ZDRAV*REFORM* TECHNICAL MANUAL 0634

Personnel Management Manual for Pharmacies

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FOREWARD

In 1994, the Zdrav*Reform* Program, a USAID-funded program for health reform in the former Soviet Union, began assisting the Kazakstan Ministry of Health to privatize its pharmaceutical distribution system and state-owned pharmacies. In 1996, with the majority of wholesalers and pharmacies privatized, focus shifted to assisting the new enterprises to acquire the skills needed to operate in a market-oriented economy.

Therefore, a series of small business operations manuals were developed by Zdrav*Reform* in collaboration with Sibley International and the International Executive Service Corps. There are a total of six manuals: *Accounting Procedures; Drug Reimbursement Benefits System; Financial Control; Personnel Management Manual for Pharmacies; Purchasing, Handling and Storage*; and *Reporting on Activity*. The manuals can be used singly or as a set. All are available in Russian and English.

The manuals are based on standard U.S. business operations and procedures modified to local conditions. They are intended to be used by and adapted to the need and conditions of the individual newly privatized pharmacies and pharmaceutical distributors in Kazakstan, which range in size from a single employee to large organizations of over 100, with several departments and a division of labor. The systems and methods introduced in these manuals may be more or less appropriate to each enterprise's circumstances. For example, a large enterprise is likely to have a human resources director to handle the intricacies of determining staff size and duties and to manage formalized personnel procedures; in a small operation, the owner/pharmacist may rely on a single clerical assistant and less complicated procedures.

Indeed, four of the manuals—*Accounting Procedures; Financial Control; Purchasing, Handling and Storage*; and *Reporting on Activity*—were created for an local franchise system, but the majority of the ideas and procedures in these manuals are equally applicable to small- and medium-size operations. More broadly, the practices can be adapted to other countries, and to other types of facilities in the health care and other sectors.

This *Personnel Management Manual for Pharmacies* is intended for managers of new and established pharmacies who must determine the size and type of staff needed and then design and implement the recruiting, training and supervisory procedures for the business.

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I. IDENTIFYING AND FORECASTING RECRUITING NEEDS

There are a number of steps that a new or existing enterprise should consider carrying out before beginning the process of hiring a new employee(s): assessing or reviewing overall staff needs, writing a job description and specifications for each position, determining from where the enterprise will seek job candidates and, therefore, the way it will announce or advertise positions.

I-A The Employment Process/Assessing Needs

The first step in the employment process is to conduct a thorough analysis of the pharmacy's needs. This includes determining the number (how many, full- or part-time, etc.) and types (pharmacist or technical, clerical or administrative support) of employees it needs to carry out the mission of the business. While this may be difficult and time-consuming for a new business that must staff an entire pharmacy, the time invested in this analysis will provide the pharmacy manager with information that is essential to finding the right employees.

For an existing pharmacy there may be other questions that, if answered, would provide information about the number and type of employee(s) needed. For example: Is this search a result of employee turnover? Did the employee(s) who left find better jobs or better pay, or were they otherwise dissatisfied with their positions? Is the need for an additional employee the result of increased workload? Have there been changes in the roles of employees or in customer needs? Does the business need the same kind of employees as in the past? Answering questions such as these will help the manager to plan a recruitment and selection strategy.

I-A-1 Employment Forecasting Techniques

There are essentially three organizational approaches to employment forecasting. Senior management can forecast the total demand (top-down approach); the units can forecast their own demand (bottom-up approach); or there can be a combination of the two. This section describes four forecasting techniques. Three of them are essentially a top-down approach: expert estimate, trend projection, and modeling. The fourth uses a bottom-up, unit-forecasting approach. Some of them (or variations thereof) are included to show the variety of techniques that exist, even though not all are practical for pharmacies in Central Asia at this time.

I-A-1a The Expert-Estimate Technique

The least sophisticated, and least costly, approach to employment planning is for a single person—a general manager or other expert (such as, in a large enterprise, a human resources manager)—to forecast employment needs based on his or her own experience and intuition. The manager may do this by informally reviewing in his own mind past employment levels and assessing future needs. This works well in small- and medium-sized enterprises which function in a stable environment.

In larger, more volatile, firms, the expert-estimate technique can be more effective if the manager (or other intermediary) uses the Delphi technique: This technique calls on certain employees, such as department managers, to complete a questionnaire that seeks the desired data. It is designed to avoid direct meetings between individuals in order to maximize independent thinking. The intermediary prepares a summary of the results, calculating the average response and the most extreme answers. Then the questionnaire is administered again. Response range tends to narrow if there are multiple rounds of questionnaires. The average number is then used as the forecast.

I-A-1b The Trend Projection Technique

The second top-down technique is a forecast based on a past relationship between a factor related to employment and employment itself. For example, in many businesses, sales levels are related to employment needs. The planner can develop a table or graph showing past relationships between sales and employment.

Trend projection is an inexpensive way to forecast employment needs, and it is used frequently, although less so than the expert-estimate and unit demand techniques.

I-A-1c Modeling and Multiple-Predictive Techniques

The third top-down approach uses the most sophisticated forecasting and modeling techniques. Whereas trend projections are based on relating a single factor (such as sales) to employment, these more advanced approaches relate many factors, such as sales, gross national product, and discretionary income, to employment. Or they mathematically model the organization and use simulations, utilizing methods such as analytical formulations and Markov models, which takes the process further by developing a matrix. The models show the probability of an employee moving from one position to another or leaving the organization. These are the most costly approaches to employment forecasting because of the computer time and salaries of highly paid experts who design the models.

I-A-1d The Unit Demand Forecasting Technique

This bottom-up approach requires the manger of the unit (a unit may be an entire department, a project team, or some other group of employees) to analyze the person-by-person, job-by-job needs in the present as well as the future. Management then sums these unit forecasts and the result becomes the firm's employment forecast. By analyzing present and future requirements of each position, and the skills of the incumbents, this method focuses on quality of workers.

Usually the unit manager starts with a list of all jobs in the unit, by position title and job category. This list also shows the number of jobholders for each job category. The manager evaluates both the numbers and skills of the present personnel and considers the effects of expected vacancies through retirement, promotion, or other reasons. The manager must determine which vacancies will require replacement and what the projected growth needs will be, and include these in calculations of net employment needs.

A manager's evaluation that is based on the present number of employees has two assumptions built into it: (1) that the best use has been made of the available personnel, and (2) that next year's demand for the unit's product or service will be the same as this year's. With regard to the first assumption, the manager can examine the job design and workload of each employee. The manager may also attempt to judge the productivity of all employees in the unit by comparing the cost per product or service produced with those of similar units in the organization and other organizations. Present productivity rates can be compared with past ones, after adjusting for changes in the job. Finally, subjective evaluations can be made of the productivity of certain employees compared to others. In addition, it may be necessary to base employment needs on work force analysis, with adjustments for current data on absenteeism and turnover.

The unit analyzes its product or service demand by projecting trends. Using methods similar to the trend technique for the organization, the unit determines if it needs more employees because of a change in product or service demand. Finally, the unit manager prepares an estimate of total employment needs and plans for how the unit can fulfill these needs.

I-A-2 Analysis of the Supply of Present Employees

After a manager has projected the employment needs of the firm, the next step is to determine the availability of those presently at work in it—the supply of employees. On the basis of strategic management decisions, the manger compares the *demand* for employees needed to achieve the company's objectives with the present *supply* of employees to determine the need to hire, lay off, promote, or train. These are the action decisions. The major tool of analysis used to compute employment supply is the skills inventory. Some large enterprises develop a separate skills inventory, called a management inventory, just for the managerial employees.

A skills inventory in its simplest form is a list of the names, certain characteristics, and skills of the people working for the organization. It provides the means to acquire these data and makes them available promptly whenever needed.

Good skills inventories enable a firm to determine quickly and expediently what kinds of people with specific skills are presently available, which is useful when the firm must consider expanding to accept new contracts or change strategies. An inventory is also useful in planning for employee training, promotion and transfer, management development, and related human resource activities.

In a small company, it is relatively easy to know how many employees there are, what they do, and what they can do. A "mom and pop" operation may employ only the owners and two part-time assistants. When the owners anticipate the departure of one employee, for example, a student who is approaching graduation, they know they will need to fill that position. Sources of supply could include converting the other part-time helper into a full-time assistant, seeking a new employee from among their own children or consulting the employment office at local universities.

I-A-3 Action Decisions in Personnel and Employment Planning

There are several managerial decisions to be made once demand for employees has been forecast and compared to supply.

I-A-3a Action Decisions with No Variance in Supply and Demand

It is possible for the company, after matching the demand for employees with the supply at hand, to find that previous planning has been so exact that the demand matched exactly with the supply. In this case employment planning has served its purpose well in helping the company to meet its objectives.

An exact match is rare. More frequently the total supply is correct, but there are variances in subgroups. These data become inputs to facilitate decisions about training, promotion, demotion, and similar decisions.

I-A-3b Action Decisions with a Shortage of Employees

When employment specialists comparing demand to supply find that there is a shortage of workers, i.e., that demand for workers exceeds the supply of workers, the firm has several options. If the shortage is small and employees are willing to work overtime, it can be filled with existing employees. Or previously laid-off employees may be recalled. If the shortage is of higher-skilled employees, existing lower-skilled employees may trained and promoted and new employees hired to fill their vacated positions. Finally, additional employees can be hired, on either part- or full time basis, or some of the work can be contracted out to another company.

I-A-3c Action Decisions with a Surplus of Employees

When the demand and supply comparison indicates a surplus of employees, the alternative solutions include reducing the staff through attrition, early retirements, demotions, layoffs, and terminations. Eliminating surplus employees is one of the most difficult tasks a manager must take, because the employees are seldom responsible for the surplus; for example, a shortage of a raw material such as fuel, or a poorly designed or marketed product can result in conditions that require an enterprise to eliminate staff.

I-A-3d Forecasting the Supply of Candidates from Inside the Firm

The personnel requirements forecast answers the question, “How many employees will we need?” However, before determining how many employees to recruit and hire from outside the company, a manager must first know how many candidates for projected job openings will come from within the company; determining this is the purpose of forecasting the supply of inside candidates.

To determine this internal supply of candidates, the manager first needs some way of compiling information on their qualifications. (See skills inventory, discussed in section I-A-2, above.)

I-A-3e Forecasting the Supply of Outside Candidates

If there are not enough internal candidates to fill available positions, a company turns to external candidates—those not currently employed by the organization. Forecasting the supply of outside candidates involves forecasting *general economic* conditions, *local market* conditions, and *occupational market* conditions.

I-A-3e(1) General Economic Conditions

The first step is to learn general economic conditions and the expected prevailing rate of unemployment. Usually, the lower the rate of unemployment, the higher the labor supply and the more difficult it will be to recruit personnel. Several agencies of the federal government might also provide economic forecast information.

I-A-3e(2) Local Market Conditions

Projected local labor conditions are also important. For example, the phasing up or down of the given industries results in either high or low unemployment in many cities, regardless of general economic conditions in the country.

I-A-3e(3) Occupational Market Conditions

Finally, a manager wanting to forecast the availability of potential job candidates in the specific occupations (pharmacists, technicians, clerks, etc.) for which he will recruit should review available literature for current over/under supply conditions in that industry.

I-B Defining the Job: Job Analysis/Job Descriptions

Preparing a job analysis and writing a job description (Figure I-1) requires the manager to be thoroughly familiar with the specific duties and responsibilities of the job and its relation to other jobs in the company. The manager must also determine the qualifications needed in the ideal applicant and how important each qualification will be to success on the job.

A job description differs from a job specification. The job description describes the job itself. The job specification describes the qualifications necessary to do the job: education, work experience, specialized training, communication skills and personal characteristics such as judgment and initiative. Writing and publicizing job descriptions and specifications benefits both managers and prospective employees. It ensures that the manager knows what the job entails and what skills the ideal candidate will possess and informs the candidate about what is expected for the job. It also provides a means of evaluating candidates on specific criteria in the selection process.

Figure I-1. Sample Job Description and Specification

Job Title:	Pharmacy Technician
Company:	Smith's Pharmacy
Job Description:	The pharmacy technician is employed by the pharmacy manager and works under the direct supervision of the pharmacist on duty. Primary responsibilities include prescription processing, insurance billing, inventory management and customer service. Other duties may include supervising and helping pharmacy clerks in sales transactions and general housekeeping.
Job Specification:	A high school diploma is required. Past technician experience and a working knowledge of pharmacy computer systems are highly desirable. The candidate should also have some knowledge of medical terminology and abbreviations. Excellent verbal and written communication skills are necessary, and some supervisory skills are desirable.

The manager may want to tap the incumbent's or other employees' knowledge about the job before writing the job description and specifications. To that end, the manager may ask them to complete the "Job Analysis Questionnaire for Developing Job Description," which appears in Annex 1.

1-C Recruiting

Once a manager has defined the job and ideal candidate, he must begin the search for the new employee.

I-C-1 Advertising the Job

After the manager has written the job description and job specification, it is time to recruit applicants. There are several fora available to attract applicants for pharmacy positions. Each method will attract applicants but will vary in the time and cost required, the amount of information conveyed, and the effectiveness in reaching desirable applicants. The best method is the one that reaches the target group in the most cost-effective. Some of the most common methods, including their advantages and disadvantages, are:

- *Internal recruitment:* offers opportunities for the promotion and development of existing staff. It is an open system that gives all current employees an opportunity to apply. However, by excluding external applicants, it may reinforce the existing composition of the company. In addition, what will happen to staff who apply for internal jobs and do not get them?

- *Local schools/colleges:* provide a ready supply of inexpensive, albeit inexperienced, labor. However, in-company training of recruits may be needed to make them effective. How do you select young people with no work experience?

- *National newspapers*: reach a large target group, but advertising is expensive and may produce an unmanageably large number of responses.

- *Local newspapers/radio:* reaches the people in the pharmacy's locale but may not reach the applicants with the skills required.

Additional methods include, but are not limited to:

- Word-of-mouth
- Employment agencies
- Announcements at professional meetings
- Walk-ins, call-ins, write-ins
- Government agencies
- Referrals: employees, friends, competitors, suppliers, or trade associations

A word of caution is in order regarding word-of-mouth: This is a frequently employed method of locating candidates for professional positions. However, because "like tends to refer like," using this form of advertising alone could be considered discriminatory in that it may keep information about jobs from reaching certain groups.

All advertising should contain, at a minimum, the following information:

- Job title
- Description of the duties
- Educational requirements
- Hours to be worked (days, full- or part-time, etc.)
- Instructions for applying
- Contact person, telephone number, and mailing address of the business

I-C-2 Sources of Job Applicants

Employees can be recruited from within or from outside an organization.

I-C-2a Internal Applicants

Promoting employees from within an company has certain advantages. It saves time and money, boosts morale, uncovers hidden talent, and creates openings at lower, possibly easier-to-fill levels. However, there are problems associated with limiting recruitment to this method. For example, a manager may find there is a lack of qualified personnel within the company to fill a vacancy. Also, an employee who has been in the same position for a long time may have difficulty changing roles. There is potential for an employee to be promoted on the basis of "whom you know" rather than "what you know." Finally, promoting from within may result in a lack of fresh ideas being brought into the company.

I-C-2b External Applicants

There are four general categories of candidates outside the firm who will be attracted using the recruiting methods mentioned above. These include: *new graduates*, those who are *currently unemployed*, those who are *employed but may be dissatisfied in some way with their job,* and those who are *employed and happy with their job*.

New graduates are highly skilled and/or trainable in specific areas relevant to the job. Because they have little work experience, they may accept lower starting salaries than a person with extensive experience. The currently unemployed may be a good source of candidates since they have experience, are available, need a job, and also may be recruited for lower salaries; however, it is important to investigate the reason(s) they are unemployed. Similar logic holds for those who are employed and dissatisfied with their current position. Perhaps the most desirable candidates are those who are employed in the same field and happy with their current positions. These candidates have relevant experience, but they are in a position to demand higher salaries and recruiting them is more difficult because they are not likely to be investigating new job opportunities.

II. SCREENING AND HIRING APPLICANTS

A new firm that has determined its staffing needs, or an existing firm that has learned it must replace or expand staff, must be ready to implement the hiring process. This section discusses various steps of the process, such as designing and reviewing applications, preparing for and conducting interviews, selecting the candidate to whom the job is offered, and documenting the hiring process.

II-A Job Applications

A job application should include at least the following information about an applicant:

- Name, address, and telephone number;
- Social security or other identification number;
- Educational background;
- Employment history (including length of employment, duties and responsibilities, supervisor's name and address, and the reason for leaving); and
- Professional references.

"Applications" normally take one of two forms: a resume/curriculum vita (CV) prepared by the applicant; or an application form, specially designed by the company or recruiter (some companies use different applications for different positions). (See Annex 2 for a sample form; a sample form also appears in the *Kazakstan Pharmacy Services Employee Manual*.)

CV's are favored for professional and technical positions; forms are common for more junior positions. Both documents are important sources of information regarding work experience, educational background, and professional (and sometimes personal) references. An application form, especially one that is company-designed, has the advantage of requiring information specifically relevant to the job positions at the firm, and in the order desired. This can be useful when comparing applicants, in conducting interviews (it identifies areas to be explored further with the candidate and presents them in a certain order), and as part of the documentation of the hiring process. Whichever format is selected, however, the firm must be consistent in requiring it from all applicants for a particular position.

An application gives the employing firm four types of information. First, it allows the firm to make judgments on substantive matters, such as if the applicant has the education and experience to do the job. Second, it tells the employer about the applicant's previous progress and growth, a trait that is especially important for management candidates. Third, some tentative conclusions can be drawn regarding the applicant's job stability based on the person's previous work record. (However, it should not be assumed that an unusual number of job changes reflects on the applicant's ability; for example, the person's last two employers may have had to lay off large numbers of employees.) Finally, through thorough review and analysis, the application may help to predict job performance and job tenure.

II-B Screening the Applications

Thoroughly reviewing many applicants can be costly in terms of time and money. An initial screening of job applications to look for minimal relevant qualifications quickly eliminates applicants who clearly are not qualified for the position and narrows the field of applicants to those who probably are qualified. These applicants can then be examined more closely. If the initial screening was done on the basis of resumes, some firms may at this point ask the smaller pool of applicants to complete the company's application form.

(Some larger firms with sufficient recruitment resources and staff may do a brief, "prescreening" interview, usually on the telephone, with promising applicants, to answer any initial questions and make sure that no issues, such as disagreement on salary expectations, would preclude further consideration of the applicant.)

II-C Reference Checks

Employers should be conscientious in verifying information provided on resumes and forms. References checks are an important element of the employment process, because they seek to verify employment history information submitted by the applicant and allow the manager to get former employers' impressions about the applicant.

Some employers limit reference checks to the candidates they will interview, some to only the "top" candidate selected after they complete the interview process. However, some employers prefer to do reference checks earlier in the hiring process, so that they can verify information that applicants have submitted on their resumes and application forms. These earlier reference checks may also produce pieces of information about the applicant that the employer will wish to pursue in the interview.

The telephone is the most effective way to verify a candidate's references. If not known to the person giving the reference, the manager should devote a few moments to developing rapport or building trust with the person: The manager should introduce himself and then explain that he is considering hiring the reference's former employee and the process by which he would like to gather information. He may briefly describe the new job and work environment, then ask questions that verify information submitted in the application and other questions to help assess the candidate's potential for success.

It is helpful to have a written outline of questions that will glean the needed information from the reference. For example: How does the applicant compare to the person is doing the job now? Does the reference's description of the position match the description provided on the applicant's resume? Did the person report to work on time? Would you rehire this person?

Finally, some employers may also verify the candidate's educational background by doing a telephone check with the schools attended. Other employers also request personal references.

II-D The Interview

After screening reduces the number of applicants, in-person interviews are used to further narrow the field and identify the best candidates. Ideally, the interview process is a two-way exchange of information. The employer uses the interview to complete the picture of the candidate that was sketched in by the resume or application form, the reference checks (if already done) and other materials. Personal interviews can provide information about the applicant's potential to do the job and fit into the organization, that may not be easy to assess via other methods: for example, interpersonal and communication skills, personal appearance, friendliness, attitude, and even the ability to think and respond under pressure. The job candidate, on the other hand, looks for information about the company, to see if it is a desirable place to work. The manager should describe the job duties and responsibilities to the candidate and be prepared to answer the applicant's questions about the job or company: for example, the work environment, reporting relationships, authority to make decisions, salary and related benefits, opportunities for advancement, and vacation leave.

The "interview" is a three-part process:

1. *Preparation*: The manager should study the job description, the ideal candidate specifications, and the interviewee's resume/application form, and prepare a suitable agenda and venue for the interview.

2. *Encounter*: The interview is a two-way exercise. The interviewer must get to know the interviewee and evaluate their ability to meet the requirements of the job. Interviewees need to understand the firm and the available position.

3. *Follow up*: The interviewer (and any other evaluators) uses information and impressions gleaned from the interview to help in the candidate selection, eliminating prejudice and preconception as much as possible.

II-D-1 Interview Objectives

There are many objectives to be accomplished in an interview. Although an individual interviewer may want to add to this list, the seven objectives listed here will help determine what to emphasize when conducting an interview:

1. *Determining what the candidate* ***can*** *do*. This includes discovering the degree of experience, knowledge, and skills that a person brings to the job.

2. *Determining what the candidate* ***will*** *do*. This one is more difficult for the interviewer, who must find out *what motivates* the interviewee and discover whether the job will match those motivations.

3. Related to the second objective is *determining whether the job fits the candidate's values, interests, and preferences***.** The interviewer must find out what *working conditions* are of

critical importance to a specific candidate and whether there will be a good match between the values of the organization and those that are most important to the interviewee.

4. *Presenting the job and the organization in an honest and realistic way.* Whether the candidate accepts or rejects a job offer, the decision should be based upon *accurate information.*

5. *Leaving the candidate with a good impression of both the interviewer and the organization.* Whether the candidate is offered the job or not, he should think and speak well of the firm and the interview experience, because he may be a better candidate for a future job with the organization, or become its customer or client.

6. *Maintaining or increasing the candidate's view of himself/herself* during and after the interview. Selection interviews can be a source of frustration and disappointment for those who are not offered a job. People should be treated as worthy candidates and praised for their accomplishments, even if someone else is offered the job.

7. *Conducting the interview legally*. Although this manual does not address the legal requirements and constraints that apply to interviewing, an interviewer needs to keep up to date on legislation and guidelines that affect the hiring process.

II-D-2 Interview Models

Interviews often take the form of one of three models:

- *Stressful*: These interviews try to challenge interviewees in order to observe how they cope in stressful situations. This type of interview can be carried out by one or two individuals, or by a panel. The technique is subjective, but some managers still favor it.

- *Biographical*: This is the most common interview type. The applicant's background is discussed in as orderly and objective way as possible. It too can be carried out by one or two individuals or a panel.

- *Problem-solving*: This method has the applicant perform a task in order to evaluate the applicant's problem-solving skills.

The best results are obtained from an as objective approach as possible.

II-D-3 The Interview Setting

No matter the format, interviewing can be stressful for a job applicant. Therefore, the interviewer should take steps to make the applicant feel as comfortable as possible. The surrounding should be pleasant, and arrangements should be made to minimize distractions. A private office or other location away from telephones, customers or patients, employees and other distractions is desirable. Such a setting will help to provide a relaxed atmosphere that is conducive to the free exchange of information. It will also convey to the candidate that the employer cares about the interview and the applicant.

II-D-4 Interviewer Preparation

The pharmacy manager or other senior employee conducting an interview should decide ahead of time what needs to be learned from the applicant during the interview, as well as prepare to impart information about the job to the applicant. Therefore, the interviewer should be thoroughly familiar with the specifics of the job, such as the job description and salary, candidate specifications, and company hours, benefits, and opportunities for advancement. The interviewer should review each candidate's application (and references, if already available) beforehand, noting any areas where more information is needed, such as gaps in work history. However, not all follow-up questions can be gleaned from a resume, because it is a marketing tool, aimed at putting the candidate in the best light. The interviewer should also review and follow up information that may have been omitted and questions raised during the reference checks.

Preparing an outline or list of questions for use during the interview will ensure that the interviewer does not forget any topics that are important to cover.

II-D-5 Providing Structure: The "How-to's" of Asking Questions

As noted above, the interviewer must prepare in order to make the interview a productive exercise and to treat job candidates equally. A primary goal for the interviewer is to focus the interview and remain in control of the information flow in order to determine the fit between the candidate, the job, and the company.

Most interviews last 30-60 minutes. To make the best use of time, the interviewer's questions should be clear and specific. Interviewers should also use questions that invite discussion. This provides the interviewer with the opportunity to evaluate the applicant's communication skills and thought processes. Questions that can be answered with a simple "yes" or "no" are generally of little help in assessing the applicants and their abilities. How an interviewer asks a question can determine the type and amount of information the applicant offers in response.

(1) Types of Questions

Closed: Closed questions are short, specific, to the point, useful for obtaining a short, specific answer (yes or no). Because they usually require no explanation, they may hinder getting needed information.

Open: Open questions require longer "open" responses and are useful in obtaining information. There are various types of open questions:

- Probing: (example) "More specifically, can you tell me about..."
- Reflection: The interviewer repeats the question and answer.
- Self-assessment: The applicant is asked to assess his/her experience(s), etc.
- Situational: Hypothetical.

Question types to avoid: The interviewer should avoid the following types of questions:

- Leading: Letting the applicant know what the interviewer wants to hear.
- Loaded: Asking the applicant's opinion on an issue unrelated to the job.

(2) Open vs. Closed Questions:

Certain interrogative words begin open and closed questions.

Open Questions		vs.	Closed Questions	
What	When		Is	Do
How	Who		Has	Can
Where	Which		Will	Shall

Following are some sample open questions:

- What do (did) you like the most about your current (last) position?
- What do you consider to be your most significant accomplishments in your current or last position?
- What are your long-range career goals?
- What are your strong points? Weak points?
- What do you know about our business?
- What kind of supervisory experience do you have?
- How do you feel about managing other employees?
- How would you describe yourself from a patient's perspective?

The list may be expanded to include specific questions designed to address specific areas that the interviewer wants to explore with the candidate, such as job-specific or skill questions.

II-D-6 Topics to Investigate With Candidates

There are myriad questions that a manager wants to know about a potential hiree: Can and will the candidate do the job? Is the candidate emotionally stable, mature? Is the candidate an effective communicator? Does the candidate seem trustworthy? What kind of leadership potential is present? Does the candidate have any specialized patient skills?

Key issues to explore with each candidate appear in Annex 3, which offers several lists that an interviewer can consult while preparing interview questions. Annex 3-a suggests topics to be covered in the interview; 3-b offers questions built around those topics; 3-c contains interview questions designed for pharmacists and other health care workers.

II-D-7 Information Exchange

As noted above, interviews are a medium for information to flow in both directions. Managers should use this opportunity to provide a "realistic job preview." This means communicating the essentials of the job, including the negative aspects, to the prospective employee. Giving employees this kind of information results in greater job satisfaction since there are fewer surprises after employment. Whenever possible, the interview should include spending some time in the actual area where the new employee will work. This will allow the candidate to see the facilities and meet other employees. Remember, this is a time for the applicant to learn about the business as much as a time for the manager to learn about the candidate.

II-D-8 Common Interview Problems

A knowledge of the potential barriers to effective interviewing will help the pharmacy manager improve the employment interview process.

Interviewers should not allow *personal factors* to influence their judgment. There may be times when, no matter how qualified the candidate, the interviewer just doesn't like the person. Alternatively, there may be a good fit on a personal level but the candidate is not well qualified professionally.

An associated problem is *stereotyping*. Prejudging candidates by outward characteristics, such as hair style, may not be fair to the individual. It may also cause managers to overlook a highly qualified candidate who does not fit their "image" of a top candidate. Appearance should be clean, neat, and professional.

Situational pressures within the firm, such as when a vacancy overburdens other employees, may encourage the manager to hire the first minimally acceptable candidate, and so he does not interview each candidate thoroughly. The manager may find as a result, however, that the time he must spend training, counseling and even disciplining such an employee will increase proportionally.

Several subtle problems can occur. One is "*recall bias*"—interviewers tend to recall the bad things about an encounter more than the good. To avoid this, detailed notes should always be taken during employment interviews, especially about the candidate's good points. The comparison may also hinder the validity of the interview process: When a clearly unqualified candidate is followed by a marginal candidate, the marginal candidate may seem more desirable due to the negative experience with the unqualified candidate preceding them. A "star" may also be followed by another "good" candidate who seems less appealing because the person preceding them was viewed so positively. The *halo effect* occurs when an interviewer allows high marks on one prominent characteristic to dominate their judgments about a candidate on all traits.

Finally, many interviewers judge a candidate on their *first impression*. While first impressions are important, they are, by definition, formed early in the interview process, even before the discussion focuses on job-related issues. Therefore, it is important for an interviewer to remain flexible and confirm or overrule first impressions during the course of the interview.

II-D-9 Concluding the Interview

Once the interviewer has provided the necessary information about the job to the candidate and in return has obtained enough information to assess the candidate, it is time to close the interview. At this point it is important to reinforce a positive image of the position, the department, and the company. Candidates should leave the interview with a good feeling about the organization and excited about the job opportunity.

A carefully handled "marketing effort" by the interviewer at this point may make the difference in attracting the best candidate in a competitive job market. However, the interviewer should be very careful not to overdo it. If the candidate develops expectations that are too high, the initial enthusiasm of a new employee will soon turn into frustration, dissatisfaction, and resentment. Close the interview by asking the candidate if there are any final questions about the job or the pharmacy operation. The interviewer may then end the interview by telling the candidate when to expect to hear about the decision on the position.

Figure II-1, below, summarizes the entire interview process.

Figure II-1. Sample Interview Format

a) **Greeting** (spontaneous)

b) **Small Talk** (improvise)

c) **Opening Question** How did you happen to become interested in our organization?

d) **Introduction**
Today I'd like to talk with you about your background and experience. If we get to know you well, what you've done, and what you hope to do, then we can judge whether we have opportunities in our organization that are suited to your talents and interests. Certainly it's to your advantage as well as ours to become well acquainted with each other before making an employment decision.

e) **Work Experience**
Perhaps a good place to start is with your work experience. Tell me about the jobs you've held, what your duties and responsibilities were, and what you liked or didn't like about the jobs. Also, I'm interested in your level of earnings, any special job achievements and what you think you have gained from these jobs. Let's begin with your most recent and work back the last ten years.

f) **Education**
You've given me a good picture of your work experience. Now let's talk about your education. I'd like to know about your most recent schooling, including any specialized training you've had.

g) **Present Activities and Interests**
(Must be job related)

h) **Summary of Strengths**
Now, let's try to summarize our conversation. This is your chance to brag a little. Thinking about what we've covered today, what would you say are some of your chief strengths? What are some of the assets that would make you a good prospect for an employer?

i) **Summary of Weaknesses**
You've given me some real strengths, but now, what about some of your abilities or qualities that aren't so strong? All of us have a few limitations or shortcomings that we need to recognize. In the past, you may have had constructive criticism from friends, supervisors, or others who knew you well. Thinking of the future, what areas or what personal qualities need improvement for you to be fully effective in your job career?

j) **Closing Remarks**
You've given me a good review of your background and experience. I've enjoyed talking with you, and I appreciate your sharing this information with me. It will be of value to us in making our decision. Before we close, what else would you like to cover? What questions would you like to ask me about the job, our organization, or anything else?

k) **Summary**
(Tell interviewee something at the end of the interview to let them know what you have heard.)
You will be notified in ________ of our (my) decision. Thank you for your time.

II-E Evaluation Approaches for Assessing the Candidates

Having evaluated the firm's staffing needs and recruited, screened and interviewed all job candidates, it is time to select the new employee. The manager's primary concern should be to assess how well each candidate measures up to other candidates and to the job in question.

All the persons involved in hiring the new employee—the employing manager, the human resource professionals, and any other managers involved in the selection process—should meet to discuss the applicants. Applicants should be compared against the job description and candidate specifications. Discussions should be objective, based on the notes taken by the interviewer(s) during or immediately after the interview and by other staff who met the applicant, and decisions should be based as much as possible on candidates' proven abilities. Two popular approaches for rating candidates are the point system and the competency approach.

Point System: One candidate evaluation approach is to award points against each item in the job specification, with points awarded from 1 (poorly meets the requirement) through 5 (exactly meets the requirement). The candidate with the highest score is offered the job. If two candidates have exactly the same score, the interviewer's subjective reactions to each the candidate can be called upon to compare. An example of a rating grid is in Annex 5.

Competency Approach: Another selection approach that has gained popularity recently is the competency approach. This approach starts by defining the type and depth of competencies or qualifications the enterprise seeks. The approach is very structured and requires: detailed job analysis by the manager, a detailed review of the application, and well-directed interview questions—not only about relevant work skills but about workplace issues such as dealing with conflict and coping with an unsatisfactory situation. It is common for tests of relevant skill and intelligence to be incorporated into the approach.

The competency approach is directed. If an interviewer seeks evidence on, say, six competencies, he must manage interview time to gather information on all six; otherwise, it will be impossible to make a completely informed decision. Interviewers must take careful notes and rate candidates against clear criteria. (See Figure II-2.)

Figure II-2. Competency Rating Table.

	Exceptional	**Above Average**	**Meets Criterion**	**Does not Meet Criterion**
Customer Relations				
Dealing With Stress				
Adapting to Change				

II-F Making the Job Offer

When a job offer is made, the candidate will want to know about start dates and the terms of employment (such as salary, fringe benefits, vacations, and sick leave.) Employment offers made over the phone should always be followed with a letter to confirm the elements of the conversation. Timing becomes an important consideration at this point since your candidate may also be applying for other jobs. Making your offer in a timely fashion may place you in a more competitive position relative to other employers.

Applicants not selected should be shown courtesy, so that they maintain a favorable impression of the business in case they might be appropriate to fill future vacancies. The manager should write a note of regret that they were not selected.

II-G Documentation

It is imperative to document employment decisions. Records of applications, resumes, references contacted, notes from interviews, and decisions, should be maintained to support the manager's decision. If an allegation of discrimination is made, the employer will have to provide evidence that proper procedures were followed and that these procedures did not lead to a discriminatory decision.

III. COMPENSATION, EVALUATION, AND SUPERVISION POLICIES AND PROCEDURES

Having selected and recruited suitable people to join the company, it is imperative to integrate them into the company as effectively as possible. An effective orientation program will:

- Introduce new starters to the culture of the company
- Provide detailed information on terms, benefits, evacuation points, and other important information.
- Allow new starters to meet others in a similar position.
- Identify any training required to ensure that the new employees will become productive as soon as possible.

It is equally important that new employees understand the company in this fast-paced rapidly changing marketplace. The key goals should:

- Focus on what is valued by the customer.
- Break down the walls that impede responsiveness and change.
- Build strong partnerships with suppliers and customers.
- Minimize low value-added activities.
- Increase speed in all aspects of work.
- Continually seek improvements.

III-A Compensation

III-A-1 Bases of Compensation

There are two bases on which you can compensate employees: time and output. Straight salary or wages involve compensating employees based on increments of time (such as hourly, daily, or weekly). Incentive plans involve compensating employees based on their output. Listed below are guidelines for evaluating and deciding when to base pay on time, and when on incentives.

III-A-1a Pay Based on Time Worked

Pay based on time worked is preferable when:

- Units of output are difficult to distinguish and measure. A manager must be able to clearly distinguish and identify each worker's output in order to pay them on an incentive basis. When this is not possible, then straight salary or wages (or perhaps a group incentive plan) is more appropriate.

- Employees are unable to control quantity of output, such as on machine-paced assembly lines.

- No clear relationship between effort and output exists.

- Delays in the work are frequent and beyond employees' control.

- Quality considerations are especially important. Virtually all incentive plans tie pay to the quantity, rather than the quality, of output. When quality is the primary consideration (such as with engineering and other professional personnel) pay based on time is more appropriate.

- Precise advance knowledge of unit labor costs is not required by competitive conditions. An incentive plan requires a substantial investment in industrial engineering, methods analysis, and computation of unit labor costs. If this type of precise cost control is not required by competitive conditions, it probably is not worthwhile to develop them just to install an incentive plan

III-A-1b Pay Based on Output (Incentive Plans)

Conversely, pay based on output is preferable when:

- Units of output can be measured.

- There is a clear relationship between employee effort and quantity of output.

- The job is standardized, the work flow is regular, and delays are few or consistent.

- Quality is less important than quantity, or, if quality is important, it is easily measured.

- Competitive conditions require that unit labor costs be known and fixed in advance of production.

Additional specifics regarding compensation during probationary period and thereafter are detailed in the *Kazakstan Pharmacy Services Employee Manual*.

III-A-2 Incentive Plans

There are various types of incentive plans, and various ways to avoid the failure of a firm's incentive plan.

III-A-2a Incentive Plan Models

Once a company's missions, values, goals and objectives are in place (see *Kazakstan Pharmacy Services Employee Manual* for samples) it should decide which compensation model will be effective. Some of the more popular methods are:

Knowledge/Skill-based Pay: Base pay or pay progression is tied to job knowledge. Two such types of systems exist, each with variations. The "increased knowledge-based" system bases compensation upon the range of skills that employees possess in a single specialty or job classification. The "multi-skilled-based" system ties pay progression to the number of different jobs an employee can perform across the company. Under these systems, the more jobs an employee can perform or the greater knowledge an employee has of one job, the higher his/her base pay, regardless of whether or not he/she is currently performing the higher skilled job. The purpose of these systems is to allow the company to reduce job classifications and encourage a more flexible workforce.

Gainsharing: Employees earn bonuses tied to unit-wide performance as measured by a predetermined gainsharing formula. A company either adopts one of several standard gainsharing formulas (Scanlon, Rucker, or Improshare) or develops its own formula. Employees and the company share in any productivity gains as measured by the formula. In addition to a formula, most gainsharing plans include some structured method for involving employees in generating performance improvement ideas. (See *Kazakstan Pharmacy Services Employee Manual* for samples.)

Small Group Incentives: Similar to gainsharing plans, in this case the bonus that employees receive is based upon the performance of a small group instead of an entire department, division, or plant. As a result, the amount of bonus (or whether a bonus was earned at all) varies from small group to small group within the company. Small group incentives differ from gainsharing plans in that the incentive program is usually designed by the company without employee participation, and there is no formal employee involvement system.

Individual Incentives: All or a portion of an individual's compensation is tied to his/her performance. Although such incentives (standard hour, production, piece rate, etc.) have been used for some time in manufacturing, there has been a major growth over the last five years in their use in the managerial, professional, and service sectors. During the same period, many companies in manufacturing have begun replacing individual incentives with small group incentives or gainsharing plans, as factories become more automated and greater emphasis is placed on teamwork and cooperation.

Lump-sum Payment/Bonus: There are really two types of lump-sum plans. In some instances, companies replace merit increases with one-time performance bonuses that do not increase the person's base salary. In other instances, companies use lump-sum payments across the board as an alternative annual automatic percentage increases in base pay. The purpose of the latter use of lump-sum payments is not so much to encourage performance as to slow growth in base pay levels.

Profit-sharing Plans: Employees receive an annual bonus or shares in the company based upon companywide performance. Employees are either paid in cash, or their earnings are deferred into a retirement plan.

Non-monetary Recognition: Includes various awards for exemplary performance.

Flexible Benefits: Could include health and dental benefits as well as sick leave and vacation benefits.

III-A-2b Avoiding Incentive Plan Failure

Incentive plans can motivate employees. Experts conclude there is evidence that implementation of a well-designed plan often results in greater output per man-hour, lower unit cost, and higher wages in comparison with outcomes associated with the straight payment system.

A poorly-designed, implemented, or understood incentive plan, on the other hand, can fail. There are specific guidelines for developing effective incentive plans which can avert failure:

Ensure that effort and rewards are directly related: For an incentive to motivate employees, they must see that their effort will lead to obtaining the reward; an incentive plan therefore should reward employees in direct proportion to their increased productivity. Employees must also perceive that they can actually do the tasks required; thus, the employer must provide the necessary tools, equipment, and training to make the reward attainable.

Make the reward valuable to the employee: The reward must be appropriate. Because people's needs differ, the attraction of various incentives also differs. For example, the promise of a financial incentive (extra pay) for working overtime may be of little or no value to an employee who prefers compensatory time off.

Base the plan on carefully studied methods and procedures: Effective incentive plans are generally based on a meticulous study of work methods. This usually requires the services of an industrial engineer or other methods expert, who uses careful observation and measurement to define fair performance standards. The incentive plan is then built on these standards.

Make the plan must be understandable and easily calculable by employees: Employees should be able to easily calculate the rewards they will receive us levels of effort.

Set effective standards: The incentive plan should be built on effective standards which must be specific—this is much more effective than telling someone to "do your best"—and demanding, but reasonable—there should be about a 50-50 chance of success of achieving the incentive.

Guarantee your standards: Employees may be suspicious that exceeding the standard will result in raising the standards, and therefore to protect their own long-term interests they will not produce much above standard, causing the incentive plan to fail. The standard should be viewed as a contract between manager and employees. Once the plan is operational, the manager should use great caution before changing the size of the standard or the incentive in any way.

Guarantee an hourly base rate: It is usually advisable to guarantee an employee’s base rate, particularly for plant personnel. They will therefore know that no matter what happens they can at least earn a minimum guaranteed base rate.

III-B Employee Evaluation

Effective managers provide feedback to employees periodically so that progress toward individual and organizational goals can be assessed. Making sure that employees know what is expected of them is a process that is begun in the interview, continued during orientation and training, and reinforced during periodic performance appraisals. Through this feedback employees learn the manager's perception of their progress and can effectively monitor their own performance. Conducting performance appraisals will result in employees who feel good about themselves and know what is expected of them. This, in turn, will benefit the business through increased productivity, and ultimately through customer satisfaction.

This section discusses employee performance appraisals. It focuses on job-related evaluation indicators—technical expertise, teamwork, customer relations—directly related to the job. A later section (III-C) will focus on more personal behaviors that may impact job performance.

III-B-1 Purpose of the Performance Appraisal

The performance appraisal is vital to the development of an effective work force, and it describes the process by which a manager can measure an employee's progress toward individual and organizational goals. The purpose of a performance appraisal is to formally evaluate and document the employee's degree of success on the job, or areas where improvement is needed. Most managers assess the quality of the work being done through daily observation in the workplace. While such ongoing, informal evaluations are useful, formal evaluations should also be conducted periodically. The pharmacy manager should tell employees that this process will occur and discuss why the process is necessary.

Evaluation of performance is cyclical and ongoing as exhibited in Figure III-1:

Figure III-1. Performance Evaluation Table

Planning	Managing	Appraising
Establish performance targets	Monitor behavior and objectives	Formal meeting of employee and manager
Identify job behaviors	Reinforce desired behaviors and objective attainment	Written record
Identify basis for measuring performance	Redirect inappropriate behaviors	Focus on future and employee's development.
Provide direction, initial energizing of behavior	Provide control	Provide for replanning and new objective establishment.

Conducting a performance appraisal can be hard when performance does not meet expectations. However, managers should not view the process of employee evaluations in a negative way but, rather, as a tool to assess performance and identify employees' strengths and weaknesses. Managers can then begin to shape behavior by building on employees' strengths and correcting their weaknesses.

III-B-2 Evaluation Indicators

III-B-2a Performance Measures

Performance measures must be presented so that they are:

- Based on accomplishments;
- Focused on developing group- or team-oriented measures, not solely measures of individual employee performance;
- Developed to seek a level of precision sufficient for the purposes of the measurement,
- Used as a "family" of measures rather than try to force one measure as the ultimate indicator; and
- Reviewed and changed, if necessary, when strategies change.

III-B-2b Performance Concepts

Ten main concepts of performance evaluation center around managerial implementation, monitoring and evaluation as detailed below:

1. Recognize if there is a problem.
2. Reformulate the purpose of the performance management process.
3. Use objectives to focus activities; use goals to reinforce progress.
4. Measure both results and behaviors.
5. Provide continuous, real-time feedback.
6. Make reinforcement a part of every day.
7. Use performance reviews to celebrate and to learn.
8. Make review meetings as frequent as necessary.
9. Reward results and reinforce behaviors.
10. Earn the right not to do annual performance appraisals.

III-B-2c Performance Factors

Performance is defined as proficiency and competency in a given area(s). Examples of areas of competence for a community pharmacist, technician or clerical employee might be drawn from the following list:

- Technical expertise
- Customer focus
- Communication/cooperation
- Team orientation
- Results/achievement orientation
- Leadership, responsibility
- Flexibility/adaptability
- Creativity/innovation
- Appearance, neatness

III-B-3 Performance Appraisal Procedures

Performance appraisals are a type of selection procedure (since they may affect, for example, selection for promotion and retention). An employer should ensure that the following are part of daily operations to ensure that the periodic formal appraisal procedures are appropriate:

1. Appraisal of job performance must be based on a thorough job analysis as reflected in specific performance standards. This may be expressed graphically:
   Job analysis $\longrightarrow$ Performance standards $\longrightarrow$ Performance appraisal

2. Appraisal of job performance only becomes reasonable when performance standards have been communicated and are understood by employees.

3. There should be clearly defined individual indicators of job performance (such as quantity or quality) rather than undefined, global measures of job performance (like "overall performance").

4. Performance indicators should be behaviorally based in a way that all ratings can be supported by objective, observable evidence.

5. Rating should avoid abstract traits (e.g., loyalty, honesty) unless they can be defined in terms of observable behaviors.

6. Appraisal systems should be validated.

7. Subjective supervisory ratings should be used as only one component of the overall appraisal process.

8. Supervisors/appraisers should be adequately trained in the use of appraisal techniques.

9. Appraisers should have substantial daily contact with the employee being evaluated.

10. Whenever possible, the appraisal should be conducted by more than one appraiser, and all such appraisals should be conducted independently. This process can help to "cancel out" individual errors and biases on the part of the individual appraisers.

11. There should be a mechanism for appeal if an employee disagrees with a supervisor's appraisal.

III-B-4 Performance Appraisers

While most employee appraisal systems rely primarily on the employee's supervisor to do the evaluation, several other options for appraisers also are used. The various approaches are.

Supervisor Review: The immediate supervisor should be—and usually is—in the best position to observe and evaluate the employee's performance.

Peer Review: The appraisal of an employee by peers has proven to be effective in predicting future management success. This approach also reinforces the concept of team performance, responsibility, commitment, and success.

Committee Review: Some employers use rating committees to evaluate employees. These committees usually comprise the employee's immediate supervisor and three or four other supervisors; everyone on the committee should be able to intelligently evaluate the employee's performance.

Self-rating: Some employers have experimented with using employees' self-ratings of performance (usually in conjunction with supervisors' ratings), but this is generally not a recommended option. The basic problem is that most studies show that employees consistently rate themselves higher than they are rated by supervisors or peers. Nevertheless, it is useful to reinforce the idea that the employee is key to his own success in the company. It may also serve to provide additional examples of performance actions in the daily workplace that the manger may not have seen.

III-B-5 The Appraisal Interview

Appraisal interviews are held to discuss the manager’s and the employee’s perceptions of the employee’s performance and to plan the employee’s future place and activities in the company.

III-B-5a Types of Interviews

There are three types of appraisal interviews, each with its own objectives:

Satisfactory/Promotable: This is the easiest of the three appraisal interviews, because in this type of interview the person's performance is satisfactory and there is an available promotion ahead.. The objective is to discuss the person's career plans and to develop a specific action plan for the educational and professional development the person needs to move on to the next job.

Satisfactory/Not Promotable: This interview is for employees whose performance is satisfactory but for whom promotion is not possible, either because the person has reached their level of competence, because of an educational or training deficiency, or because there is no room for advancement in the company,.

Unsatisfactory/Correctable: When the person's performance is deemed unsatisfactory but correctable, the objective of the interview is to lay out an action plan for correcting the unsatisfactory performance. It is never easy to tell someone that his performance is unsatisfactory, and this is usually the most difficult of appraisal interviews. (See samples in *Kazakstan Pharmacy Services Employee Manual*.)

III-B-5b Preparing for the Appraisal Interview

Planning is important to a successful performance appraisal. There are three main planning steps. First, the pharmacy manager should prepare for the performance appraisal by reviewing the employee's performance during the time period under review and comparing the performance to the goals established for that employee at the beginning of the time period. He also should study the job description, compare the employee's performance to company standards, and review the files of the employee's previous performance appraisals. It is advisable to produce a written report of this evaluation, for use during the appraisal interview.

Second, the employee should be given at least a week's notice to review the manager's evaluation report, read over the job description, analyze problems, and compose questions and comments.

Finally, an interview should be scheduled. The time and location of the appraisal should be selected carefully so there are no interruptions. As with employment interviews, the proper setting for a performance evaluation interview is important. A friendly, non-threatening atmosphere is desirable. The manager should allow plenty of time (usually about one hour) to cover the points that were identified during preparation for the appraisal and allow time for discussing concerns that the employee might have.

The manager should take to the interview all supporting documents available (i.e., personnel file, past appraisals, letters from happy and dissatisfied customers, attendance records, etc.). This kind of preparation will send the clear message to the employees that the manager cares about the evaluations and about personal performance.

III-B-5c Conducting the Interview

There are four things to keep in mind here. First, the manager should set the tone at the start of the interview, explaining how the interview will proceed and emphasizing that it is a two-way conversation. (Appendix 6 suggests ways that the manager can get a reluctant employee to discuss performance issues, as well as advising the manager on how to criticize an employee.) It should be clear that the employee has the manager's undivided attention and time.

Second, the manager should be as positive as possible when discussing the employee's strong and weak points. He can set this positive note by reviewing the employee's strengths first. Then he can gradually introduce areas where improvements are needed and discuss how these improvements can be achieved. He should not dwell upon past mistakes or faults: rehashing past events and becoming mired in trivial examples of what the employee has done wrong is not constructive. Instead, the manager should stress solving problems that exist. If he must criticize, he should criticize the act rather than the subordinate. (For example, emphasize that "sales are down" rather than "you aren't selling enough.") The manager should provide information and feedback using concrete examples of the employee's behavior on the job. There are many aspects of the job that might be assessed; see factors listed in section III-B-2c above.

In any case, if there is good communication between the manager and the employee between performance reviews, the information discussed should not be new to the employee. The performance appraisal will reinforce the less formal day-to-day evaluations.

Third, the manager should summarize his own and the employee's views. Discussion of the results of the review should generate ideas on why goals are not being met.

The manager and employee may disagree on problem areas that need improvement, and ultimately, the manager has the last word; nevertheless, the important point is that the discussion should enable both manager and employee to understand the other's points of view.

Finally, after assessing performance, the manager and employee should formulate a specific action plan for improvement, being careful not to overlook steps that build on existing strengths. It usually is best to focus on the two or three most important areas in which improvement is needed, rather than on all the areas identified in the appraisal. Employees themselves may suggest new goals and strategies for improvement. Goals should be specific, practical and measurable, and a timetable should set the time period in which the goals should be achieved. A joint effort with clear specification of the expectations will provide ownership in achieving the goals by both the supervisor and the employee. An action plan might look like the one in Figure III-2:

Figure III-2. SAMPLE ACTION PLAN

Date: May 18

For: John, Assistant Plant Manager
Problem: Parts inventory too high
Objective: Reduce plant parts inventory by 10 percent in June

Action Steps	*When*	*Expected Results*
Determine average monthly parts inventory.	6/2	Establish a base from which to measure progress.
Review ordering quantities and parts usage.	6/16	Identify overstock items.
Ship excess parts to regional warehouse and scrap obsolete parts.	6/20	Clear stock space.
Set new ordering quantities for all parts.	6/25	Avoid future overstocking.
Check records to measure where we are now.	7/1	See how close we are to objective.

The manager can then conclude the interview, by thanking the employee for his/her time and effort and summarizing the main points once more

III-B-6 Documenting the Appraisal Process

As with any personnel procedure, the supervisor should document the performance appraisal activities. Documentation should include the points discussed with the employee, plans for improvement, and the goals established. The employee and manager should each keep a copy of the record. This will demonstrate to the employee that the manager takes the process seriously and is committed to improving performance. It will also serve to identify any misunderstanding of the points discussed. (See samples in *Kazakstan Pharmacy Services Employee Manual*.)

III-C Dealing with Employee Discipline Issues

The preceding section discussed work goals and standards as part of the normal, periodic evaluation of an employee's job performance. This section looks at an employee's personal conduct that may affect the job or company.

III-C-1 Dealing With Ineffective Employees

Employees who perform ineffectively may do so because of factors which are directly related to the work situation. Theoretically these are the easiest to work with and to resolve. For example, inadequate training for a new responsibility may hinder the job performance of an otherwise satisfactory employee; theoretically, additional training should resolve this problem. However, there are problems that may arise from an employee's personal conduct that adversely affect the employee's job performance and/or the company itself.

III-C-1a Substance Abuse

Alcohol consumption that affects an employee's job performance is a serious problem. Employers also are finding more employees addicted to "hard" drugs such as cocaine and heroin. Drug addiction manifests itself in ways similar to alcoholism; however, the problem may be less apparent to employers because of laws prohibiting the possession and use of drugs, which cause employees to hide their habit.

III-C-1b Theft and Other Illegal Acts

Employers may have to deal with employees who engage in illegal acts: theft, such as pirating company materials or labor to repair their own homes; misuse of company facilities or property, such as use of company telephones and credit cards for personal purposes; selling of trade secrets; embezzlement; or sabotage. The organization must also guard against theft and other crimes by visitors and guests. (See *Kazakstan Pharmacy Services Employee Manual*.)

There are a number of steps that a company can take to combat such crimes:

1. The employee should be made to feel that the job is worth keeping, and it would not be easy to earn more elsewhere.
2. Paperwork must be carefully checked at all stages so invoices cannot be stolen or altered.
3. Normal good housekeeping should be practiced: an efficient, clean workplace—no unused machines with tarpaulins on them, no unlocked, empty drawers—does not provide places where stolen items can be hidden temporarily. The first act of the thief is to divert the merchandise from the normal traffic flow.
4. Similarly, employees' cars should not be parked close to the workplace, and there should be no usable cover between the plant doors and the cars.
5. Also, employees should not be allowed to keep their handbags, or other containers in which stolen objects could be hidden, next to them at work. (Lockers that lock should be provided for employee handbags or other personal items.)

6. Whether the pharmacy is open or closed at night, the property should be brightly lit so no one can enter or leave without being seen.
7. There should be adequate measures to control issuance of keys. There are documented cases of an employee who enters at night for a tryst with a girlfriend and gives her merchandise to take home with her.
8. To the extent possible, everyone entering or leaving the premises should have an identification card.
9. Unneeded doors should be kept locked (although without violating fire and other safety regulations).
10. Everything of value that thieves could possibly remove, not just obvious items, must be secured or otherwise safeguarded.

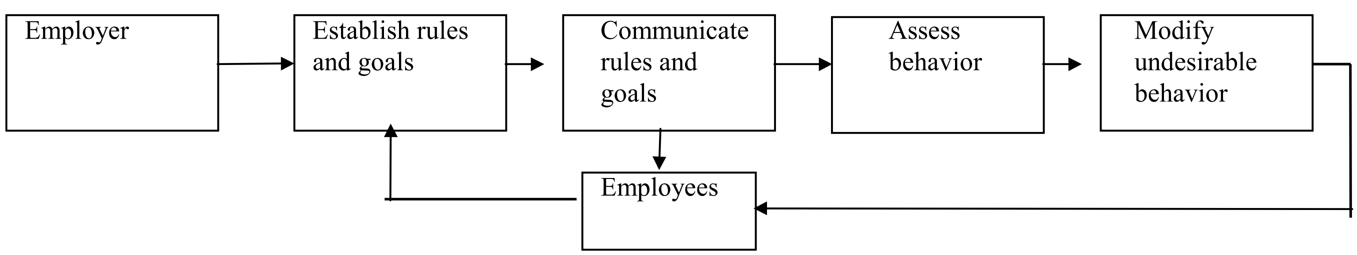
III-C-1c Rule Violators

Occasionally an employee will consistently violate company rules, such as those prohibiting sleeping on the job, having weapons at work, fighting at work, coming in late, or verbally or physically abusing the supervisor. It is useful (though not necessary) for the organization to have stated rules prohibiting such practices.

III-C-2 The Discipline Process

Detailed below is a model of the discipline process. The employer establishes goals and rules and communicates them to employees. Employee behavior is then assessed and modified, if necessary. This process is positive in nature: It attempts to prevent difficulties and is designed to help employees succeed. The following flow diagram provides a visual example for review:

Figure III-3. Discipline Process Flow Diagram



Through whatever method is used (time and motion study, examination of past performance or performances by others, management by objectives), a set of minimally acceptable goals is established.

Behavior rules cover many facets of on-the-job behavior. They can be categorized as concerning behavior that is directly or indirectly related to work productivity; however, the objective is to keep the number of rules to the minimum. Customers and other conditions change. Thus, rules should be reviewed on a periodic basis and revised as needed to achieve the respect and acceptance necessary for order in the workplace.

The first element in the process is the establishment of work and behavior rules, preferably with input from employees. The second is the communication of the rules to all employees. Unless employees know the rules, they cannot be expected to follow them. Employees must believe that the rules are fair and related to job effectiveness. Management should seek employee advice on periodic revision of rules.

The third element of the disciplinary process in an assessment mechanism. In most organizations, the performance evaluation is the mechanism for assessing work behavior deficiency (see above). Rule-breaking behavior usually comes to the attention of management when it is observed or when difficulties arise and investigation reveals certain behavior as the cause.

Finally, the disciplinary process consists of a system of administering punishment or attempting to motivate change. This varies from supervisory administration of discipline to formal systems somewhat like courts or grievance procedures. (See *Kazakstan Pharmacy Services Employee Manual* for specifics.)

III-C-3 The Disciplinary Interview

As discussed earlier, managers sometimes must tell an employee in clear terms that his/her job performance or behavior is unsatisfactory or unacceptable. That may be accomplished through a discussion of poor performance, which is, in essence a disciplinary interview.

As with any interview, the supervisor or other interviewer should prepare: After observing adverse performance, the supervisor should check the employee's previous record and talk to previous supervisors. The manager should document complaints in writing and present them to the employee. Annex 6 contains an Employee Warning Form and examples are in the *Kazakstan Pharmacy Services Employee Manual*).

The following guidelines will help the manager to accomplish a constructive discussion with the ineffective performer.

Seek out the causes for the deficiency: The manager needs to determine if personal problems are playing a role in the poor performance. If personal problems are not the main cause of poor performance, consider factors such as:
a. Lack of professional skills and training;
b. Lack of effort, either for personal reasons or because the company does not reward good performance in a way that fulfills the employee’s needs; or
c. Other circumstances, beyond the employee's control.

Conduct the interview with care and professionalism: The supervisor should:
a. Keep it private;
b. Criticize selectively: emphasize job performance-related causes;
c. Avoid being aggressive or blameful;

d. Let the employee tell his/her side: The manager should listen patiently and ask questions that show he hears the message;
e. Minimize interruptions, such as the telephone;
d. Focus on one problem at a time; and
e. Attack the problem and not the person.

Issuing the discipline: Prescribe the disciplinary steps to be taken in specific terms and with a specific timetable. Do not end the disciplinary interview until you are certain that the employee understands the disciplinary measures. Assure the employee that his/her future performance will be judged without considering past ineffective performance problems.

Don't expect to win a popularity contest: A person who administers discipline in an equitable and firm manner will not win popularity contests. However, this person will be respected, and a manager who is respected in invaluable to an organization. The disciplinary interview is a serious part of the management job that unfortunately must be conducted when there is a problem.

III-C-4 Termination

Perhaps the most difficult task that a pharmacy manager must perform is the termination of an employee. In most cases, this should be a last resort, an alternative to be implemented after all other attempts to remedy the problem have failed. However, if training and personal development do not produce the results desired, then termination is in the best interests of the business.

Justifiable reasons for terminating an employee include, but are not limited to, unsatisfactory job performance, theft, refusal to follow directions, inappropriate conduct, use of drugs or alcohol while at work, and excessive absence or tardiness.

The manager should carry out the following steps to ensure a smooth termination process:

1. Provide warnings to the employee regarding the problem. This may be done verbally with a written follow-up to the employee and the personnel record, including the action (suspension or discharge) to be taken if improvement is not made.
2. Exhaust all other alternatives before terminating the employee. The manager should consult peers who have faced similar circumstances to ensure no potential solution is overlooked.
3. If termination indeed is the only recourse, the manager himself should announce it to the employee, at an appropriate setting and time in order to control of the situation.
4. Be direct and clear about the process of termination. Do not apologize or give false hope for re-employment.
5. The manager should not let a negative reaction from the employee intimidate him. A witness should present if there is concern about the employee's reaction.
6. Document the termination. Annex 7 contains a sample termination report.
7. Be sensitive to other employees when a terminal decision is made.

8. Learn from mistakes. The pharmacy manager who has terminated an employee will likely be ready to initiate better recruiting, screening, and selection processes in the future.

In addition to the sample termination report in Annex 7, the *Kazakstan Pharmacy Services Employee Manual* contains example(s).

IV. TRAINING/PROCEDURAL ISSUES

IV-A Orientation Issues and Techniques

Issues: The importance of the orientation and training of new employees cannot be overstated. Pharmacy managers want to hire employees with the skills and qualifications necessary to perform the job functions. However, the level of skill associated with a new hire must be assessed and shaped to conform to the method of daily operations. New employees may bring to the job their own perceptions of proper procedures and behavior formed through past job experience. Without proper orientation and training, the pharmacist or technician might continue to work as in the past, not knowing that such actions could impede productivity and create discontent among co-workers. Proper orientation to a new job can effectively eliminate this kind of problem.

Orientation of new employees should begin during the interview process, when the job duties, performance expectations and organizational values are communicated. After hiring, the pharmacy or department manager (or, in a large company, the human resources director) will lead the new hire through personnel procedures. The manager also should review job expectations at this point. The manager may want to involve other employees in the process, to get their input and to reinforce their knowledge of policies and procedures.

A sound orientation program will ensure that employees know why a company does things in certain ways. Written policy and procedure manuals are an effective means to accomplish this goal. With these manuals as references, employees have easy access to information on many areas of operation such as how to answer the telephone; greet customers; pursue add-on sales; handle complaints, special requests and returns; say thanks; or deal with customers' special needs. The manual might also include information on the employer's policies on work hours, vacations, benefits, holidays, requests for time off, raises, evaluations, working relationships and reporting structures (see *Kazakstan Pharmacy Services Employee Manual*). Orientation and training should be a positive experience that conveys to new employees that the manager wants them to succeed.

Techniques: Orientation means providing new employees with basic information about the employer and their position that they need to perform their jobs satisfactorily. Orientation is actually one component of the employer's new-employee socialization process, an ongoing process that involves instilling in all employees the prevailing attitudes, standards, values, and patterns of behavior that are expected by the organization and its departments. The employee's initial orientation, if handled correctly, can help reduce first-day jitters as well as the reality shock the person might otherwise undergo.

Orientation programs range from brief informal introductions to lengthy, formal programs. The orientation activities themselves are usually split between the employee's new supervisor and the human resource/personnel department. In most firms, the first part of the orientation is performed by the personnel specialist, who explains such matters as working hours and vacation. The new employee is then introduced to his/her new supervisor, who continues the orientation by explaining the exact nature of the job and introducing the person to the staff and the workplace. Other components of an orientation may include:

Realistic job previews, which show new employees what their jobs will realistically entail (as opposed to simply making the firm look as attractive as possible).

Establishing the right company culture, defining the prevailing attitudes and perceptions that employees have of the organization.

Fostering links, between the new employee and co-workers or superiors, who act as mentors. Some employers support formal programs such as the “buddy” system in which employee-mentors receive special training and serve as guides for newcomers. The mentors may volunteer for such a role or be recommended by managers.

Performance feedback, where the company’s performance appraisal system also plays an important role in socialization. Timely formal and informal feedback from superiors to newcomers about their performance may reduce the stress-producing uncertainty of "not knowing how you are doing, or where you stand." Similarly, they can help new employees to decide how to perform in the future.

An orientation checklist helps the persons conducting the orientation to remember all points. Annex 8 contains a sample Supervisor's Orientation Checklist. Additional samples can be found in the *Kazakstan Pharmacy Services Employee Manual*.

IV-B Performance Analysis: Assessing Training Needs

IV-B-1 New Employees

The first step in training is to determine what training, if any, is required. Assessing the training needs of new employees is fairly straightforward. The manager determines what the job entails and breaks it down into subtasks, each of which is then taught to the new employee.

IV-B-2 Current Employees

Assessing the training needs of present employees can be more complex. Sometimes the need for training is discovered only when an employee exhibits performance problems; on the other hand, the source of the problem could be that standards aren’t clear or because the person is just not motivated. The manager must determine if training is, in fact, the solution

Performance analysis basically involves verifying the fact that there is a significant performance deficiency, and then determining if that deficiency should be rectified through training or by some other means (such as transferring the employee). The performance analysis procedure consists of five steps:

1. Performance Appraisal: identify the performance discrepancy.
2. Cost/Value Analysis. determine whether rectifying the problem is worth the time and effort needed to do so.
3. Distinguish Between *Can't Do* and *Won't Do* Problems: this is the heart of the analysis.
4. Can't Do; Set Standards: review performance standards and the employee's understanding of what is expected. Determine if the employee knows that he is not performing up to par.
5. Can't Do; Eliminate Obstacles in the System; Use Job Aids: identify and eliminate obstacles to performance that exist.

IV-C Training and Training Techniques

After the manager determines employees' training needs—in particular the tasks and skills for which they need training and knowledge—and sets training objectives, the actual training can take place. The actual training technique that is used—whether on-the-job training, programmed learning, or some other—will depend on several things, including the nature of the tasks and skills to be learned, the number of employees to be trained, and the employer's resources.

IV-C-1 On-the-Job Training

On-the-job training (OJT) involves having a person learn a skill by performing it on the job. Virtually every employee, from mail-room clerk to company president, gets some on-the-job training when he or she joins the firm. This is the most common, the most widely accepted, and the most necessary method of training employees in the skills essential for acceptable job performance.

The most familiar type of OJT is the *coaching or understudy* method, in which the employee is trained on the job by an experienced worker or supervisor.

IV-C-2 Job Instruction Training

Many jobs consist of a logical sequence of steps and are best taught in this manner. This step-by-step learning has been called job instruction training (JIT). It involves listing all necessary steps in the job, each in its proper sequence. Alongside most steps is a corresponding "key point." The steps show *what* is to be done, while the key points show *how* and *why* it is to be done. Figure IV-1 shows an example of a job instruction training sheet for teaching a trainee how to operate a large motorized paper cutter.

IV-C-3 Lectures

Lecturing to trainees has several advantages. It is a quick and simple way of providing knowledge to large groups, such as when the sales force must be taught the special features of a new project. While written material such as books and manuals can also be used, they incur printing expenses and do not permit the give-and-take of questioning that lectures do.

Figure IV-1. Sample Job Instruction Training Sheet

Steps	Key Points
1. Start motor	None
2. Set cutting distance	Carefully read scale - to prevent wrong-sized cut
3. Place paper on cutting table	Make sure paper is even - to prevent uneven cut
4. Push paper up to cutter	Make sure paper is tight - to prevent uneven cut
5. Grasp safety release with left hand	Do not release left hand - to prevent hand from being caught in cutter
6. Grasp cutter release with right hand	Do not release right hand - to prevent hand from being caught in cutter
7. Pull cutter release with right hand	Keep both hands on correspondi ng releases - to avoid hands being on cutting table
8. Wait for cutter to retract	Keep both hands on releases - to avoid hands being on cutting table.
9. Retract paper from	Make sure cutter is retracted; keep both hands away releases
10. Shut off motor	None

IV-C-4 Audiovisual Techniques

Presenting information to trainees via audiovisual techniques like films, closed circuit TV, audiotapes, or videotapes can be very effective, and today this technique is widely used.

Audiovisuals are more expensive than conventional lectures, but they offer unique advantages in certain situations: first, when there is a need to illustrate how a certain sequence of actions should be performed (such as when teaching pharmaceutical preparation or pharmacy organization) the stop action, instant replay, and fast- or slow-motion capabilities of audiovisuals can be useful; second, when there is a need to expose trainees to events not easily demonstrable in live lectures, such as a visual tour of a pharmaceutical factory; third, when large numbers of persons must be trained and it is too costly to move the trainers from place to place, audiovisuals can be economical.

IV-C-5 Programmed Learning

Whether the programmed instruction device is a textbook or machine, programmed learning always consists of three functions:

1. Presenting questions, facts, or problems to the learner.
2. Allowing the person to respond.
3. Providing feedback on the accuracy of his or her answers.

IV-C-6 Vestibule or Simulated Training

Vestibule or simulated training is a technique in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. Vestibule training therefore aims to obtain the advantages of on-the-job training without actually putting the trainee on the job. Vestibule training is virtually a necessity on jobs where it is too costly or dangerous to train employees on the job.

Vestibule training may simply require setting up in a separate room the equipment the trainees will actually be using on the job. However, it often involves the use of equipment simulators.

IV-C-7 Computer-Assisted Instruction

Many firms are now using computers to facilitate the training process. Computers provide self-paced, individualized instruction that is one-on-one and easy to use, and trainees get immediate feedback to their input. Computer-assisted instruction also provides accountability in that tests are taken on the computer so that management can monitor each trainee's progress and needs.

IV-D Key Training Issues: Retail Pharmacy Considerations

IV-D-1 Know Your Pharmacy

It is important that employees understand the pharmacy's standard practices in handling non-selling activities. A thorough study of these standard practices will enable them to appreciate their relationship to the pharmacy and will also help them to perform these non-selling duties.

IV-D-1a Receiving Merchandise

Like other retail managers, the pharmacy proprietor must determine methods and procedures for receiving merchandise from various suppliers. This function includes all activities related to taking physical possession of the merchandise, supplies, and equipment ordered by the store, along with the maintenance of necessary records. Regardless of its size, a drug store should have a defined procedures and a suitable place reserved for receiving operations.

The first step in the receiving process is taking the goods form the deliveryman, i.e., the express or freight agent, the wholesaler's deliveryman, or the transportation agency at the receiving point. The packages, boxes or cartons should be inspected for damage and checked against the shipper's name and number of packages on the receipt presented by the carrier, to verify that the entire shipment is received.

If the merchandise shipment is in order, the pharmacy manager or other receiving agent signs the receipt, the second step in the receiving process.

IV-D-1b The Checking Process

Checking the unpacked merchandise is the third step in the receiving process. Before individual items are shelved, clerical staff should verify that the items received correspond in kind and number to the items ordered and listed on the invoice or shipping order. If this check is not done, the pharmacy owner loses his last opportunity to avoid payment for goods not received.

Many efficient pharmacies use portable rather than stationary tables when unpacking and checking incoming merchandise.

IV-D-1c Marking Merchandise

An important non-selling duties is marking the merchandise. This includes placing all essential information on the price tickets.

There are several acceptable methods to use to mark pharmacy merchandise individually. The hand-marking method— gummed labels, pin-on tickets, clip tickets, or information written on the merchandise itself—probably lends itself best to the marking of most drug products.

Some pharmacies have found the rubber stamp method to be very economical, and large stores have already adopted the use of either electric marking machines or the less-expensive hand-operated machines.

IV-D-2 Pharmacy Maintenance

IV-D-2a Appearance/Cleanliness

The interior and exterior appearance and atmosphere of the pharmacy is important. Customers expect stores handling pharmaceutical products be clean, as well as interesting, and inviting to customers. Therefore, one of your most important non-selling functions is housekeeping and maintenance. The exterior of the pharmacy must be kept clean at all times and should be repainted or refinished when necessary. The interior of the store must be even better maintained than the exterior; this means not only a clean, neat space but one that is well lighted and free from offensive odors.

IV-D-2b Care of Mechanical Equipment

The mechanical equipment in a pharmacy requires careful maintenance. In most instances you should follow the maintenance recommendations of the equipment manufacturers.

IV-D-3 Handling Customers' Complaints

Every sales person encounters customer complaints, and they must be handled diplomatically and intelligently if the sale is to be made. Complaints do not always mean that the customer does not want to buy. In many cases they are merely requests for information. But regardless of whether they are requests for information or sincere objections, treating a customer can prevent losing a sale.

There are several ways to handle objections or complaints, the most important of which are the "yes, but," "I'm glad you brought that up," and the "question" methods. These methods are described below. Any of them may be used effectively to overcome obstacles to sales success.

In handling objections, above all else you should not argue with the customer. The sales person cannot win a sales argument, as the customer can always end it by refusing to buy. Objections must be handled tactfully, and the sales clerk must appear to understand why the customer might raise that particular objection.

When responding to complaints, it is well to avoid long explanations, as they arouse suspicion in the buyer and give him more time to think up new objections.

IV-D-3a "Yes, but" Method

As a help in overcoming objections, the seller can utilize two magic words. They are, "Yes, but." The seller should appear to agree and then explain why the complaint might be invalid. For example, when the shopper says, "I cannot use the Maalox economy size," the seller should not say, "Oh, yes, you can," challenging the shopper's judgment and inviting an argument and loss of a sale. A better way to handle the situation is to appear to understand the customer's attitude and reply. . . "I understand why you feel that way about it. At first glance it does seem like quite a large quantity; but it is only a few weeks' supply and you save money by buying in quantity."

IV-D-3b "I'm glad you brought that up" Method

A second method is for the seller to let the customer know that he recognizes the objection and is glad the question was raised. For example, a customer might say, "But I've heard that electric heating pads are dangerous." The seller replies, "Is that so? I'm glad you brought that up. Because if you want to enjoy all the comfort this heating pad can give you, you are certainly entitled to know the facts," and then go on to explain the safety features incorporated into *this* heating pad. The "I'm glad you brought that up" method can be effective when it appears that the customer does not know all the facts about a product.

IV-D-3c "Question" Method

Another very successful method of handling a customer's objections is to let him answer them. When he raises an objection, the seller asks questions, the replies of which will lead him to remove the objection from his mind.

A variation of the question method of handling objections is the "Why?" method. When a customer raises an objection that appears to be not entirely sincere or logical, it is well to ask why he/she feels that way. This question places the customer, instead of the sales person, on the defensive; and in many instances the customer's resistance melts away.

IV-D-3d Kinds of Customer Complaints

Complaints most frequently raised by customers fall into several classifications: objections to price, to the merchandise itself, and to buying immediately. While in some instances the real reason for not buying is not given, as in the case where a customer says she does not like the shape of the perfume bottle when her real objection is price, it is usually best to assume that the customer's objection is real.

It is always well to keep in mind the fact that the customer has a right to raise these objections, and it is the job of the sales person to meet them tactfully and impersonally. Too many sales people treat objections as a personal offense to them or to their pharmacy. Instead, customers' objections should be looked at as a means by which the sale is made more readily.

When the customer objects to price, focus the customer's mind on value. When the customer questions the quality of the merchandise, give more concrete facts. When the customer postpones the purchase, suggest that an immediate purchase will mean a saving; point out that the longer she waits, the more limited her selection is likely to be.

IV-D-4 The Selling Process in Detail

This four-step Selling Formula in Figure 4-2 contains the simplified fundamentals of retail drug store selling.

Figure IV-2

Formula for Successful Salesmanship

1. Find out what the **customers** want.
2. Select the **merchandise** best suited to their needs.
3. Show **why** and **how** the merchandise selected will fill their needs satisfactorily.
4. Close the **sale**.

In order to do a successful job of selling, the pharmacy manager must be sure the sales clerks follow these four steps and, in addition, handle all the numerous miscellaneous elements that enter into the sale. Sales personnel must study people in general to understand what is in the customer's mind when they enter the pharmacy. They must also know how to approach the customer, how to demonstrate merchandise effectively, how to increase the unit of sale through related and suggestion selling, and how to close the sale.

IV-D-4a The Approach

A good approach to selling makes the customer feel comfortable in the pharmacy. Knowing that someone is ready and willing to serve them frees their mind to consider the merchandise offered.

Undoubtedly, no point in the retail sale is more important than the approach to a customer. People form snap judgments; they make up their own minds about others in the first few seconds, and this affects their entire attitude toward what the store has to sell to them. The importance of this point can be more fully realized by comparing the retail store to a home, and the sales person to a host. In order to sell merchandise rather than "wait on" customers, the sales staff must make the first impression so pleasant that the customer will say to himself, "Here's the place where I will buy," instead of thinking, "Perhaps I'd better go to some other store."

The approach should indicate to the customer that they are welcome, that they are not intruding or interrupting duties, and that it is a pleasure for the sales staff, as host and representative of the pharmacy, to receive them. The approach should clearly indicate to the customer, "I am at your service and have no other thought than to help you to solve your shopping problem to your entire satisfaction."

Approach Promptly: One of the first factors in a good approach is promptness, although customers are usually willing to wait a reasonable length of time in a busy pharmacy in which all the sales persons are busy caring for other customers who arrived first.

Approach With a Smile: Buying is really a pleasant experience, and people buy more readily when they feel cheerful

Personal Appearance: The first thing the customer notices is the sales person's grooming. If they see shabby shoes, a dirty shirt, or messy clothes, they think, "If this person is careless in their appearance, how about carelessness in the merchandise they sell?" Many stores dictate in detail the kind of clothing that may be worn by their employees; in any case, attire should be always neat, simple, inconspicuous, professional, and appropriate.

Importance of First Words: An author once stated, "Your first ten words are far more important than your next ten thousand." Practically every sale is made or lost at the very beginning. The first words are crucial.

IV-D-4b The Question Approach

The question approach used by a clerk to determine the kind of merchandise a customer wants can be effective, as long as it is not overdone by firing a barrage of questions at the customer. It is best to use when stock is fairly complete. The wider or more extensive the merchandise available, the more necessary it may be to ask questions to obtain some idea of what is needed.

IV-D-4c Avoid Discussion of Price

Price is the last channel into which you should direct the customer's thought. The clerk should not direct a customer's attention to cost. Often customers do not know how much they want to spend; thus, it is possible to make larger sales by leaving open the question of price.

IV-D-5 The Demonstration

Demonstrating a specific product should convince a customer that it is the one they should buy in preference to any others.

There are two simple rules to follow in demonstrating merchandise:

1. *Sell from the customer's viewpoint*. Sprinkle conversation with the word "you" until it fairly drips from every sentence.
2. *Appeal to the customer's five senses*. It is difficult to hold the interest of the customer on one subject for more than about three minutes, so make every minute count. Do not waste the customer's time.

IV-E Employee Motivation

To be effective, managers need to understand both the process of physical or psychological employee motivation and their employees' needs, both met and unmet.

There is much to learn from expert theories about what motivates employees. Professionals ordinarily seek growth and are driven by a strong need for accomplishment. They may be more dedicated workers and enjoy their work more than non-professional employees. Professionals may also have a higher need for job security which is met in part by belonging to a profession such as pharmacy. This means that professionals will ordinarily:

- Place emphasis on learning and achievement;
- Prefer work that is interesting, challenging and meaningful;
- Want to feel a sense of accomplishment;
- Seek and accept responsibility; and
- Prefer to be involved in the management process.

These characteristics imply that higher order (self-esteem and self-actualization) needs motivate professional employees. Managers can appeal to all employees' esteem needs by providing raises, promotions, other job incentives, and praise for work well done. However, meeting these needs may only provide temporary motivation for professionals.

Appealing to employees' self-actualization needs may be a better approach for motivating pharmacy professionals. This can be done by designing employees' jobs so they make full use of their abilities to do a job. In so doing, they simultaneously fulfill their need for achievement while they carry out company objectives.

Exceptions to this needs hierarchy may exist. The order of needs may differ among individuals on the same level of the hierarchy based on learning or experience, values, culture, personality, and so on. Further, not all employees will meet a need in the same fashion. This suggests that the real motivation task of the manager is to determine just what need level an individual employee is attempting to attain and to provide a means by which the employee can achieve that need.

This has special application to the pharmacy operation where employees with different needs, education and experience often work side by side. The best tools for motivating pharmacy professionals may not be the same as those for technicians, clerks and other store personnel. Again, it is the task of the manager to determine which needs level is unmet and to provide the means for the employees to achieve these needs.

Motivation factors—achievement, recognition, advancement, responsibility, etc.—are characteristics of the work itself and should not be confused with the work context. For example, if a pharmacy is clean and pleasant, and work is challenging, employees will be highly motivated. If both factors are absent, workers will be dissatisfied and unmotivated. When hygiene factors are present and motivating factors absent, workers will not be dissatisfied, but they will not be motivated, either.

IV-E-1 Expectancy Theory/Application

Expectancy theory implies that workers will be motivated to work hard when they expect that this work will lead to better performance and that better performance will lead to rewards which they value. This theory is useful to managers because it suggests several ways they can increase employees' motivation.

- Expectancy theory establishes the crucial link between effort and performance. Employees must believe that greater efforts will lead to better performance.

- Pharmacy managers need to set realistic goals and assign work accordingly. They should only give to employees the tasks or jobs that they have the ability, resources, and authority to complete successfully.

- Pharmacy managers must ensure that the job rewards are important to employees and that these rewards are linked to job performance.

Expectancy theory also highlights the importance of performance appraisal systems that were discussed earlier. These systems should provide a reliable and valid way of determining who is and is not performing well. The performance appraisal should then be used to ensure that appropriate rewards go to the employees with the highest or best performance.

IV-E-2 Rewards/Recognition

Managers have many rewards available to them. These include the obvious ones such as raises and promotions, but also the more subtle ones such as praise for a good job, recognition, advancement, opportunities for personal growth, time off and flexible hours. The manager must also ensure that the rewards employees receive for good work are the rewards that are important to them. For example, some pharmacists may obtain a high degree of personal satisfaction from patient interaction. Rewarding such an employee with a promotion to supervisor may be de-motivating if it requires the supervisor to spend less time in patient-oriented activities and more time in managing problems. Alternatively, promoting someone who looks to the job for esteem and achievement may be highly motivating to that employee.

To ensure that rewards fit employees' needs, managers must first understand which needs employees are trying to satisfy through their jobs. Generally, these are higher order needs or motivating factors discussed above, such as needs for self-esteem, achievement, responsibility and advancement. By keeping this in mind the manager can attempt to design the job and customize its rewards to fit the employee's needs.

IV-F Management Style: Leadership and Delegation

An effective manager is a leader with both power and authority to carry out the objectives of the organization. Effective leaders produce more and better results in the workplace. The following list of qualities of an effective leader provides insight into leadership accountability, responsibility and organizational success. Effective leaders:

- Set a positive example for other employees;
- Encourage teamwork and participation;
- Are direct, sincere, and honest;
- Are good communicators;
- Make sure employees know what is expected of them;
- Are proactive in planning, setting priorities and making decisions;
- Are skilled in the art of shaping behavior through positive reinforcement;
- Delegate work when necessary;
- Are well organized;
- Welcome change and are flexible with people and ideas;
- Finish what they start; and
- Involve employees in problem recognition and problem solving.

A good manager delegates responsibility. Managers who perform tasks that subordinates could handle waste their own time and fail to develop the full potential of their employees. This can hinder a business by slowing growth through inefficiency. It may also send a message to employees that they are not viewed as trustworthy or competent. Effective delegation may improve productivity in the work place more than any other single management skill.

Benefits of Delegation: A primary benefit of delegation is improved use of the manager's time. When tasks are properly delegated, the person closest to the problem, with the skills to solve it, does so.

Effective Delegation: Managers who want to improve their ability to delegate first need to determine what tasks can and should be delegated. Next, the right employee must be selected to carry out the task. By carefully evaluating past performance, managers can identify employees capable of taking on additional responsibilities. When delegating, it is crucial to pass on responsibility and accountability for getting the job done. This gives the employee a vested interest in good performance.

V. CONCLUSION

Selecting the right employees and managing them well is crucial to a pharmacy's success. The pharmacy's personnel are the first and most important contact with the life blood of the business—its patients and other customers. Effective recruitment, screening, interviewing and selection of potential employees will provide the pharmacy with quality workers who have the skills and qualifications necessary to do the jobs required. Proper training and orientation will ensure that new employees are successful on the job by making sure they know what is expected of them. Having realistic expectations of workers and giving them the proper tools needed will allow them to perform well and will contribute to a motivating environment. Careful performance review, with constructive correction and appropriate rewards, will motivate them to attain personal goals—and ensure a successful pharmacy.

Annex 1. Job Analysis Questionnaire For Developing Job Description

Date _______________

Company ____________________________ Present Job Title and Grade ____

Department ____ Supervisor Name ______________________________

---

1. Describe *major* duties of your job:

____

____

____

(Attach additional sheets if needed)

---

2. Other, less important job duties:

____

____

____

(Attach additional sheets if needed)

---

3. List equipment or machines you use:	Continually	Frequently	Occasionally
______________________	___________	___________	___________
______________________	___________	___________	___________
______________________	___________	___________	___________

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4. How much formal education is necessary to do this job (check one):
   - ❑ Less than High School
   - ❑ **High School**
   - ❑ **High School** plus 1 yr. of other schooling
   - ❑ **High School** plus 2-3 years of other schooling
   - ❑ University Degree (4 years) Major ____________
   - ❑ University Degree plus other schooling

List additional specialized courses, subject, or training which are <u>necessary</u> but which are NOT easily available in High School or University ____

---

5. How much previous similar or related work experience is necessary for a person starting this job?
   - ❑ None
   - ❑ Less than 3 months
   - ❑ 3 months to 1 year
   - ❑ 1 to 3 years
   - ❑ 3 to 5 years
   - ❑ 5 to 10 years
   - ❑ ____________________

6. How long should it take an employee with the necessary education and previous experience (as shown above) to become generally familiar with details and to do this job reasonably well?

❑ Two weeks or less ❑ Six months ❑ Two years
❑ Three months ❑ One year ❑ ___________________

---

7. What amount of supervision does this job ordinarily require? Check one:

❑ Frequent; all but minor variations are referred to supervisor

❑ Several times daily, to report or to get advice and/or assignments. Follow established methods and procedures; refer expectations.

❑ Occasional, since most duties are repetitive and related, with standard instructions and procedures as guides. Unusual problems are referred, frequently with suggestions for correction.

❑ Limited supervision. The nature of the work is such that it is performed to a large extent on own responsibility after assignment, with some choice of method. Occasionally develop own methods.

❑ Broad objectives are outlined. Work is judged primarily on overall results with much choice of method. Frequently develop methods to achieve desired results.

❑ Little or no direct supervision. Have wide choice in selection, development, and coordination of methods within broad framework of general policies.

---

8. What are the nature and scope of any <u>independent</u> decisions you make?

____

____

____

____

____

Are your decisions to approve usually reviewed before becoming effective?____________If so, by whom?_________

Are your decisions to reject usually reviewed before becoming effective?______________If so, by whom?_________

---

9. In what ways does this job require resourcefulness, originality and/or initiative? Give examples.

____

____

---

10. What kinds of errors are likely to occur on this job?____

____

____

How are such errors ordinarily checked or discovered?____________________________________

____

____

What would be the effect of such errors, if not caught?____

____

____

11. Check the extent of contacts you have regarding Company business:

	Continually	Frequently	Occasionally	Never	Method (phone, letter, in person)
Employees in other departments	________	________	________	________	________
Patients, customers, physicians, providers	________	________	________	________	________
General public; community or trade and professional assns.	________	________	________	________	________
Federal and Local Govt. Agencies	________	________	________	________	________
Other (specify)	______	______	______	______	________

Example and purpose of such contacts:

____

____

12. If the mental and visual alertness required is more than normal: check one in each column:

- ❑ Close
- ❑ Highly concentrated

- ❑ Occasional; periods of short duration
- ❑ Frequent, but with occasional "breaks"
- ❑ Steady and sustained

13. Describe any muscular action, body movement, working positions or posture changes occurring while performing duties which result in unusual fatigue. Estimate percentage of time in each:_________________

____

14. Indicate any disagreeable job conditions to which you are exposed, such as dirt, noise, water, fumes, heat, outside weather, monotony, accident hazards, etc.____

____

Approximately how many miles per month do you drive in doing this job?__________________________

ANSWER ONLY IF YOU ARE RESPONSIBLE FOR THE WORK OF OTHERS

15. Check below those supervisory responsibilities which are part of this job:

- ❑ Instructing
- ❑ Assigning work
- ❑ Reviewing work
- ❑ Planning work of others
- ❑ Maintaining standards
- ❑ Coordinating activities
- ❑ Salary increases (Recommend? Approve?)
- ❑ Allocating personnel
- ❑ Acting on employee problems
- ❑ Selecting new employees
- ❑ Transferring/promoting (Recommend? Approve?)
- ❑ Disciplining (Recommend? Approve?)
- ❑ Discharge (Recommend? Approve?)

List job titles which are under your direct supervision and the number of employees in each:

______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________

Show TOTAL number of employees (including those just above) over which you have supervisory authority:___________________

COMMENTS: (Attach additional sheets if needed):

____

____

____

____

____

Annex 2 Employment Application

Please Type or Print

Applicant's Name -

Last____First______________________Middle ________

Position Applied For______________________________Reason for Applying________________________

Home Address__________________________________

Number Street

____

City State Zip Code

Home Phone ______________Business Phone_________

Referred by ❑ employee ❑ newspaper ❑ agency ❑ other

Do you have the right to work in Kazakstan on a permanent basis?
❑ Yes ❑ No

Do you have relatives employed by *(name of company?)*
❑ Yes ❑ No If yes, who?

____

Where?_______________

Have you ever been employed by *(name of company?)*?
❑ Yes ❑ No If yes, when

____

Where?_______________

Record of Employment

	Dates		Salaries			
Employer Business and Address	From (Mo/ Yr)	To (Mo/ Yr)	Basic Monthly Salary or Draw Account	Overtime Bonus Commission	Position and Basic Duties	Reason for Leaving

Education

	Name	Dates Attended (optional) From	To	Major	Minor	Degree
High School						
University						
Other Training						

If applying for a clerical position, what business machines can you operate?________________________

Miscellaneous Information

List honors, awards, extra-curricular activities (school or community), etc.
____

What part of expenses did you earn during high school?____________________University____________________

List any hobbies, including sports ____

Have you served in the military service? ❑ Yes ❑ No

Are you willing to go to work in any area?____

List preferences____

Tell something about yourself, including reasons you feel you are qualified for the position
____

The information given herein is true and accurate to the best of my knowledge and belief; I understand that all information given will be verified.

Date ____________________________ Signature____

Hiring Commitment (For Company Use Only)

Interviewer's Name/Comments

Department/Office ____________________ Company Code________________________________

Starting Date ____________________________ Expense Allocation ____________________________

Bi-weekly Salary____________________________ Job Title____

Job Code__________________________________ Date ____

Designated Signature ____________________ Name (printed)____________________________________

ANNEX 3-a: What an Interviewer Should Try to Discover About the Job Candidate

Common areas to focus questions around are as follows:

Background

(a) Experience

- Prior jobs
- Military service
- Volunteer or related experiences

(b) Skills

- Knowledge
- Job-related abilities
- Transferable skills

(c) Education

- Secondary school
- University or graduate school
- Special courses
- Training programs

Physical Qualifications (where relevant)

- Health (including vision and hearing)
- Appearance (neat and professional)
- Characteristic speed of working
- Dexterity

Character

- Reliability
- Honesty
- Integrity
- Conscientiousness
- Values
- Loyalty

Environment

- Transportation and location
- Pay level achieved and desired
- Hours available to work
- Freedom to travel

Intellectual

- Mental ability
- Judgment
- Breadth of perspective
- Ability to communicate
- Aptitudes

Personality Factors

- Interests (spare time activities)
- Reaction to pressure
- Motivation level
- Drive
- Initiative
- Flexibility and adaptability
- Emotional stability
- Aspiration level
- Self-confidence
- Sociability—need for relation with others (friendliness)
- Personal insight
- Empathy
- Human relations ability
- Cooperativeness

ANNEX 3-b: General Interview Questions

A interviewer may use the following questions to obtain information about an interviewees skills, abilities, and education:

- Tell me about any training that you have had that would prepare you for this job.
- In what subjects were you most successful in school; why?
- In what subjects were you least successful in school; why?
- What specific responsibilities did you have in your last job?
- What problems did you have to face in your last job and how did you solve them?
- What skills did you learn from your last job that you feel will help you here?
- What do you think you might need to learn to be most effective on the job we are discussing?
- Tell me about the experience that you have that is most pertinent to the work in this position.
- Tell me about some of the things you have done that you think are outstanding or special.
- Of your accomplishments, which would you say best demonstrates your skills or abilities?
- Why did you select that particular accomplishment?
- If I were interviewing your last supervisor about your abilities and skills, what do you think he/she would say about them?

To obtain information on other factors ask:

- What did you like most about your last job? Why?
- What did you like least about your last job? Why?
- Under what type of supervision do you work most effectively? Why?
- What do you think abut formality or informality in a work situation?
- How important a factor is salary in your choice of jobs?
- What kind of recognition did you get on your last job? Were you satisfied with the recognition you received?
- Describe the best supervisor you ever had. From your perspective, what made this person so good?
- Describe the worst supervisor you ever had. From your perspective, what made this person a poor supervisor?
- Think about some times when you worked to your utmost capacity. What do you think motivated you to put forth that much effort?
- What do you expect to be doing ten years from now?
- What is it about this position that appeals to you?
- If your boss told you to do something that you felt sure would result in failure, what would you do?
- Why are you interested in this hospital?
- What is your shift preference?
- Why did you leave your last place of employment?
- Have you had experience in supervision? (If applicable)
- Why do you want this job?
- Why do you wish to work for this organization?

- Why do you think you would be successful at this job?
- What do you consider your strengths/weaknesses?
- What is your philosophy of administration?
- Since you haven't worked in the ________ area in some time, how functional do you think you will be?
- Please describe the type of working situation in which you are able to work to your fullest capacity.
- What are your expectations from this position?
- What would you like to do for us?

The interview should also include a brief explanation of the company structure, reporting relationships and a thorough discussion of the performance expected. The interviewer should also review the hours and days of work with the candidate. Depending on the situation, the benefit package may be appropriate for discussion at this points. In those cases where the salary is a negotiable issue, it is acceptable to use a salary range during discussion instead of specific amounts. Finally, it is important to find out when the applicant can begin, if selected.

ANNEX 3-c: Interview Questions Designed Specifically for the Healthcare Industry

The following represent a number of potential questions for an interviewer to use during an interview. This method is typically referred to as "behavioral interviewing" because it forces applicants to describe they *did*, not hypothetically what they would do, in a given situation.

Ability to Deal With Stress

1) What was the work/volume/occupancy rate at (last place of employment)?
2) Describe a situation when you felt you were under pressure?
3) List some of the deadlines you face in a normal day.
4) Describe the circumstances surrounding the last deadline you missed.
5) What is the most frustrating part of your job? Why? What have you done to reduce the frustration?
6) Tell me about the last time you had to make a priority decision between two patients. What was the situation and how did you handle it?

Energy

1) What activity do you find most tiring?
2) How do you prepare yourself for a long or double shift?
3) What do you do to relax?
4) Describe your last really hectic day. What did you do to slow the pace?
5) What time of the work day is best for you to deal with the most difficult problems?
6) What techniques do you use to pace yourself?

Flexibility

1) Describe how you dealt with a situation when you received conflicting instructions.
2) Describe the different approaches you have used to gain a patient's trust or cooperation.
3) Tell me how you organize your typical day.
4) Tell me about the last project you began but were unable to complete. What were the circumstances?
5) Give me a recent example of how you dealt with changing priorities.
6) Explain how you have used different approaches to motivate different subordinates.

Judgment

1) What was the most difficult patient care decision you have made recently? Why?
2) What was the most difficult career decision you have made?
3) Why did you choose this profession?
4) Tell me about a particularly poor decision you made. Why was it a poor decision? Could you have done something different to make a better decision? What?
5) On what basis do you decide whether or not to inform a physician of a change in a patient's condition?
6) What types of decision don't you like to make?

Leadership

1) How many people do you supervise?
2) What was the most difficult thing you had to learn to become an effective manager?
3) How did you gain the trust of your subordinates?
4) How did you build credibility with your subordinates?
5) How do you decide whether or not to involve your subordinates in the decision-making process?
6) List the methods you use to communicate with your subordinates.
7) Tell me how you explained the last unpopular decision you made to your people.
8) Tell me about a situation where you had to influence a person or group toward a goal but had no authority over the individuals. How successful were you?

Oral Communications

1) Tell me about a difficult communications problem you experienced with a patient. How did you resolve it?
2) How many people do you receive instructions from? Do you find this difficult?
3) What types of presentations are you responsible for?
4) How do you vary your approach in dealing with young vs. old patients?
5) Tell me what you discussed with your manager during your last performance review. If there were areas of disagreement, how did you handle the discussion?
6) Tell me what you said to the last subordinate with a performance problem. How did they react?

Organization Skills

1) How do you organize your day?
2) How have you changed your job to make it easier?
3) What system do you use to monitor progress of projects?
4) Describe a typical day.
5) Tell me about a problem that repeats itself. What have you done to minimize the negative effect?
6) What are your immediate career goals?
7) What role did you play in developing the objectives of your department?
8) How did you prepare for this interview?

Patient Relations

1) On a normal day, how many patients do you interact with?
2) Tell me about the most difficult patient you have had to deal with.
3) Describe a technique you have used to relax a patient.
4) How did you handle the most recent irate patient?
5) Tell me about a patient you feel particularly proud of.

Physician Relations

1) Describe a difficult situation with a physician you have dealt with.
2) What have you done to improve your relationship with a physician?
3) Tell how you presented your last idea to a physician.
4) What have you learned about dealing with physicians?

Sensitivity

1) Describe a conversation you had that helped a patient.
2) How do you manage the time problem between providing personal care to patients and the demands of the job?
3) What parts of your job require your keeping confidences?
4) Tell me about the last organizational or procedural change that adversely affected you.
5) How did you handle the last problem employee you had?
6) What ground rules have you set for communications with your subordinates?

Supervisory Skills

1) What programs have you implemented to develop your subordinates?
2) How does your approach differ from employee to employee?
3) Describe the last disciplinary situation you handled.
4) How did you decide how to organize your department?
5) How do you decide when to delegate?
6) How often do you hold staff meetings? Describe a typical one.
7) Describe the procedure you use for helping subordinates set performance standards.
8) Describe your interviewing style.

Written Communication

1) What reports do you file daily, weekly, monthly?
2) What other written communication are you responsible for?
3) Have you prepared any special documents or reports? If so, please explain.
4) What percentage of your day is spent writing?

Job Satisfaction

1) List two aspects of a job that generate satisfaction for you.
2) List the part of your job you like least. Why?
3) What have you done to minimize the negative aspect?

Career Goals

1) What are the two ingredients that are a must in your next job?
2) What factors will be a negative in your consideration of a position?
3) Describe the characteristics an organization must possess for you to consider it attractive.

ANNEX 4: Interview Rating Form

Date ______________________

SUMMARY

Rating ❒ 1 ❒ 2 ❒ 3 ❒ 4

Comments____
(In making final rating, be sure to consider not only what the
____
applicant can do but also his/her stability, industry perseverance, loyalty, ability to get along with others, self-
____
reliance, leadership, maturity, motivation, and domestic situation and health.)

Interviewer:_________________________________Job considered for:_________________________________

Name____Phone No.____________________

Present
Address______________________City_________________________State__________How long there?________

Were you in the military?_Yes, branch__________________________Dates: ______________to_____________

Are you employed now? ❑ Yes ❑ No (If yes) How soon available?___________________________________
What are relations with present employer?

Why are you applying for this position?____
Underlying reason a desire for prestige, security, or earnings?

WORK EXPERIENCE: Cover all positions. This information is very important. Interviewer should record last position first. Every month since leaving school should be accounted for. Experience in military should be covered as a job.

LAST OR PRESENT POSITION

Company____________________________City_________________________From__________to_____________
How was job obtained?_________________Whom did you know there?_________________________________
Has applicant shown self reliance in getting job?

Nature of work at start_______________________________________Starting Salary ______________________
Will applicant's previous experience be helpful on this job?

In what way did job change?____
Has applicant made good work progress?

Nature of work at leaving____Salary at Leaving_______________
How much responsibility has applicant had? Any indication of ambition?

Superior______________Title_________________What is he/she like?__________________________________
Did applicant get along with superior?

How does/did he/she supervise you?_____________________What authority do/did you have?_________________

Number of people you supervised________________What did they do?___________________________________
Is applicant a leader?

Responsibility for policy formulation:____

Has applicant had management responsibility?

To what extent could you use initiative and judgment?____

APPENDIX 5: How to Talk with an Employee in the Appraisal Interview

How to Encourage Your Subordinate to Talk in the Interview. Getting your subordinates to talk is probably the single biggest factor in bringing about some constructive change in his or her behavior. You are not going to change someone's behavior or develop an action plan by arguing, cajoling, or monopolizing the interview.

Techniques that the manager should DO during the interview:

1. Try silence. When your subordinate says something, don't rush in with a comment; silence (plus an occasional nod or "uh-huh") will often be enough to get the person to elaborate on what her or she means.
2. Use open-ended questions, like "What do you think we could do to improve sales in your region?"
3. State questions in terms of a problem, such as "Suppose you were production manager and you thought there was too much waste?"
4. Use a command, such as "go on," "tell me more," and "keep talking."
5. Use choice questions, such as "What are some things you don't like about working for the company?"
6. Restate the person's last point as a question. For instance, if he says, "I just don't think I can get the job done," try to draw him out by restating his point as a question, "You don't think you can get the job done?"
7. Try to get at the feelings underlying what the person is saying. Is the person frustrated by a lack of promotion possibilities? Does he or she think they're being treated unfairly?

On the other hand, the manager should NOT:

1. Do all the talking.
2. Use restrictive questions (like "would you" or "did you") that can be answered in one or two words.
3. Be judgmental, by saying things like "you shouldn't have."
4. Give free advice, such as "If I were you . . ."
5. Get involved with name calling (such as "Boy, that was stupid!").
6. Ridicule (for instance, by saying, "How did you manage that?").
7. Digress (for instance, by saying, "That reminds me of a funny story . . .").
8. Use sarcasm (for instance, by saying, "I'd hoped for more but I should have known better knowing you").

How to Handle a Defensive Subordinate. Proceed very carefully. When a person is accused of poor performance, his or her first reaction will often be denial. Dealing with defensiveness is an important appraisal skill and some helpful steps are:

1. Recognize that defensive behavior is normal.
2. Never attack a person's defenses. Instead, try to concentrate on the act itself ("sales are down") rather than on the employee ("you're not selling enough").

3. Postpone action. Sometimes the best thing to do is to do nothing at all.
4. Recognize your own limitations. Don't expect to be able to solve every problems that comes up, especially the human ones.

How to Criticize a Subordinate: When criticism is required, it should be done in a manner that helps the person maintain his or her dignity and sense of worth. Specifically, criticism should be done in private and should be done constructively, with the manager providing examples of critical incidents and specific suggestions of what could be done differently and why.

Annex 6: Employee Warning Report

EMPLOYEE WARNING REPORT

Employee's name______________________________ Date of Warning_______ Dept.__________ Shift___________

Clock/Payroll Number___________

Type of violation
❒ Attendance ❒ Carelessness ❒ Disobedience
❒ Safety ❒ Tardiness ❒ Work Quality
❒ Other

Warning _______________
Violation Date_________________
Violation Time_________________
Place violation occurred______________________

Company Statement

Employee Statement

Check Proper Box

❒ I concur with the Company's statement.

❒ I disagree with the Company's statement for the following reasons.

I have entered my statement of the above matter.

____
Employee's Signature Date

Warning Decision

Approved By ______________________________________
Name Title Date

List all Previous Warning Below

Previous Warning: 1st Warning
Date:_______________________
Verbal:_______________________
Written:_______________________
Date

Previous Warning: 2nd Warning
Date:_______________________
Verbal:_______________________
Written:_______________________

Previous Warning: 3rd Warning
Date:_______________________
Verbal:_______________________
Written:

I have read this "warning decisions" and understand it.

____
Employee's Signature Date

____
Signature of person who prepared warning Title

____
Supervisor's Signature Date

Copy Distribution
❒ Employee ❒ Supervisor ❒ Foreman
❒ Human Resources ❒ Union Representative (as applicable)

ANNEX 7: Sample Termination Report

Profile Data (To be completed by employee's immediate manager)

Employee Name____

Address______________________________Manager/Supervisor____________________

Position____

________Exempt ________Non-exempt ________Full-time ________Part-time ________ Temporary

Age________________Hire Date__________________Salary ________________________

Last Performance Rating____

Notice Given? ________ No ________ Yes, __________days Verbal ________ Days__________

Reasons for Termination (check appropriate reason(s) and explain fully)

Voluntary

________Personal Reasons ____

________Medical Reasons ____

________Domestic Reasons ____

________Another Position ____

________Dissatisfied (Wgs, Hrs, Wk) ____

________Transportation Difficulties ____

________Marriage ____

________Leaving Area ____

________ Attending School ____

________Military ____

________Deceased ____

________Retirement ____

________Other (Specify) ____

Involuntary

________Inadaptable or Unsatisfactory ____

________Unsatisfactory Attendance ____

________Attitude Unsatisfactory ____

________Excessive Tardiness ____

________Violation of Company Rules ____

________Refused to do assigned work ____

________Extensive absence due to illness ____

________Lack of work ____

________Other (Specify)

Impact on Company

Do the circumstances of this termination qualify the employee for unemployment benefits taxable to the company?

________Yes ________No ________Questionable

Evaluation (Check one and explain below)

________ Significant loss (key employee) ________Loss ________No impact ________Advantage

Would you recommend rehire?_______No ________Yes ________Similar Job ________Different job

Internal corrective action indicated? ________No ________Yes

Comments:____

____

Evaluation by: ____Date__________________

ANNEX 8: Supervisor's Orientation Checklist

ITEMS TO BE DISCUSSED BY DEPARTMENT HEAD/SUPERVISOR WITH NEW EMPLOYEE:

First Day of Employment

________1. Introduction to co-workers
________2. Information on location of facilities

________Coat room	________Bulletin board
________Cafeteria	________Vending services
________Wash room	

Rules and Policies

________3. Hours : starting, lunch, dismissal time, hours per week
________4. Pay: when, where and how paid, overtime policy (Explain deductions when first check is received.)
________5. Holidays and vacations in detail
________6. Probationary period
________7. Absences: Pay policies Doctor's note required before return to work after absence of 3 days or more.
________8. Organization of Department
Corporation - Division - Department - Section
________9. Rules on: Tardiness, telephone coverage, behavior, etc.

During First Two Weeks of Employment

________10. Accident: Reporting accident or injury on job
________11. Employee's discount on company products (see example in "Kazakstan Pharmacy Services Employee Manual.")
________12. Salary checks - explanation of deductions
________13. Salary reviews
________14. Employee appraisal plan
________15. Suggestion system
________16. Reporting change in address, name, phone, etc.
________17. Invite questions and help on problems

As indicated by checkmarks, all of the above items have been discussed with the employee.

Employee has been instructed to attend the second scheduled meeting and to bring this checklist with them.

Department Head or Supervisor____ Date__________________________

Name of Employee____ Starting Date___________________

Department____ Location______________________

ITEMS COVERED BY PERSONNEL RELATIONS DEPARTMENT OR MANAGER ON FIRST DAY OF ORIENTATION: (45 minutes)

Part 1 Organization and Personnel Policies & Procedures

________1. Company organization
________2. Basic insurance benefits (paid in full by the company)
________A. Hospitalization
________B. Short-term disability
________C. Basic life insurance
________D. Travel Accident

________3. Optional insurance benefits (Paid for by you and the company)
    ________A. Comprehensive medical
    ________B. Contributory life insurance
    ________C. Long term disability

________ 4. Vacations
________5. Holidays
________6. Probationary period
________7. Compensation
________8. Job evaluation
________9. Medical absence
________10. Personal status change notice
________11. Company news
________12. Tuition refund plan
________13. Building facilities
________14. New building
________15. Company and you
________16. Equal Opportunity Employment

****

Appointment For Second Meeting: (45 minutes)

Date___________________ Time__________________

IMPORTANT: BE SURE TO BRING THIS FORM BACK WITH YOU, SIGNED BY YOUR MANAGER WHEN YOU COME TO YOUR SCHEDULED SECOND MEETING.

PART II Personnel Policies and Procedures

________1. Review and questions on part 1
________2. Retirement program
________3. College gift matching plan
________4. Time off the job
________5. Award for recruiting
________6. Credit Union
________7. Company investment plan
________ 8. Employee activities
________9. Suggestion system
________10. Personnel inventory

Personnel Relations staff representative____ Date___________________