MISSOURI LTCOP

PICKLE PREPARATION TRAINING
(Getting Ready to Deal with Difficult Issues)
Who Are You?
(When It Comes to Handling Conflict)

When it comes to conflict, we all handle things differently. Answer the following questions honestly by making an X beside the best answer for you to each question.

1. You are requested to give a talk to a civic group on something you have no interest in. You...
   
   ____ T Refuse the request but offer to speak on another topic
   ____ M Familiarize yourself with the topic in order to give the speech since it is a privilege to be asked
   ____ S Reluctantly agree to the request
   ____ N Agree to give the speech even though you will probably try to get out of it at a later time
   ____ D Reply that you can’t be bothered giving speeches to their organization

2. You have made reservations at a restaurant for yourself and two friends. While you are dressing, another friend unexpectedly arrives, asks if he/she can come along, and you don’t want to include him/her. You...
   
   ____ S Invite him/her anyway to eat with you and your friends
   ____ D Tell him/her that he/she should have called first
   ____ N Allow him/her to come but don’t pay much attention to him/her for the rest of the evening
   ____ M Invite him/her because you don’t want to hurt his/her feelings
   ____ T Tell him/her that you have been planning to be with your other friends tonight, and ask if you could make plans for another time

3. You are in a hurry and have been waiting in the grocery checkout line for five minutes. A slight acquaintance asks is she can cut ahead of you. You...
   
   ____ T Refuse the person’s request and point out that you are in a hurry
   ____ S Reluctantly allow her to cut in
   ____ M Allow her to cut in so as to save her from embarrassment
   ____ N Make a comment about people who cut ahead in line
   ____ D Insist that she move to the back like everyone else

4. You are asked by a friend to help out in a crisis situation. You feel you have already done your share. You...
   
   ____ T Tell the friend what you have done and indicate that you feel you have contributed enough
   ____ M Help out more since everyone should contribute as much as possible in a crisis
   ____ S Reluctantly offer to be of more help
   ____ N Agree to help out further, but participate minimally
   ____ D Tell your friend that you have already contributed enough
5. Your boss gives you a “satisfactory” rating, but you think your work is well above average. You...

   _____ S  Do nothing but feel unfairly treated
   _____ D  Tell him his rating is unfair
   _____ N  Gripe to co-workers about how unfair the boss is
   _____ T  Ask the boss to explain why you received a lower rating; if you still disagree, attempt to convince him that you deserve a higher rating
   _____ M  Accept the rating and try to improve his perception of you

6. Your “significant other” has been throwing his/her clothes all over the bedroom during the past week. You...

   _____ D  Confront him/her about this sloppiness
   _____ S  Put up with the mess as best you can
   _____ T  Tell your significant other you would appreciate it if he/she would try to keep those clothes hung up
   _____ N  Hint around about how you don’t care for messy rooms
   _____ M  Pick up the clothes because you want to help out

7. A month ago a friend borrowed a small sum of money from you and he has not paid you back. You...

   _____ N  Tell your friend how broke you are
   _____ T  Remind him of the unpaid debt and ask for payment
   _____ M  Say nothing in order not to embarrass your friend
   _____ D  Tell your friend it is irresponsible not to pay his debts
   _____ S  Say nothing and hope your friend eventually remembers the debt

8. A friend invites you to a party you do not wish to attend. You...

   _____ M  Accept the invitation so as not to offend your friend
   _____ N  Pretend you had another engagement
   _____ T  Tell your friend that you would rather not go to the party
   _____ S  Reluctantly accept the invitation
   _____ D  Tell your friend you’re no longer accepting such invitations

9. A person with whom you do not wish to associate asks you to go to a movie. You...

   _____ D  Tell the person that you would rather not go anywhere with him/her
   _____ N  Tell the person you are busy with other things
   _____ M  Accept the invitation in order not to hurt the person
   _____ S  Go to the movie with the person, because you like movies anyway
   _____ T  Tell the person you would rather not go to the movie with him/her
10. A casual friend constantly teases you in a joking but unfriendly way. This is beginning to annoy you. You...

   _____ T  Express your annoyance at this behavior
   _____ S  Feel hurt and/or annoyed but do not express your feelings
   _____ M  Pretend to enjoy the humor so as not to offend your friend
   _____ N  Respond in-kind, that is, return the teasing comments
   _____ D  Tell your friend that he/she is insensitive

11. Your neighbor, who is chairperson of a charity bake sale, asks you to please contribute a homemade cake. You really are quite busy. You...

   _____ N  Tell your neighbor you will think about it
   _____ M  Bake the cake since it is for a worthy cause
   _____ S  Rearrange your activities so you will have time to bake the cake soon
   _____ T  Explain that you are quite busy and tactfully refuse this request
   _____ D  Tell your neighbor he/she should know better than to ask you

12. You are engaged in a project with a friend and must prepare a joint report. When you discuss the report your friend suggests that you do most of the work because she is not good at that sort of thing. You...

   _____ T  Insist that she do her fair share
   _____ N  Jokingly suggest she is shirking her responsibility
   _____ M  Agree to do most of the work because you really enjoy doing it, as well as helping your friend
   _____ S  Agree to do most of the work yourself
   _____ D  Tell your friend that it is irresponsible for her not to do her share of the work

To find your personality type, total the number of times you have checked each of the letters in the left-hand column. Your highest score is who you are (most of the time). Other scores will indicate how your behavior may vary in different situations.

   T    M    N    D    S

   T = Assertive (you know how to set limits, take care of yourself)

   M = Socially compliant (possible “rescuer” or co-dependent)

   N = Passive/Aggressive (indirect, seem agreeable, will “get even” later)

   D = Assertive/Aggressive (direct, but occasionally insensitive)

   S = Passive (a martyr, a sacrificial lamb, a perfect doormat)
DEFINITIONS

Problem: an intricate unsettled question

Solving: to find a solution, explanation, or answer for a problem

Resolution: the act of answering: SOLVING

Miscommunication: failure to communicate clearly

Conflict: competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)

Divergent: differing from each other or from a standard
TOOLS FOR TRUST

ATTITUDES: As an ombudsman, our manner of acting, feeling, talking and even the way we stand or walk shows our disposition, opinion or mental state. We can present ourselves as compassionate, kind, sincere or angry, irritable and having no time to spare.

AUTONOMY: Resident independence is sacrificed when he/she enters a nursing home. It is easy to forget the same person who has forgotten his name used to be the mayor or local librarian. We can help an individual feel independent in our manner of speech and solution suggestions.

BOUNDARIES: Healthy limits help us to define our roles and responsibilities. Lines need to be drawn for both emotional and physical boundaries to ensure respect from the resident. Boundary areas include confidentiality, touch and privacy.

CHOICES: Being mindful of choices sounds and looks like caring. Often the respect you show for a resident’s individual choices will avoid problems even when those choices are not immediately available.

COMMUNICATION: Verbal and nonverbal communication skills can improve relationships and avoid conflicts.

CONTINUITY: Being as consistent as possible helps those around us to know what to expect and often establishes needed routine and security.

DEPENDABILITY: Our ability to be trustworthy and reliable gives us credibility and others feel they can rely on our words and actions. Being dependable includes timeliness and honesty.

RESPECT: Our willingness to be courteous and show consideration and regard for a resident will avoid interfering with their affairs and expresses concern.
## TRUST BOXES

<table>
<thead>
<tr>
<th>WHEN THERE IS TRUST THERE IS:</th>
<th>WHEN THERE IS <strong>NO</strong> TRUST THERE IS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding:</td>
<td>Suspicion:</td>
</tr>
<tr>
<td>Empathy:</td>
<td>Fear:</td>
</tr>
<tr>
<td>Communication:</td>
<td>Paranoia:</td>
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<tr>
<td>Confidence:</td>
<td>Competition:</td>
</tr>
<tr>
<td>Caring:</td>
<td>Stress:</td>
</tr>
<tr>
<td>Creativity:</td>
<td>Ambiguity:</td>
</tr>
<tr>
<td>Esteem:</td>
<td>Complexity:</td>
</tr>
<tr>
<td>Patience:</td>
<td>Behaviors:</td>
</tr>
<tr>
<td>Courtesy:</td>
<td></td>
</tr>
<tr>
<td>Honesty:</td>
<td></td>
</tr>
</tbody>
</table>
COMMUNICATING WITH THE SENSORY IMPAIRED AND CONFUSED

Hard of Hearing:
~ Lower the pitch of your voice.
~ Talk at a moderate rate.
~ Speak as clearly and accurately as possible.
~ Don’t over articulate.
~ Keep the volume of your voice even.
~ Change subjects at a slower rate.
~ Don’t talk with any substance in your mouth.
~ Face the person you are speaking to.
~ Use gestures.

Blind or Sight Impaired:
~ When you enter the room, identify yourself.
~ When leaving, announce your departure.
~ Speak naturally.
~ Never rearrange familiar objects.
~ When handing something, speak before you place it in his/her hand.
~ Describe your surroundings during conversation.

Speech Impaired:
~ Regard as a communicating adult.
~ Don’t bombard with too much speech or rush response.
~ Don’t talk about him/her in their presence.
~ Don’t assume the person can’t understand because they can’t speak.
~ Don’t assume the person can understand because they can speak.
~ Keep communication short and simple.
~ Speak in a natural tone.
~ Give the person adequate time to respond.
~ Be alert to delayed responses.
~ Ask questions that can be answered with a yes or no.
~ Don’t correct errors.
~ Let him/her know when you don’t understand.
~ Don’t be frightened by periods of silence.

Confused:
~ Remind resident of the time and date.
~ Follow a set routine with visits.
~ Relate to the person as an adult, avoiding baby talk.
~ Be honest.
~ Make use of touch.
~ Honestly listen.
~ Keep subjects simple and clear.
~ Don’t give up. Communicating may take time.
~ Remember there is a live, thinking, feeling person underneath the confusion.
Difficult People Matching Game

Match the classic difficult behavior type in the left hand column by drawing a line to the associated behaviors in the right hand column. The first one has been done for you.

<table>
<thead>
<tr>
<th>Classic Type</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Know-It-All</td>
<td>a. temper tantrums, loses temper easily, anger to the point of throwing things and shouting</td>
</tr>
<tr>
<td>2. The Tank</td>
<td>b. legitimately knowledgeable, self-centered, superior attitude, use facts and logical arguments</td>
</tr>
<tr>
<td>3. The Clam</td>
<td>c. strong need to be liked and accepted, conflict with negative aspects of reality, say yes too often</td>
</tr>
<tr>
<td>4. The Exploder</td>
<td>d. have great ideas that are not well thought out, lack follow through, think they’re right, want respect</td>
</tr>
<tr>
<td>5. The Complainer</td>
<td>e. bullies, charges, takes over, strong values on what is right and wrong, appears confident, abusive, abrupt</td>
</tr>
<tr>
<td>6. The Wet Blanket</td>
<td>f. feels anything out of their control will fail, makes statements such as “it won’t work” or “it’s no use”</td>
</tr>
<tr>
<td>7. The Procrastinator</td>
<td>g. is silent, grunts, doesn’t respond, uses silence as a weapon, won’t talk</td>
</tr>
<tr>
<td>8. The Fake Know-It-Alls</td>
<td>h. quick with verbal missiles, never in the open, want you to look bad, looks down at problems</td>
</tr>
<tr>
<td>9. The Sniper</td>
<td>i. finds fault with everything, blames and accuses others, has opinions on how others should behave</td>
</tr>
<tr>
<td>10. The Super-Agreeable</td>
<td>j. indecisive, fears losing respect, lacks follow through, cannot make up their minds</td>
</tr>
</tbody>
</table>
# Dealing With Difficult People

<table>
<thead>
<tr>
<th>Classic Type</th>
<th>Coping Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Know-It-All</td>
<td>Actively listen, be prepared, avoid overgeneralizations, build a trust relationship, ask expository questions, paraphrase main points</td>
</tr>
<tr>
<td>The Tank</td>
<td>Maintain eye contact, state your point of view with conviction, call them by name, don’t argue with what they say, remain calm &amp; firm</td>
</tr>
<tr>
<td>The Clam</td>
<td>Ask what, where, when and how questions, wait for response, listen-be persistent and supportive, use friendly-silent-stare technique</td>
</tr>
<tr>
<td>The Exploder</td>
<td>Let them run down and gain self-control, break into the tantrum with neutral phrases such as “stop” or “quiet”, maintain composure</td>
</tr>
<tr>
<td>The Complainer</td>
<td>Listen to the complaint, paraphrase what is said, avoid accusing and becoming defensive, state the facts without comment, don’t agree</td>
</tr>
<tr>
<td>The Wet Blanket</td>
<td>Don’t be pulled down, make optimistic but realistic statements about past successes in solving similar problems, don’t argue</td>
</tr>
<tr>
<td>The Procrastinator</td>
<td>Listen for unspoken hints, question to try to uncover reasons for stalling, give lots of support, examine facts of the situation</td>
</tr>
<tr>
<td>The Fake Know-It-Alls</td>
<td>Try not to make them look foolish, pick up on any part of the statement that is accurate, ask them for details</td>
</tr>
<tr>
<td>The Sniper</td>
<td>They count on you to not make a scene, draw them out into the open, ask questions about what they have said, don’t be drawn in</td>
</tr>
<tr>
<td>The Super-Agreeable</td>
<td>Try to surface underlying facts and issues, let them know you value them, listen to human-there are hidden messages, compromise</td>
</tr>
</tbody>
</table>
WORDLES

Solve the following word puzzles about problem solving. The first one has been done for you.

<table>
<thead>
<tr>
<th>WORDLE</th>
<th>ANSWER</th>
<th>IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAL</td>
<td>All Mixed Up</td>
<td>Residents need help or their lives are difficult</td>
</tr>
<tr>
<td>HE’S/HIMSELF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YOU/JUST/ME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THHAENRGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# The Great White Man-Eating Shark

*By Margaret Mahy*

## Problem/Resolution Chart

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norvin had to share the beach with other swimmers, which made him cross and resentful.</td>
<td></td>
</tr>
<tr>
<td>Mrs. Scorpio yelled that there was a real shark swimming next to her.</td>
<td></td>
</tr>
<tr>
<td>The swimmers were tired of watching Norvin swim by himself.</td>
<td></td>
</tr>
<tr>
<td>Norvin dressed up again like a shark to scare swimmers away so he could have the beach to himself.</td>
<td></td>
</tr>
<tr>
<td>Norvin saw a real shark and couldn’t swim anyway. (He learned his lesson, which was to not be so greedy)</td>
<td></td>
</tr>
<tr>
<td>The female shark wouldn’t leave the water.</td>
<td></td>
</tr>
</tbody>
</table>
Common Problems
(Taken from Missouri’s Long-Term Care Ombudsman Program

Common problems likely to surface in facilities include:

- loneliness, the need for someone to talk to
- inability to live independently coupled with a desire on resident’s part to leave the facility
- boredom, not enough social or personal activities
- use, accounting, and safe-keeping of personal funds and personal possessions
- problem with roommate
- limited opportunities to go outside the facility for community activities
- lack of privacy
- guardianship issues
- poor food service or quality
- insufficient medical or nursing care
- inability to get services, care, or attention because of physical or communication problems
- need for legal assistance to make will or to make arrangements for disposing of personal funds or possessions abuse
- physical or chemical restraints
- physical or mental abuse
- neglect
- no rehabilitative care
- transfer from one room to another without notice
- need for assistance to find or purchase services
- transfer to another facility because of change from private pay to Medicaid
- loss of dignity and self-respect based on general treatment of facility
- need for assistance to document or make complaints
- additional or high charges for “extra” services
10 Step Problem Solving Process

Steps in Problem Solving and Decision Making

1. Define Problem
2. Generate Alternatives
3. Evaluate Alternatives
4. Decide
5. Set Objectives
6. Detail Action Plan
7. Implement
8. Follow Up
### 6 Step Problem Solving Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify and Select the Problem</td>
</tr>
<tr>
<td>2.</td>
<td>Analyze the Problem</td>
</tr>
<tr>
<td>3.</td>
<td>Generate Potential Solutions</td>
</tr>
<tr>
<td>4.</td>
<td>Select and Plan the Solution</td>
</tr>
<tr>
<td>5.</td>
<td>Implement the Solution</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluate the Solution</td>
</tr>
</tbody>
</table>
# Stages in the Problem-Solving Process

## Table 4

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>INTAKE AND INVESTIGATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive the Complaint</td>
<td>Receive problems, complaints, or concerns.</td>
</tr>
<tr>
<td>Get Permission</td>
<td>Obtain resident’s permission to work with problem AND permission whether or not to use resident’s name</td>
</tr>
<tr>
<td>Gather Information</td>
<td>Collect information from interviews, records, or observations.</td>
</tr>
<tr>
<td>Verify the Problem</td>
<td>Review information gathered. Assess what seems to be at the root of the problem. The complaint may be only a symptom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>ANALYSIS AND PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the Situation</td>
<td>Once you identify the problem, consider the causes.</td>
</tr>
<tr>
<td>Consider Solutions</td>
<td>Generate alternative solutions or approaches. Who should be involved? When? How? Why? Remember to stay focused on what the resident wants.</td>
</tr>
<tr>
<td>Identify Obstacles</td>
<td>Anticipate obstacles to help select an appropriate approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 3</th>
<th>RESOLUTION AND FOLLOW UP</th>
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<tbody>
<tr>
<td>Choose an Approach</td>
<td>From your list of alternative solutions; choose the most efficient way to proceed, keeping any obstacles in mind. Identify alternative strategies in case you need them.</td>
</tr>
<tr>
<td>Act</td>
<td>Proceed with the selected plan, but be prepared to use an alternative.</td>
</tr>
<tr>
<td>Evaluate Outcome</td>
<td>Check back with the persons involved to evaluate the outcomes. Is the problem solved? Is it partially solved? If not, look for new approaches or information and start again.</td>
</tr>
</tbody>
</table>

Excerpt from Chapter 7 of the Missouri Long-Term Care Ombudsman Program Training and Resource Manual
### Problem-Solving Process Worksheet

**Table 4**

<table>
<thead>
<tr>
<th><strong>Stage 1</strong></th>
<th><strong>Intake and Investigation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive the Complaint</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Verify the Problem</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stage 2</strong></th>
<th><strong>Analysis and Planning</strong></th>
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<tbody>
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<td>Analyze the Situation</td>
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<tr>
<th><strong>Stage 3</strong></th>
<th><strong>Resolution and Follow Up</strong></th>
</tr>
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<td>Act</td>
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<td>Evaluate Outcome</td>
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*Excerpt from Chapter 7 of the Missouri Long-Term Care Ombudsman Program Training and Resource Manual*
Compassion Satisfaction and Fatigue (CSF) Test

Helping others puts you in direct contact with other people’s lives. As you probably have experienced, your compassion for those you help has both positive and negative aspects. This self-test helps you estimate your compassion status: How much at risk you are of burnout and compassion fatigue and also the degree of satisfaction with your helping others. Consider each of the following characteristics about you and your current situation. Write in the number that honestly reflects how frequently you experienced these characteristics in the last week. Then follow the scoring directions at the end of the self-test.

<table>
<thead>
<tr>
<th>0=Never</th>
<th>1=Rarely</th>
<th>2=A Few Times</th>
<th>3=Somewhat Often</th>
<th>4=Often</th>
<th>5=Very Often</th>
</tr>
</thead>
</table>

Items About You

1. I am happy.
2. I find my life satisfying.
3. I have beliefs that sustain me.
4. I feel estranged from others.
5. I find that I learn new things from those I care for.
6. I force myself to avoid certain thoughts or feelings that remind me of a frightening experience.
7. I find myself avoiding certain activities or situations because they remind me of a frightening experience.
8. I have gaps in my memory about frightening events.
9. I feel connected to others.
10. I feel calm.
11. I believe that I have a good balance between my work and my free time.
12. I have difficulty falling or staying asleep.
13. I have outburst of anger or irritability with little provocation.
14. I am the person I always wanted to be.
15. I startle easily.
16. While working with a victim, I thought about violence against the perpetrator.
17. I am a sensitive person.
18. I have flashbacks connected to those I help.
19. I have good peer support when I need to work through a highly stressful experience.
20. I have had first-hand experience with traumatic events in my adult life.
21. I have had first-hand experience with traumatic events in my childhood.
22. I think that I need to “work through” a traumatic experience in my life.
23. I think that I need more close friends.
24. I think that there is no one to talk with about highly stressful experiences.
25. I have concluded that I work too hard for my own good.
26. Working with those I help brings me a great deal of satisfaction.
27. I feel invigorated after working with those I help.
28. I am frightened of things a person I helped has said or done to me.
29. I experience troubling dreams similar to those I help.
30. I have happy thoughts about those I help and how I could help them.
31. I have experienced intrusive thoughts of times with especially difficult people I helped.
32. I have suddenly and involuntarily recalled a frightening experience while working with a person I helped.
33. I am pre-occupied with more than one person I help.
34. I am losing sleep over a person I help’s traumatic experiences.
35. I have joyful feelings about how I can help the victims I work with.
36. I think that I might have been “infected” by the traumatic stress of those I help.
37. I think that I might be positively “inoculated” by the traumatic stress of those I help.
38. I remind myself to be less concerned about the well-being of those I help.
39. I have felt trapped by my work as a helper.
40. I have a sense of hopelessness associated with working with those I help.
41. I have felt “on edge” about various things and I attribute this to working with certain people I help.
42. I wish that I could avoid working with some people I help.
43. Some people I help are particularly enjoyable to work with.
44. I have been in danger working with people I help.
45. I feel that some people I help dislike me personally.

Items About Being a Helper and Your Helping Environment

46. I like my work as a helper.
47. I feel like I have the tools and resources that I need to do my work as a helper.
48. I have felt weak, tired, run down as a result of my work as helper.
49. I have felt depressed as a result of my work as a helper.
50. I have thoughts that I am a “success” as a helper.
51. I am unsuccessful at separating helping from personal life.
52. I enjoy my co-workers.
53. I depend on my co-workers to help me when I need it.
54. My co-workers can depend on me for help when they need it.
55. I trust my co-workers.
56. I feel little compassion toward most of my co-workers.
57. I am pleased with how I am able to keep up with helping technology.
58. I feel I am working more for the money/prestige than for personal fulfillment.
59. Although I have to do paperwork that I don’t like, I still have time to work with those I help.
60. I find it difficult separating my personal life from my helper life.
61. I am pleased with how I am able to keep up with helping techniques and protocols
62. I have a sense of worthlessness/disillusionment/resentment associated with my role as a helper.
63. I have thoughts that I am a “failure” as a helper.
64. I have thoughts that I am not succeeding at achieving my life goals.
65. I have to deal with bureaucratic, unimportant tasks in my work as a helper.
66. I plan to be a helper for a long time.
Two sons were left a large piece of property by their father. For months they fought over how the land should be divided. Finally, they brought their problem to their rabbi and asked him to solve it.

"Come back tomorrow," said the rabbi, "and we'll talk."

The next day the sons returned and the rabbi gave them his solution.

"Toss a coin," he said to one of the brothers. "You call it, heads or tails," he said to the other. "The one who wins the toss divides the land."

"That's no solution," said one of the brothers. "We're right back where we started from."

"Not so," said the rabbi. "The one who wins the toss divides the land; but the other gets first choice."