WEBINAR VIDEO TRANSCRIPT

Partnership for Care HIV TAC

Staff Recruitment and Retention #1, CoP:

Developing Position Descriptions

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STEVE LUCKABAUGH: Good afternoon. My name is Steve Luckabaugh, and I'd like to welcome you to the "Staff Recruitment and Retention Community of Practice, #1: Developing Position Descriptions" webinar. This webinar is brought to you by the Partnerships for Care, HIV Training, Technical Assistance, and Collaboration Center-- HIV TAC.

The Partnerships for Care project is a three-year multi-agency project funded by the Secretary's Minority AIDS Initiative Fund and the Affordable Care Act. The goals of the project are to expand provision of HIV testing, prevention, care, and treatment in health centers serving communities highly impacted by HIV; to build sustainable partnerships between health centers and their state health department; and to improve health outcomes among people living with HIV, especially among racial and ethnic minorities. The project is supported by the HIV Training, Technical Assistance, and Collaboration Center-- HIV TAC.

Our speaker today is Ann Hogan. Ann has over 25 years' experience in the human resources field, including training, employee relations, benefits and compensation management, conflict resolution, and employee development and strategic planning. Ann is a certified senior professional in human resources through the Human Resource Certification Institute, and is a professional member of the Society of Human Resource Management, the American Society of Health Care Human Resources Administration, and the American Society of Training.

Ann is a graduate of the Metropolitan State College of Denver, with a bachelor's of science in management, and has a master's degree in education and human resource studies from Colorado State University, with a focus on organizational performance and change. She is also a graduate of the 2011 University of Washington Community Health Leadership Institute certificate program. And in 2012, she completed the Geiger Gibson Fellowship program through the George Washington University.

Please join me in welcoming Ann Hogan.

ANN HOGAN: Thank you so much, Steve. That was great. And I just want to thank everyone first on the line for all your work that you're doing with HIV. And I also worked in a community health center for 20 years, so I understand your mission and your desire to help all people in all communities. So thank you very much for all that work that you do. And we'll get started.

So why develop position descriptions? They're one of those things that you just have to do. They identify all the responsibilities of the position. And they're really important so that everyone knows and is on the same page with what they're supposed to be doing. And so you need to develop them. They don't need to be grandiose position descriptions, but you need to identify those responsibilities of each position that you have in the organization.

It establishes both the expectations of the employee, the manager, the organization. Your fellow coworkers-- they know, then, what you're supposed to do. So it really aligns everything in one document.

And of course, it's a living, breathing document, so it's not always perfect. And you always want to include at the end "all other activities as assigned." So we'll talk about that later. But be sure to start establishing those because it does set out that roadmap of what people need to understand what their job is.

It's also used, as we'll discuss later, about interviewing. It's used for performance evaluation. It can be used in a variety of ways. And it can also defend you if you need to-- as far as any legal action, as far as what that description says. So they're very important to do correctly.

They also serve as a tool if the position is nonexempt or exempt. And if people have questions about that later, we can try to answer those questions. But there is definitions by the Department of Labor of what's a nonexempt position and what's an exempt position. A lot of people want to say it's hourly or salaried. That's not necessarily the case. That doesn't necessarily determine if it's nonexempt or exempt.

So there's certain criteria you need to meet. And we'll discuss a little bit about that as we go, because that's a whole full webinar in itself.

And more about the position descriptions. They need to be continually updated. Like I said, they're a living, breathing document. Additionally, whoever writes the job description needs to be well versed in-- words on a job description truly matter. So you need to have someone who's very skilled at writing position descriptions to do them. Some words you want to use very vaguely and some words you want pretty absolute. So you need to be very careful as to how you write those job descriptions.

Now, not to scare you that you shouldn't do them. There is plenty of resources out there to help with job description design. And at the end, actually, Alfonso, I will send you a list of some words that you can send out to the participants of what they-- they could help write those job descriptions, and it can be very helpful. And Google's a wonderful thing also on job descriptions. You can find lots of job descriptions there.

And if you're looking for something very unique to community health, there is an organization called the National Association of Community Health Centers. And on their My NACHC, they also have a number of resources for job descriptions, and also job descriptions through other community health centers.

And if you're always looking for something to start from, be sure to pull up job descriptions or positions ad for a different organization. And that will give you a starting point. It certainly should not be a cut-and-paste. But it'll give you a starting point in writing your job descriptions.

It also assists in determining your reasonable accommodations. Under the ADA, if someone is disabled in your organization or an applicant, you need to make reasonable accommodation. It doesn't mean that you need to spend tens of thousands of dollars on a reasonable accommodation. But it does mean that at certain times, you need to make an accommodation for that person.

And I'll give you an example. I had a situation one time where my hand had gotten bit by some insect or something. And so the organization actually spent $250-- I couldn't type at the time. And so they made an accommodation. They had my computer done, like, speech to text. And that can be a really important piece.

Now, $250 is not going to break the organization. And they wanted to do that. So that lasted for me for about six months until they figured out what was wrong with my hand. But that solved now. But that would be a reasonable accommodation.

Now, if you need to accommodate someone and it's going to cost tens of thousands of dollars, that may not be. So there's no absolute in that accommodation area. But you need to judge for yourself what's reasonable. And that will be in the job description as far as your essential functions of the job.

And most importantly, the position description or your job description should not be written for a person. It needs to be written for the position that someone is actually getting hired to do. So be sure you're not writing it to the person, but in generalities for the position which the organization needs that position to exist. So that position exists for some reason within your organization. And that's how the job description or position description should be written. It should never be written for a person individually.

So how do you develop position descriptions? Well, I've already given you two secrets that you can use. One is go to Google, and Google "job descriptions," and it'll give you just a baseline to start from. Second of all, go to other organizations that are also in community health or in HIV outreach and grab theirs, and start modifying it to fit your organization. That can help a lot.

Now, when it comes to within your organization, perform a job analysis. And a job analysis is where you sit down, usually with the person that's currently doing the job, and you start writing down what exactly are their responsibilities, how much time do they spend on each function of their job or role, how important is that role to the organization. And you start writing all of that down. Or, you can also give that to the person and have them start to write it down. And that'll give you a real good idea of why the position exists and what needs to happen for your position description.

So you'll list out the job tasks in priority for what the job entails. In other words, if they're an outreach worker, and they occasionally are responsible to go to the post office and also pick up the mail for the organization, that's not an essential function of the job. That might be something they do. It's a duty. But their real job is to go out to the community and educate or assist people with HIV. So that's what you really want in the job description, not the little functions that they might do occasionally because it helps the organization out. That's not what you're defining in that job description.

So again, include what actually does need to be included, and be specific. But yet, always allow for flexibility. So again, don't use a lot of absolute words. You want to use words like "occasionally," or "they need knowledge of," or they do this "routinely," but not necessarily every day. So I'll send that list to you, Alfonso, and we can get that going to help them.

So what are you going to include in your job description? Well a general duty of-- the duties. You know, just a little paragraph or a few sentences about why the job exists. So it doesn't need to be long. It doesn't need to be difficult. But if your HIV outreach coordinator exists to outreach to the community for HIV resources and meet with our patients on a regular basis, that's why your job exists. So that's what you're going to put in your general description of duties.

The reporting structure is always important to include, because the reporting structure allows everybody to understand where they need to go. So if they have questions, who's their supervisor? Who's is going to do their performance evaluation?

On the flip side, if you're a supervisor, you know who it is that you supervise. Who are you responsible for? The only one that's probably responsible for everyone in the organization is the executive director or CEO. But otherwise, there's usually some type of reporting structure, and it helps a lot with people to know where they're supposed to report to and who is truly their supervisor.

The Fair Labor Standards Act, also known as the FLSA, which is what you determine if the position is exempt or nonexempt. It takes some analysis of the job to determine if someone is an exempt employee or a nonexempt employee. Your nonexempt employee is going to receive overtime every time they get beyond 40 hours, and there also could be from the state laws that affect those overtime hours.

Your exempt employees are those that can work either 30 hours or 60 hours in a week, and they're going to get paid the exact same amount of money because their job is considered nonexempt. And so those are usually-- and I say usually-- your higher-paid employees, but not always. It depends upon their reporting structure, and how many people they supervise, what their job responsibilities are, what decision-making capabilities they have on behalf of the organization. There's a number of things that go into that criteria.

So make sure that you're classifying people correctly. And if you need help with that, the Department of Labor-- and if any of you are in HR, there was a lot of discussion last year around the new wage and hour laws that were coming out. They didn't happen to come out. But there are some things that you can look up on the Department of Labor or your state labor board and gather that criteria for exempt versus nonexempt. It's probably the biggest mistake organizations make, is misclassifying people.

The next one is the essential functions of the position. This is why the position exists. Again, if your outreach coordinator occasionally goes and picks up the mail at the PO box, that's not an essential function. So these are really important. Think about why the positions exists. Why do you have that job? Because it's not really just to employ somebody. And again, this is where it gets into not being personal. It has to be for the position itself, not written for the person that's in the position.

Then you get into your competencies. Let me back up. The essential functions of the position is usually a list. So there's usually probably 10 to 15 reasons this position exists. And that's really the nuts and bolts of your job description. And that's what you build your performance evaluation and your interview questions around, are those essential functions of the position.

The competencies necessary for the job. So what are the competencies that someone needs to have to perform in the job? So you have to think about that-- what are those competencies, and then break them down.

So in your competencies, you have such things as, what does their knowledge need to be? How much knowledge do they need to have about HIV if you're hiring an HIV coordinator? Or, is it something that you can train?

So you want to write these as to the lowest level of what you actually need, because what happens, some people make them so grandiose-- they have to have 10 years of knowledge of HIV and 15 years of experience, et cetera, et cetera-- you're not going to probably find that person. So then what happens is you hire that person, and now you've set your standard lower than your job description.

So instead, you want to write your job description in these areas as what is the minimum required for the position-- not what your dream is, but what is your minimum requirements for the position. So maybe their knowledge is they need to have so much knowledge of HIV or have worked with the HIV community for a year. That may be the minimum that you require.

What are the skills required for the position? Is it a skill of being a registered nurse, an LVN, or an LPN, or a CNA? Or can you take someone like myself, a layperson, and train them those skills that they need? So you have to think about what those skills are that they need to perform the job, and then also look at that with their abilities. What are their abilities that they have to have for the job?

Now, when it comes to education requirements, this is the one that you have to be careful with, because sometimes people want to say they have to have a bachelor's degree. Well, you also have to look at the job that you just wrote, the job analysis that you did, and decide, does that position really require a bachelor's degree? Or, does it require a master's degree? It might. Or, does it require a high school certificate or a GED?

What is really required for the position? Because again, if you get that perfect candidate who comes in and they are two classes shy of their bachelor's degree, you have a decision to make if you have bachelor's degree required-- because at that point, you've put this as a requirement. And this is where words matter.

You might want to say high school diploma or GED is required, and a bachelor's degree is strongly preferred. And those would be a tweaking of the words that you might want to use. Or, you may require a bachelor's degree, and a master's degree is strongly preferred. So think about how those educational requirements can be written so that you have mobility as an organization when you hire someone for that position.

And the date is always important. It's a little thing that goes somewhere on the document. And it's important because job descriptions change over time. So you need to make sure everybody's on the same page as to what that role is currently versus what it was, say, 10 years ago. And that's why I say they're a continually living, breathing document that you want to continually update. And I don't mean, like, every week. But certainly every year, it's time to review the job descriptions and make decisions on changes, if they're needed.

Now, how we can use this as an interview guide. This should really drive your interview questions when it comes to your job description. You can develop them by looking at those essential rules of the position. Again, there's probably 10 to 15 of them. If your job description is five pages long, you probably need to narrow it down. But take those 10 to 15 items in the essential functions and start developing the questions. Again, what is the most important part of the position?

Additionally, one thing that you can't do, or that's hard to do, is sometimes it's hard to train people for certain skills that are necessary. For instance, either someone's really good at customer service or they're not very good at all. And it's tough. It's more of a personality trait, almost. It's tough, if they're not good at it, to get them to be good at it.

So look at those things and say, OK, this is an essential function of the job-- and we'll go through some customer service questions here in a second-- or it's essential that they are a good team player. Those outweigh something else, maybe, in that essential function, because those are things you can't train or teach somebody to do.

You can teach someone to do an Excel spreadsheet. And you can teach people to input data. But those other areas are very difficult to teach. And so think about that when you're developing those questions.

Determine what you need to gather from the interviewee. What is it that you need to know about them when you do the interview? Now remember, when you do interviewing, you're only talking 20% of the time. You want them to talk 80% of the time back to you and answer your questions. And that's a common mistake people do when they interview. They want to do all the talking.

And it's important to let people know about the organization, et cetera, et cetera. But make sure when you're sitting down for that interview, you're allowing them to talk for 80% of the time. You'll find out a lot more from them.

Make sure each question that you ask, you need to know what you're trying to get from somebody. And when we talk about these behavioral-based questions in a little bit, it's really important that you practice, maybe with someone who currently has the position or another manager, and find out does this question get to the heart of what I'm trying to learn about this applicant. Because if it isn't, then we need to revise the question a little bit. It takes practice to get to know that. So as we go through here, realize that you'll need to practice this, especially with the behavioral interviewing.

When you're looking at getting the right people on your bus-- if any of you read the book Good to Great, you understand they talk about having the right people on the bus or in their seat. So when you look at that, you need to look at your application process, your interviewing, and your selection, because once you've committed to hiring someone, yes, you can reverse that decision. But it's best if you make the right choice the first time.

As a manager, as a supervisor, as a VP, I've made the wrong choice at times, and you will also. But if you follow these steps, you will be a little bit more assured of your success. Let me just tell you that. But it will not guarantee that that person will work out forever.

So look at your application process. Do you actually ask questions on the application of what's needed for the position? And also, is your application process easy to you? Meaning a few things. Do you just have it on paper, and you send it to someone via PDF on email? Do you know that right now, 85% of all applications are completed on someone's phone?

So make sure, if you can, that your applicant tracking system or your application is available online, and is mobile ready. That's important to know. That's how you'll get some of the people that are interested in your organization, but maybe they didn't have another way to apply. A lot of people don't have computers anymore. They literally use their phone. 85% of all applications are completed that way.

Interviewing. Your interviewing process. Interviewing now can be done via Skype. It can be done with your phone interview. Or, I prefer in person. But that's not always possible in today's world.

So before you do an in-person interview, it's always a good idea to do an interview via phone and get to know that person a little bit about if they're really a good fit and if you want to take-- and if they want to take, more importantly, too-- an hour, hour and a half out of their day-- if they're a good match for you. So it's important to do that prescreening interview to find out if that person's really a good match for you or not.

And it's not a bad thing if they aren't. That's OK. That's why it's important to go through that process.

Now, when it comes to selection, do you have your criteria outlined for your selection process? Do you have an Excel spreadsheet that you're going to rate people against each other? That's important to have.

Make sure there's nothing discriminatory in that process. Make sure there is nothing that-- if there's any biases that you have, that those are taken out. And that can't be taken out completely, unnecessarily. I mean, we're all people. But if you show it to others and say, is this the criteria I should rank people on based on the job description-- are these the important things that they must have?

And then your assign some criteria to it and start ranking those people. And Excel spreadsheets can really help you determine those top three candidates that you should go ahead and interview. But again, you might want to prescreen them. And I know it takes time. But it takes a lot of time to have a bad hire and then have to have them exit the organization. So this is all preventative in nature, and will help you with that selection process.

So when you develop your interview question type, there is oodles of interview question types out there. We're going to talk about two of them today. Your close-ended questions-- your yes/no questions. Things that are more absolute. Those are the things that you need a direct answer on. You don't need a lot of discussion. You just need to know yes or no. And those can be helpful in your prescreening questions too.

The second one is your behavioral-based questions. Those are open-ended questions. And we'll go through a few of those as an example. But these can be really helpful because most times-- and I clarify that with most-- people's past performance doesn't change too much moving into the future. People can change, but usually their past experiences are repeated in the future. And so what you need to do is ask a behavioral-based question.

Now, if you want behavioral-based questions, I can guarantee if you Google, there's a ton of them out there. Just put in the Google search bar "behavioral-based questions," and they will all pop up.

But what they do is they-- there's a lot of different ways to do behavioral-based questions. The one that I like is called the STAR method. And so it requires that you have a situation and a response beyond yes or no if it's asked correctly. And that's important. It has to be asked correctly. So let's go through a couple of these.

A close-ended question-- and I hear this all the time-- are you a team player? I'm a team player. Great, you're hired. That's not finding out if they're really a team player. And people ask this of customer service. Do you give really good customer service? And someone says, yes, of course I do. But you haven't really found out either that they're a team player or they've given good customer service, right? What you found out is that they say they can do these things, and that's a mistake.

But if you need to know if they've ever been convicted of Medicare fraud, this is a good question ask-- yes or no? Have they been convicted or not? That's an important question. And there's only two answers to it. So that's the type of question that you use for close-ended questions, but not for behavioral-based questions. Then you really need to find out how does this person give customer service. So let's go through those real quick.

So a behavioral-based question is based on specific situations. So we're going to give a scenario. We're going to ask what that applicant or interviewee's role was in the situation, what did they act upon, and what was the outcome or the result. And that's really important when you develop these questions. And I would really encourage you to start asking at least two or three of these questions in your interview process. You don't want to overload your interview process with these type of questions because your interview will become two or three hours long.

And it is important that you don't help the applicant with the answer. But sometimes, they need a little prodding. So when we talk about the situations that are coming up, sometimes you have to ask them, think about a time when you were on a team, not just work. Maybe when you were in school and you had to do this. Maybe in another activity, you had to do this. So it's important to ask those type of questions. And you'll see what I mean in just a second here.

When the STAR interview technique is implemented-- and like I said, there's many different techniques. But this is an easy one to use and to understand. So you're going to use a Situation when asking the interview question. You're then going to follow up with but with the Task, what Action did they take, and what was the Result. And that's why you have STAR.

So let's go to the questions. If, for example-- again, are you a good team player, and they say yes, now you're going to ask this question. Since you're interviewing for the front desk position, tell me about a time when you had to put your work aside to help another team member complete a task. That gets to a whole other level of teamwork versus just asking them the question, are they good at teamwork.

So what action did they take? How did you decide that helping with their task took priority over completing your own? And what was the result of taking this action?

Now, when you ask these question, you're not going to ask all three of those questions at the end at once. You're going to allow them time to answer you about what the situation was where they've put their work aside to help another team member. When they get done with that information, you can ask them, what action did you take, if they haven't already answered that.

How did you decide that helping with their task took priority over completing your own? That's an important question because it gets you into how they judge. How did they judge that helping that person out is more important than what they were currently working on? And how does that action play into how much ability they have to judge their own job?

Now, when you ask these type of questions, this is where I was saying you sometimes need to help people because they get flustered if they haven't been through interviews like this. And if you start with that situation-- and you might have to help them a little bit with saying, draw upon your experience in school. Draw upon your experience with another team. Maybe you play soccer. Maybe you play baseball and/or other activities that you're involved in, because sometimes it hasn't happened in their work environment. And so you need to help prod them along a little bit on that. So again, just help them a little bit, not a ton.

So in customer service-- and this can be really important in health centers because-- tell me about a time when you make sure a patient received really good service. What action did you take? And, again, what was the outcome? So again, you're asking that STAR-- you're using that Situation, Task, Action, and Result. And so that's where you're getting into the really good stuff of finding out how do they define good service, and does that align with yours.

And this is a good one too. As a medical assistant, you've always worked with people. Please tell me about a time when you had to work with a difficult patient. I've worked at health centers. I love our patients. But when it comes down to it, sometimes our patients or our fellow team members can be difficult at times due to a variety of reasons.

And of course, we always know that working in health centers, the people that come there are sick. They're there for a reason. They're not there because they want to just stop by the health center and say hello. They're there for a reason. And generally, they can be very sick. They're not feeling well. They're there for help. And so sometimes, they can be difficult.

So what steps did you take to resolve that situation? That's an important question, versus just asking them, do you give good customer service? And they answer yes.

So I hope they're seeing if these questions can really help you define the interview process and help you select the appropriate candidate for the job. And again, what was the outcome from that question?

Let's do one more with teamwork. So give me an example of a time when you had a lot of change on your team, because, again, that happens all the time, right? People change on the team. Maybe the organization has changed the direction or the goals of the organization. Or, maybe they're having financial struggles and other team members need to be laid off or cut back on. So it really does change the dynamics of your team.

So how do you adapt to that change? Ask them in the interview how do they actually adapt to those changes. How did that impact you in a positive way? Or, you can also ask them in a negative way. How did that impact you? How did you get beyond all those changes that were occurring within your organization?

Then we're going to talk a little bit about developing performance evaluations from the position description. So once you've created that position description, it's a great tool to use that to define your performance evaluation form. Sometimes, organizations have performance evaluation forms that are very general. They ask what someone did well this year, what they didn't do so well this year, have they met their goals, but nothing is actually defined.

Now, I think it's just important to do a performance evaluation. So I'm not here to say that this is the only way to do it. But if you're going to take the time to do a performance evaluation, it's important that you do them so that everybody understands how they're really performing. And what better tool to use than your job description to determine that? That's, again, why their position exists. That's why they're there, right? So it's great to use that.

Now, how are you going to develop that? The easiest way is actually to take out those essential functions from the job and plunk that into your evaluation. And next to it, you're going to put some type of measurement tool as to how they completed those tasks.

Make sure at all times an employee knows what they're being measured on. And again, nothing in a performance evaluation should ever come as a surprise, because supervisors, again, should be having continual discussions with employees, or employees with their supervisors, about how they're performing their job.

Now you might say, Ann, that takes way too much time. I can't do that. Well, I would challenge that even if you did that five minutes every two weeks, have a little five-minute check-in with each employee, it's much better-- because then, in the end, you don't have these surprises. Additionally, if you're addressing things as they occur, your staff will be much more equipped to make changes on however they're doing the job. If it's not being done correctly, they're able to make changes to that.

If they're doing a great job in one area, tell them that. They'll continue to do a great job in that area. But if things go unnoticed, people believe that it doesn't matter, then.

So for instance, the easiest example I can give you is if you continually allow someone to come into work 10 minutes late, and you never address it with that person, they begin to believe it's OK to come in 10 minutes late, right? But then at the end of the year you say, well, you were late 52 times this year beyond 10 minutes. And you're, like, well, I thought that was OK, right? Because nobody ever said anything to me.

So that's why it's important to have those check-ins even if they're for five minutes for each employee that you're supervising. Or, as an employee, if you're an employee, go to your supervisor and spend five minutes with them, and say, what areas do I need to improve on? Am I doing my job adequately for you? Do I need to perform better in certain areas? And find out actually how you're doing. Read that thermometer in your room and find out what you're really doing.

So on your rating criteria that you should put next to your essential functions-- because now you've cut and pasted those right into your Excel spreadsheet for your performance evaluation-- you may want to use the numeric scale. If you use a numeric scale, that's great. Just make sure people know what that actually is. So if it's a one is not good or never does and a five is always exceeds, what are those other definitions in the middle?

Now, I'll give you a sample definition here in a couple of slides. So people need to understand what that numerical scale stands for, just like the measuring criteria needs to be tied to that numerical scale.

Only judge things that are absolute as absolute. So if there's something they have to do 70% of the time, this has to be accurate. That's an absolute. So if they don't do it, they've failed that performance evaluation portion of the job. If they fail that part, how are you going to do a performance improvement plan to upgrade that? So look at your jobs and figure out what's really absolute and what has a little bit of room for error, because usually, things are not always going to be 100%.

Now, that being said, there are certain things that are 100%. When I have credentialing person in an organization, and they need to pull 100% of every physician or provider's state license from the state web site, that's 100%. You need to know if everyone's licensed in your organization, right?

But there's other things that are not 100% In fact, 100% is very hard to attain for any position. But there are certain things. So realize have your absolutes as absolute, but make sure they're truly-- are absolute. Like, the organization will go down if we don't do this. If we'd like to have it at 100%, then maybe you set your bar at 95%, then. But be aware of when you're measuring things, don't put everything at 100%, because not everything is 100%. Again, define your expectations.

So your sample criteria. And there's a lot of wording out there. But realize so many expectations-- again they use this word "consistently." They don't use 80% of the time, 70% of the time. They allow for judgment from your manager as far as are you consistently meeting expectations in the essential areas of responsibility, at times possibly exceeding the expectations, and the quality of work overall was very good. The most critical annual goals were met. So that would be a meet expectations type of definition.

And that's probably the hardest part about writing performance evaluations, is defining your measurement criteria. But think about what it really means to meet the expectation, what does it mean to truly exceed them, and what does it mean that they did not meet the expectation or if there are areas for improvement-- because usually, there is at least four ways to meet this. You can have people did not meet expectations, they need improvement in areas, or they met expectations, or they exceeded them.

Now, if you have someone that does not meet the expectations of the job, they need to move into the next realm of needing improvement real quick, and then up to meeting expectations real quick, or they can't stay in that job long. So make sure that your expectations are truly what your organization will support also.

So if you have someone who's not meeting expectations, what is it that you can do to bring them along to-- which, the goal is to have them meet the expectations, right? But they need to do that through performance.

So just in review. We've done the position descriptions. There's some easy ways, if you don't have job descriptions in your current organization, to start gathering those. You can either Google job descriptions for, say, an outreach coordinator, and modify it to what your organization needs are. If you currently have position descriptions, go through and look at those and say, gee, were these written 20 years ago or five years ago, and they still mention medical records instead of electronic health records? Those are terms that we need to update our job descriptions with, right? So you may have an EHR system now, and they're not actually paper records.

So things like that need to be updated in the job description. And that's a good time to align with what the current jobs are now. So what are those jobs that are being done? How do you align those job descriptions to it? Yes, it takes a little bit of time, but it's not too overwhelming if you just say, I'm going to tackle three a month. If you tackle three a month, you have 36 of your job descriptions done in the year. That could be all of the job descriptions that you have in your organization. It might only be half. Think about that.

And also, look at where maybe you've written position descriptions for individuals and not actually for the job. So think about that. That's where a lot of people feel overwhelmed also. They haven't written in for the job, and that's what you need to do.

Interview guides. If you don't have an interview guide, that's really helpful, at least to define whose responsibility-- is going to do the interviews, what are you going to include in the interviews, and sample questions of what can be asked in the interview. Now, I think most of the HR people on the line. And so it's important that if someone's hiring for whichever position in your organization-- say, IT, say outreach coordinator, say, front desk, say, physician-- there's certain questions that you need to ask everybody.

Then there's certain questions that are very specific to the job. And so you will want to start-- because I bet you already probably have some of them there. Just start coordinating that a little bit more, and make yourself a interview guide that can be used systemwide.

And performance evaluations. Nobody really wants to give them and no one really wants to get them, usually. But again, if you're continually discussing performance and expectations of the organization-- expectations that you have as a manager or expectations from an employee's perspective of what I need from my manager-- if those discussions become part of your culture, the performance evaluations will get done. They'll be beneficial. And they'll be very helpful moving forward.

Just make sure you don't make them so difficult that they either don't get done or they rate everybody very high, because that's an area that somebody wants to get into. They always feel like, I don't want to rate them really honestly. Sometimes it's just easier to say they meet expectations. So again, use some data to collect, to actually give people and say, you've met this, but on this end, on this measurement, you haven't met this. And have data to back it up. And that'll help with the discussion.

Additionally, your performance evaluations, if someone's not meeting or they are meeting those goals every month, they should know. They shouldn't find out at the end of the year that, hey, you fell behind in this goal right here. That should be something that's continually discussed with them.

So with that, I hope that helped. Is there any questions?

STEVE LUCKABAUGH: OK. We have some time here to take some questions, if you have them. Please type your questions into the Questions pane.

ANN HOGAN: Is there anything else anybody wants to discuss, or have any other type of question, or any information they need besides the info I will send out, which is the words to use?

STEVE LUCKABAUGH: If you have any comments, you can raise your hand and I can unmute you, if you have audio enabled on your system. Just raise your hand. Not seeing any questions.

ANN HOGAN: Can I ask a question of everybody? Does everybody want to get that list of all the words that we can use. If so, type a "1" in the chat box so we know if that's a necessary thing that you want. Steve, I wonder if the chat box is working.

STEVE LUCKABAUGH: Yeah, it is. All right, let's see. We have a hand up. Let me see who that is. Do we have a hand? Maybe we don't. Oh, we did. Yeah, a few people are saying they would like the list, so I think that would be a helpful thing to provide.

ANN HOGAN: All right. All right, is there anything else that people want that would be helpful? Before people jump off, I really want tell them thank you, and if they do have any questions, please submit them to you and we'll get them answered.

STEVE LUCKABAUGH: Yeah.

ANN HOGAN: Yeah, because if they have anything that they want to ask now, that would be great. Or, if there's any resources that they need based on this information, I'd be glad provide those to Maya, and then you can send it out to those participants.

STEVE LUCKABAUGH: OK. "Is there a place to further study the STAR interviewing technique?"

ANN HOGAN: Yes. I can send some information on the STAR interviewing technique. It's one of many behavioral-based-- if you look-- I mean, I guess I keep referring to Google because it's really a great place for information like that. I will send some information on the STAR interview technique. But it's also on Google.

When you Google "behavioral-based questions," there's a number of different ways to do them. The STAR technique just stays in our head. And it's very easy for me, as I'm interviewing, to come up with those other action-and-result questions. And that's why I like it. It's simple.

There's other more detailed techniques that you can use in behavioral-based questions. And really, I mean, Google is a great resource for all of those. There's books on behavioral-based questions. There's a box-- and I'm trying to think. It's almost like you're playing a card game. And in this box is all these behavioral-based questions based on teamwork, decision-making, customer service. It just goes on and on to any competency that you ever want.

And it has probably 300 cards in it. And on the front is the questions, and on the back is what you're trying to gain from asking that question. It's a great resource. And I can send you the name of that box when I get off the phone also.

STEVE LUCKABAUGH: OK, we have a question. "We have a peer position we were trying to fill, and they must be HIV positive. Can we just put that as a requirement in the ad for the position? And how can this be addressed in the interview?"

ANN HOGAN: Ooh. My first question is-- because that's a health-related question. I mean, yeah, that's a real touchy one. Why do they have to be HIV positive to work in the position?

STEVE LUCKABAUGH: Well, I don't know. Maybe because it's a peer position. So that could be--

ANN HOGAN: Is it because you need to understand the situation that the other person has? Or, what's the rationale behind that they have to be HIV positive? Because that's something that really needs to look at as far as-- maybe even an attorney looking at that part of the requirement of the job.

STEVE LUCKABAUGH: Yeah, I guess. It's a peer position, so it's a lived experience-- a direct lived experience, is what they're calling it.

ANN HOGAN: Right. And I think that you just need see if that is the only way that can happen, because physicians all the time deal with situations or behavioral health providers deal with situations all the time that maybe they haven't lived through. So I get where you're coming from as far as you understand where this person's at.

That needs to be looked at really on a legal area as to whether you could actually ask that question and if that is crucial to being able do the job, because I can think of a lot of jobs-- and I'm not an attorney. But I can think of a lot of jobs where they're helping someone through a situation and they haven't actually been in that situation, but they're able to help them very clearly.

One I think of a lot is your behavioral health provider. They haven't necessarily lived through all the experiences that client has that they're helping or that patient has with they're helping, but they're able to do that very well.

And so, yeah, because everyone's experience too with living with any disease, HIV positive or anything that serious, their experience could be different too. And so how to find the right person with the right experience in that would be very difficult, I think.

STEVE LUCKABAUGH: Yeah, we got a comment from another participant. 'It is often a requirement from our funders that we have an HIV or hepatitis C positive person as a peer educator."

ANN HOGAN: Really? Well, that I have not heard of. So I will do a little checking into that and see also what I can find out. But that's interesting. That's interesting.

STEVE LUCKABAUGH: OK. We did get another question. "Would you suggest using the behavioral questions to ensure someone is an appropriate fit for your organizational culture?"

ANN HOGAN: Absolutely, absolutely. Now, there's no-- they use the word "ensuring." It's not a guarantee, but it certainly helps. And it really does help with those culture questions to find out do they really fit, because fit is more important than necessarily having all the skills. You can teach people a lot of skills, but they either fit or they don't fit in your organization. So yeah, I think those are very crucial.

STEVE LUCKABAUGH: OK, that's all the questions we have right now. Anyone have any other questions or comments before we close out?

ANN HOGAN: Well, I just want to tell everybody thank you. And I will see what I can find out about that, but that's probably a question that is-- as far as HIV positive, that's more of a legality question. But I will do my work on the behavioral information and send you some of that, or at least some Google links that you can get more information from. And I appreciate that.

We are going to talk with staff recruitment and retention on Tuesday, January 13, also at the same time, from 12:00 to 1:00 Eastern Time. There is a lot that we can do for staff recruitment. I gave you little tidbits of it today as far as 85% of applicants apply online. And also, did you know that 75% of all physicians are recruited in a passive manner? And that comes along with a lot of other health care professionals, because, again, they're out in the field. They're working, working, working. So the passive manner as far as recruitment can be very helpful.

And then the importance of retention. We all have to realize that the people that we have in place are our most valuable assets, and let's keep them retained. It's a lot easier than recruiting someone and seeing if they'll fit in our culture.

So we'll talk about both staff recruitment and retention on Tuesday, June 13.

STEVE LUCKABAUGH: All right. Thank you for participating in today's webinar. And we hope that you're able to find the information provided useful as you continue your P4C project. Take care, everybody. And we'll see you next time.

ANN HOGAN: Thank you, Steve.