



**Management and Supervision
for Public Health**
Directors and Supervisors


“The Life Cycle of Employment”

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**Components of the
Management
Process**





Definitions


- **Leaders** = point the managers towards the vision and mission of the agency and leverages the funds to make it happen
- **Managers** = plan for, designs and controls factors that affect work
- **Supervisors** = over-sees or directs people at work
 - *Line of Sight* Supervision = supervisors can see employee performance in the work flows
 - *Standardize* = policies, procedures, environment, work flows, job description, work plans.



 **Manager**


One having authority to hire, direct, transfer, lay off, promote, discharge, reward or discipline other employees.



 **“Good” Manager**

Boss view

One who achieves maximum work output with fewest possible staff members and minimal expenditures of time, effort, and material.



 **“Good” Manager**

Staff's view


One with enough clout and sensitivity to provide employees with a safe, predictable and supportive working environment.




 **Roles of The Manager**


- Coaching
- Advising
- Mentoring
- Data Gathering
- Planning
- Organizing
- Staffing
- Leading/Supervising
- Controlling




 **Coaching**


The process of strengthening communication regarding performance between the supervisor and the employee in order to successfully accomplish agency goals.



 **Advising**


The process of providing information or direction about what should be done by a person with deeper knowledge in a specific area using a cross functional and multidisciplinary approach.





Mentoring


Mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities.


Mentoring Guide - A Guide for Mentors, Center for Health Leadership & Practice Public Health Institute Oakland, CA November 2010, p.1





Mentoring


A mentoring program involves providing a system of support for the employee through the sharing of knowledge, coaching, motivation and inspiration, providing feedback, and assisting with the socialization into the work culture.




Data Gathering


Data Gathering is the process of collecting the correct information to assist in agency decision making process. This includes collecting primary data (data generated by the agency) and secondary data (data generated by an outside body which might impact the agency).




 **Data Gathering**

Processes that are supported by data gathering include but are not limited to:


- Medicaid Cost Settlement
- Budget Process
- Practice Management Process
- Community Health Assessment Process
- Local, State and Federal funding requirements
- Utilization Rates
- Financial Accountability (Revenue vs Expenditures)


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 **Planning**

• *“Planning is the managerial function of selecting priorities, results, and methods to achieve results. It is setting the direction for a system and then guiding the system to follow the direction. Planning is defined as determining the long-term and short-term objectives and the corresponding actions that must be taken to achieve these objectives and the corresponding actions that must be taken to achieve these objectives.”*


Huber, D. (2010). Leadership and Nursing Care Management. Missouri: Elsevier Saunders.


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 **Planning**

Manager’s plan for:


- Agency Mission and Vision
- Employee’s work via work plans, job descriptions and performance appraisals
- Types of Services to support agency and community needs – Strategic Plan
- Community Health – CHA
- Resource Allocations





Organizing

- *“Organizing can be defined as mobilizing the human and material resources of the institution to achieve organizational objectives.”*


Huber, D. (2010). Leadership and Nursing Care Management. Missouri: Elsevier Saunders.





Organizing


Managers may organize:


- **Organizational Structure**
- **Meetings**
- **Work/Projects**
- **Work Flow**
- **Assignments**
- **Schedules**
- **Work Groups/Teams**
- **Community Collaboratives**
- **Staff Development**




Staffing


Everyone who works for the agency and how they are configured in order to do the work.




 **Staffing**

Types of staff needed may be influenced by:


- Type of clients to be served
- Services provided by the agency
- Availability and skill level of staff
- Available resources
- Vacancies




 **Leading/Supervising**


An essential part of the management process


- Problem solving – allow staff opportunity to solve problem as they present it
- Decision making – when possible, gain insight from all staff levels for decisions
- Effecting change – happens when everyone feels that have contributed in some way



 **Leading/Supervising**


- Handling conflict – Accreditation Activity 31.3 requires policies that address disciplinary, grievance, and harassment.
- Communications - The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, and evaluating results.





Controlling


What is this?


- Quality control -Practice Management Assessment is a new process that is being implemented across the state to ensure Quality Improvement.
- Record audit - per programmatic guidelines and coding and billing audit. Accreditation Activity 22.2 and 22.3 requires program compliance of state and local mandated programs.





Controlling

- Performance evaluation - Required annually, but the format will vary among agencies. Some may be in collaboration with county requirements and some are independent.
- Discipline - agency may have stand alone policies, county policies or follow Office of State Human Resources. There are processes to be followed. Not following these can lead to legal repercussions.
- Labor relations -<http://www.nclabor.com>/You also can reach us toll-free at 1-800-NC-LABOR (1-800-625-2267).





Characteristics of an Effective Organization

- **Employees**
 - Staff-agency is staffed with enough managerial talent.
 - Management is skilled at organizational analysis and understand stages of organizational development.




Characteristics of an Effective Organization

- **Employees**
 - Staff are relatively adaptive and have broad range of skills
 - Employees are realistic about what they will get from and give to the organization




Informal Relations


- There is a high level of trust between employees and management
- Information flows freely with little distortion within and across groups
- People in all positions of responsibility are willing to listen to, and be influenced by, others who have relevant information




Formal Relations

- Organizational structure relies minimally on rules and procedures
- Measurement systems collect and distribute all relevant data on the organizations' environment, its actions, its performance, and changes in any of these factors



 **Formal Relations**


- Reward systems encourages people to identify needed changes and help implement them
- Selection and development systems are designed to create highly skilled managerial and employee groups and encourage the kinds of informal relations described above




 **Bureaucratic Dry Rot**

- Maladaptive organizations that:
 - Are insensitive to employee's needs
 - Are insensitive to consumer's desires
 - Refuse to accept their social responsibility



 **What Causes This?**


- Failures at hiring, assimilating and training of managers at mid and top levels
- Failure at selecting and training personnel
- Failure to develop and maintain good informal relationships between managers and employees
- Focus is on how things are currently done
- Some staff/agencies prefer to remain in static situation because it's less work




 **Creating a High Performing Organization**


Tasks for managers:


- Build a positive work environment
- Establish strategic direction
- Allocating resources
- Upgrading quality of management
- Creating excellence in day to day operations
- Establishing positive outcomes through staff
- Ensuring cost effectiveness through efficiency and effectiveness of services (Practice Management Assessment)



 **Practice Management**


- Requested by health directors based on current public health context for clinical services:
 - Number of clients all programs = revenue
 - Medicaid Cost Study funding
 - Block Grant funding
 - Continued staffing and facility costs



 **Practice Management**

Objectives:

- Improve health outcomes by improving clinic efficiency and cost effective services
- Develop and test productivity benchmarks and practice models
- Develop tools and skills training to support services
- Balance-Supply and Demand for services
- Improve revenue
- Decrease cost of care






Getting and Keeping the Best Employees



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Recruitment

The process of seeking out and attempting to attract individuals in the external labor market who are capable and interested in filling available job vacancies



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Recruitment

- Accreditation Activity 37.6 requires BOH policies, plans, or allocations through the budget process to provide for recruitment, retention and workforce development for agency staff.
- Share some examples that your agency recruits for positions.





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Recruitment


Why do we want to recruit the best employees?


- LHDs are becoming the provider of last resort
- Remain competitive with other community care providers.
- Loss of Medicaid revenue impacts all programs & services. County government is not always able to pick up and cover the needed revenue.
- Cost reduction is critical to sustainability of clinical services and to ensure effective and adequate staffing.





Strategies for Recruitment and Retention


- Increasing pay and benefits -
- Flexible work schedules and telecommuting opportunities
- Providing professional training
- Training future PH leaders
- Marketing PH careers at high schools and universities





Strategies for Recruitment and Retention


- Partnering with educational institutions
- Using information technology and the Internet for recruitment
- Use the PH Directors list serve and PH Nursing website to advertise your position:
www.ncpublichealthnursing.org.



 **Strategies to Retain Workers**


- Develop opportunities for public health workers to continue their education without leaving the workforce
- Address ineffective managerial practices
- Cross train workers to be skilled in a range of public health setting and tasks
- Provide additional training that is required for current position and job advancement



 **Limited Pool of Applicants**

Failure of recruitment efforts may be due to:


- Failure to attract an adequate applicant pool
- Over or under selling the organization
- Inadequately screening applicants before they enter the selection process




 **Where to Look for New Workers**


- New graduates
- Other organizations
- The unemployed
 - Direct applications
 - Employee referrals
 - Advertising
 - Employment agencies
 - Job fairs






Three Types of Hiring Decisions

- A gamble
- An adventure
- An investment






**What people have done
in the past
is the best indicator
of what they will do
in the future.**




**Prior to Selecting Candidates
to Interview:**


- Profile the position's responsibilities
- Establish specific requirements
 - Behavioral
 - Technical
- Establish your priorities
 - Must have
 - Want to have



 **Rules to Remember . . .**

When framing your questions . . .

- Ask questions that concentrate on the applicant's past performance
- Ask questions that relate to at least one of your listed requirements




 **Looking Over the Application**

NEVER WRITE ON THE APPLICATION!


Make a copy of it
and put your notes on the copy.




 **Looking Over the Application**


Circle things that seem:


- Too general
- Vague
- Suspicious
 - Gaps in dates of jobs
 - Items left blank on the application




 **Red-Flagging the Application**

- Rounded off dates
- Vague educational information
- Lack of salary progression
- Lack of progression in job duties/responsibilities
- Gaps in employment history
- Job hopping
- Vague or general job duties or titles



 **Selecting Candidates to Interview**

- Decide how many you want to interview
- Make sure that they meet all requirements for position
- Look for qualities that fit with the organization's overall mission and culture




 **Interview Team**

- Select interview team:
 - Key people that are knowledgeable about the position
 - Culturally diverse to reflect the candidate pool, if possible
 - Available for all interviews
 - 2 to 3 people teams are best
- Meet to discuss what you are looking for in a candidate and review the Job Description
- Set the agenda to include who will ask what questions and what the interview format will be
- Review interview questions




Beginning the Interview

- Candidate should have had an opportunity to review the current Job Description including requirements for the position
- Describe the interview process including how long it should take and that the team will be taking notes
- Introduce the interview team
- Make the environment as comfortable as possible and limit distractions




**Types of Interview Process:
Unstructured Interview**


- Most commonly used selection tool is typically unstructured:
 - Relatively unplanned (sit down and “wing it” with the applicant)
 - Consists of casual, open-ended questions (“Tell me a little about yourself”)
 - Interviewer unprepared (forgot to review job description before interview)
 - Interviewer makes a quick and lasting evaluation of the candidate
- Validity of unstructured interview is questionable
- Legal issues




**Types of Interview Process:
Structured Interview**

- Attempts to reduce biases inherent in unstructured formats by standardizing the process
- Validity of Structured interview?
- All candidates are evaluated on the same questions
- Interviewer is knowledgeable and prepared for interview
- Evaluation of candidates is systematic and consistent



 **Structured Interviews**

- Can be either “Behavioral” or “Situational”
- **5 basic characteristics of structured interviews:**
 1. Construct interview questions around **key** characteristics of job behaviors or organizational behaviors
 2. Ask same interview questions for each applicant
 3. Construct **benchmark responses** for each question, with a numeric rating scale for scoring
 4. The response rating scales should be Behavioral anchors based on **critical incidents**
 5. Write notes about specific behaviors that the applicant describes on the rating scale

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 **Resources**


250 Job Interview Questions

By Peter Veruki

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 **Samples From This Resource .**

- **Describe your ideal career.**
- **Where do you want to be in five years?**
- **Tell me something about yourself that I didn't know from reading your application.**

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Samples From This Resource

- What would your last supervisor say about your skills?
- Your attendance?
- Your punctuality?




Samples From This Resource

- What are you looking for in a job?
- In an organization?
- Why?




Samples From This Resource

- Of your past supervisors, who managed your work the best?
- What did she/he do?




Samples From This Resource

- Give me an example of a difficult decision or problem you had to deal with at your last job.
- How did you solve it?



Samples From This Resource


- Have you ever been asked to carry out a policy with which you disagreed?
- Give me an example and tell me how you handled the situation.




Samples From This Resource

- Why should I hire you?
or
- Why are you the best person for this position?



 **Testing Applicants**


- Test every applicant
- Use the same test for each applicant
- Test all applicants under the same conditions
- Be sure test is job related
- Make sure test can be passed by a current successful employee




 **Ending the Interview**


- Ask the applicant if they have any questions about the job or the agency.
- Ask if there is anything else the applicant wants to tell you that you haven't discussed.
- Give time frame in which they should expect to hear concerning position
- After you have interviewed all applicants, it is time to evaluate them.





 **Simple Rating System**

- Check - meets all requirements
- Plus - Exceeds all requirements
- Minus - Does not meet requirements
- Rate each applicant using a numeric rating score






Check References!





Selection and Offering Position

- **Notify all candidates about the decision in a timely manner**
- **Thank the candidates that you didn't select for applying, give positive feedback; in the future they may fit into the organization, don't burn bridges**
- **Place offer in writing to selected candidate and arrange start date**




Selection and Offering Position


- Accreditation activity 23.2 requires the agency to ensure that each employee is "qualified" for the position in which they are being hired for.
- This can be accomplished by the following:
 - a. Showing transcripts of employees
 - b. Providing Office of State Human Resources (formerly OSP) qualification letter for employee
 - c. County qualification letter
 - d. Agency qualification letter
- Qualification *must* be for the current position held by the employee at that time.




 **Developing Your New Employee**


- Orientation
- Competency Verification
- Work Plan
- Performance Appraisal
- Training Needs
- Coaching



 **Orientation**


Orientation is a coherent, planned introduction that combines information, experiences and a transmission of the values and culture of the organization.



 **Orientation**


Agency managers are responsible for:

- Creating an environment which fosters self-development and continued learning by staff in order to support agency mission.
- Assess and promote the competence of individual staff members.
- Accreditation activity 15.5 requires a detailed General Orientation to the agency and a Program Specific Orientation for the program the new employee will be assigned to.



Orientation Components


- **Basic Information about:**
 - Organization
 - Position
 - Target population
 - Community
- **Staff orientation programs should be well planned to met the employee's needs.**



Orientation Components

May include:

- **Introduction to the Organization**
(History, Mission, Organizational Structure, Methods or Staffing, Logistics - day to day routine, Supervision)
- **Introduction to the Population Served**
(Identification, Demographics, Characteristics & culture, Strengths & Needs and Interaction)



Orientation Components


- **Introduction to the Community at Large**
(Demographics, Economics, General Characteristics, Institutions, Organizational Relationships)
- **Introduction to the position**
(Day to day, Unstated Job Requirements, Trial Period, Evaluation, Expectations)
- **Policies & Procedures**
(Location and Accessibility)




 **Orientation Components**


- Accreditation requires General New Employee Orientation to include but not limited to:
 - HIPAA & Confidentiality
 - TITLE VI
 - Non-Discrimination
 - Cultural Sensitivity and Competency
 - Public Health Law and enforcement components related to job roles
 - OSHA & Infection Control-job roles




 **Why Conduct Orientation?**

- It allows new staff members to hit the ground running.
- It instills new staff with confidence in both their ability and the organization.
- It improves the possibility that the employee will do a good job and stay with organization.
- It makes life easier for others in the organization.
- It enfolds the new staff member into the existing social structure.
- It makes staff knowledgeable and better prepared.



 **Orientation Program**

- Clarify what you want to accomplish
- Decide on content
- Choose format and methods
- Decide who will conduct which part of the orientation
- Decide on the length
- Evaluate the orientation process
- Create some sort of marker for the end of the orientation period



 **Competency Verification**

- Initial assessment of an individual's competence consists of a review of the abilities and qualifications brought to the job
- Assessment of an individual's competence should be a part of the evaluation of that individual's continuing ability to perform
- It is recommended that competencies be verified upon hire and annually for all staff but it may be **required** for certain licensing bodies.




 **Competency Components**


The following must be confirmed as part of orientation:


- Experience
- Education
- Training
- Licensure - Current
- Licensure/Certification for "current" role
- Qualifications and abilities




 **Job Description to Work Plan**


- Employees need to know what is expected of them
- The job description should define all of the duties assigned to the employee
- An up-to-date job description should describe the essential functions, tasks, and responsibilities of the job.
- Should be reviewed at least annually in order to be kept current.
- Should directly relate to the employee's performance appraisal
- Work plan identifies the task and outcome expectations for the job in a format that is measurable - if you can't measure it, you can't manage it




 **Performance Appraisal**

- An ongoing process that serves as a foundation for communicating about performance throughout the year
- Relates back to Work Plan and Job Description
- Managers concern . . . Negative feedback will de-motivate the employee and make future interaction difficult
- Employees concern . . . The reward that may be riding on the evaluation



 **Appraisal of Performance is a Process**


- There should be few surprises when the employee and the evaluator meet for the formal appraisal
- Correct errors when they happen so the error does not become a habit




 **What Senior Executives Say about Managers.....**


Working for a tough but fair manager who gave them feedback was the single most important developmental experience they had




 **Use of the Performance Appraisal**


- **Make administrative decisions about the employee**
 - Promote
 - Transfer/lay off
 - Salary increase
 - Training needs




 **Lets Employees Know Where They Stand.....**


- **Performance objectives**
- **Organizational expectations**
- **Encourage self development**




 **Preparing for the Performance Appraisal**


- **Outline the position's responsibilities again**
- **Determine standards for each responsibility**
- **Employees must be aware of the standard - they should be used to working by their work plan**




 **Critical Incident Log**


- A tool to use in the evaluation process
- May contain both positive and negative information
- Record throughout the year.




 **Example**


Date	Name	+	-	Discussed
2/2/09	J. Doe	Worked late in special clinic		Yes 2/5/09




 **Conducting the Appraisal Interview**


- Provide enough time in a comfortable setting
- Establish rapport with the employee
- State the purpose and direction of the discussion
- Discuss primary responsibilities and key results
- State positives then discuss problem areas
- Discuss both effective and ineffective performance, but end with what needs to be changed




 **Conducting the Appraisal Interview**

- Be specific; Use critical incidents; Don't generalize
- Focus on the behavior or the outcome, NOT the person or traits
- Solve any problems together
- Be clear about what changes you are looking for, summarize
- Establish commitments and agreements
- Set specific goals and objectives going forward



 **Conducting the Appraisal Interview**

- End on an upbeat note



 **TRAINING**

Why We Need A Workforce Development Plan




Training


- Agency Training Plan - Workforce Development Plan can get you where you want to go – it is a road map
- Work Plans are necessary for consistency and effectiveness
- Competency Verification Policies/Tools
- Job Descriptions
- Performance Appraisals
- Federal, State and Locally Mandated Trainings





Workforce Development Strategy

- Needed for Accreditation
- Monitor Workforce Composition
- Identify Competencies/Develop Curriculum
- Design Integrated Learning System
- Use Incentives to Assure Competency
- Conduct Evaluation and Research
- Assure Financial Support





Workforce Development Plan

- Activity 24.1 requires a policy that shows the agency promotes an employee's access to training.
- This training can be provided in house by the agency, a webinar, conference call, paid or free workshops, etc.




Workforce Development Plan

- Accreditation activity 24.2 requires the agency to specifically detail a plan that identifies what the new employee will be trained on during initial orientation and annually according to job role.
- It is also the agency's responsibility to have measures in place to ensure that all staff receive the same training.
- You must have a "makeup" training for those unable to attend at the initial training.



Workforce Development Plan


- Accreditation activity 24.3 requires the agency to identify orientation and on-going training and continuing education activities required by law, rule or contractual agreement.
- The Interpretation Guidelines Document for Accreditation details specifics related to continuing education requirements for staff.




Workforce Development Strategy


- Needed for Accreditation
- Monitor Workforce Composition
- Identify Competencies/Develop Curriculum
- Design Integrated Learning System
- Use Incentives to Assure Competency
- Conduct Evaluation and Research
- Staff productivity, performance and improvement
- Assure Financial Support




 **Productivity for all Staff**

- The agency should have on-going assessment of employees, and productivity of services it is rendering.
- The Practice Management Assessment will help to establish a means of assessing an agency's services, productivity, supply and demand.
- When deficiencies are noticed, the agency should implement Performance Improvement Measures.



 **Provider Productivity**


- Staff must be oriented and trained in order to ensure job productivity.
- Provider productivity is impacted by provider efficiency, practice style & preference AND how clinical services are organized:
- Clinical services can be organized according to:
 - Demand for services
 - Best practice flow models
 - How services are scheduled
 - Staffing skill and licensure
 - Clinical space organization




 **Quality Improvement**

- Accreditation activity 27.3 requires the agency to employ a quality assurance and improvement process to assess the effectiveness of services and improve health outcomes.
- This requires a "team" approach.
- The agency must document meetings, plans, targets and outcomes.



 **Quality Improvement**

- On-going changes may be essential for Public Health Survival.
- Keeping the staff involved in this process is critical.
- More to come on Quality Improvement November 19




 **How it all Fits Together**

Who is responsible for Structure and Accountability?

- BOCC
- BOH/Human Services Board/Districts/Health Alliance
- Health Director
- Leadership/Management Team
- Division/Staff Development Coordinators
- Personnel Officer
- Quality Officer
- Employee




 **Resources**


**Good to Great
by Jim Collins**

&


**The 21st Century Supervisor:
Nine Essential Skills for
Frontline Leaders**


**By Brad Humphrey and
Jeff Stokes**




Exit Interview

- Despite our efforts, employees will come and employees will go.
- Does your agency/county have a time for an “Exit Interview” for the employee leaving?
- Does your agency/county have a tool to capture reasons for separation? The tool has to be measurable otherwise not a value added process.
- Does your agency/county do anything with the information? If not, no need to do exit interviews.
- Are you tracking turnover rates and calculating costs associated with turnover?






RESOURCES

Please feel free to contact your PHN & PD Nurse Consultant and the Administrative Consultants (see attached maps) for technical assistance and consultation.

Public Health Nursing website at: www.ncpublichealthnursing.org for continuing education announcements, position vacancies and to obtain a copy of the PHN Update Form.

DHHS/DPH website at: www.ncpublichealth.gov for additional information on many topics.




RESOURCES

PH Workforce simple and brief mentoring guides
Guides for Mentors and Protégés

- [http://www.healthleadership.org/sites/default/files/Mentoring%20Guide%20for%20Mentors%20\(2004\).pdf](http://www.healthleadership.org/sites/default/files/Mentoring%20Guide%20for%20Mentors%20(2004).pdf)
- [http://www.healthleadership.org/sites/default/files/Mentoring%20Guide%20for%20Proteges\(2004\).pdf](http://www.healthleadership.org/sites/default/files/Mentoring%20Guide%20for%20Proteges(2004).pdf)

Developing a Mentoring Program in Clinical Nutrition

- http://pen.sagepub.com/content/34/6_suppl/7oS.full

Public Health Nursing Mentoring Manual and Orientation

- <http://www.ncpublichealthnursing.org/recruitment.htm>

