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MAS Business Summit - HR Management - Pre-conference workshop repeated

Thursday, 09 June 2011

Start 8:30am

Duration: 120mins

Sovereign

Start 2:00pm

Duration: 120mins

Sovereign



The essentials of staff management

GP CME Conference 2011



We make it easy

Overview

Recruitment process

Staff retention

Training and development

Performance management

Underperformance and disciplinary processes

Recruitment process:

Develop a plan...



and stick to it

Preparation – consider:

Consider:

- How the vacancy arose, have the practice needs changed?
- Does the position description need updating?
- Person specification – what's essential and what's negotiable?
- Is there anything else to change before recruiting?
- Future development of the role?

Confirm:

- Hourly rate and benefits
- Hours of work
- Get sign-off from practice principals

Advertising

Medium :

- websites
- recruitment agencies
- local and daily newspapers
- window notices



Attracting the right market – key ‘selling’ points.

Include:

- job title
- short blurb about the practice
- minimum requirements (avoid anything discriminatory)
- how to apply and closing date for applications
- relevant contact details

Screening and short listing

Written application versus other methods

Interview plan

Who will interview – where and when?

- If a panel, discuss the plan beforehand

Setting the scene – building rapport

- explain the work of the practice
- outline the role
- briefly explain process of selection

Open-ended questions

Will you use an application form?

Mandatory consents for:

- credit and reference checks
- checking criminal background
www.police.govt.nz/service/vetting/index.html
- confirmation of right to work in NZ
- any disabilities or medical conditions

Interview process

Maintain control of the interview

- listen effectively
- probe and validate your gut feelings
- avoid discriminatory questions

Evidence of qualifications/registration

Skill assessments and testing

Confirm salary expectations

Show them around the practice

Confirm when you will be back in touch

Human Rights Commission website for questions to be avoided:

www.hrc.co.nz/news-and-issues/eo/job-interview-questions-to-be-avoided/

Applicant evaluation

Take time to make notes

Read through all applications and interview notes

- compare against selection criteria

Discuss with appropriate people

- partners or other interviewers

Decide on shortlist if undertaking 2nd interviews

Check verbal references

- **Only** the referees you have permission to contact

Reply to all unsuccessful candidates

Make the offer verbally and follow up in writing

Letter to include

- copy of employment agreement and position description
- any special requirements – such as uniform
- start date and time
- hours of work
- who to report to
- confirmation of salary details and first pay date

Some traps we often see



Shortcuts – no matter how highly recommended

- **Always** undertake a full recruitment process

Hiring family and friends

- could you successfully manage performance or terminate the employment should they not perform adequately and cope with potential family fallout?

Taking the best of a bad bunch

- recruit for attitude and train for skills

Promoting poor performers

- hoping increased responsibility will induce higher performance

Other

Remember to notify those people who weren't successful

Department of Labour website for example of letters of offer

www.ers.govt.nz/relationships/letters.asp

Keeping CVs and interview notes

- 90 days minimum
- One year is recommended



Plan induction programme for the successful candidate

Minimum EA requirements

Name of employee, employer and location of work

Description of work – position description attached as schedule 1

Hours of work, wages/salary, payment for working on a public holiday

Probationary period and 90-day trial periods **if agreed to**

Services available for resolution of employment relationship problems

Employment protection clause

Agreement signed and dated by employer and employee*

***NB: prior to start date**

90 day trial periods

- agreed to between the parties, then included in the employment agreement, which must be signed - **prior to start date**
- one off – cannot be rolled over or extended
- termination notice must be given within the 90-day period – the notice period can extend outside the 90 days
- obligation remains to act fairly and reasonably
- minimum rights of pay and ability to claim for unlawful discrimination or serious breaches of good faith, remain



Candidate one

Evaluation criteria	Skill / experience
Practice nurse experience	5 years
Previous employment history	Large GP practice for last 5 years. Hospital ED nurse for 2 years prior to that
Skill assessment	Meets most of PD and skill assessment requirements
Meets current vaccinator requirements?	No
Meets current smear taker requirements?	Yes

Candidate two

Evaluation criteria	Skill / experience
Practice nurse experience	12 years
Previous employment history	Solo GP practice for last 3 years until 6 weeks ago. Positive work history with your practice under previous manager.
Skill assessment	Meets all of PD and skill assessment requirements
Meets current vaccinator requirements?	Yes
Meets current smear taker requirements?	Yes

Candidate three

Evaluation criteria	Skill / experience
Practice nurse experience	New graduate
Previous employment history	Work experience in 24-hour A&M centre and a GP practice with documented positive outcomes
Skill assessment	Meets all but inexperienced and will need higher level of mentoring
Meets current vaccinator requirements?	Started training course
Meets current smear taker requirements?	Started training course

Training and development



What difference will training make?

Consider cost to employ this person in the first place

- advertising and recruitment costs
- induction time
- loss of productivity

Getting it right will reduce

- time spent putting right inevitable errors
- complaints and potential to lose business/patients/clients
- staff leaving because their expectations have not been met

Differences training can make to staff

Confidence, motivation and enthusiasm

Increased productivity and job satisfaction

Essentially it will get them up to speed sooner

Encourages habits to be replicated

- when you next take on a new staff member, this staff member will be more willing to assist in the same way

Benefits of training for existing staff

Shows staff you are interested in them and the job they do

Acts as a refresher

Fills a skill or knowledge gap

- creates culture of wanting to know more and improve the way you do things

Consider who should do your internal training

- yourself
- appropriately skilled staff buddy or mentor training

Knowledge sharing and retention

Retention – develop and reward high achievers

Pay – increase / bonus / pure cash reward

Additional training – personal or professional development as a prerequisite

Promotion – greater responsibility or a change in title/status

Additional holiday time – or flexibility around start and finish

Stock options – giving longer term ownership stake

Recognition in front of peers – staff meeting or by special announcement

More challenging job assignments – the next goal to achieve

Acknowledgement – a simple thank you

Ask them what they really want

Managing staff performance – consists of two very separate processes:

Appraisal

About employee's overall ability to do their job.

Analysis of training required

Discussion about their aspirations and objectives set

Coach for improvement and development

Not about blame

Performance management

Where problems with the employees work or behaviours are addressed

- in a timely manner
- following procedural fairness guidelines

Appraisals

An effective system contains two parts:

- Evaluation
 - identifies any performance gaps that require development
- Feedback
 - discussing an employee's quality of performance, their aspirations

Benefits of appraisal

Identification of personal strengths and direction

- including unused hidden strengths
- resolving confusion and misunderstanding

Team role clarification

- defining and redefining priorities and objectives
- identifying training and learning needs

Motivation through achievement and feedback

Counseling, **coaching** and feedback

Succession planning

Objectives and KPIs



Clear and agreed performance expectations

- aligned to individual effort with practice goals
- something for individuals to aim for
- motivate and direct focus and effort

Feedback to employees

- on how they are doing
- enhances likelihood that the result will be achieved
- establish and uphold accountability

Expectations of the appraisee

To prepare, be truthful and positive

- no personal attacks or grumbles

Express problems

- with suggested solutions

Ask for help

- training and coaching in areas that may increase productivity

Think about strengths

- complete a skill assessment form to assess skills

Think about long-term aspirations

- identify objectives for the next year

Expectations of the appraiser

Translate organisational goals into individual job objectives

- communicate expectations regarding performance

Provide feedback to the employee

- about job performance
- coach on how to achieve job objectives
- diagnose the employee's strengths and weaknesses

Determine development activities to help the employee

- to improve performance

Appraisal process

Formal structure with relaxed process

- allow about one hour

Also consider behaviours, such as

- self-esteem
- understanding of other people
- appreciation of work-mates
- enthusiasm
- commitment

Invite comments and questions

Close positively and record main points

- including agreed actions and follow-up

Do the follow up

Good feedback focuses on:

Behaviours – rather than the qualities of the person

Observations – not interpretations or judgements

- specific and tangible **evidence and examples** of performance

Solutions – aim for improvement

- be genuine, honest and fair

Building confidence

- concentrating on things within the individual's control
- sensitively convey your comments

Being timely

No surprises



The bad

Critical or judgemental of the person's qualities

Non-specific or intangible evidence of performance

- leaves the individual unclear about what they need to change

Blame for things out of individual's control

Conflict between verbal and non-verbal messages



The ugly

Given in public

Insulting or condescending

Delivered with negative emotion



Avoid these pitfalls

Defensiveness

- mind your language – verbal and body

Beware of the 'horns' or 'halo' effect

- making judgements from one incident

Making up your mind beforehand

- and then seeking behaviour to support that view

Getting personal

- or comparing with other staff members



GP appraisals – where to start . . .

Reference point:

Medical Council's Domains of Competence that are detailed in their booklet ***Guide to Good Medical Practice*** found at:

www.mcnz.org.nz/portals/0/guidance/goodmedpractice.pdf

GP appraisals – what one may look like . . .

Preparation - written:

- GP self evaluation
- Clinical feedback:
 - by peers in group practice
 - neighbouring GP or through PHO for solo practitioners
- Staff feedback

This information is then collated by practice manager (*usually anonymously*), and used as base for discussion during appraisal meeting

Workshop

Scenario – a 360° appraisal process is being undertaken in your practice across all GPs

Task - complete the GP appraisal feedback form on a GP you know



Managing underperformance and discipline

Take a solution-finding approach

Behavioural/attitudinal

- what the individual might need to start doing differently

Knowledge/skill-based

- knowledge or skills the individual may need to acquire

Job-based

- development or modification of guidelines, workloads, systems, procedures, etc

Other external factors

- may need to involve third party to affect change

Types of problems

Failure to perform to expectations

- such as work not completed in time, lateness, unexplained absences

Misconduct

- staff member is rude to a patient, or a partner

Serious misconduct

- verbally abusing a patient
- assaulting someone
- theft of money or equipment

Failure to perform

Provide specific examples

- and clear evidence of the areas of non-performance

What or who else has contributed to the problem?

- have you given adequate training/supervision?
- is it because the person **can't** do it OR because they **won't** do it?

Is anyone else not performing?

Take time to consider:

Any justifiable causes for the underperformance such as:

- lack of knowledge or skill
- insufficient, inappropriate or no training
- shortage of resources required to perform well
- lack of motivation for a number of reasons
- right job-person fit
- a good match of the practice culture-personal values fit
- needs a break

Process – informal chat

Meet with them privately

- explain it's not a disciplinary meeting
- outline your concerns and ask for their side of the story

Explain the improvements you expect to see

- and the timeframe that applies

Consider what you can do to help them improve

- extra training, mentoring, resources

Few people are wilful under performers

Use coaching approach to increase performance

Agree goals to meet their preferences **and** achieve your requirements

- listen to your staff
- develop an action plan and support structure
- review progress and provide feedback
- celebrate success
- create social interaction

Sometimes all it takes are some basic reminders

“Please treat all patients and fellow staff in the way you would wish yourself or family members to be treated”

Or reference to the correct process if a task is being performed incorrectly

Other situations will require a meeting
– called for in writing to:

1. Record the employee's explanation
2. Develop a performance improvement plan
3. Provide any additional support that is warranted in the circumstances
4. Advise required outcomes and time period where improvement must be seen
5. Advise implications if recurrence of issues
 - such as a formal warning or dismissal

If things don't improve

Call another meeting to commence a formal disciplinary process

If verbal follow up in writing

- advise why you remain unhappy with their performance and the level of concern
- provide copies of any evidence
- if the employee could be dismissed, say so (no surprises)

Advise the employee to seek representation or legal advice

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Put a further review period in place - the length will depend on what you are requiring of them

- outline precisely what you require of the employee during this period

Be mindful to respond to any incidents during this period, where the employee's performance falls short

- may involve further meetings and further letters, for instance:
“I am concerned that, despite our recent meeting and my request that you (details of required performance), you continue to (details of failings). As advised, I require you to ...”

Final stage

Where dismissal seems very likely **get advice**

Write to the employee setting out your views and how you see this matter and invite them to another meeting.

“We are concerned that, despite previous warnings on [dates] regarding..., a further complaint regarding... on [date] has been received (copy attached). We wish to meet with you and your representative to discuss these allegations and hear what you have to say. We recommend that you bring a representative with you – please advise who that person will be and what their role will be. If substantiated, and in the absence of a satisfactory explanation, further disciplinary action may be taken, including termination of your employment with [employer].”

Run your letter by your advisor or seek legal advice BEFORE sending it

Then

Meet with the employee and hear what they have to say

Take time to consider their input before communicating your decision to them

- formally with two copies of the meeting notes
 - ask to be signed and dated as a true record
 - and one copy to be returned to you

Summary of process

Depends on detail in:

- employment agreement, policies or staff manual

If no process is outlined, then the usual process is:

- verbal warning
- followed by written warning
- then final warning
- then termination

Be very clear if warning you are giving, is final warning

The test:

“What **could** a fair and reasonable employer do in this instance?”

Summary of disciplinary principles

- 
- A smiling male graduate in a black cap and gown is pointing his right index finger at the first bullet point of the list. He is holding the left edge of the white board with his left hand.
- Be fair and reasonable at all times
 - The decision maker runs the process
 - Encourage employee to have representation
 - Tell your employees what your concerns are
 - Start with an open mind and no predetermined outcome in mind
 - Be open with them - provide all relevant info
 - Ask for, and consider their response

Key points

1. Position description
 - benchmark of expected performance
2. Document all occasions where staff have failed to perform
 - include dates and discussions you had with them about it
 - explanations given etc.
3. Not sure what's 'fair and reasonable' **get legal advice**
4. Never accept spontaneous resignations
 - tell them to think about it overnight and take advice
 - if they still want to resign the next day, ask for it in writing acknowledging they have considered their decision

Cont...

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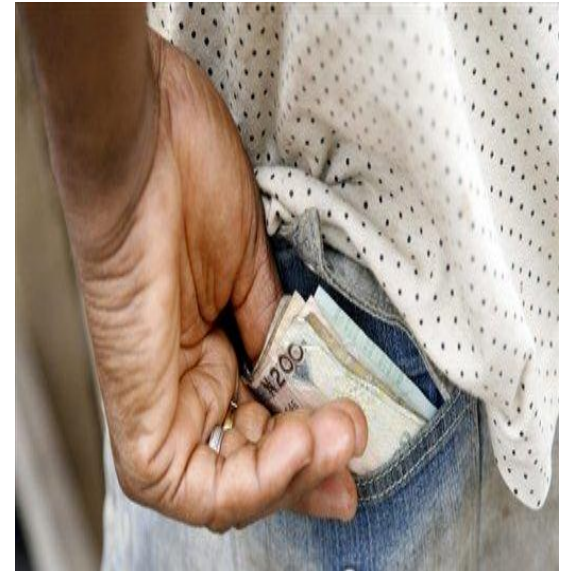
5. Where possible have a witness present
 - and take minutes for all disciplinary meetings
6. Get an accurate picture of the issue
7. Never pre-prepare warning or dismissal letters
 - even when summarily dismissing someone
8. Take time to consider before making decision
9. Keep confidentiality

Workshop

A receptionist has informed you she observed another receptionist slip two \$20 notes into her jacket pocket whilst doing the end of day cash up.

You are informed immediately and can readily see the notes in the gaping pocket.

It is now 4.50pm on a Friday – what do you do next?



Questions?

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