Why Competencies Matter
Panel Discussion

Shana Welch, Director Talent Acquisition
Health Professions Network (HPN)
April 10, 2015
Trinity Health

- 21 States
- 89,000 Employees
- 85 Hospitals
- 128 Continuing Care Facilities
- 2.8 Million Home Visits
- $13.6 Billion Revenue
Mercy Health – West Michigan

• West Michigan
• 7500 Employees
• 4 Hospitals
• 60+ Locations and Physician Practices
Selection Process

1. Auto Prescreen – Knock-Out Questions & Ranking Questions
3. Assessments – ETS Job Fit (Character), ETS Cognitive Ability, SkillSurvey® reference checks, and credential verification
4. Interview – HR TA Specialist with Structured Interview Guide (SIG) including review of assessments and checks
5. DASH – Day of Action Selection Hiring, with Hiring Mgr.
6. Hire – Post-Offer Checks and Employment Physical

Recommend / Hire Ratio 1.4:1
Comprehensive Competency Model

Occupational Competencies

Job Specific Competencies – also known as Tasks or Work Behaviors – are job specific work activities.

Industry-Wide Competencies – industry specific work activities that are common across multiple jobs.

Foundational Competencies

Cognitive
- Problem Solving
- Critical Thinking
- Listening
- Speaking
- Reading
- Writing
- Math
- Time Mgt.
- Perception

Character
- Initiative and Perseverance
- Teamwork and Citizenship
- Problem Solving and Ingenuity
- Responsibility
- Flexibility and Resilience

Physical
- Vision
- Strength
- Steadiness
- Dexterity
- Coordination
- Speed
- Stamina
- Flexibility

Linking
Foundational competencies are linked to occupational competencies to establish their relationship to job performance.
1. Task List

2. Linking (examples)

3. Individual Ratings

4. SME Consensus of Importance Ratings
Selection Criteria

Cognitive Elements

• Judgment & Decision Making
• Critical Thinking
  * Reading Prose (procedures)
  * Reading Documents (Charts, Graphs, Forms)
  * Math (Quantitative Reasoning)

Character Elements

• Overall Job Fit (personality and behavior)
  * Recruiter SIG - (Perception, Service Orientation, Active Learning, and Office Administration)
  * Manager SIG - (Time Management, Influence, Teamwork, Critical Thinking)
  * Reference Checks (360 Blind Reference)
<table>
<thead>
<tr>
<th>Selection Score Elements</th>
<th>Raw Score</th>
<th>Ranges</th>
<th>Normalized</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading Prose</td>
<td>0-500</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td>2 Reading Documents</td>
<td>0-500</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td>3 Quantitative Reasoning</td>
<td>0-500</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td>4 Overall Fit Index</td>
<td>0-100</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td>5 Recruiter SIG</td>
<td>0-20</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td>6 Manager SIG</td>
<td>0-20</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td>7 References</td>
<td>1-6</td>
<td>R-Y-G</td>
<td>1-2-3</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>0-5 Stars</strong></td>
<td><strong>R-Y-G</strong></td>
<td><strong>1-2-3</strong></td>
</tr>
</tbody>
</table>

Total Score: 0-5 Stars
Results – Key Performance Metrics

• **Reduced first-year turnover** from a baseline of 25.3% down to 19.6%

• **Reduced Time-to-Fill** from a baseline of 37 days down to 32 days

• **Reduced Recommend/Hire ratio** down to 1.4 (10 hired for every 14 recommended)

• **Increased Diversity** – up to 26.0% from a baseline of 14.6% non-white new hires.

• **Financial Impact** annual savings of $2,083,351
### Michigan – American Community Survey (2013 data)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Estimate</th>
<th>Margin of Error</th>
<th>Percent</th>
<th>Percent Margin of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total population</strong></td>
<td>9,895,622</td>
<td>*****</td>
<td>9,895,622</td>
<td>(X)</td>
</tr>
<tr>
<td>One race</td>
<td>9,629,773</td>
<td>+/-10,600</td>
<td>97.3%</td>
<td>+/-0.1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>265,849</td>
<td>+/-10,600</td>
<td>2.7%</td>
<td>+/-0.1</td>
</tr>
</tbody>
</table>

- **White**
  - Estimate: 7,829,056
  - Margin of Error: +/-7,600
  - Percent: 79.1%
  - Percent Margin of Error: +/-0.1

- **Black or African American**
  - Estimate: 1,376,237
  - Margin of Error: +/-8,581
  - Percent: 13.9%
  - Percent Margin of Error: +/-0.1

- **American Indian and Alaska Native**
  - Estimate: 53,720
  - Margin of Error: +/-3,834
  - Percent: 0.5%
  - Percent Margin of Error: +/-0.1

- **Cherokee tribal grouping**
  - Estimate: 4,297
  - Margin of Error: +/-1,220
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Chippewa tribal grouping**
  - Estimate: 20,159
  - Margin of Error: +/-2,340
  - Percent: 0.2%
  - Percent Margin of Error: +/-0.1

- **Navajo tribal grouping**
  - Estimate: 297
  - Margin of Error: +/-343
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Sioux tribal grouping**
  - Estimate: 1,215
  - Margin of Error: +/-804
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Asian**
  - Estimate: 266,406
  - Margin of Error: +/-4,477
  - Percent: 2.7%
  - Percent Margin of Error: +/-0.1

- **Japanese**
  - Estimate: 12,878
  - Margin of Error: +/-2,814
  - Percent: 0.1%
  - Percent Margin of Error: +/-0.1

- **Korean**
  - Estimate: 25,306
  - Margin of Error: +/-2,930
  - Percent: 0.3%
  - Percent Margin of Error: +/-0.1

- **Vietnamese**
  - Estimate: 18,121
  - Margin of Error: +/-3,823
  - Percent: 0.2%
  - Percent Margin of Error: +/-0.1

- **Other Asian**
  - Estimate: 45,902
  - Margin of Error: +/-4,933
  - Percent: 0.5%
  - Percent Margin of Error: +/-0.1

- **Native Hawaiian and Other Pacific Islander**
  - Estimate: 2,267
  - Margin of Error: +/-964
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Guamanian or Chamorro**
  - Estimate: 168
  - Margin of Error: +/-132
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Samoan**
  - Estimate: 689
  - Margin of Error: +/-656
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Other Pacific Islander**
  - Estimate: 824
  - Margin of Error: +/-516
  - Percent: 0.0%
  - Percent Margin of Error: +/-0.1

- **Some other race**
  - Estimate: 100,087
  - Margin of Error: +/-7,413
  - Percent: 1.0%
  - Percent Margin of Error: +/-0.1

- **Two or more races**
  - Estimate: 265,849
  - Margin of Error: +/-10,600
  - Percent: 2.7%
  - Percent Margin of Error: +/-0.1

- **White and Black or African American**
  - Estimate: 91,632
  - Margin of Error: +/-6,804
  - Percent: 0.9%
  - Percent Margin of Error: +/-0.1

- **White and American Indian and Alaska Native**
  - Estimate: 67,785
  - Margin of Error: +/-4,123
  - Percent: 0.7%
  - Percent Margin of Error: +/-0.1

- **White and Asian**
  - Estimate: 38,709
  - Margin of Error: +/-3,902
  - Percent: 0.4%
  - Percent Margin of Error: +/-0.1

- **Black or African American and American Indian and Alaska Native**
  - Estimate: 13,372
  - Margin of Error: +/-2,466
  - Percent: 0.1%
  - Percent Margin of Error: +/-0.1

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- **100.0 %**
- **-79.1 %**
- **20.9 %**
Effect of EBSP on Diversity
December 2014

Non-EBSP Hires

EBSP

Non-White Colleagues (Active)

14.6%

26.0%

All Jobs
Competencies Matter … because

We need to understand the competencies that predict performance so that we have a diverse highly competent workforce to serve our patients.
Question Time
Appendix
Grand Rapids and Muskegon

- 7500 Colleagues
- 1000 New Hires / Year
- 1000 Internal Transfers / Year
- Annual Turnover – 10.7%
- First Year Turnover – 19.6% (*as of Jan. 2015)
MH Regional Talent Acquisition Activity

Open and Filled Positions Annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Open</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2753</td>
<td>1926</td>
</tr>
<tr>
<td>2013</td>
<td>2878</td>
<td>2122</td>
</tr>
<tr>
<td>2014</td>
<td>3246</td>
<td>2387</td>
</tr>
</tbody>
</table>

Percentage of Open Positions Filled Annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>70%</td>
</tr>
<tr>
<td>2013</td>
<td>74%</td>
</tr>
<tr>
<td>2014</td>
<td>74%</td>
</tr>
</tbody>
</table>

Average Days to Fill

<table>
<thead>
<tr>
<th>Year</th>
<th>Days to Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>35</td>
</tr>
<tr>
<td>2013</td>
<td>33</td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
</tr>
</tbody>
</table>
Our Changing Business Model

Fee for Service
- A focus on specialty care
- All about volume
- Maximize price to commercial payers to offset losses on government business
- Focus on population health data

Value-Based Payment
- Focused on populations and episodes of care
- Primary care becomes key
- Profits from higher quality care in home setting
- Longitudinal payments for chronic care
- Joint contracts with payers
- Focus on data

Mercury Health is making a successful transition
Competency Based Hiring Model & Assessment Criteria

Shana Welch, Regional Director
Talent Acquisition
Mercy Health West Michigan

ANY OTHER STRENGTHS?
## 21 Job Families

<table>
<thead>
<tr>
<th>Leaders</th>
<th>Executive Manager Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH</td>
<td>AP</td>
</tr>
<tr>
<td>ES</td>
<td>NS</td>
</tr>
<tr>
<td>PCA</td>
<td>MA</td>
</tr>
<tr>
<td>MA</td>
<td>RN</td>
</tr>
<tr>
<td>RN</td>
<td>PT</td>
</tr>
<tr>
<td>PLB</td>
<td>BOC</td>
</tr>
<tr>
<td>BOC</td>
<td>LPN</td>
</tr>
<tr>
<td>LPN</td>
<td>CW</td>
</tr>
<tr>
<td>CW</td>
<td>TECH</td>
</tr>
<tr>
<td>TECH</td>
<td>LAB</td>
</tr>
<tr>
<td>LAB</td>
<td>MBC</td>
</tr>
<tr>
<td>MBC</td>
<td>THR</td>
</tr>
<tr>
<td>THR</td>
<td>PHRM</td>
</tr>
<tr>
<td>PHRM</td>
<td>DTN</td>
</tr>
<tr>
<td>DTN</td>
<td>EXC - Executive</td>
</tr>
<tr>
<td></td>
<td>MGR - Manager</td>
</tr>
<tr>
<td></td>
<td>FLS - Supervisor, First-Line</td>
</tr>
<tr>
<td></td>
<td>PH - Physician</td>
</tr>
<tr>
<td></td>
<td>AP - Advanced Practitioner</td>
</tr>
<tr>
<td></td>
<td>ES - Environmental Services</td>
</tr>
<tr>
<td></td>
<td>NS - Nutrition Services</td>
</tr>
<tr>
<td></td>
<td>PCA - Patient Care Assistant</td>
</tr>
<tr>
<td></td>
<td>MA - Medical Assistant</td>
</tr>
<tr>
<td></td>
<td>RN - Registered Nurse</td>
</tr>
<tr>
<td></td>
<td>PT - Pharmacy Technician</td>
</tr>
<tr>
<td></td>
<td>PLB - Phlebotomist</td>
</tr>
<tr>
<td></td>
<td>BOC - BOC Patient Reg, Scheduling, Admitting</td>
</tr>
<tr>
<td></td>
<td>LPN - LPN / Clinic (ambulatory) Nurse</td>
</tr>
<tr>
<td></td>
<td>CW - Case Workers</td>
</tr>
<tr>
<td></td>
<td>TECH - Technicians</td>
</tr>
<tr>
<td></td>
<td>LAB - Laboratory Technicians</td>
</tr>
<tr>
<td></td>
<td>MBC - Medical Billing and Coding</td>
</tr>
<tr>
<td></td>
<td>THR - Therapists</td>
</tr>
<tr>
<td></td>
<td>PHR - Pharmacists</td>
</tr>
<tr>
<td></td>
<td>DTN - Dietitians and Nutritionists</td>
</tr>
</tbody>
</table>

These 21 job families cover 90.1% of employees.
<table>
<thead>
<tr>
<th>Item No:</th>
<th>Importance</th>
<th>KSA</th>
<th>KSA Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>71</td>
<td>Listening</td>
<td>Listening to others to receive verbal information.</td>
</tr>
<tr>
<td>1.1</td>
<td>70</td>
<td>Active Listening</td>
<td>Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</td>
</tr>
<tr>
<td>1.2</td>
<td>71</td>
<td>Oral Comprehension</td>
<td>The ability to listen to and understand information and ideas presented through spoken words and sentences.</td>
</tr>
<tr>
<td>1.3</td>
<td>64</td>
<td>Speech Recognition</td>
<td>The ability to identify and understand the speech of another person.</td>
</tr>
<tr>
<td>1.4</td>
<td>64</td>
<td>Auditory Attention</td>
<td>The ability to focus on a single source of sound in the presence of other distracting sounds.</td>
</tr>
<tr>
<td>1.5</td>
<td>64</td>
<td>Hearing Sensitivity</td>
<td>The ability to detect or tell the differences between sounds that vary in pitch and loudness.</td>
</tr>
<tr>
<td>2.0</td>
<td>66</td>
<td>Speaking</td>
<td>Speaking to others to convey verbal information.</td>
</tr>
<tr>
<td>2.1</td>
<td>70</td>
<td>Oral Expression</td>
<td>The ability to communicate information and ideas in speaking so others will understand.</td>
</tr>
<tr>
<td>2.2</td>
<td>65</td>
<td>Speech Clarity</td>
<td>The ability to speak clearly so others can understand you.</td>
</tr>
<tr>
<td>3.0</td>
<td>63</td>
<td>Reading Charts</td>
<td>Reading documents, charts, graphs, tables, and forms.</td>
</tr>
<tr>
<td>4.0</td>
<td>63</td>
<td>Reading Text</td>
<td>Reading prose, continuous text.</td>
</tr>
<tr>
<td>4.1</td>
<td>62</td>
<td>Reading Comprehension</td>
<td>Understanding written sentences and paragraphs in work related documents.</td>
</tr>
<tr>
<td>4.2</td>
<td>63</td>
<td>Written Comprehension</td>
<td>The ability to read and understand information and ideas presented in writing.</td>
</tr>
<tr>
<td>O*NET ID</td>
<td>Element Name</td>
<td>Description</td>
<td>TF#</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.1</td>
<td>Occupational Requirements</td>
<td>Occupational Requirements</td>
<td></td>
</tr>
<tr>
<td>4.1.a</td>
<td>Generalized Work Activities</td>
<td>General types of job behaviors occurring on multiple jobs</td>
<td>4</td>
</tr>
<tr>
<td>4.1.a.1</td>
<td>Information Input</td>
<td>Where and how are the information and data gained that are needed to perform this job?</td>
<td>4</td>
</tr>
<tr>
<td>4.1.a.1.a</td>
<td>Looking for and Receiving Job-Related Information</td>
<td>How is information obtained to perform this job?</td>
<td></td>
</tr>
<tr>
<td>4.1.a.1.a.1</td>
<td>Getting Information</td>
<td>Observing, receiving, and otherwise obtaining information from all relevant sources.</td>
<td>1</td>
</tr>
<tr>
<td>4.1.a.1.a.2</td>
<td>Monitor Processes, Materials, or Surroundings</td>
<td>Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.</td>
<td>2</td>
</tr>
<tr>
<td>4.1.b</td>
<td>Identify and Evaluating Job-Relevant Information</td>
<td>How is information interpreted to perform this job?</td>
<td></td>
</tr>
<tr>
<td>4.1.b.1</td>
<td>Identifying/Recognizing Differences or Similarities and Detecting Changes in Circumstances or Events</td>
<td>Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.</td>
<td>3</td>
</tr>
<tr>
<td>4.1.b.2</td>
<td>Inspecting Equipment, Structures, or Material</td>
<td>Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.</td>
<td>4</td>
</tr>
<tr>
<td>4.1.b.3</td>
<td>Estimating the Quantifiable Characteristics of Products, Events, or Information</td>
<td>Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.</td>
<td>5</td>
</tr>
<tr>
<td>4.2</td>
<td>Mental Processes</td>
<td>What processing, planning, problem-solving, decision-making, and innovating activities are performed with job-relevant information?</td>
<td></td>
</tr>
<tr>
<td>4.2.a</td>
<td>Information and Data Processing</td>
<td>How is information processed to perform this job?</td>
<td></td>
</tr>
</tbody>
</table>
Health Care Career Navigation Chart

Goal: Career Paths

9 High-Level Job Families

5 Mid-Level Job Families

7 High-Velocity Job Families

"Finding Your Noble Purpose"

Note: Wage data is BLS 2011 National Median
Alliance for Quality Career Pathways (AQCP) Model

1. Well-connected and transparent education, training, credentials, and support services
   - e.g., ABE, TANF, or workforce system

2. Multiple entry points
   - for both well prepared students and targeted populations
   - e.g., high school or CTE
   - e.g., military or civilian workplace
   - e.g., postsecondary system
   - e.g., apprenticeship

3. Multiple exit points
   - e.g., 1st job in career path
   - 2nd job in career path
   - 3rd job in career path
   - Nth job in career path
   - Increasing skills, competencies, and credentials informed by industry/employers

Bridge(s)
2. Individuals access evidence-based career navigation to target appropriate jobs and build relevant competencies (qualifications).

3. Education and Training institutions offer competency-based education and training to support individuals’ educational goals.

1. Employers define and communicate competencies that are related to job performance (requirements).

Policy Foundation that supports: (1) employers to define, validate, and communicate competency requirements, (2) individuals to navigate career paths and target specific competency building, and (3) educators to provide competency-based education and training.