Ensuring Adequate Numbers of Managers

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President and CEO, Public Health Accreditation Board
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Global Health Leadership Forum
Workforce and Collaboration
LEADERSHIP & MANAGEMENT IN HEALTH SYSTEMS

OVERALL ACTIONS TO STRENGTHEN HEALTH SYSTEMS

LEADERSHIP AND MANAGEMENT STRENGTHENING FRAMEWORK

- Adequate number of managers
- Appropriate competences
- Functional support systems
- Enabling working environment

Improved health services and sector goals e.g. MDGs
Areas for Discussion

- Number and Distribution of Managers
- Managers Competencies
- Management Support System
- Working Environment

WHO Framework
## Numbers and Distribution in the United States

**EXHIBIT 1**
Full-Time-Equivalent (FTE) Health Workers For U.S. Federal, State, And Local Governmental Health Agencies, 1994–2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal health FTEs</th>
<th>State health FTEs</th>
<th>Local health FTEs</th>
<th>State plus local FTEs</th>
<th>Total FTEs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>126,292</td>
<td>157,962</td>
<td>202,734</td>
<td>360,694</td>
<td>486,986</td>
</tr>
<tr>
<td>1995</td>
<td>125,048</td>
<td>160,031</td>
<td>208,588</td>
<td>368,619</td>
<td>493,667</td>
</tr>
<tr>
<td>1997</td>
<td>119,921</td>
<td>162,605</td>
<td>214,824</td>
<td>377,429</td>
<td>497,350</td>
</tr>
<tr>
<td>1998</td>
<td>119,846</td>
<td>166,930</td>
<td>219,655</td>
<td>386,585</td>
<td>506,431</td>
</tr>
<tr>
<td>1999</td>
<td>121,033</td>
<td>169,213</td>
<td>223,999</td>
<td>393,212</td>
<td>514,245</td>
</tr>
<tr>
<td>2000</td>
<td>120,362</td>
<td>172,678</td>
<td>236,496</td>
<td>409,174</td>
<td>529,536</td>
</tr>
<tr>
<td>2001</td>
<td>122,999</td>
<td>172,414</td>
<td>251,399</td>
<td>423,813</td>
<td>546,812</td>
</tr>
<tr>
<td>2002</td>
<td>124,979</td>
<td>176,345</td>
<td>252,326</td>
<td>428,671</td>
<td>553,650</td>
</tr>
<tr>
<td>2003</td>
<td>124,828</td>
<td>176,868</td>
<td>253,888</td>
<td>430,756</td>
<td>555,584</td>
</tr>
<tr>
<td>2004</td>
<td>127,933</td>
<td>174,301</td>
<td>249,857</td>
<td>424,128</td>
<td>552,061</td>
</tr>
</tbody>
</table>


<sup>a</sup>Federal plus state plus local.

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Average Change in the Public Health Workforce in the United States 1980-2004

<table>
<thead>
<tr>
<th>Time period</th>
<th>Average annual change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980a–2000b</td>
<td>6,000</td>
</tr>
<tr>
<td>1994–1999c</td>
<td>5,400</td>
</tr>
<tr>
<td>2000–2003c</td>
<td>8,700</td>
</tr>
<tr>
<td>2003–2004c</td>
<td>-3,000</td>
</tr>
</tbody>
</table>

**SOURCES:** See below.

STRATEGIES FOR ENUMERATING THE PUBLIC HEALTH WORKFORCE

- Important to define who you are counting
- Establish or clarify data sources
- Clearly establish the role of enumeration
  - Planning
  - Forecasting
  - Evaluating
- Establish a frequency in counting
- Set boundaries

Association of State and Territorial Health Officials, 2005
IT’S NOT JUST ABOUT COUNTING, THOUGH, AS IMPORTANT AS THAT IS
MANAGER COMPETENCIES
WHO Managers Competencies

Communications
Knowing and Managing Yourself
Producing Results
Moving Forward in a Changing Environment
Fostering Integration and Teamwork
Respecting and Promoting Individual and Cultural Differences
Setting an Example
Creating an Empowering and Motivating Environment
Ensuring Effective Use of Resources
Building Partnerships

MANAGEMENT (AGENCY) SUPPORT SYSTEM
Accreditation Standards and Measures

Part A
Administrative Capacity and Governance

Part B
1. Conduct assessment activities focused on population health status and health issues facing the community
2. Investigate health problems and environmental public health hazards to protect the community
3. Inform and educate about public health issues and functions
4. Engage with the community to identify and solve health problems
5. Develop public health policies and plans
6. Enforce public health laws and regulations
7. Promote strategies to improve access to healthcare services
8. Maintain a competent public health workforce
9. Evaluate and continuously improve processes, programs, and interventions
10. Contribute to and apply the evidence base of public health
Maintain a Competent Workforce
Leading Through Applied Management Principles (LAMP)
University of MS Medical Center
Jackson, MS

Targets potential managers among staff
Introduces them to management content
Provides support for them to excel
Determines their potential throughout
Public Health Management Academy
University of North Carolina
Chapel Hill, NC

Improve Skills

Work in Small Groups

Transfer Training to the Workplace

Build teams

Provide context

Management Academy for Public Health, UNC Chapel Hill, 2008
WORKING ENVIRONMENT
Concerns about shortages

Concerns about image

Concerns about the pipeline for education
Regulatory/ Policy Implications

- Pressure to examine the work environment
- Pressure to loosen regulatory standards
- Interest in increasing pipeline opportunities
- Shifts in available jobs
Patient Care Implications

• Patient safety concerns

• Quality of care issues

• Population-focused activities

• Fiscal impact
Nursing Workforce Shortage Themes

• Health Care Economics
• Inadequate Workforce Planning
• Workforce Development
• Concern for the Public’s Health

Source: Bleisch, Hewlett, et al., April 2003
Nursing Workforce Shortage
Institutional Themes

• Supply of Nurses
• Demand for Services
• Work Environment
• Leadership

Bleisch, Hewlett, et. al., April 2003
Gap Analysis of Nursing Workforce
Problem: Are There Solutions?
Bleisch, Hewlett, et. al., April 2003

<table>
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<th>Problem Themes</th>
<th>Solution Themes</th>
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<tbody>
<tr>
<td>Supply</td>
<td>Supply</td>
</tr>
<tr>
<td>Demand</td>
<td>GAP</td>
</tr>
<tr>
<td>Health care economics</td>
<td>GAP</td>
</tr>
<tr>
<td>Workforce planning</td>
<td>GAP</td>
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Gap Analysis of Nursing Workforce
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<td>Leadership</td>
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</tr>
<tr>
<td>Workforce development</td>
<td>Workforce development</td>
</tr>
<tr>
<td>GAP</td>
<td>Technology</td>
</tr>
<tr>
<td>GAP</td>
<td>Research and data support</td>
</tr>
</tbody>
</table>
Nursing Education Barriers Identification Survey

• Student Responses for Top Four Barriers
  – Financial Support
  – Family issues
  – Balancing family, children, and school
  – Unable to work and attend school

Source: MS Office of Nursing Workforce, May 2003
Nursing Education Barriers Identification Survey

- Faculty Response to the Top Four Barriers
  - Working too much while in school
  - Too many other commitments
  - Cost of education
  - Child Care

Source: MS Office of Nursing Workforce, May 2003
Recommendations

• Exploration of student work issues

• Study the impact of barrier related support system on graduation rates

• Study the impact of providing financial counseling on graduation rates
Recommendations

• Study impact of student participation in mentorship program

• Replicate the study with other healthcare disciplines to determine similarities

• Education/service disparity of new graduates
Innovative Solutions and Strategies

- National Imperatives
- Institutional Imperatives
- Individual Nursing Imperatives
- Collaborative Imperatives
National Campaign

- Service - Academic Partnerships
- Nursing Student Recruitment
- Nurse Educator Recruitment
THANK YOU!

For more information please contact Centers for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 30333
Telephone, 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348
E-mail: cdcinfo@cdc.gov Web: www.cdc.gov

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.