

# How to Build a Strong Lab Team

Everything you need from job descriptions, behavior-based interviewing, training and competency evaluation to mentoring.

▶ How to build a culture of caring and excellence.



# Speaker

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# Learning Objectives



Review essential components of job descriptions for laboratory personnel.



Learn how to effectively recruit high performing staff as well as motivate current employees.

# Learning Objectives



Develop ways to perform effective training/onboarding and meaningful competency assessment.



Discuss ways to provide mentoring and ongoing support to create a high performing laboratory team.

# Why Do You Need Valuable Employees?

1. Staff is the #1 cost source in the lab.
2. Continued pressure to do “more with less” as reimbursements decline.
3. Risk Management
4. Recruiting is difficult/time-consuming/expensive.



Photo from DoctorsManagement




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▶ Personnel are your **MOST IMPORTANT** asset and determining factor in the success of your laboratory!

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It doesn't matter how good your instruments are, if you don't have qualified, well-trained and competent lab personnel, the laboratory will not be successful.



# Sense of Urgency?

- ❖ 10,000 baby boomers retiring every day!
- ❖ Increased workload for HR/lab supervisor, etc.
- ❖ Risk potential candidates hired by another company.
- ❖ Staff burnout due to loss of employee(s).
- ❖ With increased work/stress, mistakes happen that could have been avoided.
- ❖ Work that should be done is put off because of priorities—and sometimes is never completed.
- ❖ Costly when delayed (OT, pay for temps, etc.)

# Hiring Employees With the Right Values

- ▶ Integrity
- ▶ Loyalty
- ▶ Professionalism
- ▶ Assertiveness
- ▶ Detail-oriented
- ▶ Problem Solvers—NOT problem Makers!



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# Hiring Employees With the Right Values, continued

Interpersonal skills—how they speak/relate to others (are they team players?)

Ability to embrace change, adapt to changing environments (key to survival)!

# Favorite Quote....

“I have long been convinced that in the very nature of things, employers and employees are partners, not enemies; that their interests are common, not opposed; that in the long run the success of one depends on the success of the other.”

- Quote by  
John D. Rockefeller



# So How Do We Find the “Right” Person?

Cast a “wide net” when posting job opening

Resume screening

Phone interview

Behavioral-based interviewing

Good job description


Cast a  
**WIDE NET**  
when  
posting a  
job  
opening

- ▶ Recruiting firms
- ▶ Colleges/MT & MLT Schools
- ▶ Post at location (cafeteria, lab, sign outside building, encourage staff referrals)
- ▶ Online Postings:
  - ▶ Company website
  - ▶ Craigs List/Indeed.com
  - ▶ AMT/CLMA/ASCP/KEYPOCC
  - ▶ LinkedIn



# Resume Screening

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- Gaps in employment (why?)
  - Appropriate education and/or certifications?
  - Are there accomplishments that validate the potential candidate's abilities?
  - Do they “jump” from job-to-job frequently?
  - Does their resume show progress of growth in education and responsibilities over time?
- 

# Phone Interview

- ✓ Narrow down group of applicants to identify individuals that you want to pursue further.
- ✓ Prepare before you make the call (no interruptions)!
- ✓ Document each person's response on a standardized prepared form so you can easily compare and contrast the applicant's responses when done.
- ✓ Don't review the job PRIOR to asking the questions—wait until the end.
- ✓ Can usually get a feel right away if is a potential good candidate.

# Phone Interview Continued...

## Four good questions to ask:

1. What are you looking for?
2. What are you really good at?
3. What are you not so good at, or not interested in doing?
4. How would your last two supervisors rate your performance on a scale of 1 to 10?

# Personnel as Required by CLIA

Moderate Complexity	High Complexity
Lab Director	Lab Director
Clinical Consultant	Clinical Consultant
Technical Consultant	Technical Supervisor
Testing Personnel	General Supervisor
	Testing Personnel



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# PERSONNEL QUALIFICATIONS FOR HIGH COMPLEXITY LABORATORIES

Lab Director

Pathologist or MD or PhD with board certification

Clinical Consultant

MD, DO, DPM or PhD with board certification

Technical Supervisor - Specialty-dependent

General Supervisor

Four-year degree plus training and experience in specialty

Testing Personnel

Two-year degree plus lab training and experience

Specialty requirements may apply

# PERSONNEL QUALIFICATIONS FOR MODERATE COMPLEXITY LABORATORIES

- Lab Director
  - MD, DO, DPM with training or experience (may be 20 CMEs from Lab University or COLA Symposium)
  - MS or BS in laboratory science plus training and experience
- Clinical Consultant
  - MD, DO or PhD with board certification
- Technical Consultant
  - Four-year degree plus two years of training and experience in specialty
- Testing Personnel
  - HS or equivalent plus training



# DOCUMENTATION OF QUALIFICATIONS – MODERATE COMPLEXITY

## Testing Personnel

- High school diploma or equivalent
  - Must be from an accredited entity (especially home school)
  - If outside the U.S., must get equivalency report from an approved agency in the U.S.
- Must have training to perform testing in the laboratory where currently working
- Certifications/registrations/licensure only if required by the state
  - Nursing or MA credentials don't count
- **NOTE: Individuals may fulfill more than one role if qualified**

# Lab Director RESPONSIBILITIES

- Responsible for the overall operation and administration of the laboratory, including the employment of competent qualified personnel.
- CLIA Brochure 8-Lab Director Responsibilities

# Clinical Consultant RESPONSIBILITIES

► Renders opinions concerning the diagnosis, treatment and management of patient care.

TIP: They should be reviewing your lab report for *any new lab tests prior to reporting*—does it have necessary information for interpretation?

# Clinical Consultant RESPONSIBILITIES

Must be available:

- To provide consultation to the laboratory's clients
- To assist the laboratory's clients in ensuring that appropriate tests are ordered to meet clinical expectations
- For consultation and communication with the laboratory's clients on matters related to the quality of test results reported and their interpretation concerning specific patient conditions

# Technical Consultant or Supervisor RESPONSIBILITIES

- Test system selection and verification
- PT enrollment and participation
- QC program

▶ *Recommend COLA  
Personnel Guide*

# Technical Consultant or Supervisor RESPONSIBILITIES

- Resolves technical problems and ensures corrective action taken.
- Identifies training needs and ensures personnel receive regular in-service training.
- Competency Assessment (biannual first year, annual, ongoing basis)



# General Supervisor RESPONSIBILITIES (High Comp.)

- Day to day supervision of personnel performing high complexity testing (\*must be on-site when test performed by certain individuals)
- Fulfills responsibilities as delegated by LD and/or TS.

# TESTING PERSONNEL RESPONSIBILITIES

- Following the laboratory's procedures for specimen handling and processing, test analyses, reporting, and maintaining records of patient results
- Maintaining records which demonstrate that proficiency testing samples are tested in the same manner as patient specimens

# TESTING PERSONNEL RESPONSIBILITIES, CONTINUED

- Adhering to the laboratory's quality control policies and documenting all QC activities, instrument and procedural calibrations, and instrument maintenance
- Following the laboratory's policies whenever test systems are not within the laboratory's established levels of performance

# TESTING PERSONNEL RESPONSIBILITIES, CONTINUED

- Be able to identify problems that may adversely affect test performance or report of test results and either correct the problem or notify the appropriate supervisor
- Document all corrective actions taken when test systems deviate from the laboratory's established performance specifications
- If required by virtue of personnel qualification, perform high-complexity testing only under the onsite direct supervision of a general supervisor

# Job Descriptions



Way to communicate expectations



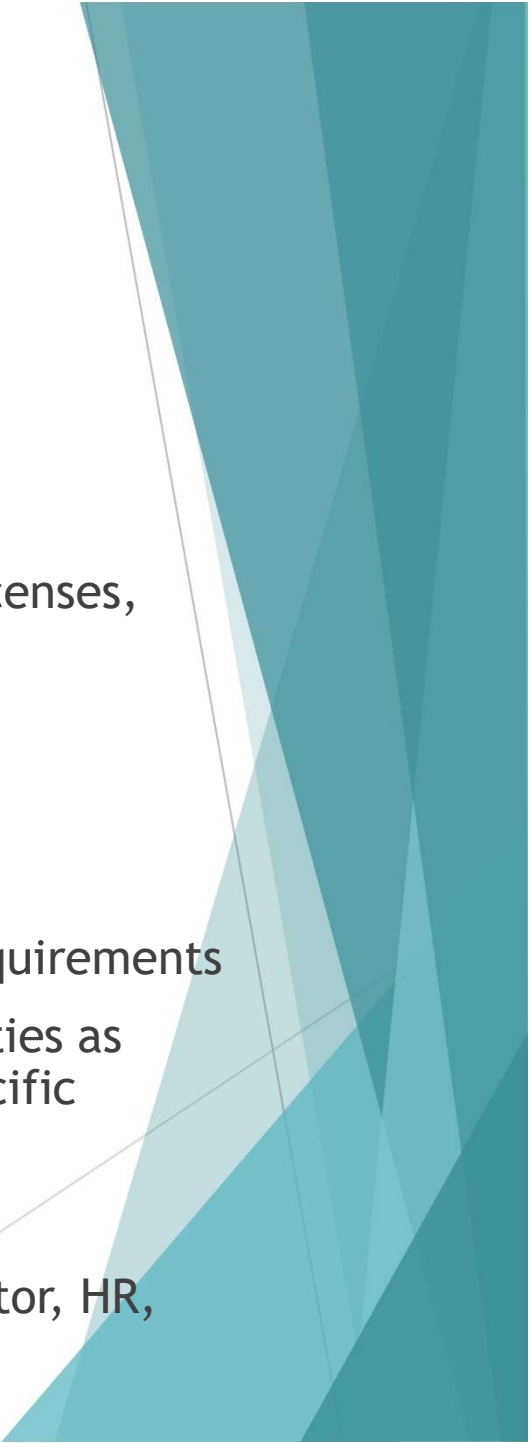
Clearly defines responsibilities



Shows what “success” looks like and how it will be measured

# Job Descriptions: What to Include



- ▶ Mission statement
  - ▶ General statement of duties
  - ▶ Education
  - ▶ Requirements (certifications, licenses, clearances, etc.)
  - ▶ Experience
  - ▶ Working conditions
  - ▶ Physical demands
  - ▶ Knowledge and performance requirements
  - ▶ Essential functions (responsibilities as defined by CLIA and for the specific position)
  - ▶ Disclaimer regarding changes
  - ▶ Signatures (employee, lab director, HR, others?)
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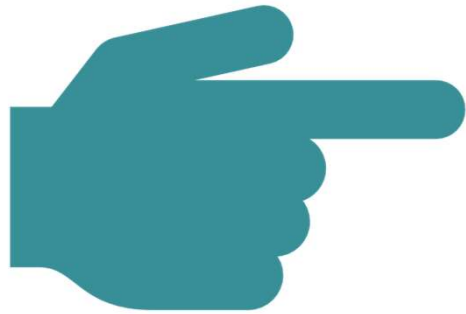
# Job Descriptions: What to Include, Continued

- ▶ **Mission Statement**

- ▶ Why are we here?

- ▶ Of the company and/or lab-specific

- ▶ *Example: “To be the laboratory of choice to deliver exceptional, cost effective, physician-directed healthcare with a special emphasis on patient satisfaction and preservation of community-based care.”*



## ► General Statement of Duties

### EXAMPLE OF MLT/MT:

To be part of a high-performing physician office lab to ensure quality patient care. Perform administrative and clinical duties under the direction of the Lab Director and Lab Manager. Duties such as phlebotomy, laboratory testing, instrument maintenance and troubleshooting. This position will be guided by the principles of trust, teamwork, responsibility, communication and mutual respect.



## Job Descriptions: What to Include, Continued

- ▶ **Education**
- ▶ Minimum educational requirements for testing performed (waived, moderate, high)
- ▶ Moderate complexity minimum is high school diploma plus job-specific training
- ▶ Specialist: Chemistry, hematology, Blood Bank
- ▶ Certification: Quality Auditor, Quality Manager Diplomate in Lab. Management (DLM)

# Job Descriptions: What to Include, Continued

## ▶ Requirements

- ▶ Certifications (ASCP, AMT, etc.)
- ▶ Licenses (required by state?)
- ▶ Clearances (child abuse, FBI, I-9, etc.)
- ▶ CPR certification
- ▶ Others?

# Job Descriptions: What to Include, Continued



## Experience

- What is required by CLIA for the position?
- What is required for the lab-specific position?
- Example:
  - Prefer minimum three year of work experience in a physician office lab or hospital lab setting. Will consider other combinations of work experience and settings. Strong knowledge of phlebotomy and customer service skills preferred.

# Job Descriptions: What to Include, Continued

## ► Working Conditions

POL, Reference Lab, Urgent Care Setting, Hospital?

### Example:

Works in a fast-paced, well-lit, comfort controlled physician office lab. High traffic area. Work may be stressful. Interaction with others may be constant and interruptive. Frequent exposure to communicable disease, toxic substances, medical preparations, and other conditions common to a clinic and laboratory environment.

## Job Descriptions: What to Include, Continued

### ► Physical Demands

#### Example:

Possess the ability to lift 40 lbs. Occasional stress in working with tense patients. Involves substantial standing and walking, stooping, and bending. Requires ability to see test readings and good eye/hand coordination.

Cannot be colorblind for manual read tests.

<http://www.toledo-bend.com/colorblind/ishihara.asp>

# Job Descriptions: What to Include, Continued

## ► Knowledge and Performance Requirements - Some Examples:

Skill in establishing and maintaining effective working relationships with physicians, patients, employees, and the public.

Possess good written and verbal communication skills. Always presents a professional image.

Ability to do detailed and accurate work. Utilize time management skills.

Answer telephone in a professional manner.

Read, understand, and follow oral and written instructions.

# Job Descriptions: What to Include, Continued

## ► Knowledge and Performance Requirement Examples:

Knowledge of common safety hazards and precautions to establish a safe working environment.

Ability to react calmly and effectively in urgent situations.

Competency in maintaining records and recording test results.

Ability and knowledge to perform clinical laboratory procedures, quality assurance, and instrument maintenance.

Recognize, evaluate, solve problems, and correct errors. Maintain productivity and work independently.

# Job Descriptions: What to Include, Continued

- ▶ **Essential Functions (responsibilities as defined by CLIA and for the specific position)**
  - ▶ Performs laboratory testing exactly as instructed in laboratory procedure.
  - ▶ Performs quality control as indicated, analyzes and takes appropriate corrective action when results are outside of acceptable limits.
  - ▶ Recognizes test inconsistencies and takes appropriate corrective action.



# Job Descriptions: What to Include, Continued

- ▶ **Essential Functions, Continued (responsibilities as defined by CLIA and for the specific position)**
- ▶ Accurately reports test results in LIS in timely manner. Bring test results to physician's or nurse's attention (in particular critical values).
- ▶ Provide patient instruction to patients prior to testing (fasting, etc.).
- ▶ Performs specimen collection and processing duties.
- ▶ Performs preventative maintenance and troubleshooting on instruments.

# Job Descriptions: What to Include, Continued

- ▶ **Essential Functions, Continued**  
(responsibilities as defined by CLIA and for the specific position)
- ▶ Document all instrument checks, preventative maintenance, QC records, proficiency testing records, patient logs, personnel training and competency, problems and corrective action taken to resolve issue.

# Job Descriptions: What to Include, Continued

- ▶ **Essential Functions, Continued**  
(responsibilities as defined by CLIA and for the specific position)
- ▶ Report unresolved instrument/clinical problems to management.
- ▶ Observes all laboratory policies, procedures, and safety practices.
- ▶ Maintains laboratory to CLIA standards.

# Job Descriptions: What to Include, Continued

- ▶ Disclaimer regarding changes

**This job description is intended to provide essential guidelines for meeting job requirements. Responsibilities, knowledge, skills, abilities and working conditions may change as needs evolve.**

- ▶ Signatures (employee, lab director, HR, others?)

# Behavioral Interviewing



What is it and why use it?

Behavior job interview questions are based on the premise that past behavior is the best predictor of future behavior.

Used to assess teamwork, leadership, problem-solving, handling of conflict, work ethic, etc.

# Behavioral Interviewing, continued

► Open-ended questions that measure desired attributes such as integrity, compassion, quality, responsiveness, respect, trust, innovation, etc.

## *Integrity Examples:*

- Describe a situation where you acted with integrity. What did you do?
- Tell me about a time when you made a mistake and how you handled it.

# Behavioral Interviewing, continued

## More Examples:

Tell me about a time when you had strict deadlines, and the priorities/details kept changing. (***Stress management***)

How do you determine if the work you do is a quality job? What are some of the ways you have improved the quality of your own work? (***Quality***)

# Behavioral Interviewing, continued

- ▶ Tell me about a time when you identified a new or unusual approach for addressing a process or task. (*Innovation*)
- ▶ Tell me about a time when you challenged an opinion or idea of a boss or someone you worked with. (*Teamwork*)



# Behavioral Interviewing, continued

## *Service Examples:*

- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Give me an example of when you showed initiative and took the lead.

# Behavioral Interviewing, continued

- ▶ After asking the predetermined questions for each position, dig deeper, to get more specific information related to the competency. Ask “How,” “What,” “Tell me more.”
- ▶ Interrupt the candidate to stay on track in the interview. “I’d like to hear more about ‘x’ (the original topic).”

# Questions NOT to Ask

- ▶ Personal questions are inappropriate.
- ▶ Age, birthplace, height, marital status, religion.
- ▶ Child care arrangements.
- ▶ Health or medical conditions - Do not directly or indirectly ask questions related to disabilities.
- ▶ Military discharge.
- ▶ Indirect questions about personal characteristics like “What religious holidays do you observe?”
- ▶ Make sure you give equal consideration to all applicants for employment regardless of race, color, age, disability, creed, religion, national origin, sex, pregnancy, marital status, sexual orientation or any legally protected status.
- ▶ Check with your HR dept for more guidelines on this. \*Salary rules—no longer appropriate to ask for salary history in some states (gender gap)

# Questions You *Can* Ask

- ▶ Work Eligibility - “Are you eligible to work in the U.S.?”
- ▶ Reasonable Accommodation - If a disability is evident, the interviewer can ask if the applicant would need reasonable accommodation to perform the essential job functions. “Do you know of anything that would limit your ability to perform the essential functions of the job described?”
- ▶ Criminal - “Have you ever been convicted of a crime?”
- ▶ Qualifications - It is best to ask those directly related to the job qualifications.

# Harvard Business Review Resources

Harvard Business Essentials  
 Manager's Toolkit-  
 The 13 skills  
 Managers Need to  
 Succeed 2004

Harvard ManageMentor — HIRING TOOLS		
Interview Preparation Form		
Name:		Date/Time of Interview:
Job Title: Lab Supervisor/Testing Employee		
Key Responsibilities and Tasks	Associated Training and/or Experience	
1. Oversee daily activities in the lab (operations)	1. Bachelor of Science MT	
2. Perform laboratory testing with accuracy/precision in a timely manner	2. ASCP certified preferred	
3. Instructions/communications to/with patients/coworkers (mentoring, leadership, training/education)	3. Lab Experience: chemistry, hematology, immunoassay, urinalysis, microbiology, phlebotomy etc	
4. Maintain equipment, safe work area	4. Supervisor Experience, minimum 3-5 yrs	
Personal Attributes to Look for:		
Positive, Enthusiastic Person, Strong Customer Service Skills, Detail Oriented, Ability to work independently and in a team. Ability to prioritize workflow. Ability to respond appropriately to instructions, Flexibility, Adaptability, Tenacity, Desire for continuous improvement, Compassion, Relationship building		
Key Areas to Explore	Questions to Ask	Notes
Education/Initiative/Integrity	1. Tell me about the laboratory work you have done before that prepares you for this position? knowledge of lab testing/CLIA regs/Management 2. Give me an example of an important goal which you had set and how you reached the goal. 3. Please describe a time when you were faced with an ethical or integrity issue	
Previous Experience	1. Describe what laboratory instruments and manual testing procedures you have experience with in the lab. What has been your biggest challenge? 2. Tell me about a time when you identified a problem with a lab test. What was the problem and what was the outcome? 3. Tell me about a time when you went out of your way to give great service to a customer.	
Job Accomplishments	1. What did you like best about your last or current job? And dislike? 2. Share with me an example of how you helped coach or mentor someone. What improvements did you see in the person's knowledge or skills? 3. If I were to ask your former colleagues/supervisor to describe your work ethics—what would they say?	

# Harvard Business Review Resources, continued

Paragraph

**Harvard ManageMentor — HIRING TOOLS**

### Decision-Making Matrix

Complete this form after you interview each job candidate for a particular position. Enter a score for each of the key areas. By tallying the total scores and reviewing your notes from the interviews, you can begin to evaluate which candidate is the right person for the job.

**Job Title:** \_\_\_\_\_

Candidate Name	Key Area Ratings (poor) 1 to 5 (excellent)						TOTAL
	Education	Previous Experience	Job Accomplish- <del>ment</del>	Skills and Knowledge	Personal Attributes	Previous Appraisal or Rating	
Notes:							
Notes:							
Notes:							
Notes:							
Notes:							
Notes:							
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# “Onboarding”

- ▶ Mentor assigned
- ▶ HR policies
- ▶ HIPAA
- ▶ Compliance
- ▶ Safety/Infection Control
- ▶ Job-specific training
- ▶ Evaluations (30, 60, 90 day evals./annually)

# Effective Training

- ▶ Checklists
- ▶ Proper person(s) doing the training
- ▶ Positive, encouraging culture (not critical, not wanting to show how - power play)
- ▶ Pick someone who likes to teach
- ▶ All should teach to learn!





# Effective Training



## What to Include on Training Checklists

- ✓ Who performed training
- ✓ Date(s)/time of training
- ✓ Skills needed to perform task(s) (Tip: if using IQCP, each area of risk in testing should be addressed in training.)
- ✓ Acknowledgement signature

*Example: I have read the procedure manuals, instrument manuals and test kit package inserts. I feel I have been provided adequate training necessary to perform my job. I further understand the obligations of my responsibility to perform phlebotomy and testing according to procedure.*

# Effective Training, continued

## What to Include on Training Checklists, continued

Correct performance and documentation of:

- Use of controls
- Instrument maintenance
- Instrument startup/shut down procedures
- Calibration and function checks
- Patient testing
- Interpretation and reporting of results

# Effective Training, continued

## What to Include on Training Checklists, continued

- ❑ Matching of test requisition and specimen
- ❑ How to enter or “pull electronic” test order in LIS (if applicable)
- ❑ Understands when/how to run controls
- ❑ Recognizes shifts and trends in controls
- ❑ Knows laboratory procedure for out of range of quality control
- ❑ Document remedial actions

# Effective Training, continued

## What to Include on Training Checklists, continued

- ❑ Knows procedure for documentation of complaints
- ❑ Aware of/understands FDA reporting policy
- ❑ Knows laboratory procedure for reagent management
- ❑ Knows laboratory procedure regarding environmental monitoring and corrective action

# Effective Training, continued

## What to Include on Training Checklists, continued

- ❑ Understands that participation in proficiency testing is required by CLIA for all testing personnel. Aware of lab policies and procedures regarding PT.
- ❑ Knows who to contact in regard to questions or concerns in the laboratory (LD, TC, Supervisor).

# Competency Evaluation

- ▶ Required by CLIA:
  - ▶ Prior to reporting patient results
  - ▶ Semi-annually for new operators,
  - ▶ Annually thereafter
- ▶ Must be done by:
  - ▶ LD/TC for moderate complexity
  - ▶ LD/TS or if delegated to GS
- ▶ Must be documented and retained for minimum 2 years






## Competency

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The ability of personnel to apply their skill, knowledge, and experience to perform their laboratory duties correctly.

Competency assessment is used to ensure that the laboratory personnel are fulfilling their duties as required by federal regulations.



# Competency Evaluation, continued

## Level of Competency

1. Is unable to state reason for task and needs instruction to perform task.
2. Understands reason for task but needs instruction to perform task.
3. Understands reason for task and is able to perform task proficiently and independently.
4. Competent and is able to assess the competency of others. **(Must meet the qualifications of LD, TC, TS or GS.)**



# Competency Evaluation, continued

- Employee demonstrated satisfactory performance on this competency assessment. No corrective action is required. (Level 3 or 4)
- Employee failed to demonstrate a satisfactory level of competency on this assessment. Reeducation and/ or training is required. Corrective action is explained below. No patient testing is to be performed until employee demonstrates satisfactory performance. Reevaluation will be performed post additional training. (Level 1 or 2)

# Competency Evaluation, continued

## Required Elements for How Competency is Measured

- Direct observation of routine patient test performance
- Monitoring the recording and reporting of test results
- Review of intermediate test results or worksheets
- Direct observation of instrument maintenance
- Blind sample testing (PT)
- Assessment of problem solving skills

# Competency Evaluation, continued

**FOR EACH TEST/TEST SYSTEM: Do employees—**

- Know where the procedure manual/ test kit instructions/ instrument manual are located and have read them?
- Know where equipment, reagents and necessary supplies are?
- Know preparation, labeling, use and storage of reagents, standards and controls?

# Competency Evaluation, continued

**FOR EACH TEST/TEST SYSTEM: Do employees—**

- Understand each test and the purpose of each test?
- Are they familiar with specimen collection and handling?
- Are they aware of special requirements, safety procedures, etc.?

# Competency Evaluation, continued

**FOR EACH TEST/TEST SYSTEM: Do employees—**

- Perform instrument maintenance, function checks (daily/ weekly/ monthly/ prn)?
- Perform calibrations and knows what do when a calibration is unacceptable?
- Follow the written step-by- step procedure without deviations?

**Best Ever CLIA Laboratory**

101 Universal Drive  
Anywhere, PA 72117

Please Print

Initial  6 Month  Annual

Employee Name/ Title:
Evaluator Name(s)/ Title(s):
<b>Competency:</b> The ability of personnel to apply their skill, knowledge, and experience to perform their laboratory duties correctly. Competency assessment is used to ensure that the laboratory personnel are fulfilling their duties as required by federal regulations.
<b>How Competency is Measured:</b> A. Direct observation of routine patient test performance B. Monitoring the recording and reporting of test results C. Review of intermediate test results or worksheets D. Direct observation of instrument maintenance E. Blind sample testing (PT) F. Assessment of problem solving skills
<b>Level of Competence:</b> 1. Is unable to state reason for task and needs instruction to perform task. 2. Understands reason for task but needs instruction to perform task. 3. Understands reason for task and is able to perform task proficiently and independently. 4. Competent and is able to assess the competency of others. <b>(Must meet the qualifications of LD, TC, TS or GS.)</b>

- Employee demonstrated satisfactory performance on this competency assessment. No corrective action is required. (Level 3 or 4)
- Employee failed to demonstrate a satisfactory level of competency on this assessment. Reeducation and/or training is required. Corrective action is explained below. No patient testing is to be performed until employee demonstrates satisfactory performance. Reevaluation will be performed post additional training. (Level 1 or 2)

**Comments:**

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I have read and understand the obligations of my responsibility to perform the signed off test procedures.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Lab Director Signature

\_\_\_\_\_  
Date

**Documentation:**

- ✓ Save for a minimum of 2 years.
- ✓ Required Signatures
- ✓ Ask/document problem solving questions
- ✓ Use quiz

### Supporting Documentation:

- ✓ Instrument printouts
- ✓ PT results
- ✓ Worksheets
- ✓ Tests/Questions
- ✓ QA documentation (problem log, corrective action)

Name: \_\_\_\_\_

Competency Assessment Laboratory Personnel

Immunoassay Testing (TSH/PSA)	Frend	Level of Competence	Test Records Reviewed (attach copies)	Date of Assessment	Evaluator Initials
Knows where the procedure manual/ test kit instructions/ instrument manual are located and has read them	A				
Understands each test and the purpose of each test	A				
Knows where equipment, reagents and necessary supplies are	A				
Is familiar with specimen collection and handling	A, F				
Knows preparation, labeling, use and storage of reagents, standards and controls	A				
Is aware of special requirements, safety procedures etc.	A, F				
Performs instrument maintenance, function checks (daily/ weekly/ monthly/ pm)	D				
Performs Quality Control and knows what to do when Quality Control is unacceptable	A, B, C, F				
Performs calibrations and knows what to do when a calibration is unacceptable	A, F				
Follows the written step-by-step procedure without deviations	A, E				
Calculates equations to obtain reportable results	NA	NA	NA	NA	NA
Knows proper reporting systems (critical and normal results)	A, B, F				
Documents all corrective actions associated with Quality Control, Quality Assurance, instrumentation and proficiency testing	A, B, C, E, F				
Assessment of test performance (PT/ blind samples)	E				
Can recognize system failures, unacceptable quality control and consistent/ erroneous patient results	A, B, C, E, F				
Knows who to contact in the event of questions concerning testing and/ or reporting	A, B, C, F				

# Ongoing-How Do We Support?

- ▶ The Grass is Greener where you water it!!



Photo by [Lili Popper](#) on [Unsplash](#)



# Ongoing-How Do We Support?

## ▶ Regular communications!

- ▶ Via newsletters/Emails/Postings on bulletin boards
- ▶ One on one (Annual and/or semi-annual reviews)
- ▶ Staff meetings—with departments, full lab team
  - ▶ “Daily Drumbeat” “Weekly Wrap-up” “Monthly meeting”
- ▶ Ask what is going on—what are the current issues most problematic, what resources do they need to do their job more effectively?

# Ongoing-How Do We Support? Continued...

- ▶ **Build a culture of continuous improvement**
  - ▶ Build others up (no negativity/gossip).
  - ▶ NO ONE IS PERFECT; don't point fingers—instead get to the root cause of the problem.
  - ▶ Learn from mistakes, put a process in place to avoid the same error from occurring.
  - ▶ Learn from each other-Network! Share knowledge!

# Ongoing-How Do We Support? Continued..

- ▶ **Build a culture of continuous improvement**
  - ▶ Continuing education -webinars/meetings
  - ▶ Continuing education-conferences/symposiums: CLMA, COLA, ASCP, AACC, KEYPOCC
  - ▶ Opportunities for Networking
  - ▶ Take time off (to stay sane and come back refreshed).

# Ongoing-How Do We Support? Continued...

- ▶ **Build a culture of Joy! Make work an enjoyable place to be!**
- ▶ Support and encourage each other daily. (KINDNESS/RESPECT!)
- ▶ Laugh—humor is good for stress relief.
- ▶ Celebrate accomplishments!
  - ▶ Doing well on inspection, new instrument/test system installation, professional accomplishments (articles written, research, degrees)!



# FINAL THOUGHTS....

- ▶ Seek out and hire employees who are full of integrity, optimism, generosity, energy and the desire for continuous self improvement!
- ▶ Hire for character and train skills as needed.



Photo by Dreamstime/Rawpixelimages

# FINAL THOUGHTS, CONTINUED

- ▶ Engage your staff! Do they realize that what they do is **IMPORTANT** and makes a difference?

**“The purpose of life is life of purpose.”**

—Robert Byrne

# FINAL THOUGHTS, CONTINUED

- ▶ Make sure you have well written job descriptions to clearly define responsibilities and expectations.
- ▶ Support the hires with good “onboarding”, training and meaningful competency assessment.

**Not my job!**

## FINAL THOUGHTS, CONTINUED

- ▶ Ensure training and continuing education\*, professional development opportunities to continue to learn and bring new knowledge & skills to your lab!

\*Also required by CLIA!





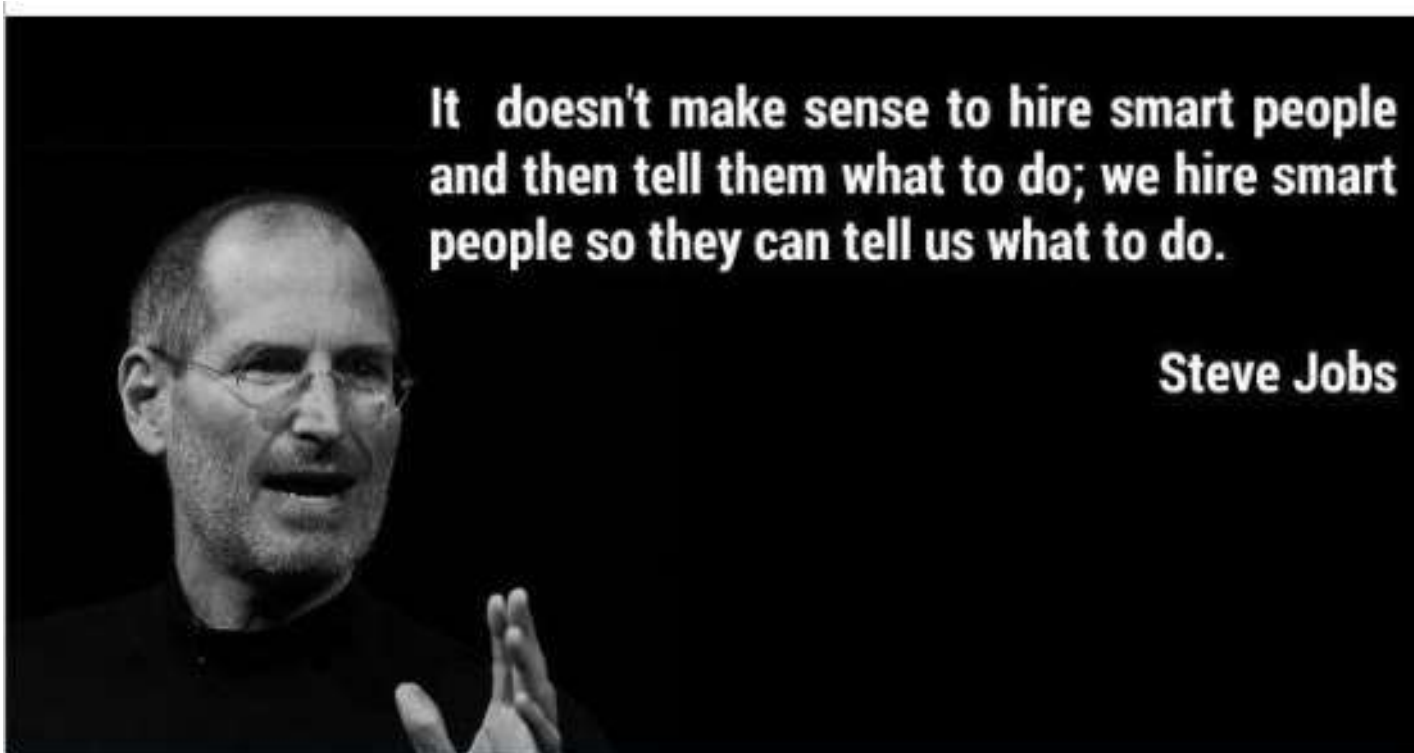
# FINAL THOUGHTS, CONTINUED

## Quotes:

**“No one is as smart as all of us and people have a right to be involved in the decisions that affect them.” --Kenneth Blanchard/Leading at a Higher Level**

**“We must become the change we wish to see in the world. -Mahatma Gandhi**

# FINAL THOUGHTS, CONTINUED

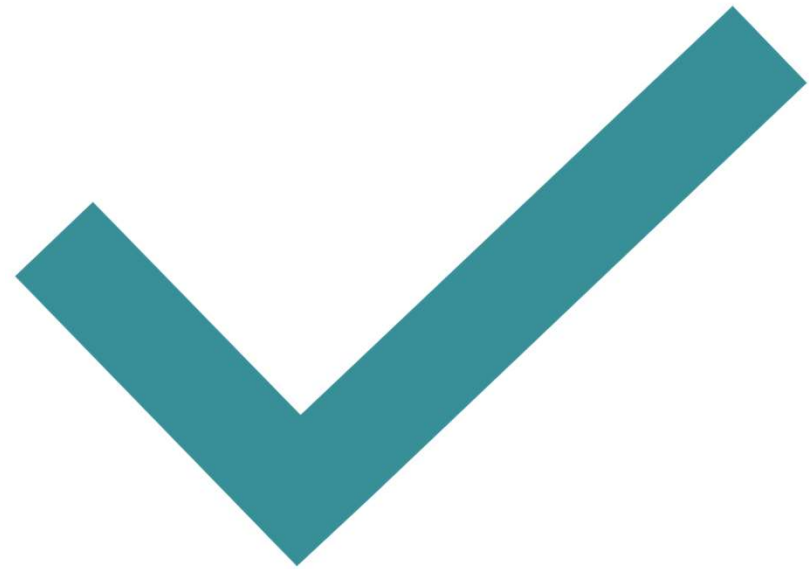


Hiring Smart

[inventinghealth.blogspot.com.br](http://inventinghealth.blogspot.com.br)

# Your “Take Home/To do Checklist”

1. Job Descriptions
2. Interview Prep Questions
3. Training Checklist
4. Competency Assessment
5. Schedule Ongoing Support:  
Communications, Evaluations, Mentoring, Professional Development



# THANK YOU FOR ATTENDING!



Photo by [kevin Xue](#) on [Unsplash](#)

# QUESTIONS?

Please email:

[smkeeler1@gmail.com](mailto:smkeeler1@gmail.com) or  
[mkeeler@drsmgmt.com](mailto:mkeeler@drsmgmt.com)



- ▶ Harvard Business Essentials: Manager's Toolkit 13 Skills Managers Need to Succeed
- ▶ Behavioral Interviewing Info: CORE laboratory (organ transplant organization)
- ▶ <https://biginterview.com/blog/behavioral-interview-questions>
- ▶ Kenneth Blanchard: Leading at a higher level.



# Resources

- ▶ COLA Personnel Lab Guide
- ▶ COLA Personnel Training and Competency Assessment Lab Guide
- ▶ CLIA Brochures

[https://www.cms.gov/Regulations-and-Guidance/Legislation/CLIA\\_Brochures.html](https://www.cms.gov/Regulations-and-Guidance/Legislation/CLIA_Brochures.html)



# Resources