



WORKFORCE DEVELOPMENT PLAN



COUNTY OF SAN DIEGO
HEALTH AND HUMAN SERVICES AGENCY
DIVISION OF PUBLIC HEALTH SERVICES



This icon indicates that the plan being read is the County of San Diego's Health and Human Services Agency, [Division of Public Health Services](#) Workforce Development Plan.

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Example: [Public Health Services](#)

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INTRODUCTION

Public Health Departments are facing new and more complex challenges every day, as well as growing demands and expectations. To be an effective and high performing health department, it is critical that the public health workforce is nimble and able to adapt; excel in competencies designated for frontline, managers, and executive levels of the workforce; and demonstrate excellence in quality and outcome performance to be effective.

Emerging factors rapidly influencing the needs of the workforce are related to changing demographics, information technology, customer demands, and the evolution of “big data.” An increasingly diverse population requires cultural competencies to be successful. Rapidly changing technology means that staff members have access to the latest technology and know how to use it, in order to be productive. Growing customer or client demands and resource constraints necessitate streamlined processes. Data analytical and process improvement skills are needed to realize more efficient and effective practices. The workforce must be provided opportunities to continuously learn new and evidenced-based or promising practices.

All of these trends explain a growing call nationally for attention to the condition of the public health workforce through new national standards and competency guidelines. At the same time, in San Diego County, a vision has been adopted by the Board of Supervisors for a healthy, safe, and thriving county called Live Well San Diego. This is a shared vision and involves a collective effort of all County departments and partners across every sector (i.e., cities, schools, businesses, and community-based organizations). The realization of this vision depends on the quality of the public health workforce.

BACKGROUND

The County of San Diego has reputation for its disciplined management approach and its financial strength. It is maturing into a world class organization — a region that is Building Better Health, Living Safely and Thriving: Live Well San Diego. This has helped to transform the County culture to value healthy living and see the strong link between health and workforce productivity. The County's Department of Human Resources received the 2014 award from IPMA-HR for "Excellence for a Large Agency," in tribute to its efficient and effective programs including an Employee Wellness Program and Employee Development Initiatives. In 2015, The County of San Diego was also nominated one of the healthiest workplaces by the San Diego Business Journal for its renovated campus in Kearny Mesa, featuring ergonomic workstations, a gym, walking paths, natural lighting, lactation rooms, and a cafeteria offering a wide range of healthy foods. Public Health Services (PHS) Division benefits from being part of a County and super agency, Health & Human Services Agency (HHSA), which offer additional resources that can be leveraged towards developing the public health workforce and creating healthy working conditions.

COUNTY OF SAN DIEGO

General Management System

The County has built a reputation on its sound management principles, fiscal stability and award-winning programs. This has been achieved through the County's business model called the General Management System (GMS). In 1998, the County of San Diego Board of Supervisors adopted and instituted the GMS model to reinforce management discipline in the county and focus on business practices and performance outcomes. GMS guides all operations and service delivery to residents, businesses, and visitors throughout the fiscal year. The model is an annual five-part cycle to managing government for maximum efficiency and effectiveness: 1) Strategic Planning; 2) Operational Planning; 3) Monitoring and Control; 4) Functional Threading; and 5) Motivation, Rewards, and Recognition (see Figure 1 below). The County's Health and Human Services Agency Division of Public Health Services utilizes the GMS model to guide all operational and strategic planning efforts, including workforce development. A video describing this system can be found [here](#).

Figure 1: The Five-Part Cycle of the County of San Diego General Management System



Organizational Structure

At the County of San Diego, the Board of Supervisors appoints the Chief Administrative Officer (CAO), who hires the General Managers or Deputy CAO for the five business groups, including the HHSA Director (see Appendix 1A), who currently is Nick Macchione.

Strategic Plan and Live Well San Diego

The County's strategic planning process is an ongoing activity and revisited annually to make adjustments, as necessary, to ensure that the priorities articulated in the Strategic Plan reflect the changing environment, economy and community needs. The Strategic Plan is the first element of the County GMS business model. As the first step of the GMS, the Strategic Plan outlines the priorities that identify where the County wants to be in five years and the goals set for the organization and the community. The County's Operational Plan, or budget document, outlines how the organization will achieve the goals, as the second step of the GMS. The Operational Plan includes the concrete steps that County departments will take to assign resources and staff toward achieving the priorities and goals laid out in the Strategic Plan.

The County's 2015-2020 Strategic Plan is aligned with the Live Well San Diego long-term initiative to achieve a healthy, safe, and thriving San Diego County. In 2010, the County Board of Supervisors adopted Live Well San Diego to advance the health, safety and well-being of the region's more than 3 million residents. Based upon a foundation of community involvement, Live Well San Diego includes three components: Building Better Health, adopted on July 13, 2010; Living Safely, adopted on October 9, 2012; and Thriving, adopted on October 21, 2014. Live Well San Diego is built on four strategic approaches that are reflected in the County's Strategic Initiatives. These strategies include 1) building a better service delivery system, 2) creating positive choices, 3) pursuing policy and environmental changes, and 4) changing the culture from within.

County Workforce Expectations

Fundamental for the County of San Diego is the expectation that all County employees are ethical and demonstrate the highest standards of legal and ethical conduct in the workplace. The Code of Ethics and the Code of Conduct capture these expectations.

Code of Ethics

The importance of an ethical County workforce is reflected in the County seal, "The noblest motive is the public good." The Code of Ethics was created to serve as both a pledge and a guide for all County of San Diego employees. The Code of Ethics includes Standards of Conduct and General Principles which is intended to guide and assist staff in the actions taken and the decisions made as public servants of the County of San Diego. The County's Code of Ethics is the foundation of the organizational culture and must be reflective in everything staff does. All employees are expected to be aware of, and behave in accordance with, the County's Code of Ethics.

Code of Conduct

The County of San Diego Board of Supervisors has established a zero tolerance policy toward internal and external fraud. In order to encourage its employees to demonstrate the highest standards of legal and ethical conduct in the workplace, the County implemented a Code of Conduct and Statement of Incompatible Activities policy. The standards required by the Code of Conduct and Statement of Incompatible Activities can only be achieved through the efforts of dedicated employees who conduct themselves with honesty, integrity, and professionalism and in adherence to the letter and the spirit of all applicable laws, rules, regulations, policies and procedures. All County employees, officers, and agents shall perform their duties in accordance with the principles outlined in the policy.

HEALTH AND HUMAN SERVICES AGENCY

HHSA is one of five business groups of the San Diego County government. HHSA provides a broad range of health and social services, promoting wellness, self-sufficiency, and a better quality of life for all San Diego County individuals and families.

HHSA was created in 1998 to bring together what are currently Aging and Independence Services, Behavioral Health Services, Children's Services, Public Administrator/Public Guardian, Public Health Services, and Self-Sufficiency Services.

The Agency integrates health and social services through a unified service-delivery system. This system is family focused and community-based, reflective of business principles. Additionally, the services are delivered in a cost-effective and outcome-driven fashion.

Organizational Structure

HHSA is divided into the Divisions of Aging and Independence Services, Behavioral Health Services, Child Welfare Services, and Public Health Services, as well as six Regional service areas that include North Inland, North Coastal, North Central, Central, South, and East Regions. Each Division is headed by a Deputy Director (see Appendix 1B).

PUBLIC HEALTH SERVICES

As one division of the HHSA, Public Health Services (PHS) employs about 485 staff who provides services for the 3.2 million residents of San Diego County. The Deputy Director of the Division of Public Health Services (PHS) is also the Public Health Officer.

Organizational Structure

PHS is divided into six branches, each headed by a chief who oversees the various programs and services in each branch (see Appendix 1C), and one administrative office:

- PHS Administration directs public health programs; provides financial, contract, legislative and administrative support to all branches; and coordinates performance and quality management as well as special initiatives.
- Epidemiology and Immunization Services Branch (EISB) works to identify, prevent, and control communicable diseases.
- Emergency Medical Services (EMS) ensures quality emergency medical services and is involved in community education, prevention activities, and research. EMS also provides planning and medical response activities for bioterrorism, natural, and man-made disasters.
- HIV, STD, and Hepatitis Branch (HSHB) helps to assure the development and delivery of quality HIV, STD, and Hepatitis prevention and treatment services.
- Maternal, Child, and Family Health Services (MCFHS) works to promote health and to protect and support pregnant women, children, families and communities.
- Public Health Nursing (PHN) Administration provides administrative support to approximately 100 HHSA Public Health Nurses who promote and preserve the community's health via education, outreach, and collaborative activities throughout the Regions.
- Tuberculosis Control and Refugee Health Branch (TBC-RH) detects, controls, and prevents the spread of tuberculosis through treatment, case management and contact investigation, as well as concentrating on refugee health issues.

Figure 2. Public Health Services Strategic Vision, Mission, Values and Guiding Principles.



Source: Excerpt from Public Health Services Strategic Plan. Journey to Accreditation, 2013-2018, page 1.

PHS Vision

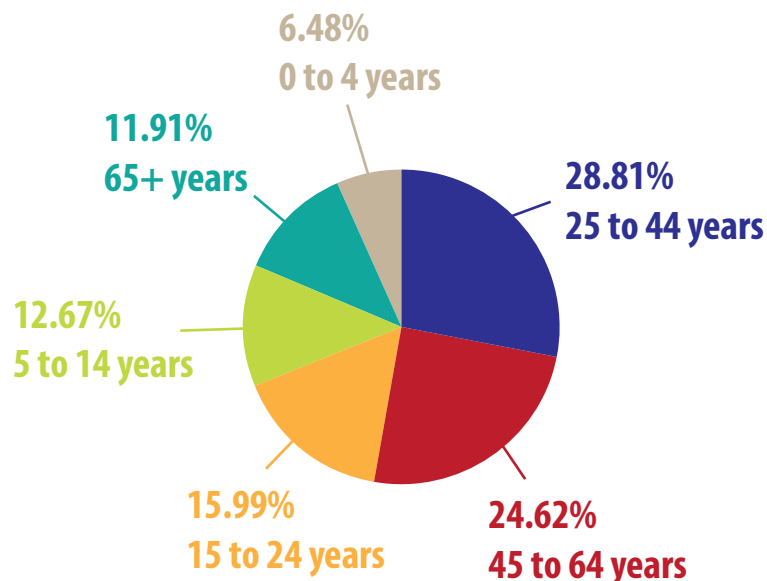
The vision of Public Health Services is simple but ambitious: “Healthy People in Healthy Communities.” This vision aligns with the County Live Well San Diego vision of a healthy, safe and thriving community, and Public Health Services plays a major role in this collective effort engaging all of County government and over 100 partners across all sectors—businesses, schools, cities, and community or faith-based organizations. The PHS vision, mission, values, and guiding principles (Figure 2 above) reflect a focus on providing optimal services that meet community needs. Among the guiding principles is one that speaks to the workforce needs: “Support and encourage a knowledgeable and engaged workforce through open and respective communication.”

PROFILE OF THE COMMUNITY AND THE WORKFORCE

DIVERSE POPULATION SERVED

San Diego County includes the city of San Diego, which is the 5th largest city in the nation. The county has a population of 3.2 million people, living over an area of 4,200 square miles. The HHSA is responsible for serving all residents of San Diego County (see Figure 3A & 3B below). The age distribution varies by region in San Diego, but overall, 12% are 65 years or older and another 25% are 45 years or older. A third of the population identifies as Hispanic (33%) and many residents (11%) identify as Asian or Pacific Islander, which underscores the importance of cultural competency among the public health workforce.

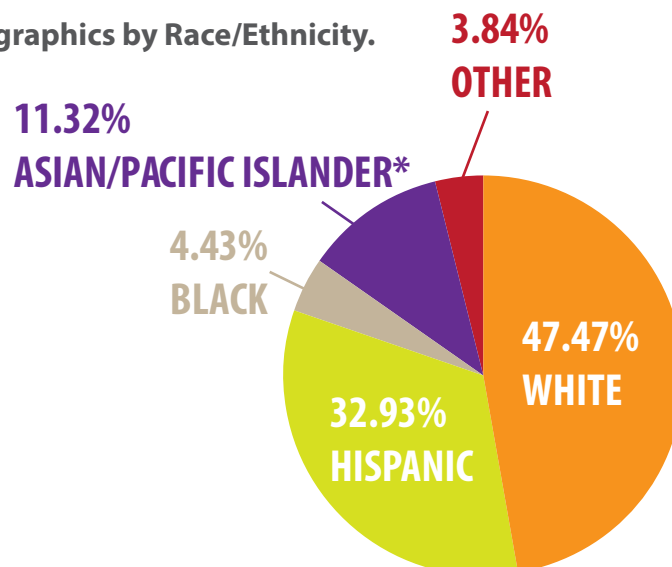
Figure 3A. San Diego County Demographics by Age.



Source: SANDAG 2012 data.

Demographic data are based on 2012 SANDAG estimates.

Figure 3B. San Diego County Demographics by Race/Ethnicity.

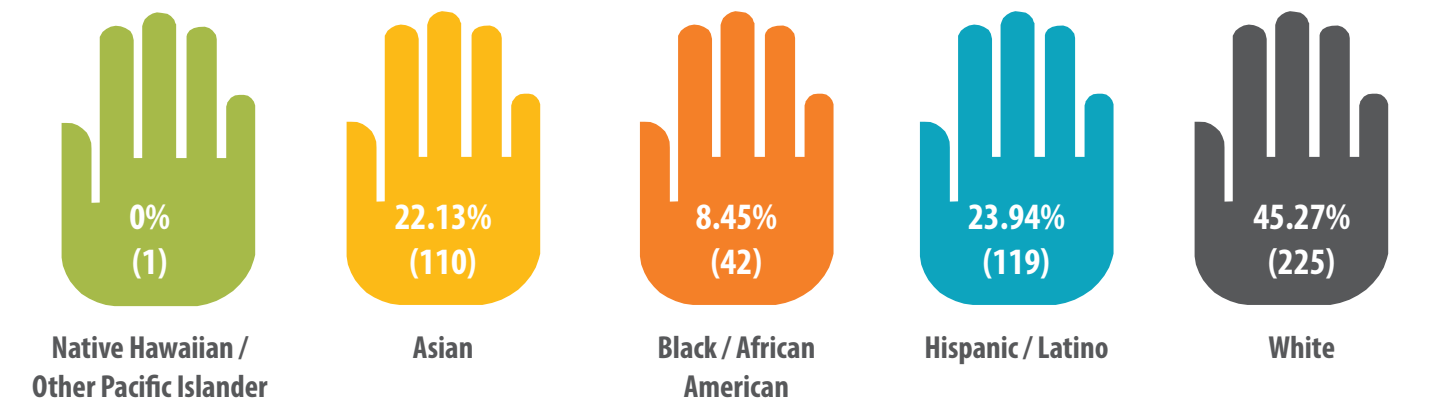


Source: SANDAG 2012 data.

CURRENT PUBLIC HEALTH WORKFORCE DEMOGRAPHICS

The Public Health Services workforce is relatively close to reflecting the population in terms of ethnicity. As demonstrated in Figure 4 below, about 24% identifies as Hispanic or Latino, compared to the total San Diego County population of 33% identifying as Hispanic. More of the PHS workforce identifies as Asian than is true for the total County population—22% compared to 11%. While the African America identification in the PHS workforce is relatively low at 8.5%, it is still higher than for the County as a whole at about 4.4%. In terms of gender, the PHS workforce is overwhelmingly female (82%) which of course is out of proportion to the general County population.

Figure 4: County of San Diego Department of Human Resources February 2015



PUBLIC HEALTH SERVICES AGE DISTRIBUTION

	SILENT (-1945)	BOOMER (1946-1962)	GEN X (1963-1978)	GEN Y (1979-1992)	GEN Z (1992-)
	0.2%	35.4%	42.7%	21.5%	0.2%
497	1	176	212	107	1

GENDER STATISTICS

	FEMALES	MALES
TOTAL 497	407	90
PERCENTAGE	82%	18%

NEW STANDARDS AND CHANGING ENVIRONMENT

CORE COMPETENCIES

An adoption of Core Competencies for Public Health Professionals, and the inclusion of standards for workforce development that are part of National Public Health Accreditation Board Standards, reflect the imperative of growing the professionalism of the public health workforce. The Core Competencies for Public Health Professionals, a consensus set of skills for the broad practice of public health as defined by the 10 Essential Public Health Services, were adopted in June 2014. These Core Competencies were the product of a collaboration of 20 national organizations that formed the Council of Linkages Between Academia and Public Health Practice to strengthen the integration of academia and practice in order to ensure a well-trained, competent workforce, and evidence-based practice.

The Core Competencies for Public Health Professionals are organized into eight domains of knowledge and skills (see Table 1 below). Each domain is split into three tiers, which represent different job classifications. Tier 1 would apply to entry level employees. Tier 2 would apply to program management and supervisors. Tier 3 would apply to senior management and executives. More information is available on the Public Health Foundation website: http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx.

Table 1: Public Health Core Competencies

CORE COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS	
1. ANALYTIC/ASSESSMENT SKILLS 2. POLICY DEVELOPMENT/ PROGRAM PLANNING SKILLS 3. COMMUNICATION SKILLS 4. CULTURAL COMPETENCY SKILLS	5. COMMUNITY DIMENSIONS OF PRACTICE SKILLS 6. PUBLIC HEALTH SCIENCES SKILLS 7. FINANCIAL PLANNING AND MANAGEMENT SKILLS 8. LEADERSHIP AND SYSTEMS THINKING SKILLS

Source: Council of Linkages Between Academia and Public Health Practice, Core Competencies for Public Health Professionals.

PHAB STANDARDS FOR WORKFORCE DEVELOPMENT

The Public Health Accreditation Board (PHAB) incorporates the standards for workforce development to help ensure public health departments place a priority on developing future public health workers and take actions along a number of dimensions—including designing workforce development strategies and plans, implementing the plan, promoting professional and career development for all staff, and creating an environment that is supportive of the workforce. The workforce development plan must do more than “sit on a shelf” and must actively address gaps in capacity and capabilities of the department workforce and its units and be responsive to the changing environment, including consideration of areas where there is lots of change (e.g., information management and other technology, emergency preparedness training, health equity, cultural competence). Training curriculum must be shown to address these gaps and persistent barriers to close gaps in capacity and capabilities identified.

SAN DIEGO COUNTY HUMAN RESOURCE INITIATIVES

The County of San Diego has recently launched initiatives that are forward-thinking and embrace new research and practice shown to support more effective, responsive and successful workforce and workplace. This includes a new customer service initiative, and a new effort to bring a trauma-informed perspective into the sensitive work County staff do, including the activities of the public health services team where trauma-informed approach is increasingly seen as essential.

Customer Service Initiative

Over the years, the County of San Diego, like many public agencies, has had various customer service initiatives. Recently, in 2014, a new initiative was launched called HEART (Helpfulness, Expertise, Attentiveness, Respect, and Timeliness). The HEART vision is that all of the County's customers will have a positive experience. The County is committed to using a positive approach to provide customers with a positive experience. The initiative entails an eight-step journey to a positive experience: 1) Commit to have HEART, 2) Know our customers, 3) Know ourselves, 4) Set goals, 5) Develop skills, 6) Measure success, 7) Improve and collaborate, and 8) Recognition.

Each County department has an ambassador that establishes and manages a HEART team to integrate the initiative within their program. PHS has two HEART team members from each of the six Branches, and at least one member from the administrative office. The PHS HEART Team provides training and education through presentations, exercises, videos, and informational material to ensure that all staff members provide excellent customer service to internal and external clients.

Trauma-Informed Systems Integration

Countywide Activity

Also in 2014, the County-wide Trauma-Informed Systems Integration initiative was launched as part of the Living Safely component of Live Well San Diego. This initiative is at the forefront of thinking about how to create a public system, including a public health system, that recognizes that many of the customers that the County services have experienced trauma. In order to be successful in interactions and interventions with these customers, the workforce needs to understand some basic principles of trauma and how it affects the customer we serve.

Also trauma can affect the County workforce, either because individual County staff can be victims of trauma or can experience secondary trauma in the workplace while serving others.

Health and Human Services Activity

In fact, trauma-informed is a component of cultural competency; an approach to engage all people HHSA serves and all staff in new ways that help mitigate the long-term effects of trauma and promote better outcomes. HHSA's trauma-informed systems policy vision is to improve the health and wellness of the community by providing innovative and integrated policies, practices, services and systems so San Diegans can engage and enjoy lives that are Healthy, Safe, and Thriving. On April 1, 2014, HHSA Director Nick Macchione sent a letter to all HHSA staff detailing training and programmatic changes to get the entire workforce, and the services offered, trauma-informed. This declaration was subsequently followed by the development of a policy statement; and action plan, defining steps for divisions and regions to train employees, and a policy and procedures document, providing guidelines for becoming a trauma informed system.

In order for HHSA to support the implementation of program/division/region trauma informed action plans, there is a Trauma Informed System Integration (TISI) team. PHS has a TISI team that represents the Public Health Officer. The PHS TISI team reviews and approves tools and materials that support implementation of trauma-informed action plans. As part of the action plan, the PHS TISI team members are training and educating their colleagues from each of the Branches regarding trauma-informed care and service delivery. In conjunction with the trainings, the TISI team members will facilitate a Trauma Informed Agency Scan to review, revise, and integrate policies, practices, procedures, and environments.

Public Health Services Activity

Public Health has completed 8 of 8 sessions planned for FY14-15 to obtain the “environmental scan” input from all levels of employees, including frontline staff (e.g., clerical, communicable disease investigators, lab assistants, community health program specialists), supervisors and managers (e.g., epidemiologists, nurses, analysts), and executive staff. A final report will be submitted to HHSA from PHS and other HHSA Divisions and Regions to develop a FY15/16 work plan to create a trauma-informed system.

CHANGING ENVIRONMENT

Expectations are rising for public health workers not only as reflected through these national standards but also by a transformation within the County of San Diego. The County of San Diego has long had a history of commitment to excellence as reflected in its General Management System and the County Strategic Plan that includes the goal to “develop, maintain and attract a skilled, adaptable and diverse workforce by providing opportunities for our employees to feel valued, engaged and trusted.”

Moreover, with the adoption of the Live Well San Diego vision, every public health employee—regardless of branch, program, classification or level—is engaged in executing strategies to help San Diego county residents “live well” as part of the Live Well San Diego vision. All public employees will be expected to serve residents using the latest evidence-based approaches that recognize the socio-economic determinants of health and leverage the collective efforts across County departments as well as partners within the community. The ultimate goal is to have a collective impact and bring positive, measurable change across all San Diego communities in terms of key indicators of community wellness, called the Top 10 Live Well San Diego Indicators. This is a very ambitious agenda for the public health services team as a significant contributor to the Live Well San Diego vision.

Developing the Public Health Services workforce is essential to everything PHS does. It is integral to successful implementation of every new plan to advance communications, quality improvement and health equity, among others. The success in implementing the Public Health Strategic Plan, composed of the individual Branch Strategic Plans and linked to the Worksite Development Plan, demands a workforce that has identified core competencies and can adapt to a dynamic environment.

METHODOLOGY

Several assessments have been conducted over the past few years to determine how prepared the public health workforce to meet future needs and the ever-changing environment. A qualitative research methodology was used — a combination of surveys and focus groups. This included a series of strengths based management surveys that were and continue to be conducted to gauge staff engagement. Also, in 2014, a special workshop was convened with staff representation across classifications and branches to examine the gap between core competencies of the workforce today compared to core competencies needed in the future.

STRENGTH-BASED MANAGEMENT SURVEYS

Since August 2008, PHS has conducted an annual Strengths-based Management survey. The survey is based on the Gallup's Strength Based Management and Engagement principles which assert that engagement correlates to workforce development needs being met. The survey is disseminated annually, completed by all PHS staff, and results analyzed across PHS and by individual Branch. This survey is specifically designed to measure the level of staff engagement and identify workforce capacity needs. Staff engagement is measured in four areas based on Gallup's twelve elements of engagement. The areas of engagement measured are: basic needs of staff, management and support, teamwork support, and opportunities for growth.

WORKFORCE ASSESSMENT AND DEVELOPMENT WORKSHOP

On March 21, 2014, a Workforce Assessment and Development Workshop was convened to assess the current status of the County's public health workforce compared to Core Competencies. The workshop included about 40 staff across different classifications and representing various divisions and regions in HHSA. Also participating were the Department of Environmental Health, as PHS's key partner in executing core public health responsibilities, and the DHR.

Participants determined the top three strengths, weaknesses, opportunities, and threats that the public health workforce is facing. Participants were also asked to assess the level of staff competencies now compared to where participants believe staff competencies need to be to meet the challenges of the future across each of the eight (8) core competencies.

This assessment was used to determine goals and priorities for workforce development in the coming years. Also, findings from the workshop, contributed to the Health Officer's list of 15 strategic initiatives for fiscal year (FY) 14/15, which will carry over to FY15/16. These initiatives align with County and HHSA strategic priorities, which also support a future competent public health workforce. These initiatives reflect emerging trends and growing demands, such as "Data Integration" and "IT Gaps," and newer policy areas, such as "Climate Change" and "Health in All Policies." An emphasis on health equity and cultural competence is amplified, as the County embraces its mission to address issues of disproportionality across County departments. The initiative "Talent and Team Development" reflects the priority of and commitment to workforce development, ensuring that all employees are knowledgeable and informed about key County initiatives and issues.

RESULTS

The results from the assessments of staff strengths and competencies revealed tremendous progress. The gaps revealed areas for future PHS action.

2014 STRENGTHS-BASED MANAGEMENT SURVEY

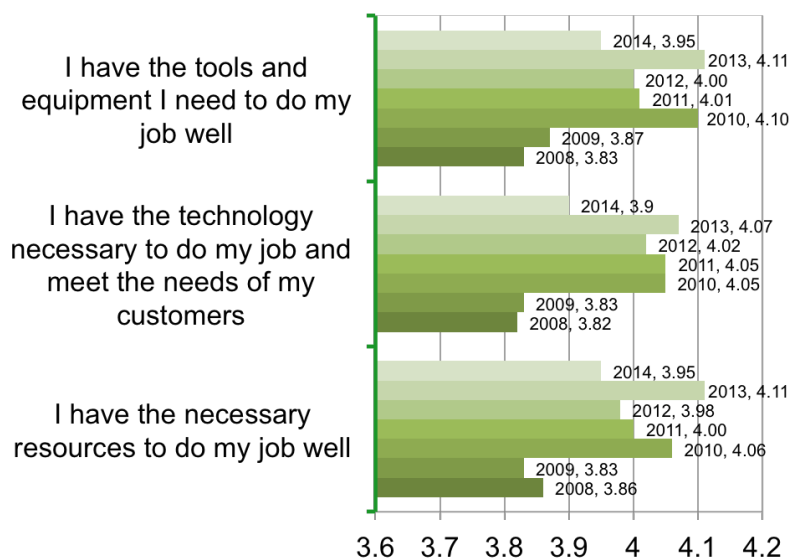
The data from the 2014 Strengths-Based Management survey of all PHS staff revealed positive results from each of the engagement areas and improvement since 2008. However, in a few areas, the improvement has not been as strongly positive as others. Consequently, PHS Branches have been developing and implementing annual Strengths Impact Plans to address these areas of improvement.

The questions in which the overall results are still below 4 (on a scale of 1 to 5) as of 2014 are:

- Question #2: I have the materials and equipment I need to do my work right.
 - o Result in 2014 was 3.93 compared to 3.84 in 2008.
- Question #4: I have received praise or recognition for doing good work.
 - o Result in 2014 was 3.88 compared to 3.59 in 2008.
- Question #6: There is someone at work who encourages by development.
 - o Result in 2014 was 3.97 compared to 3.55 in 2008.
- Question #7: At work my opinions count.
 - o Result in 2014 was 3.97 in 2014 compared to 3.79 in 2008.
- Question #11: This last year, I have had the opportunity to learn and grow.
 - o Result in 2014 was 3.96 compared to 3.57 in 2008.

Although these questions still had a result below 4 (on a scale of 1 to 5), they show improvement over time or at least within the last year. An exception to this is Question #2, where there was a decline in 2014 results compared to 2013. This finding suggests a special need to look at whether staff members have the materials and equipment to do their jobs right (see Figure 5 below).

Figure 5. Selected Question from Strengths-Based Management Survey: I have the materials and equipment I need to do my job right (2008 to 2014).



Source: Public Health Services annual employee strengths-based management survey data, 2008 to 2014.

WORKSHOP FINDINGS

The following table shows the top three Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis) identified by the group during the Workforce Assessment and Development Workshop. The Strengths and Opportunities reflect the assets PHS enjoys as part of a successful County government that has launched a major collective impact effort. The Weaknesses and Threats inform the workforce development strategies which include a focus on helping staff keep up with technology and improving financial planning so that they can manage successfully in an environment in which resources are increasingly scarce.

Table 2. Strengths, Weaknesses, Opportunities, and Threats Analysis (SWOT) – Top Three

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. County's focus on collaboration makes teamwork easier 2. No debt, fiscally conscious – lends to stability in internal funding 3. Reach/scope countywide – ability to reach a large part of the population 	<ol style="list-style-type: none"> 1. Not keeping pace with technology 2. Lack ability to compensate financially 3. Some class specifications are out of date
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Collective Impact (Live Well San Diego) model leads to increased community partnerships on programs 2. Talent and Team development – chance to create and mold new leaders 3. Technology – can leverage to help with a variety of projects, including performance management and workforce training 	<ol style="list-style-type: none"> 1. Economy (changing) creates 2. Uncertainty about funding 3. Changing funding sources gives instability to some programs 4. Changing political climate may lead to the dissolving of some programs

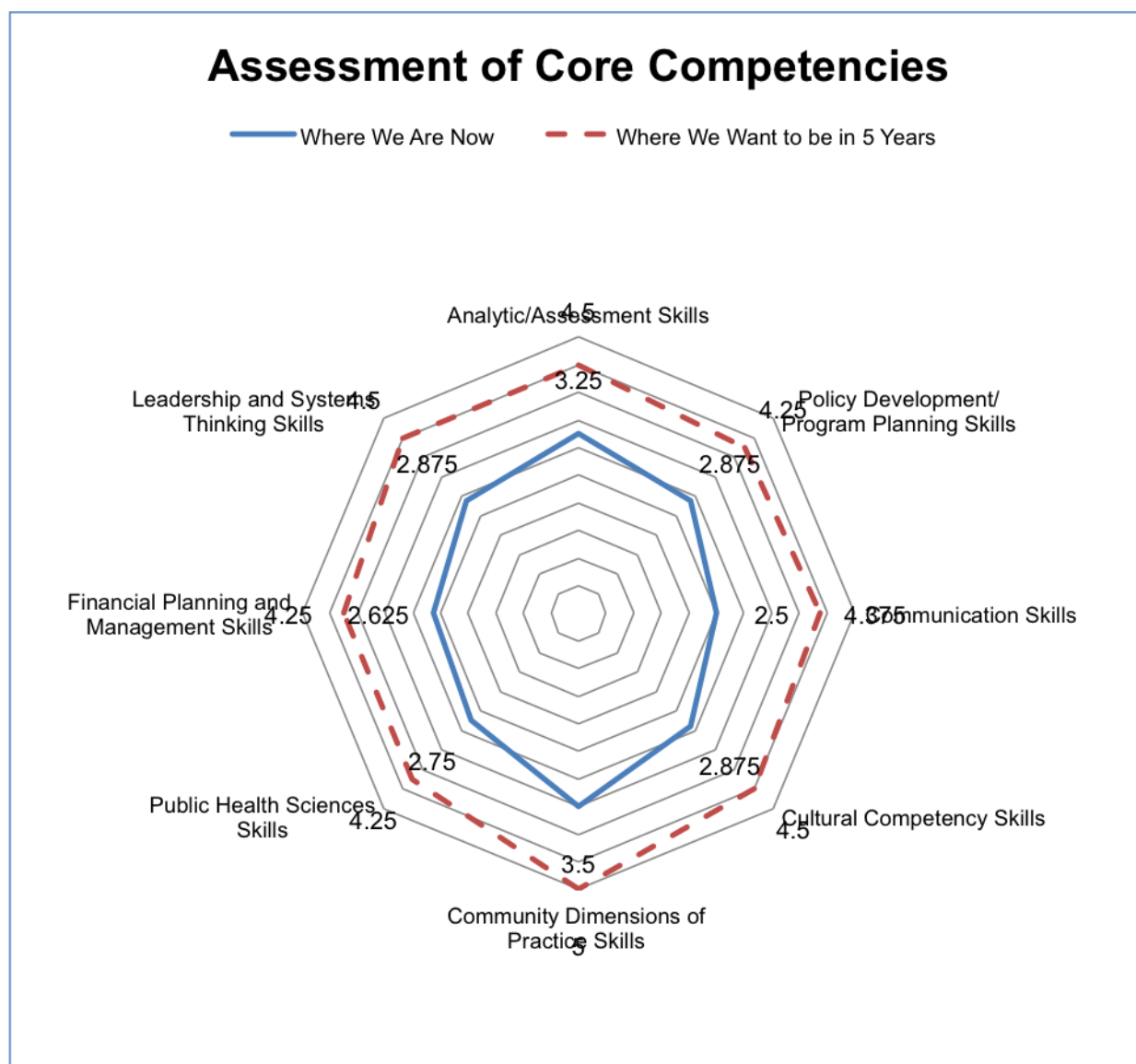
Source: Workforce Assessment and Development Workshop, March 21, 2014, supported by NPHII Grant funds.

RADAR CHART ASSESSMENT OF THE CORE COMPETENCIES

The radar chart (see Figure 6 below) shows the level at which participants ranked staff competencies, compared to where participants believed future competencies needed to be in order to be successful. The solid line indicates the current assessed level of competency. The hashed lines indicate the future desired level of competency.

Overall, the participants found the current assessed level of competencies was between 2.5 and 3.25 whereas the future desired competencies needed to be at least a level 4. In particular, due to the Live Well San Diego vision, participants believe Community Dimensions of Practice Skills need to be still higher—at a level 5. The gap between current assessed level and future desired competencies was largest for Financial Planning and Management skills, with a current assessed score of 2.63 compared to a future desired need of 4.25. Consequently, the Work Plan includes a focus on developing financial literacy among PHS staff.

Figure 6. Diagram of Assessment of Core Competencies.



COLLECTIVE CAPACITY AND CAPABILITY

Today, the County of San Diego, Health & Human Services Agency and the Public Services Division, enjoys a certain level of capacities in terms of workforce development. In fact, there has been an emphasis on leadership development for a number of years in the County with the design of a Leadership Development Model which guides current and future curriculum, and the implementation of a structured and facilitated Mentorship Program. Additionally, there is a strong infrastructure for training in The Knowledge Center (TKC), created by the HHSA Director, to elevate the variety and level of training available to staff as part of ongoing job and career development, and to provide staff the knowledge they need to advance the vision of Live Well San Diego. In addition, Public Health Services has implemented training programs in addition to those offered by HHSA, in order to bring special attention to the core competencies that public health staff needs to be successful.

THE COUNTY LEADERSHIP DEVELOPMENT MODEL

The County of San Diego Department of Human Resources adopted a Leadership Development Model. This model depicts competencies for leadership and identifies which competencies are essential depending upon the management level reached—from classified management positions, to unclassified, and then at the executive level where competencies need to be even more fully developed. Threshold competencies are also defined, and these are:

- Customer Service Orientation
- Department-specific functional skills & technical knowledge
- Flexibility/adaptability
- Self-confidence
- Knowledge worker

The intent of this model is to help guide the development of leaders, which is critical to the success of the County, HHSA and public health services as one of the major County departments. The model not only empowers employees by helping identify professional goals and a plan to attain those goals, but this model also serves as a powerful retention tool by creating a link between employees and the organization that is investing in them. The model grew out of recognition of the need for better succession planning and its advantages include the stronger partnerships between supervisors and managers and their staff as they proactively work to develop employees for leadership roles. See Appendix 4 for the County of San Diego's Leadership Development Model.

THE COUNTY MENTOR PROGRAM

County DHR offers a Mentor Partnership Program, designed to help coach and inspire employees to pursue their chosen career-oriented goals within County government. A number of staff across County departments, including Public Health Services, has participated in this program. It is a structured, facilitated program that includes three phases organized around leadership competencies within the Leadership Development Model—self-discovery, organizational development, personal and career development. Progress reports are due after each phase. An experienced person (mentor) is paired with a less experienced person (mentee), and mentor and mentee work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached. A number of resources are also made available to both mentee and mentors to support growth of the mentee and success of the relationship.

THE KNOWLEDGE CENTER AT HHSA

The TKC, in the HHSA or Agency Human Resources support division, provides a wide range of operational and administrative support to the HHSA divisions with high quality innovative approaches to workforce management and development. TKC strives to support all HHSA staff, across every region and division including Public Health Services, with training that supports the development of strong leaders and managers, as well as increase program knowledge and offer specialized training. All training is aligned to help staff advance the vision of Live Well San Diego. Some of the training is mandatory, other training is discretionary. TKC has rolled out a considerable amount of high quality training through its e-learning system called LMS for Learning Management System.

TRAINING AVAILABLE TO ALL COUNTY STAFF

A wide array of training is available to all County staff, including PHS. Many of these trainings are required by a State mandate or a county-wide or HHSA policy or priority. Some if it is delivered through an e-learning system (Learning Management System or LMS) so that staff can take these classes when convenient and comply with deadlines for completion. The wide range of curricula and training are listed in Appendix 5. The Appendix specifies who the training is designed for and the Core Competency that the individual training addresses. These trainings cover topics such as work place safety, electronic data storage requirements, and sexual harassment prevention.

As the County and HHSA have recognized the needs for higher levels of skills at all levels, additional professional training course have been offered and even been made mandatory, such as Lean Six Sigma White Belt training — offered to all Agency including PHS staff through LMS — and Yellow Belt training — offered as an in-class training required of all supervisors. National Incident Management System training is an in-class course required of all bioterrorism staff and is mandated by the Post-Katrina Emergency Management Reform Act of 2006. PHS has also developed its own trainings to fill some of the gaps identified through its workforce competency assessment, to be discussed in great detail later.

PROFESSIONAL DEVELOPMENT

Other training is made available so that staff can develop as leaders and managers, or to meet programmatic or professional requirements, including Continuing Education (CE) Requirements. Many PHS staff members have CE Requirements depending on their classification and profession. (See Appendix 6 for CE Requirements by profession). TKC offers various CE opportunities and also, with PHS, helps identify and promote continuing education opportunities offered outside of the County. In addition, PHS will convene summits and offer trainings that also provide continuing education units. PHS, together with Agency Human Resources, tracks CE units to help ensure staff members are keeping up with these requirements.

ACADEMIES

Another important avenue for PHS staff to develop as leaders and managers is by participating in Academies that are offered by the County's Department of Human Resources and HHSA's Agency Human Resources TKC. These Academies reflect County and Agency commitment to developing supervisors, managers and leaders that will stay and advance within County departments. There is a wide range of types of Academies — Administrative Support Academy, Customer Service Boot Camp, Dynamic Management Academy, and the Finance Academy — among others. See Appendix 7 for a full listing and description of Academies offered.

LEAN SIX SIGMA TRAINING

HHSA launched a successful Lean Six Sigma capacity building program in FY 2010-11. This program was recognized with a California State Association of Counties 2012 Challenge Award for its approach of combining classroom with project-based training and also for an e-learning introductory training module.

Lean Six Sigma uses different color belts to symbolize the degree and intensity of training received. A master Black Belt was hired to teach White Belt, Yellow Belt, Green Belt and Black Belt classes to staff in all departments and regions of HHSA, including PHS. Green Belt and Black Belt classes were intensive and spanned several months with participants—nominated by executive staff—expected to conduct projects on real operational challenges, applying a variety of tools and techniques. Of 65 Green Belts and 8 Black Belts trained across HHSA, PHS had 8 staff certified as Lean 6 Sigma practitioners (6 staff awarded Green Belts and 2 staff awarded Black Belts).

In addition, all staff completed a basic White Belt training through a two-part on-line Learning Management System module that introduced them to the concepts in an engaging format, encouraged everyone to start coming up with improvement ideas at their own worksites, and incorporated presentations by Green Belt project leads on what they learned. Additional capacity building was gained by requiring all supervisors and managers to take a one-day Yellow Belt class, where participants learned how to apply basic Lean Six Sigma tools. The one-day Yellow Belt training continues to be available through The Knowledge Center to supervisors and managers and the White Belt training is also still available through the Learning Management System module.

PHS TRAINING INITIATIVES

PHS takes the orientation, training and professional development of staff seriously, and works to augment what is offered by the County and TKC. HHSA PHS provides a New Employee Welcome to Public Health Services Packet (NEWP) to all on boarding staff. The NEWP is an electronic packet of key information regarding PHS's structure, programs and services, including the PHS Strategic Plan. The NEWP also provides a list of required new employee trainings and a direct link to the County's Department of Human Resources webpage to register for the trainings.

Gallup's Strength Based Management and Engagement Model

PHS has embraced the Gallup's Strength Based Management (SBM) and Engagement model in order to better engage staff strengths and positively impact performance, productivity and job satisfaction. PHS leaders, and senior manager, and others with leadership potential, receive hands on, practical SBM and engagement training through another Academy, referred to as the Great Leader Academy. In addition, participants meet with a Gallup consultant who helps each leader see how they can best apply their strengths to bolster their own development and their team's performance. PHS leaders and managers use SBM principles to grow and develop staff.

PHS has also integrated SBM philosophies and practices into meetings, including the PHS Senior Staff Meetings, by having senior staff consider important SBM principles and concepts. A SBM committee, consisting of staff across branches and from different job classifications, was formed to promote integration of these concepts in the work place. An enhanced employee recognition program is also held at bi-annual PHS All Staff meetings. Supervisors also incorporate SBM principles in staff performance appraisals and employee development plans

Each branch is responsible for completing an annual Strengths Impact Plan based on the results of their annual SBM survey. This Impact Plan outlines activities and projects that will be implemented in the upcoming year to increase staff's engagement and address needs. Areas in need of improvement are discussed at PHS Leaders meetings and incorporated in the Workforce Development Work Plan.

Internships

PHS has implemented several Memoranda of Agreements with local universities, including University of San Diego and National University. With both University of San Diego and San Diego State University, PHS participates in a preventive medicine residency program in which residents do a rotation at PHS to learn all about public health and the role of PHS in the community and its operations. In addition, the Public Health Officer and other County executives are often invited to speak at university classes in public health to inform students about public health and encourage students to pursue internships and careers in public health. As a result of these agreements and the outreach that County executives make, PHS benefits from the contributions of many interns who are enriched from the experience and often go on to careers in public health.

Quality Improvement Knowledge Hour Training

To expand on Lean Six Sigma training offered by HHSA, the Quality Improvement (QI) Knowledge Hour was developed for PHS staff and is offered on a monthly basis. This training resulted from a QI self-assessment conducted by PHS leadership in February and March 2014 that revealed that PHS wanted more training and coaching in order to effectively organize and implement their QI projects. A Performance Improvement Manager coordinates this training by arranging for or delivering presentations on QI tools and quality fundamentals. Trainings are optional, but highly encouraged for the greatest success in QI-related work. The QI Knowledge Hour provides staff with direction in creating and sustaining their QI teams and ensuring the success of their projects. All staff, particularly those assigned to QI projects, have the opportunity to attend. This training is offered via WebEx to encourage participation.

Financial Literacy Training

Basic training in revenue streams and other financial information, referred to as "Financial Literacy Training," has been delivered at various venues, including the Public Health Leaders Meeting in June 2014 at which all Branch Chiefs and managers attended. The presentation covers expenditures, revenues, staffing levels, clients served, contracts and other details as well as key cost drivers and funding stability issues. The curriculum, prepared by the Departmental Budget Manager, is offered on a continuing basis and integrated into existing meetings where there is opportunity for key staff to ask questions, discuss and grow in their understanding of financial matters as they impact public health services.

GAPS IN CAPACITY AND CAPABILITIES

Even though there is considerable training and workforce development capacity in San Diego County, there remain gaps. In today's rapidly changing environment, the future public health workforce must be adaptable and continuously learning and growing. Core Competencies and other new standards, including national accreditation requirements, reflect these expectations. Furthermore, there are some clear gaps between capacity and capabilities at present and the needs, not only in the future but today.

Since 2008, the Strength-Based Management surveys and, more recently, the Workforce Development and Assessment Workshop, considerable progress in workforce development within PHS has been achieved. However, there are always opportunities for improvement, particularly in light of all the changes and growing expectations for the PHS workforce. The key findings are:

1. Strong, adaptable leaders, managers and supervisors will be needed more than ever.
2. Growing complexity in the field of public health, constant change, and evidence-based approaches all demand continuing professional development.
3. Data and other analytical skills will be increasingly important as operations become more complex and greater efficiencies required.
4. Staff must be cultural competent and understand concepts of health equity given the growing diversity of the population served and recognition of the impact of trauma.
5. Financial planning and management skills are essential given resources are always limited and creative leveraging of resources becomes more of a necessity.
6. Inadequacies in term of tools, technology, and resources that staff members need to do their job well must be addressed.

GOALS TO ADDRESS GAPS AND BUILD STRENGTHS

Six workforce development goals have been identified to address the gaps identified in the assessment and based on current collective capacity and capabilities. These goals appear in the Work Plan found in Appendix 2. For each goal, the gap that the goal is addressing is identified.

1. Increase leadership competencies within all management levels

The need for developing leaders is most critical given the new dimensions and the new complexities to the work in public health. It is a long-standing emphasis in the County of San Diego as evidenced by its adoption of the Leadership Development Model. Innovative leadership training opportunities—including the Great Leader Academy and Gallup Training Courses—are offered to staff in leadership positions or with leadership potential. The County has also had success by implementing Mentoring Programs in terms of growing future managers and leaders. Public Health Services is particularly active in recruitment of interns and workers to expand its capacities as well as to identify a future pool of workers.

2. Strengthen professional development of PHS staff

This strategy calls for taking actions that professional practices are up-to-date, evidence-based, and reflect the latest methods and technologies. The public health field is advancing in a number of different directions—including information technology, data analysis and integration, process improvement, climate change and cultural competencies. Actions taken include identifying and providing staff in the individual branches opportunities to meet their CE Requirements. This also means providing ways that best and innovative practices can be shared, demonstrated, learned and reinforced.

3. Improve the knowledge base of quality improvement (QI) best practices and tools

The Health & Human Services Agency launched a Lean Six Sigma training program in FY 2010-11 that produced in 65 Green Belts—8 of whom were from Public Health Services Division. All were trained through an intensive 4 month program requiring a completed improvement project. In addition, all PHS staff (along with every HHSA employee) received basic White Belt training through a two-part e-learning system and all supervisors received Yellow Belt training in which they received an in-class introduction to some of the key tools. Yellow and White Belt training continue to be offered to all HHSA staff, including PHS. Public Health Services continues to expand staff understanding and practice of quality improvement tools, with the requirement that each Branch conduct a QI project each year and the formation of a Performance Improvement Management Committee that helps coordinate QI activities, including a QI Knowledge Hour held once or twice a month to expose staff to QI tools and practices. A Data Threading meeting is convened every month by the Community Health and Statistics Unit to allow staff working with data to share practices and learn about new methods and technologies.

4. Increase awareness and training regarding health equity including cultural competency
This strategy means Public Health Services is committed to increasing staff awareness and knowledge of health equity and cultural competency. PHS has bilingual positions, which are designated based on the needs of the clients served for each Branch. A Health Equity Committee was formed with the goal of helping expand awareness and training in health equity, and also to share ideas as to how best to integrate health equity into practice. Related to this initiative is the Countywide Trauma-Informed Systems Initiative which is seeking to reach all programs and practice as part of the Live Well San Diego vision. Adopting the “trauma-informed” lens or approach to all services is intended to help address health inequities since this approach recognizes that clients and customers are to be served in a culturally competent manner that addresses traumatic stress that is often at the root of responses and behaviors.
5. Strengthen financial planning and management skills
This strategy refers to the need for staff to be more informed and skilled in managing contract and grant dollars and proactive in seeking opportunities to expand and leverage limited public dollars. This also relates to working with partners to effectively expand resources and impact through mutually reinforcing activities, which is essential to collective impact and achieving the Live Well San Diego vision. Strengthening the understanding of the financials as essential to successful management of public health programs is reflected in training recently rolled out to senior managers on financial literacy and will continue to be a priority.
6. Ensure staff members have the tools, technology, and resources they need to do their jobs well.
Surveys of staff reveal that staff believes they do not always have the tools, technology and other resources they need to do their jobs well and meet the needs of their customers. This problem is not uncommon to a public health department but it can have a major negative impact on staff morale if these resource gaps are not addressed and contribute to workload burden on staff. Some resource gaps can be ameliorated by process improvements, but not every gap. The focus of efforts will be first to identify the key tools, technology and resource needs and then to prioritize addressing these needs.

DISCUSSION

Even with a work plan, there are barriers that PHS faces in closing identified gaps. To overcome the barriers, PHS will need to be vigilant in pursuing the goals. The barriers, and the methods by which PHS will monitor progress, are detailed below. However, PHS has significant resources available and will draw from and leverage these resources.

As HHSA begins to plan for its journey to pursue the Baldrige award, lessons learned from implementation of the PHS workforce development work plan will inform opportunities for improvement across the entire Agency. Workforce is Component 5 of the seven components of the Baldrige framework, thus aligning with PHAB Domain 8. As such, lesson learned and best practice identified will be shared with the HHSA Executive Office.

BARRIERS TO CLOSING THE GAP

The barriers to progress for PHS in developing its workforce include. These include:

- Misalignment of limited workforce development resources. PHS is part of a large County government and a super-agency in HHSA. This is a strength in the sense that there are significantly more resources for workforce development available to PHS because it is part of a larger, well-managed enterprise. But the burden is on PHS to leverage the resources of the County's Department of Human Resources and HHSA's The Knowledge Center effectively. PHS needs to ensure on a continuous basis that there is strategic alignment and that workforce development efforts advance shared priorities. This includes making sure that workforce development efforts focus on the core competencies that research has shown are most critical for future success.
- Lack of time and flexibility for staff to take training classes. With growing demands on staff and heavy workloads, it can be difficult for staff to take the time to develop competencies. These difficulties have been partially mitigated through e-learning, but e-learning is not always possible or optimal depending on the type of training needed. This is why it is imperative that supervisors, managers and executives throughout PHS understand the importance of workforce development and allow staff the opportunity to take trainings, fulfill CE requirements, and participate in a variety of leadership and professional development opportunities.
- Insufficient opportunities to move laterally or advance within PHS and across County departments. A limited number of positions in many classifications, various civil service rules, and, lack of well-defined career paths can deter mobility and make it more difficult for staff to advance in their careers. This is not uncommon in any public agency but can work against staff developing new competencies and realizing the benefits of these new skills through job advancement, at least in the short term.

ACTION TAKEN TO ADDRESS THE GAP

PHS has already begun to take action to fill these gaps that is in line with the goals contained in the Work Plan. These actions are reflected in the discussion of Collective Capacity and Capability. These actions are also reflected in Appendices 5, 6 and 7 where curriculum, training, continuing educational and academies that are already available to PHS staff are detailed. Importantly, PHS is using its own internal resources and existing meetings to provide opportunities to develop competencies. This is best exemplified by the Gallup Strengths-based Management training that is incorporated into Senior Staff Meetings and by the 15 PHS Initiatives which provide opportunity for staff to grow and learn in the process of implementing initiatives that reflect the increasingly complex and interdisciplinary nature of public health work.

NEXT STEPS TO ACHIEVING A WORKFORCE OF THE FUTURE

Progress on the six goals identified in this plan will be monitored and adjusted each year as PHS continues to evolve its approach to workforce development (see schedule below). Public Health Leaders (which includes all Branch Chiefs) will play an important role in monitoring progress on this plan, as will the Performance Improvement Management Committee and the special team pulled together to address “Domain 8 : Workforce Development” as part of efforts to reach National Public Health Accreditation Board Standards. Progress along the Core Competencies will continue to be assessed to determine whether or not PHS is making progress towards preparing its workforce for the future.

PHS is committed to developing a workforce that can meet the challenges of tomorrow. This Workforce Plan provides the structure to help PHS, in collaboration with the County and HHSA, realize its vision of a workforce that is adaptable, continuously learning and growing, and demonstrating the competencies for success.

Table 3. Annual Schedule for Review of the Workforce Plan

DATE	ACTION	WHO
JANUARY - MARCH	Review and evaluate plan for alignment with current priorities and strategies.	Domain 8 Team presents progress to Public Health Leaders
APRIL - JUNE	Revise plan, if needed	Domain 8 Team revised
JUNE 30	Release updated version of plan	PHO reviews and approves revised plan

APPENDICES

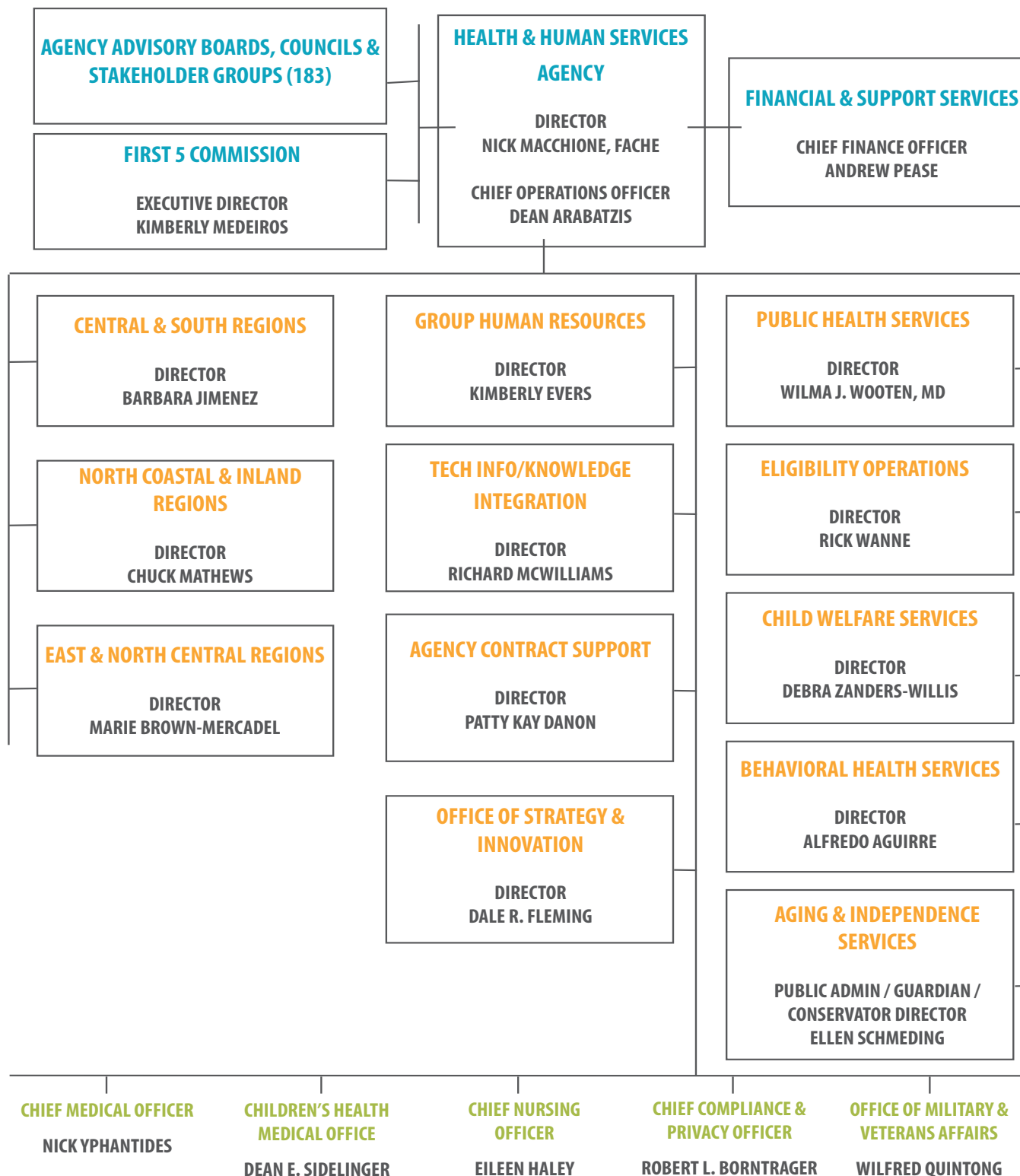
APPENDIX 1A

ORGANIZATIONAL CHART – COUNTY OF SAN DIEGO



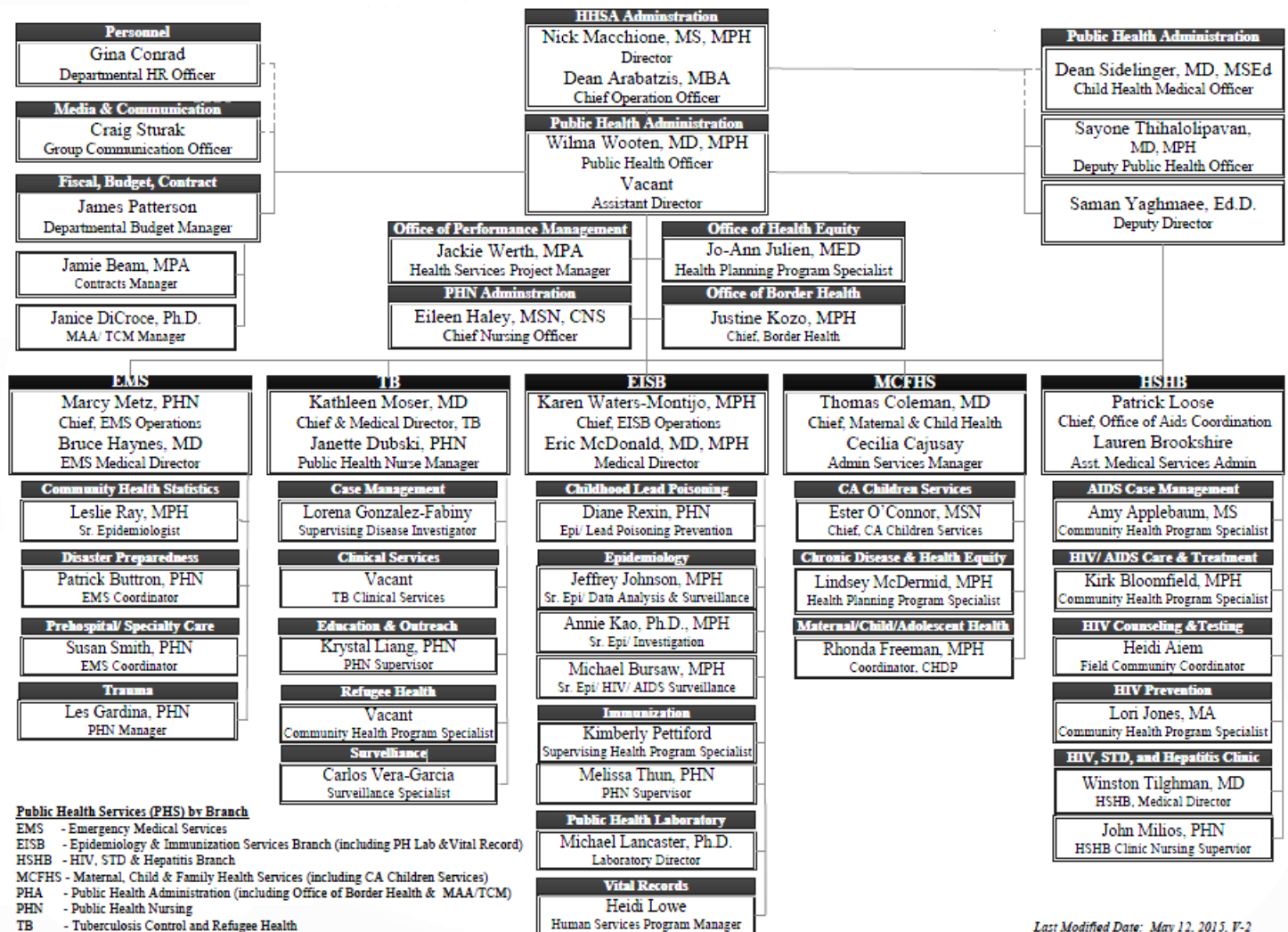
APPENDIX 1B

ORGANIZATIONAL CHART – HEALTH AND HUMAN SERVICES AGENCY



APPENDIX 1C

ORGANIZATIONAL CHART – PUBLIC HEALTH SERVICES



APPENDIX 2

PUBLIC HEALTH SERVICES PLAN FOR WORKFORCE DEVELOPMENT

GAP ADDRESSED			
GOAL	OBJECTIVE	CORE COMPETENCY	PHS INITIATIVE(S)
GAP ADDRESSED: STRONG, ADAPTABLE LEADERS, MANAGERS AND SUPERVISORS WILL BE NEEDED MORE THAN EVER			
1. Increase leadership competencies within all management levels.	1.1: Implement leadership development programs and initiatives, adhering to the County's Leadership Development Model.	Leadership and Systems Thinking Skills	Talent and Team Development
GAP ADDRESSED: GROWING COMPLEXITY IN THE FIELD OF PUBLIC HEALTH, CONSTANT CHANGE, AND EVIDENCE-BASED APPROACHES ALL DEMAND CONTINUING PROFESSIONAL DEVELOPMENT			
2. Strengthen professional development opportunities of PHS staff	2.1: Ensure staff members are provided opportunities to strengthen Core Competencies, particularly those that fulfill CE Requirements.	Analytical/Assessment and Public Health Sciences Skills	Talent and Team Development
	2.2: Offer ways in which best and innovative practices can be shared, demonstrated, learned and reinforced.		
GAP ADDRESSED: DATA AND OTHER ANALYTICAL SKILLS WILL BE INCREASINGLY IMPORTANT AS OPERATIONS BECOME MORE COMPLEX AND GREATER EFFICIENCIES REQUIRED.			
3. Improve Knowledge base of quality improvement (QI) best practices and tools	3.1: Continue to train staff in Lean Six Sigma training and other QI methodologies.	Analytic /Assessment Skills	Performance Management
	3.2: Expose more staff to the practice of performance improvement through QI projects and other efforts.		
GAP ADDRESSED: STAFF MUST BE CULTURAL COMPETENT AND UNDERSTAND CONCEPTS OF HEALTH EQUITY GIVEN THE GROWING DIVERSITY OF THE POPULATION SERVED AND RECOGNITION OF THE IMPACT OF TRAUMA.			
4. Increase awareness and training regarding health equity including cultural competency	4.1: Provide staff training regarding health equity, cultural competency, and trauma informed care.	Cultural Competency, Community Dimensions of Practice, and Communication Skills	Public Health Accreditation and Talent and Team Development
	4.2: Develop tools to integrate health equity in every day practice, programs, services, policies, and plans.		
GAP ADDRESSED: FINANCIAL PLANNING AND MANAGEMENT SKILLS ARE ESSENTIAL GIVEN RESOURCES ARE ALWAYS LIMITED AND CREATIVE LEVERAGING OF RESOURCES BECOMES MORE OF A NECESSITY.			
5. Strengthen financial planning and management skills	5.1: Provide training in financial planning and management skills to all PHS staff at branch and public health leaders meetings.	Financial Planning and Management Skills	Talent and Team Development
	5.2: Expose staff to the principles and practice of "mutually reinforcing activities" in order to leverage resources with partners as part of a collective impact effort.		
GAP ADDRESSED: INADEQUACIES IN TERM OF TOOLS, TECHNOLOGY AND RESOURCES THAT STAFF NEED TO DO THEIR JOB WELL MUST BE ADDRESSED.			
6. Ensure staff has the tools, technology, and resources they need to do their jobs well.	6.1: Identify key gaps and prioritize gaps to be addressed.	Financial Planning and Management Skills	NA

APPENDIX 3

ROLES AND RESPONSIBILITIES FOR PHS WORKFORCE DEVELOPMENT

The list below details those related to the implementation of this plan, as well as the associated roles and responsibilities as they relate to workforce development.

COUNTY DEPARTMENT OF HUMAN RESOURCES (DHR)
Responsible to the Chief Administrative Officer for workforce strategic planning and establishing a culture conducive to, and supportive of, learning in HHSA.
HHSA DIRECTOR
Responsible to the Chief Administrative Officer for workforce strategic planning and establishing a culture conducive to, and supportive of, learning in HHSA.
AGENCY HUMAN RESOURCES (AHR)
The HHSA Human Resources Division serves the recruitment, hiring, personnel services, payroll, and training needs of approximately three hundred programs which employs more than six thousand employees.
PHS DIVISION DIRECTOR (PUBLIC HEALTH OFFICER)
Responsible to HHSA Director for all employees in Public Health Services. Sets priorities for the organization to assure that the appropriate resources and infrastructure exists within the division to meet workforce development needs. Responsible for ensuring all mandatory trainings are completed. May coordinate with other Divisions to help train public health related staff in those Divisions.
ASSISTANT DIRECTOR
Responsible to the PHS Director. Has operational responsibility for personnel to ensure PHO vision is effectuated.
PHS EXECUTIVE TEAM, BRANCH CHIEFS, PROGRAM MANAGERS AND SUPERVISORS
Responsible to the Public Health officer to ensure that individual and organizational training initiatives are implemented. Works to mentor and support staff in developing individual development plans (including professional training needs/wants) and in implementing these plans.
ALL EMPLOYEES
Work with supervisors to identify trainings and classes that meet their needs, as well as the organization's needs. Ultimately responsible for their own learning and development.
DOMAIN 8 TEAM
Review Workforce Development Plan annually, make recommendations to the PHO, and upon approval, will submit annual report of review findings to the Public and update as needed. Work with Department Human Resources Officer to identify and implement trainings and policies and procedures regarding workforce development.

APPENDIX 4

COUNTY OF SAN DIEGO LEADERSHIP DEVELOPMENT MODEL

*CM – Classified Management; UM – Unclassified Management; EM – Executive Management

COUNTY OF SAN DIEGO LEADERSHIP DEVELOPMENT MODEL

Initiative	Results Orientation	Interpersonal Relationship	Problem Solving	Development of Others	Organizational Acumen
Stimulates and actively initiates change in organization	Sets and achieves challenging goals for department/unit	Superior influence and persuasion skills	Anticipates future consequences and trends accurately; applies knowledge appropriately	Mentors and coaches managers, peers, and leaders	Maintains a global perspective in all activities, decisions
Anticipates and prepares for opportunities not obvious to others	Commits self and others to improve performance and reach challenging goals	Carefully adapts message to others	Integrates data from many sources before drawing conclusions and taking action	Candidly addresses and confronts performance issues	Demonstrates an understanding of multiple stakeholder needs
Actively seeks opportunities to improve status quo	Persists over time in the face of obstacles; tenacious	Consensus builder	Carefully considers implications and impact of decisions across time and on others	Recognizes strengths and weaknesses of others and how to best manage them	Can negotiate well; settle differences and maintain relationships
Is motivated to perform beyond the requirements of the position	Resilient and recovers quickly from setbacks	Helps others learn interpersonal skills	Capitalizes on opportunities and manage risks	Deals with performance issues in a timely manner	Builds and supports mutually beneficial relationships with other organizations, associations, and community contacts
Demonstrates desire to improve self	Demonstrates strong teaming and collaboration skills	Relates to a wide range of styles and personalities	Supports the big picture; not "turfy"	Mentors and coaches direct reports	Recruits and develops a diverse workforce at all organizational levels
Volunteers and demonstrates initiative to take on new assignments	Seeks to understand perspectives and needs of others	Demonstrates strong teamwork and collaboration skills	Understands multiple perspectives, agendas, goals, etc.	Holds others accountable; sets high standards	Views politics as necessary and useful
Pursues innovation which results in sustained organizational change	Seeks feedback and corrects course	Establishes rapport easily	Anticipates problems and roadblocks	Makes self available to others; takes a personal interest in staff	Looks beyond department boundaries when making decisions
Seeks opportunities for continuous learning and development	Remains optimistic and persistent even under adversity	Builds trusting relationships	Formulates objectives and priorities with the long term interest of the organization	Provides enough autonomy and freedom for others to succeed	
Gives extra effort when not required to do so	Takes pride in accomplishments	Easy to approach and talk to	Effectively manages conflict situations	Fair, even handed	Networks with relevant parties inside and outside organization
	Works towards standards of excellence	Treats others with dignity and respect	Considers impact of actions on other people and departments	Praises, recognizes others	Recognizes others' agendas
	Goal-oriented		Well-organized; plans and prepares in a thorough fashion	Encourages and motivates others to do their best	Sensitive to political dynamics inside the organization
	Deals effectively with pressure		Thinks globally in problem solving and plan development		
Core Threshold Competencies Essential to all Leadership Roles Customer Service Orientation Department-specific Functional Skill & Technical Knowledge Flexibility/Adaptability Self-Confidence Knowledge Worker					
Core Organizational Values Guiding all our Work at the County of San Diego INTEGRITY: Dedicated to the highest ethical standards STEWARDSHIP: Ensure responsible stewardship of all that is entrusted to us COMMITMENT: Committed to excellence in all that we do					
					7/31/2012

Confidential Personnel Document Subject to Deliberative Process

APPENDIX 5

CURRICULA AND TRAINING SCHEDULE

The table below describes the curricula and schedule for trainings available to PHS staff. Many of the trainings are either required by a State mandate or a county-wide or HHSA policy. Some of these trainings help to address the gaps identified in the PHS workforce competency assessments. In addition, there are trainings that PHS has launched specifically to address those gaps identified in the assessment.

The table identifies which staff members are required to complete the trainings, the schedule or frequency in which trainings are held, and how the training is delivered—either e-learning (Learning Management System) or classroom training from DHR or The Knowledge Center, HHSA. The Core Competency, which each training addresses, is also provided.

The gap that each training helps to address is identified in the rows that span across the width of the table. Trainings launched by PHS to begin to address these gaps and to provide staff the competencies they need for the future are shaded in this table.

TOPIC	DESCRIPTION	WHO	CORE COMPETENCY	SCHEDULE	RESOURCES
GAP ADDRESSED: 1. STRONG, ADAPTABLE LEADERS, MANAGERS AND SUPERVISORS WILL BE NEEDED MORE THAN EVER.					
Gallup Strength-Based Model	Training in the Gallup Strength-Based Model is provided ongoing as part of PHS Senior Staff Meetings. Also, Gallup consultants and trainers have been hired by HHSA and PHS to train and/or work with managers.	Executives, managers, and senior staff	Leadership and systems thinking; Communications	Communications Monthly PHS Senior Management Meetings	Consultancy resources procured by HHSA and PHS
Ethics	This online training supports the County's ethics initiative and ensures all staff members are familiar with the County Code of Ethics.	New employees	Leadership and systems thinking; Policy development/ program planning	Upon Hire/Once for existing staff	Learning Management System
Executive New Employee Orientation	In person orientation to provide new executives information about County employment and benefits.	New Executives	Leadership and systems thinking; Policy development/ program planning	Upon Hire/Once for existing staff	Department of Human Resources
Live Well San Diego Videos	Orientation to County of San Diego initiative.	All staff	Leadership and systems thinking	Upon Hire/Once for existing staff	www.livewellsd.org
CW Sexual Harassment Prevention for Supervisors FY13-14	In compliance with California AB 1825, all supervisors are to have sexual harassment prevention training so that they are aware and prepared to handle any issues that may occur.	All staff	Leadership and systems thinking	Upon Hire/Once for existing staff	Learning Management System

APPENDIX 5

TOPIC	DESCRIPTION	WHO	CORE COMPETENCY	SCHEDULE	RESOURCES
Sexual Harassment Prevention	This online training teaches how to identify potential instances of sexual harassment.	New employees	Leadership and systems thinking; Policy development/ program planning	Upon Hire/Once for existing staff	Learning Management System
GAP ADDRESSED: 2. GROWING COMPLEXITY IN THE FIELD OF PUBLIC HEALTH, CONSTANT CHANGE, AND EVIDENCE-BASED APPROACHES ALL DEMAND CONTINUING PROFESSIONAL DEVELOPMENT.					
National Incident Management System	The NIMS Training Program defines the national NIMS training program as it relates to the NIMS components of Preparedness, Communications and Information Management, Resource Management and Command and Management. It specifies NIC and stakeholder responsibilities and activities for developing, maintaining and sustaining NIMS training. The NIMS Training Program outlines responsibilities and activities that are consistent with the National Training Program, as mandated by the Post-Katrina Emergency Management Reform Act of 2006. This program integrates with FEMA training offered through the Emergency Management Institute (EMI) and United States Fire Administration (USFA).	All bioterrorism staff	Policy development/ program planning; Communication; Community dimensions in practice	Upon Hire/Once for existing staff	Federal Emergency Management Agency

APPENDIX 5

TOPIC	DESCRIPTION	WHO	CORE COMPETENCY	SCHEDULE	RESOURCES
GAP ADDRESSED: 3. DATA AND OTHER ANALYTICAL SKILLS WILL BE INCREASINGLY IMPORTANT AS OPERATIONS BECOME MORE COMPLEX AND GREATER EFFICIENCIES REQUIRED.					
Lean Six Sigma – White Belt	The two part online White Belt training is required of all staff at all levels of HHSA so that everyone is exposed to Lean Six Sigma concepts and can see how Lean Six Sigma is already being put into practice at HHSA. The training explains the four Lean Six Sigma belts: White, Yellow, Green and Black; features examples of Green Belt projects underway at the Agency; and encourages everyone to start looking for improvement opportunities. Lean Six Sigma is an integrated, disciplined approach for improving business performance that focuses on improving the service experience for the customer.	New employees	Analytic/ Assessment Skills	Upon Hire/Once for existing staff	The Knowledge Center
Lean Six Sigma – Yellow Belt	Yellow Belt Lean Six Sigma Training is a great opportunity for Managers to sharpen their ability to identify and address operational challenges by tapping into some new tools and enlisting their team to improve the customer experience and streamline how we do our business. In this one-day classroom training, Managers will receive an overview of Lean Six Sigma tools and methods. Managers will participate in team exercises to learn how to use some of these tools. Ideas as to how to encourage process improvement in your program, unit or office will also be explored.	Supervisors and Managers	Analytic/ Assessment Skills	Once	The Knowledge Center

APPENDIX 5

TOPIC	DESCRIPTION	WHO	CORE COMPETENCY	SCHEDULE	RESOURCES
QI Knowledge Hour	A short training on a continuous quality improvement technique followed by discussion of best practice. Also provides an opportunity for PHS QI Project Leads to discuss the status of their projects.	QI Projects Leads and any other PHS senior leaders, analysts and other interested staff	Analytical/ Assessment Skills	At least once a month	WebEx hosted by the Performance Improvement Manager and team
GAP ADDRESSED: 4. STAFF MUST BE CULTURALLY COMPETENT AND UNDERSTAND CONCEPTS OF HEALTH EQUITY GIVEN THE GROWING DIVERSITY OF THE POPULATION SERVED AND THE RECOGNITION OF THE IMPACT OF TRAUMA.					
Embracing Diversity	New hires are required to take the Embracing Diversity, Encouraging Respect. It is a 2-hour classroom training. Embracing Diversity and Encouraging Respect is the County's diversity program rollout which was rolled out in FY 2009-2011. This class is being offered by HHSA The Knowledge Center in conjunction with the County wide requirement.	New employees	Cultural Competency	Upon Hire/Once for existing staff	Learning Management System
GAPS ADDRESSED: 5. FINANCIAL PLANNING AND MANAGEMENT SKILLS ARE ESSENTIAL GIVEN RESOURCES ARE ALWAYS LIMITED AND CREATIVE LEVERAGING OF RESOURCES BECOMES MORE OF A NECESSITY.					
Overview of Fraud Awareness	Learn how to identify potential issues of fraud.	New employees	Financial planning and management skills	Upon Hire/Once for existing staff	Learning Management System
Financial Literacy Training	Learn the basics of revenues, expenditures, staffing levels, and also key principles to understanding the financials of PHS such as cost drivers, funding stability, contracts and other issues.	PHS senior staff	Financial planning and management skills	Upon request	Departmental Budget Manager
GAP ADDRESSED: 6. INADEQUACIES IN TERMS OF TOOLS, TECHNOLOGY, AND RESOURCES THAT STAFF NEED TO DO THEIR JOB WELL MUST BE ADDRESSED					
Electronic Data Storage	The purpose of this online training is to provide guidance to employees in understanding electronic data storage and their responsibility in managing it.	New employees	Policy development/ program planning	Upon Hire/Once for existing staff	Learning Management System

APPENDIX 5

TOPIC	DESCRIPTION	WHO	CORE COMPETENCY	SCHEDULE	RESOURCES
Records Revealed	This online training discusses the basic policies and procedures of how to manage documents and records for the County of San Diego.	New employees	Policy development/ program planning	Upon Hire/Once for existing staff	Learning Management System
Security Awareness	This training enhances employees' awareness of network and data security issues at work.	New employees	Policy development/ program planning	Upon Hire/Once for existing staff	Learning Management System
OTHER STAFF TRAININGS					
Work Safe/Stay Healthy	This training is to provide information that directly impacts our safety or the safety of others in the workplace.	All staff	Policy development/ program planning	Upon Hire/Once for existing staff	Learning Management System
Employee Handbook & Quiz	All new County employees are required to review the employee handbook. The employee handbook will provide general yet practical information about County employment and benefits.	New employees	Policy development/ program planning	Upon Hire/Once for existing staff	Department of Human Resources
New Employee Orientation	In class orientation to provide new employees information about County employment and benefits.	New employees	Policy development/ program planning	Upon Hire/Once for existing staff	Department of Human Resources
New Employee Orientation Policy Review	This online activity consists of County policies and is required by new employees to learn.	New employees	Policy development/ program planning	Upon Hire/Once for existing staff	Department of Human Resources

APPENDIX 6

CONTINUING EDUCATION REQUIREMENTS

By supporting staff in their earning of CEUs, PHS, together with HHSA, is working to address the gap regarding professional development and the increasing need for continuing education to meet the challenges of the growing complexity in the field of public health. Many public health professional level positions have continuing education requirements in order to keep licensing/practice up to date. HHSA's The Knowledge Center as well as PHS's branches assist and track continuing education units (CEUs) earned by designated staff. TKC offers some continuing education professional development opportunities. In addition, PHS Administration and individual branches identify and promote continuing education learning classes offered outside the County. PHS branches also convene summits and other training opportunities by which staff can obtain CEUs.

Partner agencies such as Department of Environmental Health, Office of Emergency Services, and Animal Services also have their own training and development plans and continuing education requirements.

See the table below for applicable licensures/degrees for PHS professional staff and their associated continuing education requirements.

PROFESSION	CALIFORNIA CE REQUIREMENTS
Doctor (M.D.)	50 hours every 2 years
Emergency Medical Technician (E.M.T.)	24 hours every 2 years
Licensed Vocational Nurse (L.V.N.)	30 hours every 2 years
Certified Nurse Practitioner (C.N.P.)	30 hours every 2 years
Occupational Therapist	12 hours every year
Paramedic	48 hours every 2 years
Pharmacist (Pharm.D.)	30 hours every 2 years
Physical Therapist	30 hours every 2 years
Psychologist	26 hours every 2 years
Registered Nurse (R.N.)/Public Health Nursing (P.H.N)	30 hours every 2 years
Social Worker (L.C.S.W.)	36 hours every 2 years

APPENDIX 7

ACADEMIES OFFERED BY COUNTY OF SAN DIEGO

The County and The Knowledge Center at HHSA have developed unique and intensive learning opportunities through Academies. For the most part, these Academies were developed to build strong, adaptable leaders, managers and supervisors, and to support career advancement for all staff. These Academies typically involve more than one day of training, sometimes spread over a longer period of time. These Academies provide instruction in alternative formats and the opportunity to apply what is learned on the job. These Academies reflects the Leadership Development Model adopted by the County and represent an innovative approach and investment in County staff.

CLASS	DESCRIPTION
Administrative Support Academy	The Administrative Support Academy is designed to prepare the County's administrative support staff for the important role they play in the organization's future. The program allows support staff to enhance skills in communication, business writing, customer service, time management, team dynamics, and professionalism.
Career Development, includes: <ul style="list-style-type: none"> • All About You Training Series • Communication Training Series • Getting the Job! Training Series 	Employee Development provides useful training that can help you manage your career and achieve personal growth: <ul style="list-style-type: none"> • All About You Training Series - Learn how to transform during change or get some tips on how to set goals and prioritize time. Opportunity to attend a Myers Briggs Type Indicator course to learn about your personality type and how it influences the way you relate to others. • Communication Training Series – Various classes to enhance presentation skills, learn the basics of facilitation, and improve writing skills and grammar. • Getting the Job! Training Series - Training series designed to help you advance in your career. Learn how to define your personal goals and values, create a resume that gets results, or participate in a mock interview.
Customer Service Boot Camp Online	Participants will learn the fundamentals of face-to-face, telephone and written correspondence in working with internal and external customers.
County Grammar Review Online	These seven modules will help you review basic grammar rules to help you improve your written communication.
Dynamic Management Seminars	The Dynamic Management Seminars provide learning opportunities, tools, and resources that emphasize professional management skills. The program is aimed to enhance participants' ability to perform their current managerial responsibilities as well as introduce and develop leadership concepts. This is for employees in UM, MA, and CEM classes are eligible for this program.
Finance Academy	Finance Academy provides learning opportunities that will enhance attendee's ability to perform in their current financial job responsibilities as well as encourage and promote the development of key County financial skills and concepts.
Leadership Academy	This comprehensive leadership development program will provide executives with a variety of opportunities to learn about themselves, the County, and expectations of County executives and leaders. The program is designed to prepare the County's emerging leaders for the important role they may play in the organization's future. Through this program, executives learn to develop innovative and strategic ways to meet the challenges faced by the County of San Diego's fast-paced, continuously changing environment.

APPENDIX 7

CLASS	DESCRIPTION
Professional Enrichment Seminars	The Professional Enrichment Seminars (PES) is a five week training experience designed to prepare the County's top front line employees for the important role they play in the organization's future. Attendance in the Professional Enrichment Seminars is limited and the employee's participation is a reflection of their commitment to becoming a more efficient and effective County employee. This exciting new training experience will be held three times a year. The program features the Franklin Covey 7 Habits of Highly Effective people.
Serving Everyone with Excellence	The focus of the customer service program is to improve the experience and satisfaction of external and internal customers. The goals of Serving Everyone with Excellence are to: <ul style="list-style-type: none"> • Provide leadership and sustained involvement by employees • Educate and train, on a continuous basis • Identify and mitigate customer service challenges • Reward and recognize customer service excellence
Supervisor Academy	The Supervisor Academy is designed to simulate workplace situations in which supervisors will be challenged to move beyond just learning the concepts of effective supervision. The redesigned Supervisor Academy is a series of workshops in which supervisors will experience the actual application of soft skills. Immediate feedback from subject matter experts in these workshops will allow supervisors to implement these skills in the workplace and enhance the relationship with their staff.
Supervisor Certificate Online Program	SCOP is an online training program for employees designed to teach the basic skills of supervision. There are a total of 13 classes plus assessments, and the program can be completed in about 7 to 10 hours.

APPENDIX 8

PUBLIC HEALTH SERVICE 15 INITIATIVES

These are the 15 Initiatives that grew out of the Workforce Assessment and Development Workshop convened by PHS in 2014. These Initiatives are often topical and reflect the growing complexity and interdisciplinary nature of the field of public health. These Initiatives continue to be a focus of PHS efforts to develop new competencies and position PHS for the future.

15 PHS INITIATIVES

LIVE WELL
SAN DIEGO

1. Active Shooter Policy	10. Lean Six Sigma Project <ul style="list-style-type: none">▪ 2013 - TB Staffing▪ 2014 – STD Clinic waiting times and appointments
2. Affordable Care Act	11. Live Well San Diego
3. Binational Strategic Plan with Achievable Outcomes (Audacious Goal)	12. Operation Manuals
4. Climate Change	13. Performance Management
5. Confidentiality and Security initiative	14. Public Health Accreditation
6. Core Competencies	15. Talent and Team Development <ul style="list-style-type: none">▪ Senior Staff Training Plan:<ul style="list-style-type: none">▪ Strengths-Based Mgt./Gallup 12 Questions▪ Organization Health (The Advantage)▪ DHR Leadership Development Model)▪ Financial Literacy (PH Leaders)▪ Department Ambassadors (Branch All-Staff Meetings)
7. Data Integration	
8. "Health in All Policies" Comprehensive Implementation Policy to Influence Decision-Making; include a Health Impact Statement in all Board Letters	
9. IT Gaps	

The County of San Diego's Health and Human Services Agency, Division of Public Health Services, Workforce Development Plan was designed by Brooke Lejeune-Chanman.

WORKFORCE CUSTOMER SERVICE
DEVELOPMENT COMMUNITY PRACTICE SKILLS
STRENGTHS-BASED MANAGEMENT
QUALITY IMPROVEMENT
LEARNING MANAGEMENT SYSTEM
EMBRACING DIVERSITY TRAINING
CORE COMPETENCIES THE KNOWLEDGE CENTER
SUPERVISOR ACADEMY
CHANGING ENVIRONMENT FINANCIAL SKILLS
CONTINUING EDUCATION
REQUIREMENTS
LEADERSHIP ACADEMY
TALENT DEVELOPMENT
ANALYTIC SKILLS TEAM DEVELOPMENT
DYNAMIC MANAGEMENT SEMINAR
PROFESSIONAL ENRICHMENT SEMINAR

CUSTOMER SERVICE BOOT CAMP

INFORMED

CULTURALLY COMPETENT TRAUMA

WORKFORCE DEVELOPMENT TEAM

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