



Tazewell County Health Department Workforce Development Plan

Purpose & Introduction

Introduction

Training and development of the workforce is one part of a comprehensive strategy toward agency quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs and addressing those gaps through targeted training and development opportunities.

This document provides a comprehensive workforce development plan for Tazewell County Health Department. It also serves to address the documentation requirement for Accreditation Standard 8.2.1: *Maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies.*

In this plan

This workforce development plan contains the following topics:

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Questions

The Office of Planning, Policy, and Information and Administration will be responsible for training and workforce development initiatives. The Workforce Development Plan will be reviewed annually.

For questions about this plan, please contact:

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Agency Profile

Mission & vision

The Tazewell County Health Departments:

Mission--“To promote and protect the public’s health and well-being”

Vision--“TCHD will be a state leader and partner, serving the community through innovative public health practices to meet the current and future needs of the individual and of the environment, with the ultimate goal of inspiring and attaining overall wellness”

Values--“The Tazewell County Health Department is dedicated to our community through...

- **Service-Understanding and meeting public health needs with creativity and commitment**
- **Quality-Continuously seeking to enhance and provide services at the highest possible level**
- **Accountability-Ensuring responsible use of resources to benefit the community**
- **Integrity-Being ethical and reliable**
- **Collaboration-Communicating and working together for the overall good of the public**
- **Innovation-Being a leader in anticipating and addressing public health needs**
- **Respect-Relating to all people with understanding, compassion, and dignity**

Location & population served

Tazewell County Health Department serves a community of 133, 526 people (U.S. Census Bureau 2017). Data from the 2016 U.S. Census estimates that 50.8% of the county residents are female. Tazewell County has a land area of 648.97 square miles as of 2010. Pekin IL is the largest community within Tazewell County also being the county seat. There are approximately 15 other smaller communities within Tazewell County. These communities include several large urban areas, but Tazewell County also has a large rural area.

Governance

Tazewell County Health Department is governed by the Board of Health. This is an eleven-member voluntary governing board that is responsible for policy issues that guide strategies and activities toward the goals and mission of the Health Department.

Organizational structure

As stated above, the TCHD Board of Health is responsible for policy issues. The Administrator of the TCHD is the head of the Department and is responsible for the overall operations within the organization and relies on the BOH for policy and external advisors (Medical, Vet, Dental, Pharmacy) for guidance. The Assistant Administrator works in tandem with the Administrator with a focus on quality improvement, quality assurance, performance management and accreditation. The Office of Planning, Policy, and Information works in combination with the Administrator and Asst. Administrator with a focus on workforce development, outbreak investigations, and professional development. There are 5 Divisions within the health department each governed by a Director—Environmental Health, Community Health, Birth to 5, Clinical, and Business Operations. Each Division is comprised of numerous programs/functions.

Learning culture

Directors are responsible for ensuring equity and quality of all trainings for all staff within their Division. Trainings can be internal or external; group or individual; classroom or web based. This Workforce Development Plan will ensure that not only are training opportunities relevant and equitable, but they will reflect the core competencies of Public Health. This will allow us to fill gaps when they become exposed and ensure a competent Public Health Workforce.

Funding

TCHD is funded as follows: 18% Levy/Health Tax; 49% Grants; and 39% Fees and billable services. Each Division establishes a training budget which currently varies year to year based on funding. Training is tracked to ensure equity among Divisions. The number of dollars spent on training is:

FY 12	\$34,000
FY 13	\$52,499
FY 14	\$49,811
FY 15	\$28,075
FY 16	\$24,171
FY 17	\$32,900
FY18	\$52,401

The average is \$39,122 annually. These costs are mainly fees associated with offsite training (travel, meals, lodging, etc.) and do not include cost of staff time.

Workforce policies

The TCHD Personnel Policy manual contains policies 314-Educational Assistance, 512-Business Travel/Expenses, and 517 – Workforce Development which give guidance to staff. The Workforce Development Plan will provide guidance to the staff in the area of training and development within TCHD.

Workforce Profile

Introduction

This section provides a description of the Tazewell County Health Departments current and anticipated future workforce needs.

Current workforce demographics

The table below summarizes the demographics of the agency's current workforce as of March 2019

Category		# or %
Total # of Employees:		138
# of FTE:		88.4
% Paid by Grants/Contracts:		62%
Gender:	Female:	126
	Male:	12
Age:	< 20:	7
	20 – 29:	18
	30 – 39:	24
	40 – 49:	31
	50 – 59:	44
	>60:	14
Primary Professional Disciplines/Credentials:		
	Leadership/Administration:	13
	Nurse:	16
	Registered Sanitarian/EH Specialist:	8
	Epidemiologist:	2
	Health Educator:	10
	Nutritionist:	3
	Social Workers:	0
	Medical Directors:	0
	Business Operations:	17
	Child Care:	57
	Peer Counselor:	1
	H&V Technician:	1
	Dental:	11
Retention Rate per 5 Years		
	< 1:	37
	1-4:	39
	5 – 9:	15
	10 – 14:	26
	15 – 19:	7
	20 –24:	6
	25 – 29:	4
	30 – 34:	1
	35+:	3
Employees < 5 Years from Retirement:	Management:	1
	Non-Management:	6

Workforce Profile, *continued*

Future workforce

The anticipated future workforce needs of TCHD include but are not limited to the following areas: population growth and demographic forecasts, higher education standards (in general or by discipline), certification or credential requirements, leadership succession, and emerging issues that would require advancement of knowledge, skills, and/or abilities.

Tazewell County Health Department is changing as the population and community needs dictate. New information from community assessments and demographic factors will also determine the workforce needs of TCHD. Quality Improvement is another determinant of workforce status. As improvements are made to a process, staffing will reflect these changes/improvements.

Possible professional disciplines that may be necessary in the future may include:

- IBCLC (International Board-Certified Lactation Consultant)
- Advanced Practice Registered Nurse
- Physician
- Mental Health Professional
- Community Health Worker

Issues that may have an impact on the future workforce of TCHD include:

- Planning and Community Development collaboration
- Technology
 - Data use/sharing
- Politics
 - Decrease in funding –difficult to keep programs working
- State Law changes
 - Minimum Wage increase
- Emerging Trends
 - Substance Use
 - Potential legalization of recreational use of marijuana
 - Gun Violence
 - Mental Health Issues
 - Food deserts, food recovery, other food-related initiatives
 - Access to fresh food
- Infectious Disease
 - Measles, Mumps, Pertussis
 - Hepatitis A
 - STD's
- Chronic Disease
 - Diabetes
 - Hypertension
 - Hepatitis C
 - Obesity

National changes in healthcare and public health will have an impact on the workforce profile and future needs. Some examples of national impacts include but are not limited to Affordable Health Care for America Act, pandemic influenza, or Ebola.

Competencies & Education Requirements

Core Competencies for the Agency

TCHD has opted to adopt the Core Competencies developed by The Council of Linkages Between Academia and Public Health Practice. The adoption comes at the suggestion of the Public Health Foundation. The core Competencies are intended to provide a workforce development framework in which Public Health agents can expand their toolset in a manner that promotes the improvement of the public's health. The Core Competency program segregates employees into three tiers. The tiers reflect the differentiated roles and responsibilities of Entry Level staff (Tier 1), Public Health Professionals (Tier 2), and Senior Management (Tier 3). Each tier plays a significant role in the function of the Health Department and the training goals for each tier reflect the responsibilities designated to each person's role. The role of any Public Health Agency is multi-faceted and in a constant state of evolution.

In 2017, TCHD implemented a tool that was introduced at the NNPHI Quality Improvement forum. This tool defined a process for prioritizing competencies for job descriptions using a modified version of the Core Competencies to help health departments and other public health organizations identify high-priority competencies for positions within their organizations. Through this process, organizations can engage individuals who are doing the day-to-day work within the organization in identifying the competencies that they feel are most important to being successful in their positions.

The modified core competency tool aims to help public health organizations determine essential competencies within the Core Competencies for various types of job positions within the organization, as well as for the organization as a whole, informed by staff who fill those positions. Through this process, the specific types of jobs present in the organization are grouped into categories based on similar responsibilities or activities, and representatives of these job categories are asked to review the modified version of the Core Competencies and engage in a two-step voting process to focus in on the most important competencies for success in each job category. This same process is used by a leadership team, workforce development team, or other groups composed of individuals with a broad view of the organization to identify high-priority cross-cutting competencies that are essential for all employees within the organization.

The survey will be administered every 3 years. The top 3 core competency deficits will be assessed/identified for each job classification. TCHD will focus on one core competency area per year through various forms of training and education.

CE required by discipline Multiple public health-related disciplines require continuing education for ongoing licensing/practice. Licensures held by staff, and their associated CE requirements, are shown in the table below.

Discipline	IL CE Requirements (as of 3/21/13)
Nurse	20 CEUs every 2 years
Registered Sanitarian	24 CEUs every 2 years
Advance Practice Registered Nurse	50 Hours every 2 years
Physician	150 CEUs every 3 years
Food Safety Instructor	20 CEUs every 5 years
Radon Measurement Professional	30 CEUs every 5 years
Lactation Counselors CLC	18 CEUs every 3 years
Lactation Counselors IBCLC	75 CERPs every 5 years
Dentist	48 CEUs every 3 years
Registered Dental Hygienist	36 CEUs every 3 years
Certified Dental Assistant	12 CDEs every year

Training Needs

Introduction This section describes both identified and mandatory training needs within the agency. Training needs will be determined by the Training Preference Survey. The Core Competency Assessment will identify gaps and the Individual Learning/Training Plans (Appendix A) will track staff training attendance. The Domains and Core Competencies will be monitored as staff report on their training plans following each educational opportunity.

Training needs assessment results

TCHD staff will complete the Training Preference Survey to determine personal preference regarding interest and learning style. Each staff member will participate, and results will be reported individually to their Director.

The Modified Core Competency Assessment will be completed by staff once every 3 years (it may be administered before 3years if there is a 33% change in staffing). This assessment will determine the areas for improvement &/or additional training needs. The assessment data will be used by division directors to develop staffs individual training plans annually.

A review of data collected from the Individual Learning/Training Plans will occur annually. TCHD will be able to ascertain training strengths and weaknesses. Feedback from staff and directors will also be a valuable tool in determining which future training opportunities to pursue to shore up any observed weaknesses.

Agency-specific needs

Tazewell County Health Department will offer training opportunities that increase knowledge and skills of staff members.

The 4 Priorities from the Partnership for Healthy Communities Committee will be areas for increased training, including: Behavioral Health, Healthy Eating/Active Living (HEAL), Cancer (Lung and Breast), and Reproductive Health.

The Core Competencies for Public Health Professionals will be a guide for additional training for staff. These competencies are:

- Analytical/Assessment Skills
 - Policy Development/Program Planning Skills
 - Communication Skills
 - Cultural Competency Skills
 - Community Dimensions of Practice Skills
 - Public Health Science Skills
 - Financial Planning and Management Skills
 - Leadership and Systems Thinking Skills
-

Mandatory training

The table below lists training required by TCHD and/or by state or federal mandate:

Training	Who	Frequency
HIPAA	All Staff	Annually
Blood borne Pathogens	All Staff	Annually
Civil Rights	All Staff	Annually
TCHD Policy Review	All Staff	Annually
Cultural Competency	All Staff	Annually
ICS 100, 200, 700, 800	All Staff	Once
ICS 300 & 400	ICS Command Staff	Once
CPR/AED	All Staff	Every 2 years
Intro to QI course	New Employees	Once
Intro to TCHD	New Employees	Once
Intro to PM course	New Employees	Once
Cultural Competency TED talk	New Employees	Once
FOIA	Assigned Staff (at least 1 staff per year)	Annually
Open Meetings	Assigned Staff (at least 1 staff per year)	Annually

Goals, Objectives, & Implementation Plan

Introduction This section provides information regarding training goals and objectives of the agency, as well as resources, roles, and responsibilities related to the implementation of the plan.

Roles & responsibilities The table below lists individuals responsible for the implementation of this plan as well as the associated roles and responsibilities.

Who	Roles & Responsibilities
Board of Health	Ultimately responsible for ensuring resource availability to implement the workforce development plan.
Administrator and Assistant Administrator	Responsible to the Board of Health for workforce strategy, priority setting, establishment of goals and objectives, and establishing an environment that is conducive and supportive of learning. Identifies employees who may contribute as part of agency succession plan.
Office of Planning, Policy, and Information	Provide guidance to the Administrator and Assistant Administrator regarding workforce development and assist in creating a culture that is conducive and supportive of learning. Works with Directors to find appropriate training/development opportunities for staff. Provide guidance to the Directors with coaching, mentoring and succession planning. Responsible for informing directors of workforce development needs, plans, and issues.
Division Directors	Responsible to the Administrator for all employees within their division. Supports, coaches, and mentors, supervisors and/or employees to assure that appropriate training resources and support structures are available within the division. Identifies employees with potential to be part of agency succession plan.
Supervisors	Responsible to their Director and employees to ensure that individual and agency-based training initiatives are implemented. Works with employee to develop an individualized learning plan and supports the implementation of the plan (i.e. time away from work, coaching, opportunities for application, tuition reimbursement). Identifies employees as part of agency succession plan.
All Employees	Ultimately responsible for their own learning and development. Work with supervisor to identify and engage in training and development opportunities that meet their individual as well as agency-based needs. Identify opportunities to apply new learning on the job.

Tazewell County Health Department Training Goals & Objectives 2019-2020

Goal	Objectives	Target Audience	Resources	Responsible Party
<i>Personal and Professional Growth (Strat Plan Goal)</i>	<ul style="list-style-type: none"> • <i>Ensure individual training plans for each employee include a minimum of one personal/professional growth opportunity annually</i> • <i>Support the Workforce Development Plan</i> • <i>Track ongoing evaluation and Health Improvement Plan support and progress.</i> 	<i>Staff</i>	<i>Individual Assessment; Individual training plans WFD plan Strategic Plan</i>	<i>Directors Administration</i>
<i>Communication: Staff</i>	<ul style="list-style-type: none"> • <i>Increase by 5% (2016 ratings) amongst all levels of Tazewell county Health Department staff satisfaction in communication/cooperation and channels to/from management by 12/31/19, as assessed in the annual employee satisfaction survey (Strat Plan objective)</i> • <i>Strengthen workforce satisfaction</i> <ul style="list-style-type: none"> ➤ <i>Offer staff opinion surveys to gather information regarding workforce satisfaction annually</i> ➤ <i>Offer employee appreciation event</i> ➤ <i>Offer workplace wellness activities/support.</i> 	<i>Staff</i>	<i>Survey Events Evaluation of events Strategic Plan</i>	<i>Office of Planning Management staff</i>
<i>Continue to develop a culture of quality within the agency</i>	<ul style="list-style-type: none"> • <i>Strengthen quality improvement initiatives throughout TCHD</i> <ul style="list-style-type: none"> ➤ <i>All new and existing staff will document introductory QI Training and QI Plan Orientation</i> ➤ <i>QI Team members will receive ongoing training to better serve the agency</i> <i>QI Team members will serve as a resource on the use of QI tools</i> 	<i>Staff QI Team</i>	<i>IPHI NNPHI NACCHO QI Plan</i>	<i>QI Team Assistant Administrator</i>

Tazewell County Health Department Training Goals & Objectives 2019-2020

	<i>for all divisions.</i>			
<p><i>Technology-Identify Key Champions to support and empower staff on the utilization of current technology by June 2020 (Strat Plan Goal)</i></p>	<ul style="list-style-type: none"> • <i>Increase Tazewell County Health Department staff proficiency of Office 365 by 50% through training to be completed by 12/31/17.</i> <ul style="list-style-type: none"> ➤ <i>Survey staff to determine confidence level of staff in using components of office 365</i> ➤ <i>Ask for TCHD Tech Champions to form a Tech team</i> ➤ <i>Champions teach 2 classes from their chosen area of emphasis</i> 	<p><i>Staff</i></p>	<p><i>Survey ICC classes Strategic Plan</i></p>	<p><i>Office of Planning Administration TCHD Tech staff Staff</i></p>

Goals, Objectives, & Implementation Plan, *continued*

**Communication
plan**

The TCHD Workforce Development plan has been shared with TCHD staff at the Annual All Staff Training Day (TCHD 101) upon its implementation. New staff will be given access to the WFD plan on the G drive upon their hire date. Updates to the plan will be given to staff via email as they occur.

The Priority Post quarterly newsletter will also share workforce development information and updates.

Trainings offered to staff will be promoted as a component for the Workforce Development Plan (shared via Facebook and the website).

Tazewell County Health Department Curricula & Training Schedule –(Fill in with Evaluation Rating year)

Introduction

This is a sample of the individual learning/training plans for Tazewell County Health Department **staff**. (Appendix A) Each staff member will have an Individualized Learning/Training Plan that will be on the George drive within the Workforce Development Plan file in their division folder.

Each Individual Training Schedule will be updated by Directors as staff completes training throughout the year. Directors must update each Staff Training Schedule when trainings are complete, even if the training is not listed as a Training Goal.

Examples provided in italics below for guidance.

Course / Training	Date	Target Audience for this course/training	DESCRIPTION of the Course/Training and any pertinent comments	Competency, and/or program and/or personal/growth	Completed Y/N
<i>Continuous Quality Improvement</i>	<i>July 31</i>	<i>QI Team members Senior Leadership</i>	<i>One-day QI conference on the Kaizen Method</i>	<i>COL Core: 8A7, 8B7, 8C7</i>	<i>Yes</i>
<i>HIPAA Compliance</i>	<i>Sept. 16</i>	<i>All Staff</i>	<i>Mandatory training on patient confidentiality</i>	<i>Required Annually</i>	<i>No</i>
<i>Leadership development</i>	<i>Jan. 15</i>	<i>City/County Health Departments</i>	<i>2-hour webinar on the 4 pillars of good leadership</i>	<i>Personal Growth</i>	<i>Yes</i>

Evaluation and Tracking

Introduction

Evaluation of training will provide Tazewell County Health Department with useful feedback regarding its efforts, including content, delivery, vendor preferences, and training effectiveness. Accurate evaluation and tracking is necessary, particularly for professional continuing education documentation and quality improvement purposes. This section describes how evaluation and tracking of training will be conducted.

Evaluation & Tracking

Each staff member will be assigned a minimum of 3 Individual Training Goals per evaluation period. These goals will encompass one training goal to increase knowledge of Core Competency deficiency, one goal based on program of work, and one professional/personal growth goal to expand work skills.

Core Competency familiarity/knowledge will be assessed every 3 years to determine the change from the baseline data. The baseline data will be gathered from the 2017 Core Competency Assessment.

Training will be evaluated based on the number and type of documented educational opportunities on the Individual Training/Learning Plans for each staff member. .

Collected data will be used to adjust the Quality Improvement methodology.

Accreditation Note: Documentation of staff training is required. Additional documentation may include: attendee list, certificates of completion, transcripts, sign in sheets. See the PHAB Accreditation Standards for specific information about documentation of participation for required training.

Supportive Work Environment

Introduction

A positive work environment is vital to the success of any organization. The work environment impacts job satisfaction, employee retention, and employee creativity and productivity. The work environment should support and foster each employee's ability to contribute to the achievement of the department's mission, goals, and objectives. (PHAB standard 8.2)

**Worksite
Wellness**

TCHD is committed to promoting health and wellness to our employees. TCHD has a worksite wellness committee that has representation from every division within the Department. The committee is charged with providing a schedule of events and activities that are available to staff. The events follow a theme of 5 wellness components which include physical, social, purpose, community, and financial. Worksite wellness also includes a county wide health fair to provide staff access to various health screenings, immunizations (including flu), and nutrition information which includes the nutrition newsletter that is published and sent to staff on a quarterly basis.

**Employee
Recognition
and
Appreciation**

TCHD has several methods used to recognize employees. TCHD employees are recognized by the county for years of service (10, 15, 20, and 25+) with certificate awards and reception with the Board of Health. Another mechanism for recognition is through the “Poquette Leadership Award”. The Poquette Leadership Award was created to honor Gordon Poquette, who was the first Tazewell County Health Department Director of Public Health and served for over 30 years in that role. The award encourages staff to strive to perform at their highest level. TCHD staff can nominate fellow employees on an annual basis and awarded staff are recognized at the Board of Health reception. We also recognize TCHD employees for their exemplary Customer Service by giving out Customer Service Awards each month at the All-Staff Meeting and recognizing them in the staff newsletter. If a staff member witnesses a co-worker going above and beyond in the area of Customer Service, they are encouraged to complete the nomination form, so they can be recognized.

In addition to the above recognition methods that also demonstrate employee appreciation, TCHD holds an annual employee appreciation event which could include team building exercises, wellness activities, and a potluck. The leadership team plans the event annually around a chosen theme.

**Evaluation
&Tracking**

TCHD will evaluate worksite wellness activities and employee appreciation events through survey and after analyzing the results will implement improvements based on employees’ suggestions. Tracking of events and attendance/participation for worksite wellness will be the responsibility of the Worksite wellness committee. Tracking of employee appreciation events and recognition of staff will be the responsibility of Administration and the Office of Planning.

Competent Workforce

Introduction

TCHD success depends on the capabilities and performance of its staff. Actions that maximize staff capabilities and performance are necessary for our department to function at a high level. (PHAB Standard 8.2)

Recruitment and Hiring of Qualified Individuals

TCHD will review job descriptions on an annual basis to ensure they include the competencies and public health specialty needs that are required for the position are included in the description. Necessary revisions will be made, and staff will be informed of any revisions. Job postings will include those requirements as well.

The hiring of new employees requires different levels verifications. It is the responsibility of Management and the Business Operations Division to ensure that all qualifications are met for employment.

The Division Director adding new staff is responsible for:

1. Having a completed Job Application and provide that document to Business Operations
2. Having a new hire-completed Release Authorization Form and provide that document to Business Operations
3. References Contacted are listed
4. Request/Verify Transcripts if required for the position and acquire the documentation.
5. Conduct verifications and document any Divisional related certifications, trainings, licensures, etc. (for example-CPR, LEHP, active RN License)
6. Provide new hire with standard TCHD Welcome Letter and provide copy to Business Operations for employee personnel file.
7. Provide new hire with new employee orientation folder that contains up to date information about TCHD and its programs.

The Business Operations Division will:

1. Conduct Release Authorizations (background checks) on all new hires, volunteers, contractual employees and anyone working with children or finances. Refer to procedure 901-Background Check Release Authorization Form. Results will be placed in employee personnel file and documented on the individual checklist and on the Master TCHD Hiring Verification Log.
2. Complete Full Time or Part Time paperwork if being compensated on payroll documents which will include the US Citizenship and Immigration Services Employment Eligibility Verification form I-9.
3. Place checklist and copies of all completed employment documents in employee personnel file. Update tracking form.
4. Take original employment documents to Tazewell County Payroll Department.
5. Provide the Director with the up to date New Employee Orientation Folder

Employee Orientation

Upon hire, new employees will go through the TCHD orientation process (See Appendix C—TCHD orientation handbook).New staff members (including director level) will be assigned a mentor who will guide them through the process, provide feedback to their Director on the orientation progress, and help to ensure completion. The orientation checklist will be completed.

**Evaluation
&Tracking**

The individual checklist/tracking spreadsheet will be used by Business Operations to track, evaluate, and ensure that all qualifications required for the position have been verified. The orientation checklist will be used by Administration to track, evaluate and ensure that all new employees have completed the TCHD orientation process within the prescribed time frame.

Development of Future Public Health Workers

Introduction

Working with schools, academic programs, or other organizations is a means to promote public health as an attractive career choice. Collaborations can create paths for exposing students or new graduates to public health practice (PHAB Standard 8.1)

**TCHD
collaboration
with BSN
providers and
Internship
Opportunities**

TCHD hosts several clinical groups from BSN nursing programs each year. The clinical experiences are designed to provide the students with comprehensive exposure to all functions of the Health Department, including Clinic, Maternal and Child Health, Environmental Health, Community, Dental Health, and Epidemiology. The Director of Clinical Services collaborates with the clinical nursing instructor to ensure that the students' clinical experiences are immersive, and the students' work produces deliverables such as client and community education materials and presentations. Internships are made available as requested by various educational institutions in such areas as nutrition, nursing, environmental health, health education etc. TCHD will evaluate and accommodate these requests on a case by case basis.

**Evaluation
&Tracking**

Each year staff make presentations within schools and to community groups. In addition to regular content and promoting public health, presentations should include information that promote public health careers. Upon completion of these presentations, a copy of the presentation and the information of the community group/school will be submitted to the assistant administrator for tracking and evaluation. With the TCHD/BSN collaboration, the Director of Clinical Services will track and evaluate this program on an annual basis. Internships will be evaluated on a case by case basis with the supervising director.

Conclusion / Other Considerations

Other agency documents and plans

The Workforce Development Plan relates to the TCHD Strategic Plan through three identified goal/objective areas 1) Identify key TCHD champions to support and empower staff on the utilization of current technology 2) Increase all levels of TCHD staff satisfaction in communication/cooperation and 3) Ensure individual training plans for each employee include a minimum of one personal/professional growth opportunity annually. The TCHD Quality Improvement Plan is a part of the support infrastructure that has been put in place to guide the QI Team that leaves the improvement program within the agency to maximize staff efficiency and effectiveness. The quality improvement training that is outlined in the Quality Improvement Plan will be reinforced through the Workforce Development Plan.

The directors participated in a retreat in June of 2017 that included workforce development as a topic. There was discussion about qualities that make up a good employee and manager. These qualities should be in the forefront of workforce development as we continue to train staff and hire additional staff. Directors felt that there should be focus on Big Picture thinking, staff empowerment, and overall training. These topics will be a focus of the work of the management team .

A succession procedure was developed in 2017 for Senior Management. When senior management positions become vacant, through resignation, retirement, discharge or death a search process for replacement shall be implemented. However, to make that a smooth process and transition we will follow the succession procedure outlined in Appendix B.

Review of plan

The Individual Training/Learning Plan will be updated by Directors and/or staff as staff completes their training throughout the year. The Core Competencies are revisited every 3 years for update therefore; TCHD (Administrator/Assistant Administrator) will also review its decision to adopt the Core Competencies on that same schedule. The Workforce Development Plan will be reviewed for revision by Administration and management on an annual basis.

Appendix A

**Tazewell County Health Department Individual Training/Learning Plan
Evaluation Year**

Name:					
Course/Training	Date	Target Audience for this course/training	DESCRIPTION of the Course/Training and any pertinent comments	Competency	Completed Y/N

Appendix B

Tazewell County Health Department

PROCEDURES MANUAL

217 – Succession Planning



Created Date: 2/9/2017

Reviewed Date: 3/2019

Revised Date:

Currently succession planning is limited to the Administrator position; however, that health department position is not the only position necessary to carry out the daily operations to meet client services. Senior management positions will become vacant, through resignation, retirement, discharge or death. In that case a search process for replacement shall be implemented. However, in order to make that a smooth process and transition the following procedure shall be followed.

Procedure

1. All Directors will have at least one supervisor under them. In the event it is necessary for the plan to begin the supervisor will become acting director.
2. All supervisors will be informed and treated as if assistant directors and included in all grants and grant deliverables. They will also be included in and responsible for monthly and quarterly reports. They will be involved in evaluations and committee meetings.
3. Annually a list of staff who are program leads with a list of job duties will be developed
4. A calendar to track all deliverables and reporting requirements for each division will be maintained and updated by the directors and supervisors in those divisions. The supervisor of the division should be familiar with this calendar and be able to access all information necessary to meet requirements and due dates.
5. Review the training requirements for the division on an annual basis. Incorporate all training requirements into the orientation process, and include info on where the training can be accessed (website links, phone numbers for scheduling, etc.)
6. List all outside organization memberships and responsibilities to those groups. Include contact info.



NEW EMPLOYEE ORIENTATION HANDBOOK

A Guide to Employee Orientation Policies and Procedures

INTRODUCTION

The NEW EMPLOYEE ORIENTATION HANDBOOK explains the basics of the employee orientation process at Tazewell County Health Department (TCHD). It outlines definitions and procedures related to integrating a new employee into the workforce. It outlines who is accountable for each step in the orientation process. During 2018/2019, a series of focus groups were held with staff that had been at TCHD 2 years or less. The information obtained during those focus groups has been incorporated into this handbook to improve the overall orientation process. The goal is to create an environment that allows new employees to flourish. If you have any questions or comments concerning the NEW EMPLOYEE ORIENTATION HANDBOOK, please contact the Assistant Administrator.

OVERVIEW

Often, new employees are overwhelmed with information their first few weeks. They have new people to meet, new policies to understand, and new procedures to follow. To help them with digesting this information they will be assigned to a mentor. The mentor will help them handle their tasks and introduce them to the Department. The Division Director will choose a mentor from their Division; they should keep compatible FTE allocation into consideration.

MENTOR

The mentor serves as the new employees 'go-to' person for non-job duty related issues. They assist the new employee in locating Divisions for introductory meetings, properly following Department procedures, finding the fax machine, locating vehicle sign out station, etc. The mentor can also help the new employee track their progress through "New employee Tracking" database that resides on the shared drive. Should a barrier arise for the new employee, the mentor will assist in relaying the nature of the barrier to both the new employee's Director and the Assistant Administrator.

TRACKING

A "New Employee Tracking" database resides on the shared drive. This database will provide documentation of the new employee's orientation. The Office of Planning, Policy, and Information will create and monitor the database throughout a new employee's orientation. The mentor is responsible for updating the status of their

mentee. The new employee's Director is responsible for following-up on incomplete orientation. The tracking database will document the following:

- Introductory meetings with management staff to review information about each divisions work.
 - Administrator
 - Assistant Administrator
 - Business Operations—Janet and Tammy
 - Getting their badge
 - New employee orientation for BO which includes such things as:
 - where to enter the building
 - copiers/fax machines
 - credit cards
 - PAR sheets
 - In/out board
 - Driver's license/insurance cards
 - Insurance Questions
 - Petty Cash
 - Availability of postage stamps for purchase
 - Supplies
 - Telephones
 - Printing
 - Directors
 - Birth to 5
 - EH
 - Community Health
 - Clinic
 - Review how to complete and by when HIPAA and Bloodborne Pathogen training
 - How to get signed up for CPR
 - Epidemiologist
 - Communications Manager
 - EP Coordinator
 - ICS 101
 - Review the process for logging in to complete the ICS 100, 200, 700, and 800 courses
- Introduction to QI webinar
- Introduction to Cultural Competence Ted talk
- Introduction to Performance Management webinar

Procedure for Orientation:

1. A new employee is hired and prior to the person starting, the Director will:
 - a. Discuss with Business Operations the best start day for the new hire (including IT so that email and phone can be set up)
 - b. Assign a mentor and discuss orientation expectations with the mentor to ensure understanding.
 - c. Retrieve an "Orientation Folder" from Business Operations
 - d. Schedule appointments with management staff and share the schedule with the mentor.
 - e.
2. On their first day at TCHD, the new employee will meet with:
 - a. Director will:
 - i. review orientation process and timeline for completion
 - ii. give Orientation Folder and mentors name
 - iii. review training plan for their position and timeline for completion
 - iv. review the evaluation process
 - b. Business Operations for processing which includes:
 - i. Completing paperwork for payroll and orientation to all necessary BO processes
 - ii. Having their ID picture taken
3. No later than within 2 days of hire, the new employee will meet with their mentor. The mentor will:
 - a. Review the TCHD power point
 - b. Review the Orientation Checklist and where to find on-line trainings
 - c. Give and explain the "putting the puzzle pieces together" and "ABC's of TCHD"—once completed, the mentor will review and provide TCHD gift.
 - d. As the new employee meets with management staff and completes mandatory trainings, the mentor will update the "New Employee Tracking" database and keep the director informed of any concerns.
 - e. At all times, the mentor is expected to support the new employee's integration into TCHD.
4. Director will send out Bio and picture of the new employee within the **first week of employment**
5. Director will communicate status of completion of the new employees 6-month introductory period with a letter and conversation.