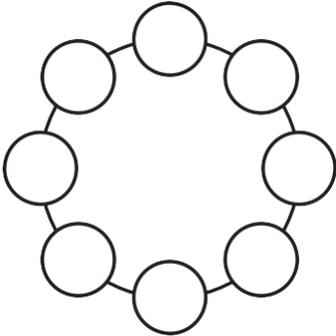
**Participant Book Question 2:** What motivates you to choose one business over another? Please rank the following factors in order of importance.

- Prices
- Advertising and branding
- Convenience
- Quality of Services
- Variety of Services
- Quality of care
- Reputation

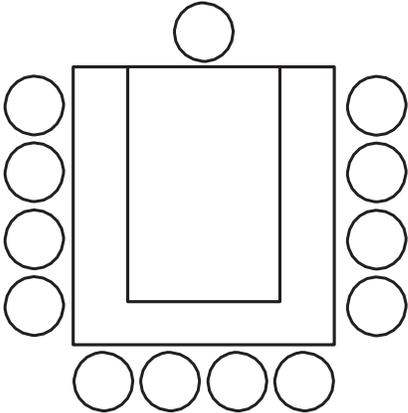
# IMPLEMENTATION SUGGESTIONS

## Audience Size

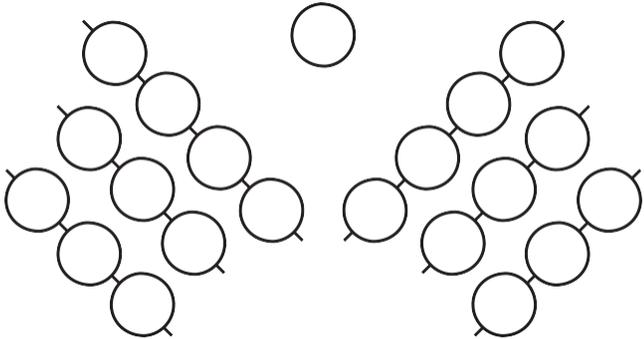
8 – 12 participants — ideal for new Group Leaders



12 – 15 participants — the optimum size



16 – 25 participants — fine, but require experienced Group Leaders



## How a Leader Handles Questions

The best way to handle questions from the group is to answer with another question. Remember, the objective is to get participants to discuss, interact, and debate so that they learn by emotionally connecting with the issues. As a leader, your role is to keep the discussion going and drive the concepts. The best leader never answers questions. When you answer questions you avoid huge opportunities for interactive discussion. Moderate the discussions and try to get all participants involved. Keep control of the discussion, but don't be afraid of heated exchanges or excitement. If you're ever stuck, here are a few ways to promote group interaction:

### Handling questions

- Reword the question.
- Pass the question to another participant.
- Don't disagree when a response is out of line. Ask another participant who would probably have a different approach.

- *Return the question to the questioner by rewording it, asking for specifics. For example: "Julian, you asked how your attitude during irate customer encounters can have negative effect on success. Can you share an example of when a customer responded poorly to your efforts? How did that make you feel?" Or: "Serena, you asked why diffusing the situation is so important. How would you feel when a tense and stressful situation in your life is calmed?"*
- *Pass the question to another participant. For example: "Kenny has asked how to deal with the deficiencies in his situational-assessment. Melanie, do you have any experience with that type of situation?"*
- *When a participant gives a response that is out of line or runs counter to the FEELINGS strategy, don't argue or disagree. Ask another participant, whom you know would probably have a different approach, for their ideas. For example: "Cal, do you agree with Sasha's approach?" or "Malea, could you give us your opinion on what we should do when we face situations like the ones Braylon mentioned?"*

# FEELINGS HEALTHCARE PERFORMANCE STANDARDS

## **Performance Standards**

FEELINGS HEALTHCARE provides the attitude and skill training necessary for improved attitude and personal performance. This Performance Standards form allows executives and managers to evaluate employee skills, attitude, and performance.

## **Scoring and Rating**

The scoring and rating schedule can be adjusted to fit your organization. We suggest you use our scoring and rating system until you have developed and designed your own system. Repetitive use of the concepts will improve employee scores and ratings. FEELINGS HEALTHCARE will make the biggest impact on the attitude and performance of productive employees.

## **Frequency of Use**

### ***New Employees:***

Schedule their participation in the next program. Evaluate their work with the Performance Standards after 30 days on the job even if they haven't attended the FEELINGS HEALTHCARE program yet. Employees with below-average performance ratings or who are on probation should participate in the next program as soon as possible. These employees should be reevaluated 30 days after completing the program. If there hasn't been significant improvement on their performance ratings, then a discussion should be conducted regarding their continued employment in their present position.

### ***Existing Employees:***

It is in the best interest of the organization to conduct frequent ratings of employees. Those who show a decline in performance ratings should be scheduled for the next FEELINGS HEALTHCARE program. Employees should be rated every six to twelve months.

### ***Below-Average Existing Employees:***

Employees with ratings of 39-53 should be put on probation and then carefully observed. These employees need to go through the FEELINGS HEALTHCARE program again to try to improve their attitude, skills, and job performance. Evaluate them again after 30 days.

Employees with ratings of 54-70 exhibit poor attitude, diminishing skills and marginal performance. These employees should go through the

FEELINGS HEALTHCARE program again to improve their efficiency and effectiveness on the job. Evaluate these employees every six to twelve months until ratings improve or help them find a different career or position. Helping non-performers move out is critical to your organization's success.

### **Measurement**

The Performance Standards form can be used to show increases in positive behavior and responsiveness to job demands. The results should be tracked every 3 to 6 months. Repetitive use of the Performance Standards throughout the year is necessary for measurable improvement. Turnover caused by removal of employees with low scores should also be measured.

### **Handling Performance Reviews**

FEELINGS HEALTHCARE Performance Reviews, when handled well, can motivate employees. By making an employee aware that the employer is concerned about their welfare, and building and developing the employee into a stronger person, a performance review can give a better image of the employer and also encourage improved productivity.

Performance reviews should not only affect salary changes, but also correct deficiencies in job performance and/or personal conduct. A performance review lets an employee know how they can improve or could be doing a better job for the organization.

An employer needs to advise its employees how to strengthen their weak areas and continue to develop their strong areas. A supervisor should handle performance reviews in the privacy of a closed office with a personnel officer or manager present when necessary.

Making expectations clear and specific enables an organization to better facilitate productivity. Communicating these expectations and the relative performance levels in meeting them benefits the employee, the manager, and the organization.

### **Documenting Performance**

Documentation is critical when you need to justify the termination of an employee, not giving a salary increase, promoting a person, or giving one employee a new position instead of someone else. The personnel file, reflecting the documentation of prior ratings and performance standard reviews, holds the key to the steps and reasons for personnel changes. The Performance Standards form is an excellent documentation vehicle.

# Healthcare With Feelings

## Performance Standards

### Performance Period:

30 days from \_\_\_\_\_ to \_\_\_\_\_

6 months from \_\_\_\_\_ to \_\_\_\_\_

12 months from \_\_\_\_\_ to \_\_\_\_\_

Evaluator: \_\_\_\_\_

Evaluator's Position: \_\_\_\_\_

Employee: \_\_\_\_\_

Position: \_\_\_\_\_

Average hours per week: \_\_\_\_\_

Date attended last program: \_\_\_\_\_

Date of last review: \_\_\_\_\_

(New employees should be evaluated after 30 days; regular employees with frequent customer contact every six months; and those with less contact every twelve months.)

**Instructions: In every category circle the number for the statement that best describes the behavior or attitude of this employee.**

<b>Attitude Toward Customers and Co-workers:</b> 1. Inconsiderate/Indifferent 2. Polite, but reserved 3. Warm, friendly and outgoing	Comments
<b>Smiles and says "Thank You":</b> 1. Rarely 2. Occasionally 3. Always	Comments
<b>Self-Esteem:</b> 1. Suspicious, distrustful and unresponsive to receiving caring feedback 2. Likes himself/herself, but needs to feel more comfortable receiving caring feedback 3. Likes himself/herself and excels at receiving and giving caring feedback	Comments
<b>Appearance/Dress/Uniform:</b> 1. Inappropriate dress for business environment 2. Usually neat/tidy, but needs to focus more on workplace dress and appearance 3. Dresses appropriately and has good appearance	Comments
<b>Hygiene/Personal Cleanliness:</b> 1. Poor, must improve 2. Usually adequate, but requires more consistency 3. Excellent personal hygiene habits	Comments
<b>Treats Clients and Co-workers With Respect:</b> 1. Shows boredom and coldness 2. Sometimes tense, cold and abrupt with customers 3. Always treats customers with warmth, friendliness and respect	Comments
<b>Customer/Patient Oriented:</b> 1. Shy and uneasy with customers/patients 2. Helpful, but not always comfortable 3. Outgoing, helpful, empowered and comfortable	Comments
<b>Customer Oriented When Under Pressure:</b> 1. Experiences frustration and rarely attempts to handle problem situations 2. Attempts to handle situations, but routinely falls back on a manager for help 3. Attempts and usually succeeds in handling situations on his or her own	Comments
<b>Attitude Toward Managers/Co-workers:</b> 1. Resentful, aloof or indifferent 2. Cordial 3. Helpful, motivated, friendly	Comments
<b>Recognizing Customers:</b> 1. Doesn't remember customers 2. Recognizes customers but doesn't verbally communicate that recognition to the customer 3. Excellent at recognizing customers and using good facial expressions and verbal feedback	Comments

**Subtotal**

<b>Remembers Customers by Name:</b> 1. Doesn't know or call customers by name 2. Calls customers by name sometimes 3. Remembers and correctly pronounces customers' names	<b>Comments</b>
<b>Awareness of What Is Said:</b> 1. Shows little concern 2. Somewhat unsure of significance 3. Shows pride and acts professionally	<b>Comments</b>
<b>Awareness of How Things Are Said:</b> 1. Unconcerned with body language 2. Somewhat unsure of significance 3. Consistently expresses Caring Communication nonverbally	<b>Comments</b>
<b>Uses Caring Communication with Customers/Patients:</b> 1. Avoids Caring Communication and compliments 2. Uses Caring Communication, but needs to be more sincere 3. Generous with genuine, sincere, and specific Caring Comments	<b>Comments</b>
<b>Uses Caring Communication with Co-workers:</b> 1. Pays little attention to co-workers and avoids compliments 2. Uses Caring Communication, but needs to be more sincere 3. Generous with genuine, sincere, and specific Caring Comments	<b>Comments</b>
<b>Uncaring Communication with Customers:</b> 1. Poor attitude, performance and feedback 2. Communication normally good, but needs to be more consistent 3. Avoids Uncaring Communication	<b>Comments</b>
<b>Uncaring Communication with Co-workers:</b> 1. Poor attitude, performance and feedback 2. Communication normally good, but needs to be more consistent 3. Avoids Uncaring Communication	<b>Comments</b>
<b>Ignores Customers – Zero Communication:</b> 1. Frequently ignores customers 2. Pays attention sometimes 3. Consistently pays attention and never ignores customers	<b>Comments</b>
<b>Sincerity – Plastic Communication:</b> 1. Uses insincere and phony communication 2. Tries to be genuine, but often perceived as plastic 3. Very sincere and genuine with customers	<b>Comments</b>
<b>Phone Skills:</b> 1. Unaware of tone and content of what is said on the phone 2. Speaks courteously, but avoids phone conversations 3. Consistently recognized for efficiency and courtesy	<b>Comments</b>
<b>Internet Communication Skills:</b> 1. Unaware of inappropriateness and personal and corporate image of what is communicated online (email, message boards, social networks, etc.) 2. Communicates thoughtfully and courteously, but relies too heavily on digital dialogue 3. Consistently recognized for efficiently and effectively communicating in the online environment	<b>Comments</b>
<b>Listening:</b> 1. Does not pay attention to customer needs 2. Occasionally pays attention but needs improvement 3. Consistently listens, asks good questions and pays attention to customer needs	<b>Comments</b>
<b>Quality of Performance:</b> 1. Deficient quality of work 2. Average level of work performance 3. Places a high value on the quality of work	<b>Comments</b>
<b>Commitment:</b> 1. Lacks any real job commitment 2. Performs adequately, but lacks commitment for superior performance 3. Dedicated and thorough	<b>Comments</b>

**Subtotal**

<b>Work Habits:</b> 1. Poor work habits/does less than required 2. Does only what is required 3. Does more than what is required	Comments
<b>Knowledge of Product/Job Skills:</b> 1. Limited knowledge and little interest 2. Some knowledge and interested in knowing more 3. Extremely knowledgeable and eager to learn	Comments
<b>Accuracy:</b> 1. Careless and sloppy performance 2. Tends to make mistakes 3. Careful and consistently accurate	Comments
<b>Comprehension:</b> 1. Unable to follow simple instructions without supervision 2. Adequately follows instructions when repeated 3. Follows instructions well	Comments
<b>Reliability:</b> 1. Requires constant supervision 2. Requires little supervision 3. Requires no supervision, highly motivated, self-starter	Comments
<b>Initiative:</b> 1 Has difficulty doing what is specifically outlined or instructed 2 Requires supervision for personal motivation and rarely goes beyond initial directions 3 Self-motivated/requires little or no supervision	Comments
<b>Delivers on Promises:</b> 1. Lacks follow-through on promises 2. Usually remembers to keep his or her promises 3. Consistent follow-through on promises made to customers and co-workers	Comments
<b>Team Work:</b> 1. Does not contribute to team effort 2. Occasionally offers suggestions to the team 3. Talented and team motivated	Comments
<b>Punctuality:</b> 1. Frequently late 2. Usually on time 3. Always prompt and on time	Comments
<b>Absenteeism (per 30-day period):</b> 1. 5 or more days 2. 2-4 days 3. 0-1 days	Comments
<b>Handling Problem Situations:</b> 1. Avoids problem situations 2. Adequately able to calm a situation, but needs work creating loyalty 3. Good at handling problems/routinely turns customers around	Comments
<b>Ability to Recognize and Stop Potential Problem Situations:</b> 1. Ignores obvious problems 2. Uses quality care techniques, but not often enough 3. Consistently uses skills for defusing problems	Comments
<b>Accountability:</b> 1 Blames others for personal deficiencies 2 Usually takes responsibility for performance 3 Consistently accountable for the quality and delivery of all services, projects and tasks	Comments
<b>Empowerment:</b> 1. Rarely makes empowered decisions 2. Makes some empowered choices 3. Consistently makes informed and empowered decisions	Comments

**Subtotal**

<b>Does More Than the Minimum:</b> 1. Not helpful/tends to be rude and impatient 2. Friendly, but needs to “put customer first” more often 3. Consistently and happily gives more than the minimum with clients and co-workers	<b>Comments</b>
<b>Meets Minimum Standard of Excellence:</b> 1. Inconsistent and unreliable 2. Sets high standards, but inconsistent in meeting them 3. Sets and meets high standards and consistently utilizes Caring Communication	<b>Comments</b>
<b>Subtotal</b>	
<b>Total</b>	

### Healthcare With Feelings Performance Standards

This evaluation may be used as input for your employee evaluation and may become part of your official record. If you do not agree with your supervisor’s comments, you may offer a written rebuttal.

<b>Suggested Performance Standard Evaluation</b>		
<b>Score</b>	<b>Rating</b>	<b>Evaluation</b>
39 – 53	Below Standard	Requires frequent supervision and direction to achieve minimum job performance. Should attend <b>Healthcare With Feelings</b> again.
54 – 70	Occasionally Below	Needs more training and should review appropriate Standard parts of the program again.
71 – 85	Standard	Performance expected of an experienced employee. Satisfactorily performs all aspects of the job and consistently meets <b>Healthcare With Feelings</b> performance standards.
86 – 101	Excellent	Above average in utilizing Caring Communication to deliver quality care. Consistently exceeds job requirements with above-average quality. Consider as a candidate for promotion and advancement. Leader candidate for future training programs.
102 – 117	Outstanding	Demonstrates exceptional attitude, performance, and communication skills. Outstanding performance on a level not frequently achieved by others. Prime candidate for promotion or advancement within the organization. Excellent leader for future <b>Healthcare With Feelings</b> sessions.

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Review Date: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

*Preview*

# Healthcare With Feelings: Creating the Ultimate Patient Experience

Participant Book



**Service Quality Institute**

*The Global Leader in Customer Service*

CHAPTER ONE: \_\_\_\_\_

# The Healthcare Customer Experience



Throughout this book we will discuss the experience of today's healthcare patient.

Modern healthcare patients see themselves as customers. They consume your healthcare services like they would anything else they buy— whether its shopping for clothing, fine dining, or home remodeling. The first step in creating the ultimate healthcare customer experience is to consider your patients as your clients or customers.

We are all customers. As such we have expectations for service. When you are shopping in a store, you don't want to be greeted rudely - or ignored completely. Your patients have the same expectations for service from your healthcare organization.

Healthcare customers define quality care based on their “experience”. Of course, the outcome of any medical treatment is crucial, but customers also seek empathetic and engaged healthcare workers. Often your patients will ask themselves: Was I treated with dignity and respect at each point of my interaction with this healthcare provider?

Think about the last time you interacted, as a patient, with a healthcare provider. From the time you called to schedule your appointment to the moment when you paid the final bill, how many nurses, receptionists, doctors, and staff members did you encounter? Were you treated well?

Each of these interactions is an opportunity for healthcare providers to make patients feel special. Were these opportunities seized? Each of these interactions shapes your customers perception of the overall experience and the quality of the care. So really it's a simple formula: good care plus respectful treatment equals customer satisfaction.

Now, let's consider what influences how patients perceive the care they receive:

- *The service provided by your healthcare staff.*
- *The quality of the care received.*
- *Their overall satisfaction with your organization.*

To offer the best quality service, you must understand who your patients are, what they need, and what they expect from you. Only then are you equipped to provide them with the exceptional experience they expect and deserve.

## **Perform to the best of your abilities**

Excellence is a standard of performance. Your organization must hold everyone – at every point in the customer encounter – to the highest standard of care. You deliver by performing to the best of your abilities.

Enhance your patient interactions by improving your performance in four main skill-areas.

- 1. COLLABORATION:** Consider yourself a partner with the patient.
- 2. LISTENING:** Listen closely to your patient and provide understandable answers.
- 3. COURTESY:** Treat your patient with respect.
- 4. EMPATHY:** Treat your patient as you would like to be treated.

These concepts may seem basic, but are impossible to achieve without persistent effort. When you excel in these four skill-areas you set yourself apart as a healthcare provider who inspires patient satisfaction. After all, your goal is to provide a positive experience.

## **Perception of healthcare providers**

Patients today have an evolved perception of their healthcare provider. In the past healthcare providers worked with low-information healthcare customers who took medical treatment advice at face value. Patients were less engaged and were most likely to empower their provider. They selected their doctors, clinics, hospitals and healthcare facilities based on family precedence and recommendations. They trusted their providers and were more accepting of long wait-times, poor scheduling, and limited face-to-face interaction. They readily accepted an attitude of, “*that’s just the way it is.*”



## **Today's patients are better-informed**

Today's healthcare customer is more assertive, demanding and informed. Customers are engaged with their healthcare providers, and feel empowered to make their own decisions. We ask questions and search for answers. Above all, we will not settle for the sub-standard service. Nor should we be expected to.

Technology provides easy access to more information. Patients commonly utilize social media and online review websites to determine which healthcare providers they'll visit, and which to avoid entirely. Smart phones allow patients too quickly and easily access online-rating scores and make an informed decision in an instant. People are seeking knowledge... and the information is often at their fingertips.

Today, we live in a fast-paced customer service industry, which has reshaped our expectations of treatment. Customers are more in-tune with the cost of care and the value they want to receive. If a patient is seeking an elective procedure, offered by two separate healthcare providers at the same cost, the patient instinctively defaults to the provider with better ratings and referrals.

## **Feelings impact buying decisions**

Patients make healthcare service buying decisions based on their feelings and information they collect, just like customers for any other goods and services. No matter what role you have as a healthcare provider, you must offer quality service and always consider patients' feelings. When you put their feelings first, they are more likely to have a positive experience.

We make choices as customers several times a day. When we walk into a retail store, go to an auto mechanic, a restaurant, or seek medical service, we anticipate respect, courtesy, consideration, support and help. We expect to be treated as a "valued customer". As customers, your patients share this sentiment and have the same expectations.

The advertising, website, location and level of service your organization offers will attract a patient before you even have the chance to form a personal relationship. Your advertising is the first point of contact and must be exactly aligned with your organization's values and ideals. When your patient decides to give you an opportunity to form a personal relationship, your efforts have succeeded





## **Speed of service matters**

When providing service to a patient, time is always of the essence. No one likes to wait, but most people will accept waiting if they know you are moving quickly to provide care. Fast and efficient customer service shows your patients and your organization that you value their time.

## **Feelings motivate actions**

A patient forms feelings during the first visit to a providers' office. Your customers will consider what you do to ensure a pleasant experience – they will look to see if it is easy to do business with your practice. Patients expect you to take their feelings into account. They expect to be treated with respect, compassion and dignity.



Think about some of your negative perceptions. When, as a customer, you have a negative experience, how likely are you to return to that business. In general, you stay away from negative people who make your life difficult. If your expectations of service are not met, you go elsewhere.

Often we make buying decisions based on how we feel about the provider. When you provide healthcare, your service helps customers decide to come back and bring their business to you. By working to improve yourself and your patient interactions, you set yourself apart as a healthcare provider that truly cares and inspires patient satisfaction.

# Assignment

1. List the top five things you do at your job that directly affect customers? Explain.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
2. What part of your job do you think indirectly affects your customers?
3. Is providing quality care the most important, fairly important, or the least important part of your job? Why?
4. Do you feel that your organization supports you in providing quality care and creating the ultimate experience for your patients? How?
5. What skills do you think you need to improve upon to provide the type of quality care your patients need and deserve?

SAMPLE OF HEALTHCARE FOR FEELINGS CERTIFICATE

certificate.ai 1 01/07/16 07:02

 Service Quality Institute  
The Global Leader in Customer Service



# Healthcare With Feelings:

Creating the Ultimate Patient Experience

## CERTIFICATE OF ACCOMPLISHMENT

In recognition of the successful completion of  
**Healthcare With Feelings** this certificate is awarded to:

\_\_\_\_\_

\_\_\_\_\_

DATE

\_\_\_\_\_ EXECUTIVE \_\_\_\_\_ FACILITATOR

\_\_\_\_\_