
This assessment was performed in July 2018 and follows in its entirety. Results from this survey were used to identify gaps in training and form some starting training goals for the department. The complete report is included in this appendix.
Canton City Public Health
Workforce Development Training Needs Assessment
Summary of Results

July 2018
This work was made possible through funding provided by The Ohio Department of Higher Education on behalf of the Ohio Department of Health as part of the Ohio Local Public Health Accreditation Support Project. For more information about the project, visit: https://u.osu.edu/cphpaccreditationproject/, July 2018.

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Introduction

One of the goals for Healthy People 2020 is “To ensure that federal, state, tribal, and local health agencies have the necessary infrastructure to effectively provide essential public health services.”

An important aspect of public health infrastructure involves training, supporting, and sustaining a capable and qualified workforce. Public Health Accreditation Board (PHAB) Standard 8.2 requires that agencies “Ensure a competent workforce through the assessment of staff competencies, the provision of individual training and professional development, and the provision of a supportive work environment.”

As part of the Ohio Local Public Health Accreditation Support Project, the Ohio State University College of Public Health Center for Public Health Practice (OSU) conducted a Workforce Development Planning Series to assist public health agency-based teams in writing a Workforce Development (WFD) Plan for their organization. As part of this training series, OSU conducted (optional) workforce needs assessments for participating local health agencies.

This document provides a summary of needs assessment survey results for Canton City Health Department.

Workforce Development Planning and Assessment

Through a combination of webinars, virtual “office hours,” in-person workshop, and 1:1 assistance, participant teams were guided through the process of writing a WFD Plan using a template. An optional part of the Workforce Development Planning Series was the development, distribution, and analysis of a workforce training needs assessment.

Needs Assessment Survey Development

Each agency team selected items for their survey from a master list provided by OSU. Topics included: workforce competencies; motivators for training; barriers for training; preferred course types and delivery modes; workplace environment; and wellness. The workforce competencies in the master list were primarily selected from the Core Competencies for Public Health Professionals (2014). Other competencies were derived or adapted from other nationally accepted and/or utilized sources: Competencies for Disaster Medicine in Public Health, 2015; Public Health Workforce and Interests Survey (PHWINS), 2014 or 2017; National Institutes of Health (NIH), 2018; Public Health Informatics Competencies (date unknown); and the State of Washington, 2018. Each agency team selected up to 15 organizational competencies that apply to every employee regardless of position, title, or role. Up to 70 survey items in total were permitted. (Note: Because participating agencies were relatively small, and the majority were conducting an assessment for the first time, demographics and job role information was not collected.)

See Appendix A for a list of the competencies selected by this agency. See Appendix B for a copy of the needs assessment survey tool.
Needs Assessment Survey Structure
For the organizational competency items, the survey included two self-reported assessment measures: 1) important to job, and 2) current level of skill. Other survey items used either a four-point response scale (low to high motivation/barrier/preference/agreement) or an item ranking method.

Needs Assessment Survey Distribution
OSU administered the survey using Qualtrics survey software. A link to each agency’s individualized survey, along with suggested staff communications for initial deployment and a response reminder were provided. The workforce training needs assessment survey was distributed to participating agencies on June 22, 2018. Responses were due by July 6, 2018.

Data Analysis and Summary Methods
Organizational Competencies: A “need score” was calculated for each individual organizational competency as the personal ability score minus the importance to job score. The need score could range from -3 to +3, with a negative score indicating a possible need for training. This report includes the percentage of employees whose response resulted in a negative score by competency (Figure 1).

Motivators for Participation in Training, Workplace Environment, and Wellness Topics: Aggregate summary data are provided for these survey topics in a table format. Descriptive statistics are provided for each applicable survey category.

Barriers to Training, Course Type and Course Delivery Preferences: Aggregate summary data are provided for these survey topics in a chart format. The average ranking for each survey item is presented. For illustrative purposes, the scale has been reversed to better communicate respondents’ preferences.

Key Findings
This section presents summary results across the agency. A total of 46 employees participated in the training needs assessment survey. The findings are provided by assessment topic/category.

Organizational Competencies
Of the organizational competencies assessed, maintaining performance had the highest overall percentage of respondents with a negative need score at 52%. This was followed by adapting to changes and motivating colleagues at 39% and 37% respectively.

The organizational competencies with the smallest negative scores (smallest gap between reported personal ability and importance to job ratings) were incorporating ethical standards (11%), followed by organizational policies (13%) and describing your role (13%). (See Appendix A for the complete competency statement associated with the abbreviated competency titles below.)
Another way to visualize survey responses related to the organizational competencies is presented in Figure 2 below. As noted in the Methods section, participants were asked to rate their personal ability as well as the importance to their job for each competency on a scale (1- Low to 4- High).

On average, the competencies receiving the highest “importance to job” rating were personal responsibility, maintaining performance, use computers/technology, and adapting to changes. The competencies receiving the highest “personal ability” scores were personal responsibility followed by maintaining effective relationships and organizational policies.

The item receiving the lowest average “importance to job” score was role during an emergency followed by describing strategic priorities. The competencies receiving the lowest average “personal ability” scores were role during an emergency followed by delivering culturally appropriate service and describing strategic priorities.
Motivators and Barriers

Survey respondents were asked to rate their level of motivation related to each of the following items on a four-point scale (1 indicating a low level of motivation and 4 indicating a high level of motivation). As illustrated in Table 1 below, the primary motivations (on average) for participating in training are personal satisfaction followed by increasing competency and career advancement.

Table 1. Motivators for Participation in Training

<table>
<thead>
<tr>
<th>Motivated or Highly Motivated</th>
<th>n</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal satisfaction</td>
<td>46</td>
<td>42</td>
<td>91%</td>
</tr>
<tr>
<td>Increasing my competency in public health practice</td>
<td>46</td>
<td>36</td>
<td>78%</td>
</tr>
<tr>
<td>Personal career advancement</td>
<td>46</td>
<td>36</td>
<td>78%</td>
</tr>
<tr>
<td>Accomplishment of the mission of the agency</td>
<td>46</td>
<td>33</td>
<td>72%</td>
</tr>
<tr>
<td>Maintain a license, certification, or credential for my job</td>
<td>46</td>
<td>33</td>
<td>72%</td>
</tr>
<tr>
<td>Professional networking opportunity</td>
<td>46</td>
<td>29</td>
<td>63%</td>
</tr>
</tbody>
</table>
Some participants provided additional comments related to motivators for participating in training. Respondents indicated that they may be more motivated to attend trainings if topics were incorporated into agency policies or procedures or if their position required a license, certification or credential.

Respondents were asked to rank how much of a barrier the following items were to their participating in training opportunities. As illustrated below, the primary barriers related to time away from work or agency/grant budget restrictions.

Figure 3. Barriers to Participation in Training

```
<table>
<thead>
<tr>
<th>Barriers to Training: Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of supervisor support</td>
</tr>
<tr>
<td>Lack of opportunity to apply what I learn</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Family commitments</td>
</tr>
<tr>
<td>Individual/personal cost</td>
</tr>
<tr>
<td>Agency and/or grant budget restrictions</td>
</tr>
<tr>
<td>Time away from work</td>
</tr>
</tbody>
</table>
```

Several respondents provided additional context related to barriers to training. A few referenced barriers associated with travel time (to Columbus) making for long days and early departure times. Also noted were limited training opportunities pertinent to their current job. One individual stated that the paperwork associated with travel and reimbursements was too cumbersome. Another respondent noted “It is hard to attend trainings when so little staff available to cover regular job duties while one is out of office for training.”

Preferred Course Types & Delivery Methods

Individuals completing the survey were also asked to rank their preferred types of training. As shown in Figure 4 below, respondents tend to prefer continuing education courses and certificate programs. The least preferred type of training was training offered for academic credit.

“Convenience, Cost, and Correlative are the three key motivations for participating in a training event.”
Respondents were also asked to rank their preferred training delivery modes. Respondents indicated that on average they prefer face-to-face on-site meetings followed by face-to-face off-site meetings with less than 30 minutes travel time. The least preferred training methods were audio/podcasts and phone conferences.
Workplace Environment
On the topic of workplace environment, respondents were asked to indicate their level of agreement (1 - strongly disagree to 4 - strongly agree) to the items delineated in Table 2 below. Over 90% of survey participants responded that they know how their work relates to agency goals and that their work is important. However, less than 25% of respondents indicated that they were satisfied with their pay.

Table 2. Workplace Environment

<table>
<thead>
<tr>
<th>Agree or Strongly Agree</th>
<th>n</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how my work relates to the agency's goals and priorities.</td>
<td>45</td>
<td>42</td>
<td>93%</td>
</tr>
<tr>
<td>The work I do is important.</td>
<td>45</td>
<td>42</td>
<td>93%</td>
</tr>
<tr>
<td>Supervisors in my work unit support employee development.</td>
<td>45</td>
<td>37</td>
<td>82%</td>
</tr>
<tr>
<td>I am satisfied that I have the opportunities to apply my talents and expertise.</td>
<td>45</td>
<td>36</td>
<td>80%</td>
</tr>
<tr>
<td>Usually I can manage my workload well.</td>
<td>45</td>
<td>36</td>
<td>80%</td>
</tr>
<tr>
<td>I am satisfied with my job.</td>
<td>45</td>
<td>34</td>
<td>76%</td>
</tr>
<tr>
<td>I am satisfied with my job security.</td>
<td>45</td>
<td>34</td>
<td>76%</td>
</tr>
<tr>
<td>Employees learn from one another as they do their work.</td>
<td>45</td>
<td>33</td>
<td>73%</td>
</tr>
<tr>
<td>I recommend my organization as a good place to work.</td>
<td>45</td>
<td>33</td>
<td>73%</td>
</tr>
<tr>
<td>I am satisfied with my organization.</td>
<td>45</td>
<td>31</td>
<td>69%</td>
</tr>
<tr>
<td>I have had opportunities to learn and grow in my position over the past year.</td>
<td>45</td>
<td>30</td>
<td>67%</td>
</tr>
<tr>
<td>Communication between senior leadership and employees is good in my organization.</td>
<td>45</td>
<td>26</td>
<td>58%</td>
</tr>
<tr>
<td>Over time I've lost my personal engagement with my work.</td>
<td>45</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>This is the only type of work that I can imagine myself doing.</td>
<td>45</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>I am satisfied with my pay.</td>
<td>45</td>
<td>11</td>
<td>24%</td>
</tr>
</tbody>
</table>
Several survey respondents provided additional comments related to their workplace environment. One individual noted that they understood there were limited funds but the building was in deplorable shape, needing renovations. Several individuals noted poor morale among employees, negative work environments, no pay raises in years, and a disconnect between leadership and staff.

The final section of the needs assessment survey included a section on wellness training topics. Participants were asked to rate their level of interest (1 – not interested to 4 – very interested) for the topics outlined in Table 3. Of the nine topics, the three for which over 40% of respondents indicated interest were mental well-being followed by physical fitness and financial planning.

**Table 3. Wellness Topics**

<table>
<thead>
<tr>
<th>Interested or Very Interested</th>
<th>n</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental well-being</td>
<td>45</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>45</td>
<td>19</td>
<td>42%</td>
</tr>
<tr>
<td>Financial planning</td>
<td>45</td>
<td>19</td>
<td>42%</td>
</tr>
<tr>
<td>Healthy eating</td>
<td>45</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td>Accepting change</td>
<td>45</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td>Time management</td>
<td>45</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td>Job stress management</td>
<td>45</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td>Anger management</td>
<td>45</td>
<td>11</td>
<td>24%</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>45</td>
<td>9</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Recommendations**

The following recommendations and priority items are suggested based upon the results of this training needs assessment. These recommendations represent areas that may serve as initial priorities for the agency relative to the development of the workforce. The agency should bear in mind that results from this assessment are but one input into planning overall workforce initiatives. Likewise, the agency should consider the survey response rate (number of respondents vs. number of employees), as results may not be generalizable to all staff. Workforce profiles, community demographics, identified gaps, agency goals, trends and future predictions, and areas of public health advancements also have implications for need and should be considered when crafting overall workforce goals.
Review results with agency employees and engage in conversation to probe for deeper meaning and consider implications for future workforce initiatives.

Consider initially addressing competency areas where the greatest need for knowledge and skills are indicated for all participants, such as, maintaining performance, adapting to change, and motivating colleagues which have the highest percentage of respondents with a negative score (gaps). Address those with lower implied need as community health improvement initiatives, agency strategic goals and/or other inputs (such as customer survey results, stakeholder feedback, or accreditation requirements) suggest would be beneficial.

Because of the dynamic nature of public health and the overall negative scores for the organizational competencies related to change (adapt to changes and maintain performance), also consider these adaptability/resilience-related topics, perhaps considering or connecting them with personal wellness focus areas.

Identify training opportunities that are on-site or require less than 30 minutes of driving as these are the delivery methods preferred by employees. Likewise, consider training that results in a certificate and/or offers continuing education credits.

Explore solutions to address key barriers to training that were identified: such as time away from work and individual/personal costs. Also identify challenges that the agency may face in attempting to address barriers, and name strategies to counter those challenges.

Relative to Workplace Environment, there is a seemingly strong sense of the importance of public health work and learning tends to be supported, potentially providing fertile ground for growth. Probe for more information regarding some of the responses (for instance, ask for examples of how talents are being tapped and what specifically their supervisor does to support development); expand what is being done well and leverage strengths to what needs improvement.

Respondents indicated that the top motivators for training were their own personal satisfaction followed by increasing competency in public health practice and personal career advancement. When communicating about training and ultimately selecting training, consider making alignment with these intrinsic motivators apparent.
This report was prepared by the Ohio State University College of Public Health Center for Public Health Practice. Questions should be directed to:

- **Joanne Pearsol, MA, MCHES®,** Associate Director, Center for Public Health Practice, The Ohio State University College of Public Health (614-292-1085; pearsol.3@osu.edu)
- **Lauren Phelps, MPA,** Research Specialist, The Ohio State University College of Public Health (614-292-3609; phelps.109@osu.edu)

Acknowledgement goes to Mackenzie Aughe, graduate student, The Ohio State University College of Public Health, for her support of this project.

Questions about the use of this report in workforce development planning for the local health agency should be directed to:

- **Jessica S. Boley, RD, LD,** Canton City Public Health (330-489-3326; jboley@cantonhealth.org)
## Appendix A: Figure 1 & 2 Key

The table below serves as a key for Figures 1 & 2 and indicates the full competency statement for each abbreviated competency title presented.

<table>
<thead>
<tr>
<th>Abbreviated Title</th>
<th>Competency Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role During Emergency</td>
<td>Demonstrate knowledge of one’s expected role(s) in organizational and community response plans activated during a disaster or public health emergency [Competencies for Disaster Medicine and Public Health, 2015]</td>
</tr>
<tr>
<td>Use Computers/Technology</td>
<td>Use personal computers and other office information technologies for working with documents and other computerized files [PH Informatics Competencies, date unknown, adapted]</td>
</tr>
<tr>
<td>Describe Strategic Priorities</td>
<td>Describe agency’s strategic priorities, mission, and vision [PHWINS 2017]</td>
</tr>
<tr>
<td>Communicate with Cultural Proficiency</td>
<td>Communicate in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images) [3A2, 3B2, 3C2]</td>
</tr>
<tr>
<td>Describe Your Role</td>
<td>Describe your role in improving the health of the community served by the agency [PHWINS 2017]</td>
</tr>
<tr>
<td>Deliver Culturally Appropriate Service</td>
<td>Deliver socially, culturally, and linguistically appropriate programs and customer service [PH WINS 2017]</td>
</tr>
<tr>
<td>Collaborate with Partners</td>
<td>Collaborate with community partners to improve health in a community (e.g., participate in committees, share data and information, connect people to resources) [5A5]</td>
</tr>
<tr>
<td>Organizational Policies</td>
<td>Adhere to organizational policies and procedures [7A3]</td>
</tr>
<tr>
<td>Motivate Colleagues</td>
<td>Motivate colleagues for the purpose of achieving program and organizational goals (e.g., participating in teams, encouraging sharing of ideas, respecting different points of view) [7A11, 7B13, 7C13]</td>
</tr>
<tr>
<td>Incorporate Ethical Standards</td>
<td>Incorporate ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities [8A1, 8B1, 8C1]</td>
</tr>
<tr>
<td>Professional Development Participation</td>
<td>Participate in professional development opportunities [8A7]</td>
</tr>
<tr>
<td>Maintain Effective Relationships</td>
<td>Develop and maintain effective relationships with others, showing understanding, courtesy, tact, empathy, concern and politeness [NIH, retrieved 2018, adapted]</td>
</tr>
<tr>
<td>Maintain Performance</td>
<td>Maintain performance and self-control under pressure or adversity [NIH, retrieved 2018]</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>Take personal responsibility for the quality and timeliness of work and achieve results with little oversight [State of WA, retrieved 2018]</td>
</tr>
<tr>
<td>Adapt to Changes</td>
<td>Adapt to changing business needs, conditions and work responsibilities [State of WA, retrieved 2018]</td>
</tr>
</tbody>
</table>
Appendix B: Assessment Instrument

Canton City Health Department WFD Survey

Thank you for agreeing to take this workforce needs assessment survey. The survey asks questions that address competencies that apply to everyone in your organization, barriers and motivators to training, as well as preferences for training type and delivery. There are also questions about health and wellness topics of interest and employee engagement. The information will be used to identify and prioritize training and workforce-focused initiatives in your agency. The survey will take no more than 10 minutes to complete and is confidential. No personal identifiers will be collected and results will be reported in summary. Your participation is voluntary and you may choose to leave the survey at any time.

If you start the survey and need to complete it at a later time, you may do so, however, your responses will not be saved. You may access the survey at a later time when you can complete it in one sitting. The deadline for completing the survey is 5 pm, Friday, July 6. If you have questions or encounter technical difficulties, please contact the survey administrator at Ohio State University: Joanne Pearsol, MA, MCHES 614-292-1085 or pearsol.3@osu.edu.

ORGANIZATIONAL COMPETENCIES

For each competency listed below, rate the degree to which the activity is important to your job and your current level of skill for this activity. Rate each question using a four-point scale: 1 – low to 4 – high.
Demonstrate knowledge of one's expected role(s) in organizational and community response plans activated during a disaster or public health emergency

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use personal computers and other office information technologies for working with documents and other computerized files

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe agency's strategic priorities, mission, and vision

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communicate in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)

<table>
<thead>
<tr>
<th></th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance to your job</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Your personal ability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

Describe your role in improving the health of the community served by the agency

<table>
<thead>
<tr>
<th></th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance to your job</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Your personal ability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

Deliver socially, culturally, and linguistically appropriate programs and customer service

<table>
<thead>
<tr>
<th></th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance to your job</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Your personal ability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>
Collaborate with community partners to improve health in a community (e.g., participate in committees, share data and information, connect people to resources)

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adhere to organizational policies and procedures

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Motivate colleagues for the purpose of achieving program and organizational goals (e.g., participating in teams, encouraging sharing of ideas, respecting different points of view)

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incorporate ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities

<table>
<thead>
<tr>
<th>Importance to your job</th>
<th>1 - Low</th>
<th>2</th>
<th>3</th>
<th>4 - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your personal ability</td>
<td></td>
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</table>

Participate in professional development opportunities

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<tr>
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<td></td>
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</table>

Develop and maintain effective relationships with others, showing understanding, courtesy, tact, empathy, concern and politeness

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</table>
Maintain performance and self-control under pressure or adversity

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Take personal responsibility for the quality and timeliness of work and achieve results with little oversight

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Adapt to changing business needs, conditions, and work responsibilities

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**MOTIVATORS FOR PARTICIPATING IN TRAINING**

What motivates you to participate in training? Please rate your level of motivation related to each of the following items on a four-point scale: 1 - low motivation to 4 - high motivation.

**Increasing my competency in public health practice**

- 1- low motivation
- 2
- 3
- 4 - high motivation

**Personal satisfaction**

- 1- low motivation
- 2
- 3
- 4 - high motivation
CANTON CITY WFD NEEDS ASSESSMENT SURVEY RESULTS

Professional networking opportunity

- 1- low motivation
- 2
- 3
- 4 - high motivation

Accomplishment of the mission of the agency

- 1- low motivation
- 2
- 3
- 4 - high motivation

Personal career advancement

- 1- low motivation
- 2
- 3
- 4 - high motivation
Maintain a license, certification, or credential for my job

- 1 - low motivation
- 2
- 3
- 4 - high motivation

In the space below, please provide any additional comments you have related to motivators for participating in training:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

BARRIERS TO PARTICIPATING IN TRAINING

What prevents you from participating in training?
Please rank the following potential barriers to participating in training from 1 - this is the largest barrier to training to 7 - this is the smallest barrier to training. Drag and drop answers to make selections.

____ Individual/personal cost
____ Time away from work
____ Family commitments
____ Travel
____ Agency and/or grant budget restrictions
____ Lack of opportunity to apply what I learn
____ Lack of supervisor support

In the space below, please provide any additional comments you have related to barriers to participating in training:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

PREFERENCES FOR COURSE/TRAINING TYPE

Please rank your level of interest in each of the following training types from 1 - this is my preferred training type to 4 - this is my least preferred training type. Drag and drop items to place in rank order.

_____ Continuing education courses: courses that provide continuing education credit for professional licensure, certification, or credential
_____ Courses for academic credit: can be applied toward an academic degree
_____ Certificate programs: series of courses that, when successfully completed, lead to a certificate
_____ Ongoing institutes: regular, planned development addressing array of topics in an overarching category such as leadership, management, or communication
In the space below, please provide any additional comments you have related to course types:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

PREFERENCES FOR COURSE/TRAINING DELIVERY

Please rank your level of interest in training delivered in each of the following ways from 1 - this is my preferred training delivery method to 8 - this is my least preferred training delivery method. Drag and drop items to place in rank order.

____ Online, self-study/self-paced
____ Online, live/real-time (e.g., live webinar)
____ Face-to-face, on-site
____ Face-to-face, off-site and within 30 minutes travel time
____ Face-to-face, off-site requiring more than 30 minute travel time
____ Phone conference
____ Audio/podcasts
____ Blend of online and face-to-face

In the space below, please provide ideas you have for traditional or creative training delivery methods:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

________________________________________________________________
WORKPLACE ENVIRONMENT

The following statements refer to your feelings and attitudes during work. Please indicate to what extent you agree with each of the following statements on a four-point scale: 1 - strongly disagree to 4 - strongly agree.

I know how my work relates to the agency's goals and priorities.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

The work I do is important.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree
Communication between senior leadership and employees is good in my organization.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

Supervisors in my work unit support employee development.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

Employees learn from one another as they do their work.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree
I have had opportunities to learn and grow in my position over the past year.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

I am satisfied that I have the opportunities to apply my talents and expertise.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

I recommend my organization as a good place to work.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree
Over time I've lost my personal engagement with my work.

1. strongly disagree
2.
3.
4. strongly agree

Usually I can manage my workload well.

1. strongly disagree
2.
3.
4. strongly agree

This is the only type of work that I can imagine myself doing.

1. strongly disagree
2.
3.
4. strongly agree
I am satisfied with my job.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

I am satisfied with my organization.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree

I am satisfied with my pay.

- 1 - strongly disagree
- 2
- 3
- 4 - strongly agree
I am satisfied with my job security.

- [ ] 1 - strongly disagree
- [ ] 2
- [ ] 3
- [ ] 4 - strongly agree

In the space below, please provide additional information related to workplace environment:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

WELLNESS TOPICS OF INTEREST

Please rate your level of interest in each of the following wellness topics using a four-point scale: 1 - not interested to 4 - very interested.
CANTON CITY WFD NEEDS ASSESSMENT SURVEY RESULTS

Physical fitness

○ 1 - not interested
○ 2
○ 3
○ 4 - very interested

Healthy eating

○ 1 - not interested
○ 2
○ 3
○ 4 - very interested

Substance abuse

○ 1 - not interested
○ 2
○ 3
○ 4 - very interested
CANTON CITY WFD NEEDS ASSESSMENT SURVEY RESULTS

Mental well-being

☐ 1 - not interested
☐ 2
☐ 3
☐ 4 - very interested

Job stress management

☐ 1 - not interested
☐ 2
☐ 3
☐ 4 - very interested

Accepting change

☐ 1 - not interested
☐ 2
☐ 3
☐ 4 - very interested
CANTON CITY WFD NEEDS ASSESSMENT SURVEY RESULTS

Anger management

- 1 - not interested
- 2
- 3
- 4 - very interested

Financial planning

- 1 - not interested
- 2
- 3
- 4 - very interested

Time management

- 1 - not interested
- 2
- 3
- 4 - very interested
In the space below, please elaborate on your preferences and/or provide any additional comments you have related to wellness topics:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Thank you for completing this assessment. Please select the forward arrow to submit your responses.