2018 APHL™ ANNUAL MEETING
and twelfth government environmental laboratory conference

June 2-5, 2018
Pasadena, CA
Pasadena Convention Center

#aphl
Grow the Talent You Have into the Leaders You Need: Internal Professional Development Programs in PHLs

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Anna Strain, PhD, Minnesota Department of Health
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Outline

• Idaho Bureau of Laboratories’ (IBL) Story – Part 1
• Trends in State Public Health Laboratory Workforce
• IBL’s Story – Part 2
• Texas DSHS Shadow Program
• Minnesota PHL Everyday Leaders Program
• Breakout Session
• Breakout Summaries
Idaho Bureau of Laboratories (IBL)
Workforce Story – Part 1

Michael Stevenson, PhD
Deputy Lab Director, IBL
Idaho, the Gem State

Statistics

• 39th in population: 1.6 million residents
• 14th in total area: 83,570 square miles
• 44 counties
• Distance by car of major cities from Boise
  ◦ Coeur d’Alene – 378 miles
  ◦ Lewiston – 267 miles
  ◦ Twin Falls – 128 miles
  ◦ Pocatello – 237 miles
  ◦ Idaho Falls – 256 miles

7 Public Health Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Health District</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Panhandle</td>
<td>phd1.idaho.gov</td>
</tr>
<tr>
<td>2</td>
<td>North Central</td>
<td>idahopublichealth.com</td>
</tr>
<tr>
<td>3</td>
<td>Southwest</td>
<td>publichealthidaho.com</td>
</tr>
<tr>
<td>4</td>
<td>Central</td>
<td>cdhd.idaho.gov</td>
</tr>
<tr>
<td>5</td>
<td>South Central</td>
<td>phd5.idaho.gov</td>
</tr>
<tr>
<td>6</td>
<td>Southeastern</td>
<td>siphidaho.org</td>
</tr>
<tr>
<td>7</td>
<td>Eastern</td>
<td>idaho.gov/phd7</td>
</tr>
</tbody>
</table>

• Deliver local public health services
• Work closely with state and local agencies
• Each district has a board of health appointed by county commissioners.
IBL Statistics

- Only public health laboratory for the state
- 20,000 square feet laboratory space
- ~30,000 samples per year
  - 50% Clinical
  - 48% Environmental
  - 2% Biological and Chemical Threats
- Biosafety Level 3 suite of labs (select agents, TB)
- CLIA lab and X-ray producing devices inspection programs
2009 IBL Snapshot

Staff Turnover

<table>
<thead>
<tr>
<th>Month</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-08</td>
<td>0%</td>
</tr>
<tr>
<td>Apr-08</td>
<td>5%</td>
</tr>
<tr>
<td>Jul-08</td>
<td>0%</td>
</tr>
<tr>
<td>Oct-08</td>
<td>3%</td>
</tr>
<tr>
<td>Feb-09</td>
<td>10%</td>
</tr>
<tr>
<td>May-09</td>
<td>15%</td>
</tr>
<tr>
<td>Aug-09</td>
<td>20%</td>
</tr>
</tbody>
</table>

Organization Structure:

- **Bureau Chief**
  - **Chemistry**: 13 staff
  - **Microbiology & Serology**: 11 staff
  - **Lab Improvement**: 5 staff
  - **Business Operations**: 7 staff
2011 IBL Snapshot

- Restructured IBL – decreased number of direct reports
- Established scientific career ladder (e.g., microbiologist, senior, principal)
- Rotation system on scientific duties for mid-level lab staff

Staff Turnover

- Chemistry: 10 staff
- Microbiology & Serology: 9 staff
- Lab Improvement: 4 staff
- Business Operations: 7 staff
- Emergency Preparedness: 4 staff
• Exit interviews showed low pay as the main reason for separation.
• Employment is seen as a training ground for new hires to hone their skills, only to leave for higher paying jobs.
Trends in State Public Health Laboratory Workforce

Sara Woldehanna
Evaluation Manager, APHL
Data and Methods

- Focus on State Public Health Laboratories (SPHLs)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>1415</td>
<td>1337</td>
</tr>
<tr>
<td>% Response Rate</td>
<td>NA</td>
<td>~21%</td>
</tr>
</tbody>
</table>

- Analysis:
  - Descriptive Statistics
  - Factor Analysis
  - Bivariate and regression
Research Questions

- SPHL workforce demographic?
- Inequities within SPHL workforce?
- SPHL salaries distributions?
- What factors are associated with workforce satisfaction?
- What factors are associated with attrition and retention?
What proportion of the SPHL workforce stated they intend to leave PH in the next 5 years?

- **30%** of all respondents in 2015
- **34%** of Millennials (≤ 35 years)
What proportion of the SPHL workforce stated they were satisfied with...

- Job
- Organization
- Pay
- Job security

Male: 76%, 60%, 40%, 77%
Female: 78%, 61%, 36%, 75%
## Intention to Leave and Satisfaction

<table>
<thead>
<tr>
<th>2016</th>
<th>Not satisfied or neutral</th>
<th>Satisfied (somewhat/very)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job***</td>
<td>47%</td>
<td>26%</td>
</tr>
<tr>
<td>Organization**</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>Pay**</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Job security**</td>
<td>37%</td>
<td>28%</td>
</tr>
</tbody>
</table>

* Significant P<0.05; ** significant P<0.01; *** significant P<0.001
Who is satisfied?

- Women: 1.6 OR
- Gen-Xer (compared to Millennials): 2.8 OR
- Scientist (compared to Administrative staff): 2.2 OR
- No differences: ethnicity, education, length of time in PH
Who is intending to leave in five years?

- Men (compared to women): 1.6 OR
- Millennials (compared to Gen-xers): 3.8 OR
- Administrative (compared to scientist): 2.6 OR
- Asians (compared to White): 3.8 OR
- No differences: education
Values and Satisfaction

- The more a laboratorian values public service, the more satisfied s/he is.
- The more a Millennial values continuing education, the less satisfied s/he is.
Perceptions and Intention to Leave

- Millennials (<35)
- Generation X (36 – 50)
- Baby Boomers (51+)

Low <--- Value of salary/benefits, flexibility & security --> High

Not good <---- Perceived career advancement opp ----> Good
Perceptions of Workplace Environment

As perception of workplace environment improves, so does satisfaction.
Idaho Bureau of Laboratories (IBL)
Workforce Story – Part 2
Addressing Staff Turnover

• July 2014 HR market analysis was released comparing salaries to other agencies, private sectors, and neighboring states.
  ◦ IBL Senior Chemist and Microbiologist positions ~15% lower salary
  ◦ IBL Principal Chemist and Microbiologist positions ~25% lower salary

• IBL employee compensation package presented to State Legislature in January 2015 – approved!
  ◦ Increased starting wage for scientists, with 10% gap between pay grades
  ◦ Merit-based increases for staff based on years of service
  ◦ Avoid salary compression
Other IBL Changes

• Restructured IBL in Summer 2014
  ◦ Decreased number of direct reports
    ▪ e.g., 13 → 10 → 7 for Chemistry Section Manager

• Improved workforce culture
  ◦ Promote from within when feasible
    ▪ 20 IBL staff promoted since 2009
  ◦ Train at least 2 staff deep for testing coverage
  ◦ Centralize documentation process
  ◦ Calendar year showing training requirements
  ◦ Staff participation in Northern Plains Consortium
  ◦ LabVentures!
2018 IBL Snapshot

... and we are still fully staffed!
Texas Department of State Health Services Shadow Program

Grace Kubin, PhD
Presentation

• Program Overview
  o Why?
  o What?
• Pilot Program
  o Guidelines
  o How it works
• Program Evaluation
• Program Expansion
• Issues Encountered
Why?

• 2012 Employee Engagement Survey revealed interest in cross-training
• 2013 Continuous Quality Improvement Group proposed job shadowing instead of cross-training
• 2014 Laboratory Strategic Plan included an objective of a shadow pilot program under employee retention initiatives
• 2014 Laboratory Shadow Program began development
Cross-training vs. Shadowing

• Job Cross-Training – an employee is **fully taught** the skills and responsibilities of a task
  o Requires an employee to fully understand the given task
  o Requires appropriate immunizations and other paperwork as needed
  o Taught to actually conduct the task in the future
  o Can take months to fully train
  o Maintain proficiency and competency

• Job Shadowing – an employee **observes** a trained and experienced employee for a given task
  o Requires no manipulation by employee or conducting testing
  o Requires no immediate immunizations (depending on testing)
  o Taught to expand one’s knowledge and understanding
  o Short timeframe
What It Is…

- Opportunity for staff to expand their knowledge with an expert
- Shadowee observes the task and can ask questions
- Learn about other tests and science behind those tests
- Provides a better understanding of the lab as a whole
- Connects staff in a way that could not otherwise occur
What It Isn’t…

Cross-training
Serving as surge
Competency
Survey: Laboratory Testing Areas

Hello:

The Laboratory Services Section would like to offer its employees the opportunity to shadow other program areas to gain additional experience/knowledge. In order to make this program successful, we ask that you complete this survey so we can assess what areas within the laboratory there is an interest for shadowing.

In addition, we will be piloting our first phase of the program in early June. If you are interested in being part of the Shadow Pilot, please type in your name and contact information. Thank you.

What does "shadowing" mean? Shadowing is the process to observe and follow a mentor/subject matter expert while performing a task. For example, you can shadow a microbiologist in Molecular Biology performing Pulse Field Gel Electrophoresis (PFGE).

Please type in what area of the laboratory or task/procedure you are most interested in observing. For example: *I am interested in shadowing in Medical Parasitology* OR *I am interested in observing the automatic gram stain procedure.*

If you are interested in being part of the pilot program (the first group of individuals who will participate in this program), please type in your full name, email address and phone number.

- Survey conducted 03/2014
- Took on average 5 minutes to complete
- Viewed by 80+ individuals
# Shadow Program Testing Areas

- Includes areas from:
  - Emergency Preparedness
  - Quality Assurance
  - Biochemistry and Genetics
  - Environmental Sciences
  - Microbiological Sciences

- 27 different program areas

- Over 130 different tasks

- Tasks range anywhere from 15-30 minutes to 6 hours, or up to ~5 days

<table>
<thead>
<tr>
<th>Program Testing Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>BioThreat</td>
</tr>
<tr>
<td>Chemical Threat (coming soon)</td>
</tr>
<tr>
<td>Chemistry Check-In</td>
</tr>
<tr>
<td>Lead Screening</td>
</tr>
<tr>
<td>Special Chemistry</td>
</tr>
<tr>
<td>Tandem Mass Spectrometry</td>
</tr>
<tr>
<td>Galactosemia &amp; Biotinidase</td>
</tr>
<tr>
<td>Hemoglobinopathy</td>
</tr>
<tr>
<td>Endocrine Screening</td>
</tr>
<tr>
<td>NBS Specimen</td>
</tr>
<tr>
<td>Radiochemistry</td>
</tr>
<tr>
<td>Food and Wastewater</td>
</tr>
<tr>
<td>Potable Water</td>
</tr>
<tr>
<td>HIV/STD</td>
</tr>
<tr>
<td>Virology</td>
</tr>
<tr>
<td>Rabies</td>
</tr>
<tr>
<td>Bacteriology</td>
</tr>
<tr>
<td>Parasitology</td>
</tr>
<tr>
<td>Molecular Biology</td>
</tr>
<tr>
<td>Consumer Microbiology</td>
</tr>
<tr>
<td>Media Prep</td>
</tr>
</tbody>
</table>
# Examples of Tasks

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Tasks</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bacteriology</strong></td>
<td>1. Gram stain (automatic)</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>2. Gram stain (manual)</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>3. Checking in &amp; streaking specimens</td>
<td>2 hours with follow up next day of another 2 hours</td>
</tr>
<tr>
<td></td>
<td>4. Shiga toxin test</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>5. QC reagent testing</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>6. Inoculate biochemical set up</td>
<td>1-2 hours</td>
</tr>
<tr>
<td></td>
<td>7. Read biochemical set up</td>
<td>1-2 hours</td>
</tr>
<tr>
<td><strong>PACE # 176-BACT-14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Tasks</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BioThreat</strong></td>
<td>1. MALDI-TOF for Bacterial Identification (direct and extracted sample prep, application, machine operation, data analysis)</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>PACE # 176-BIOTRT-14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Tasks</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virology</strong></td>
<td>1. Immunofluorescence Test (IFAs)</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>2. Observing Cytopathic Effect (CPE) in cell culture tubes/controls</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>3. Hemadsorption Test</td>
<td>1.5 hours</td>
</tr>
<tr>
<td></td>
<td>4. Manual RNA Extraction</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>5. Automated RNA Extraction</td>
<td>1.5 hours</td>
</tr>
<tr>
<td></td>
<td>6. Specimen inoculation</td>
<td>2.5-3 hours</td>
</tr>
<tr>
<td></td>
<td>7. Real-Time RT-PCR</td>
<td>1.5-2 hours (for setup)</td>
</tr>
<tr>
<td><strong>PACE # 176-VIROL-14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Tasks</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Molecular Biology</strong></td>
<td>1. PFGE</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>2. Molecular Serology</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>3. Conventional Serology</td>
<td>~5 days</td>
</tr>
<tr>
<td></td>
<td>4. PCR</td>
<td>1.2 days</td>
</tr>
<tr>
<td></td>
<td>5. LAMP</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>6. Sequencing</td>
<td>2.3 days</td>
</tr>
<tr>
<td></td>
<td>7. MLVA</td>
<td>~1-2 days</td>
</tr>
<tr>
<td><strong>PACE # 176-MOLEC-U-14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eligibility Guidelines

To be eligible to participate in the Shadow Program, an employee shall:

- Be performing at a level above that which is normally expected
- Be in compliance with all work rules
- Be in current position for at least six continuous months prior to requesting participation
- Not have any HR issues in the Positive Performance system
- Obtain the necessary approval by their immediate supervisor as required by this policy
Shadowee Responsibilities

• Conduct preliminary research on the requested area they will be observing in order to gain background knowledge prior to the start of the shadowing.

• Work with immediate supervisor to select appropriate date and time to ensure daily work in their area is completed.

• Reply to any emails from the Mentor or Shadow Program Staff after signing the form to obtain further instructions.

• Help the Mentor as needed during the Shadowing timeframe.

• Complete the Shadow Program Evaluation.
Texas Department of State Health Services
Laboratory Services Section

I. SHADOWING INFORMATION
   a. Location of Shadowing: ________________________________
   b. Date(s) and Time: ________________________________
   c. Mentor Name: ________________________________
   d. Mentor Title: ________________________________
   e. Shadowee Name: ________________________________
   f. Shadowee Title: ________________________________

II. SIGNATURES

Mentor

   (Signature)
   (Print Name)
   (Date)
   Management (Mentor)

   (Signature)
   (Print Name & Title)
   (Date)

Shadowee

   (Signature)
   (Print Name)
   (Date)
   Management (Shadowee)

   (Signature)
   (Print Name & Title)
   (Date)
Pilot Shadowing

- Emergency Preparedness
- Environmental testing
- Biothreat
- Chemistry
- Virology
- Consumer Microbiology
- Bacteriology
- Molecular
- Newborn Screening Testing
- Check-In
- Media Prep
Program Timeline

1. Obtain approval from supervisor
2. Enrollment confirmation
3. Choose task
4. Complete form
5. Shadow
6. Evaluation
7. Certificate

3 Month timeframe per cohort
Evaluation Form

Texas Department of State Health Services
Laboratory Services Section

Shadow Program Evaluation

MENTOR RATING

<table>
<thead>
<tr>
<th>Low</th>
<th>Poor</th>
<th>High</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Was the mentor knowledgeable and effective during the shadowing?
- Were the mentor’s teaching methods appropriate & effective?

TASK CONTENT RATING

<table>
<thead>
<tr>
<th>Low</th>
<th>Poor</th>
<th>High</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

- Rate your level of knowledge to the task(s) you chose PRIOR to participating in the Shadowing Program.
- Rate your level of knowledge to the task(s) you chose AFTER participating in the Shadowing Program.
- Rate your overall degree of satisfaction with this program.

PROGRAM RATING

1. Did the shadow program meet the objectives and your expectations?

2. How would you use what you learned from the shadowing experience in the future?

3. Would you recommend adding or changing anything in this program for the future?

4. Has the shadowing opportunity helped you to understand and appreciate the lab as a whole?

5. Please type in how long the shadowing took (example, 2.5 hours): *

ADDITIONAL COMMENT S

Evaluation form is anonymous
Certificate of Completion

This is to certify that

First and Last Name

Has completed the Shadow Program

At: ________________________________

Texas Department of State Health Services
Laboratory Services Section

Date

PACE Course #: 176-777-14
Comments from previous shadowees...

- "Excellent program..."

- "I will use this information to prepare for an interview..."

- "I found the subject matter fascinating and quite different from the work I typically do..."

- "...understand the importance of each others work"

- "Magnificent opportunity of growing your knowledge..."

- "The Shadow Program exceeded my expectations! I really got an in-depth look at the department and their daily tasks..."
Expansion

• Initially, the Shadow Program only offered testing areas for shadowing

• Due to the popularity of the program and employee engagement, the program expanded to include non-testing areas
Survey: Non-Testing Areas

- Survey conducted 11/2014
- Took on average 2 minutes to complete
- Viewed by ~150 individuals
Non-Testing Areas

• Includes areas from:
  ▪ Laboratory Resources
  ▪ Laboratory Operations
  ▪ Emergency Preparedness
  ▪ Quality Assurance

• 10 different program areas
• Over 25 different tasks
• Tasks range anywhere from 15-30 minutes to 3 hours

- Application Support (IT)
- Laboratory Procurement
- Grant Writing
- Continuity of Operations
- Statistics
- Laboratory Reporting
- QA Safety
- Laboratory Maintenance (coming soon)
- Laboratory Quality Improvement
- Customer Service
## Examples of Tasks

<table>
<thead>
<tr>
<th>Department Name/Program Area</th>
<th>Tasks</th>
<th>Description</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Support</td>
<td>1. Review LabApp/Support email box</td>
<td>Review emails from the Lab areas and external Web Portal Users and open tickets and assign to the correct resolvers</td>
<td>Volume dependent (3 hr rotation)</td>
</tr>
<tr>
<td></td>
<td>2. Review open tickets</td>
<td>Review all tickets assigned to me and coordinate with vendors on resolution and status</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>3. Development</td>
<td>Develop applications and scripts for use in daily tasks</td>
<td>Variable (Depends on other tasks)</td>
</tr>
<tr>
<td></td>
<td>4. Billing Support</td>
<td>Provide support to the Billing branch with necessary support to ensure quality data is received and processed by the HealthPac H2000 system</td>
<td>Variable (Depends on other tasks, and existing issues)</td>
</tr>
<tr>
<td></td>
<td>5. Upgrade support</td>
<td>Provide analysis and support for the HealthPac and Labware system upgrades</td>
<td>1-2 hours</td>
</tr>
</tbody>
</table>

**Continuity of Operations**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Description</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continuity of Operations Planning for the Laboratory Services Section</td>
<td>An overview of requirements for continuity planning, elements of a viable continuity program and developing continuity plans and procedures will be discussed according to the shadowee’s branch/department. An activity will follow, where the shadowee will be given a scenario/company and a short COOP template to complete.</td>
<td>2 hours</td>
</tr>
<tr>
<td>2. Operating in a Continuity Environment</td>
<td>An overview on how to initiate the COOP plan/site, how to sustain continuity of operations and other site related-issues will be discussed according to the shadowee’s branch/department. The shadowee will be given a scenario and activity on how to operate in a continuity environment.</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>3. Continuity of Operations Planning for Pandemic Influence</td>
<td>An outline of the Pandemic Influenza COOP Plan will be discussed which addresses specialized actions required to maintain critical operations during an influenza pandemic. The shadowee will be given a scenario and activity to complete based on an influenza outbreak.</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

**Grant Writing**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Description</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce Grants.gov website.</td>
<td>An overview of the federal website where the Lab finds grants to apply for funding.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2. Find a grant of interest on website.</td>
<td>Discuss approach to writing a grant proposal for identified grant.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. Write a brief outline for grant proposal or if participant wants to complete a grant proposal then complete proposal.</td>
<td>Review merits of outline or proposal. Discuss next step for how to submit proposal.</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Laboratory Reporting**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Description</th>
<th>Time to Complete Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform Data Entry for NBS, Micro and Clinical Chemistry</td>
<td>An overview on how to initiate the data entry of NBS, Micro and Clinical Chemistry demographics</td>
<td>30 minutes for each program = 1.5 hours</td>
</tr>
<tr>
<td>2. Perform proofreading of patient demographics</td>
<td>An overview on how to initiate the proofreading of patient demographics entered into the LIMS systems</td>
<td>30 minutes for each program = 1.5 hours</td>
</tr>
<tr>
<td>3. Perform patient searches as requested by health care professionals</td>
<td>An overview on how to initiate the search of patient test results as requested by health care professionals</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
Issues Encountered

- Obtaining approval from supervisor
- Timeframe given for shadowing
- Shadowee overly eager and wants to shadow in multiple areas/tasks
- Forms/Documentation not complete on time
- Peak months for certain areas
- Scheduling and coordinating the shadowing
2018 APHL Annual Meeting

and twelfth government environmental laboratory conference

Minnesota Department of Health (MDH) – Growing Your Own Talent with the Everyday Leaders Program

Anna Strain, PhD
Virology Supervisor, MDH-PHL
• Only public health laboratory for the state
• 7700 square feet BSL-2 laboratory space
• 5400 square feet BSL-3 suite of labs (select agents, TB, rabies)
• Environmental, Emergency Preparedness and Response, Infectious Disease, Newborn Screening
• Over 260,000 tests performed in 2017
MDH: writing on the wall

- Average age at MDH: 47
- Average years of service: 12
- PHL-specific percent reporting they expected to retire in the next 10 years: 40%

MDH’s Approach: Everyday Leaders Program

- Focus on the Core Competencies for Excellence
- Staff surveys indicated desire for career development training
Everyday Leaders Program - the details

• Goal: Develop and strengthen leadership capacity in agency staff and provide for the needs of a changing workforce

• Details:
  • 10 month program, 1 full day/month
  • Non-supervisory staff
  • Self-nominated or encouraged to apply
  • Must have:
    • interest in strengthening peer leadership skills
    • leadership impact in current job responsibilities
    • at least “Fully Successful” rating
    • full support of supervisor/manager
Everyday Leaders Program-class sessions (HR lead)

- The Leadership Role & Investing in Your Talents
- Values & Basic Principles of Collaborations
- Listening: A Tool for Resolving Conflict
- Effective and Accountable Teams
- Providing Support Through Coaching
- Self-Awareness: The Key to Leadership Excellence
- Giving and Receiving the Gift of Feedback
- Creating a Culture of Employee Engagement & Recognition
- Goals and Career Development Planning
- Last week is project presentations
Everyday Leaders Program: the data

- Agency-wide program started 2009
- 173 staff have participated
- 26 PHL staff (EMER, ENV, IDL, NBS)
  - 21 still work at PHL
- 3 staff now in supervisory positions
Breakout Session  (20 minutes)

1. Survey findings (use any question to guide):
   • What findings surprised you?
   • What findings alarm you or give you hope?
   • What one thing hadn’t you thought of?
   • What will you do next with these findings?

2. Strategies:
   • What strategies do you believe might work for your setting to address your workforce retention?
   • What barriers do you foresee and how can you overcome them?
Breakout Summaries (10 minutes)

1. Survey findings:
   - Surprises
   - Alarm/hope
   - Something we did not think about
   - Next findings

2. Strategies:
   - Potential strategies to address your workforce retention
   - Barriers on how to overcome