**Organizational Readiness for Implementing a Work-based Learning/Career Pathways Program for Frontline Health and Healthcare Workers**

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The purpose of this tool is to help individual employers self-assess their readiness for implementing innovations in the area of work-based learning and career pathway initiatives for Frontline Health and Healthcare workers (FLWs) within their organization. This tool gives employers an opportunity to work with education, human resource and clinical departments to identify policies, practices and work processes that are likely, based on our experiences with the Jobs to Careers: Promoting Work-based Learning for Quality Care program, to contribute to the successful implementation and adoption of FLW work-based learning and career pathway initiatives. For purposes of this tool, we are using the Robert Wood Johnson Foundation definition for FLWs:

***Robert Wood Johnson Foundation defines frontline health and healthcare workers (FLWs) as health and healthcare workers with education levels generally at the bachelor level or below, with median annual wages below $40,000, and with a high level of direct care and service. Below are a list of categories that fall under the heading frontline health and health care worker. Please think about these workers as you answer questions throughout the organizational readiness tool.***

Cardiovascular Technologists and Technicians

Pharmacy Technicians

Social and Human Services Assistants

Psychiatric Aides

Licensed Practical and Licensed Vocational Nurses

Recreational Therapists

Emergency Medical Technicians and Pharmacists

Radiologic Technologists and Technicians

Home Health Aides

Psychiatric Technicians

Medical Transcriptionists

Rehabilitation Counselors

Medical Assistants

Respiratory Therapist Technicians

Nursing Aides, Orderlies and Attendants

Substance Abuse and Behavioral Disorder Counselors

Occupational Therapist Assistants

Environmental science (e.g., housekeeping)

Medical and Clinical Laboratory Technicians

Surgical Technologists

Personal and Home Care Aides

Child, Family, and School Social Workers

Pharmacy Aides

Medical Records and Health Information Technicians

Health Educators

Mental Health Counselors

Dental Assistants

Physical Therapist Aides

Occupational Health and Safety Specialists

Medical and Public Health Social Workers

Mental Health and Substance Abuse Social Workers

Dietetic Technicians

Physical Therapist Assistants

1. **Please list the FLW occupations or job titles that you anticipate targeting for work-based learning and/or career pathway initiatives:**

**a)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**As you answer the following questions, think about the FLWs you named above.**

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|  **2. To what extent are the following a priority for your organization?**  |
|  | NOT A PRIORITY | A MINOR PRIORITY | A MAJOR PRIORITY |
| 1. Develop a culture that supports learning
 | 1 | 2 | 3 |
| 1. Develop partnerships with area educational organizations
 | 1 | 2 | 3 |
| 1. Cultivate organizational commitment among workers
 | 1 | 2 | 3 |
| 1. Becoming an employer of choice
 | 1 | 2 | 3 |
| 1. Provide FLWs with opportunities to advance their careers
 | 1 | 2 | 3 |
| 1. Provide FLWs with opportunities to increase their wages
 | 1 | 2 | 3 |
| 1. Support workers in maintaining work/life balance
 | 1 | 2 | 3 |
| 1. Improve quality of care through a more educated workforce
 | 1 | 2 | 3 |
| 1. “Growing your own” FLWs to fill mid-level professional positions
 | 1 | 2 | 3 |
| 1. Improve team functioning at all levels of the organization
 | 1 | 2 | 3 |
| 1. Economic development or increased social capital within the community
 | 1 | 2 | 3 |

|  |  |  |
| --- | --- | --- |
| 1. Has your organization participated in any other workforce development initiatives targeted at frontline health and healthcare workers?
 | YES | NO |

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| --- |
| 1. Have you partnered / collaborated with any of the following types of organizations on workforce development projects?
 |
| 1. Educational Institutions
 | YES | NO |
| 1. Non-profit organizations in your community
 | YES | NO |
| 1. Government agencies
 | YES | NO |
| 1. Workforce investment boards
 | YES | NO |
| 1. Other employers
 | YES | NO |
| 1. Other (please specify)
 | YES | NO |
| **Please rate the level of commitment to frontline workforce development for each group:** |
|  | Low | Medium | High |
| 1. Upper management
 | 1 | 2 | 3 |
| 1. Middle management
 | 1 | 2 | 3 |
| 1. Human resources department
 | 1 | 2 | 3 |
| 1. Nursing and/or clinical education department
 | 1 | 2 | 3 |

**INFRASTRUCTURE FOR EDUCATION AND TRAINING**

|  |  |  |
| --- | --- | --- |
| 1. **Do you have replacement staff for workers who are away from their job duties for educational or staff meeting purposes?**

[Definition: Providing either a (1) pool of workers or (2) additional funds to hire temporary or agency workers to cover scheduling gaps that result from educational release time] | YES | NO |
| 1. **Do students complete clinical rotations or intern in your organization?**
 | YES | NO |
| 1. **Do you have a staff person designated to work on training and development at least ½ time?**
 | YES | NO |
| 1. **Do you dedicate resources to local educational institutions (e.g. community colleges) to increase their capacity to provide health care worker training?**
 | YES | NO |
| 1. **Do you have any other internal resources dedicated specifically to the training and/or development of frontline workers?**
 | YES | NO |
| **If YES, please specify:** |  |  |
| **8. Are any of the following available to FLWs at your organization?**  |
| * 1. Classrooms onsite
 |
| * 1. Computer lab onsite
 | YES | NO |
| 1. Other computer access
 | YES | NO |
| 1. Library with health related reference materials
 | YES | NO |
| 1. Study area onsite
 | YES | NO |
| 1. Clinical training space
 | YES | NO |
| 1. Clinical practice materials/equipment
 | YES | NO |
| 1. Internet access
 | YES | NO |
|  | YES | NO |

**HUMAN RESOURCE POLICIES AND PRACTICES**

The following table lists human resource management practices and policies related to the skills and/or career development of frontline workers. We are interested in whether your organization has policies or practices related to these items that apply to the typical, full-time frontline worker. Please answer “YES” if it is available to all FLWs, “CASE BY CASE” if it applies only to some individuals or some positions and “NO” if you do not offer it at all.

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| **9. Does your organization offer the following to the typical, full-time FLW?** |
| ***CAREER DEVELOPMENT AND PERFORMANCE EVALUATION*** |  |  |  |
| 1. Job descriptions (e.g. documentation of competencies and/or credentials required for specific job titles)
 | YES | CASE BY CASE  | NO |
| IF YES: Are required competencies and/or credentials communicated to FLWs? | YES | CASE BY CASE  | NO |
| 1. Are performance assessments required for FLW positions within your organization?
 | YES | CASE BY CASE  | NO |
| 1. Pay raises upon documentation of having learned a competency or set of competencies.
 | YES | CASE BY CASE  | NO |
| 1. Promotion upon documentation of having learned a competency or set of competencies.
 | YES | CASE BY CASE  | NO |
| 1. Promotion from within (e.g., specific policies regarding how long a job will be posted within the organization before it is posted outside the organization.)
 | YES | CASE BY CASE  | NO |
| ***ON-SITE TRAINING AND SKILL DEVELOPMENT*** |  |  |  |
| 1. Skills assessment for new FLWs to determine their training and basic skills (e.g., literacy, math, etc.) remediation needs.
 | YES | CASE BY CASE  | NO |
| 1. On-site training that leads to additional industry-recognized or college credit-based credentials for participants.
 | YES | CASE BY CASE  | NO |
| 1. Access to pre-college (or remedial) skills development materials
 | YES | CASE BY CASE  | NO |
| 1. Access to pre-college (or remedial) tutors for GED acquisition or college readiness
 | YES | CASE BY CASE  | NO |
| 1. Formal in-house continuing education training
 | YES | CASE BY CASE  | NO |
| ***SCHEDULING AND RELEASE TIME*** |  |  |  |
| 1. Paid time-off for workers to attend classes, participate in educational activities, or study.
 | YES | CASE BY CASE  | NO |
| 1. Flexible work arrangements (e.g. self-scheduling)
 | YES | CASE BY CASE  | NO |
| ***TUITION POLICIES*** |  |  |  |
| 1. Tuition reimbursement

[Definition: Tuition reimbursement involves an employee paying for his/her education up front, and then the employer reimbursing the employee, usually under conditions (e.g., achieving a certain grade at the end of the course)] | YES | CASE BY CASE  | NO |
| 1. Tuition advancement

[Definition: providing FLWs with funds for tuition at the beginning of a course rather than at the end, so that FLWs do not have to pay costs up front] | YES | CASE BY CASE  | NO |
| 1. Tuition remission

[Definition: Tuition remission involves paying for a worker’s education without the employee having to put forth any money out of pocket] | YES | CASE BY CASE  | NO |
| 1. Graduated educational expenses policy based on salary [Definition: Graduated tuition policies pay more educational expenses for lower-income workers (e.g. includes, books, materials, fees) and less for higher-income workers]
 | YES | CASE BY CASE  | NO |
| 1. Does your tuition/educational expenses policy cover remedial skills development?
 | YES | CASE BY CASE  | NO |
| 1. Do you have tuition/educational expenses policy to cover continuing education?
 | YES | CASE BY CASE  | NO |
| ***WRAPAROUND AND OTHER SUPPORTIVE SERVICES*** |  |  |  |
| 1. Access to a case manager that can help FLWs access resources, such as childcare, transportation, or healthcare.
 | YES | CASE BY CASE  | NO |
| 1. Career coaching

[Definition: General coaching focused on work, career transitions, and/or other career-related issues] | YES | CASE BY CASE  | NO |
| 1. Career mapping and/or career lattices

[Definition: A formal articulation of a career ladder or lattice (e.g., sequences of jobs that can be formalized within or across departments) which includes instruction on or enumeration of the educational, credentialing or other steps needed to reach educational and career objectives] | YES | CASE BY CASE  | NO |
| 1. Academic/educational advising

[Definition: Coaching based developing and executing an individualized educational plan; includes help navigating degree, certificate or credential requirements related to long-term educational plans] | YES | CASE BY CASE  | NO |

**LEARNING OPPORTUNITIES AT AND THROUGH WORK**

|  |  |  |
| --- | --- | --- |
| 1. **Are workplace learning opportunities, such as courses (college, continuing education, or certificate training) offered onsite?**
 | YES | NO |
| **If YES:**1. Are these learning experiences offered in a way that is convenient for frontline workers’ schedules?
 | YES | NO |
| 1. Are active learning experiences promoted over traditional teaching methods (e.g., instructors facilitate knowledge sharing rather than lecture)
 | YES | NO |
| 1. Are instructors enlisted from colleges to deliver learning at the work site?
 | YES | NO |
| 1. Are supervisors and/or other employees recognized as faculty by the educational institution?
 | YES | NO |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NEVER | RARELY | SOMETIMES | OFTEN |
| 1. **Do FLWs have an opportunity to reflect on and learn from critical incidents or work projects** (e.g., team meetings to discuss what’s going on at work)?
 | 1 | 2 | 3 | 4 |
| 1. **Are situations encountered at work turned into teachable moments for FLWs?**
 | 1 | 2 | 3 | 4 |
| 1. **Do FLWs have opportunities for on-the-job peer-to-peer learning?**
 | 1 | 2 | 3 | 4 |
| **14. Does your organization conduct mentor-based training** (e.g., formal process by which a mentor teaches job competencies)?  | 1 | 2 | 3 | 4 |
| **15. Do employees who are serving as mentors receive bonuses and/or salary increases associated with their mentoring responsibilities?** | 1 | 2 | 3 | 4 |
| **16. Do employees who are serving as mentors have time dedicated in their position to this role?** | 1 | 2 | 3 | 4 |
| **17. Does your organization reward supervisors for excellent supervisory performance?**  | 1 | 2 | 3 | 4 |
| **18. Do supervisors receive training on how to mentor/coach FLWs?** | 1 | 2 | 3 | 4 |
| 1. **Is FLW input solicited in patient care planning?**
 | 1 | 2 | 3 | 4 |

**SIZE AND STRUCTURE OF ORGANIZATION**

|  |
| --- |
| 1. **Please indicate which of the following best describes your organization:**
 |
| 1. Behavioral health center
 |
| 1. Community health center
 |
| 1. Health system or network
 |
| 1. Hospital
 |
| 1. Long-term care, including home health or hospice
 |
| 1. Other (please specify)
 |

|  |  |  |
| --- | --- | --- |
| 1. **Is your organization part of a larger healthcare network or system?**
 | YES | NO |

|  |
| --- |
| 1. **Approximately how many employees work for your organization? \_\_\_\_\_\_\_\_**
 |
| 1. **Overall, about how many separate departments report directly to the person in charge at your organization?**

 **\_\_\_\_\_\_\_\_** |
| 1. **About how many vertical levels are there between the highest and lowest positions at your organization, including both the highest and lowest levels?** (For example, an organization consisting of a CEO, clinical supervisors, and frontline health and healthcare workers would have three vertical levels)

 **\_\_\_\_\_\_\_\_** |
| 1. **Approximately how many frontline workers work for your organization?**

 **\_\_\_\_\_\_\_\_** |