Using Soft Skills Development to Rebuild a Resilient Public Health Services Workforce

Adrienne Yancey M.P.H. and Jo-Ann Julien, B.A., M.Ed.
CHEAC Annual Meeting, Long Beach, CA
October 4, 2023

QUESTIONS THIS PRESENTATION WILL ADDRESS

1. What are we trying to address?

2. Why does this matter and why now?

3. What has San Diego Public Health Services (SDPHS) done to develop interpersonal and leadership skills to foster resilience?

   3.1 How did SDPHS leverage use of **consultants** to support interpersonal and leadership skills development to foster resilience after the COVID-19 pandemic?

   3.2 How has SDPHS measured progress and/or success in workforce development including development of competencies, engagement, leadership, mental health and well-being, and other workforce elements?

4. What were the lessons learned?

5. What are next steps for SDPHS?

6. What can we do to collaborate across local health departments in California?

ABSTRACT

- The response to the COVID-19 pandemic has placed significant strain on many professionals. While there has been substantial research on the physical and mental health impacts of pandemic response on patient-facing healthcare staff, there has been considerably less research investigating the well-being of the public health workforce.

- Quick response research was conducted to assess the impact of the pandemic response on public health workers; identify strengths, weaknesses, opportunities, and threats to the mental health of the public health workforce; and describe the key themes of the experiences of public health workers throughout the pandemic.

- Key informant interviews were conducted with a subset of respondents to a cross-sectional survey. A semi-structured interview guide was used addressing the following topics: professional role during the COVID-19 pandemic; the impact of individual- and organizational-level considerations for mental health; and organizational strengths, weaknesses, opportunities, and threats associated with the pandemic.

- Participants included 24 epidemiologists, public health nurses, programmatic staff, evaluators, data scientists, and case investigators working in state and local public health. Half had six or more years of experience in public health.

- Five themes were identified through inductive coding of transcripts:

    (a) importance of teamwork and camaraderie;

    (b) potential for growth of the field of public health;

    (c) considerations for adaptive work environments; and

    (d) ongoing communications challenges; and (e) constrained hiring capacity and burnout.

INTERACTIVE QUESTION:

What is the most important skill or factor needed to be successful or resilient at work?

1. What are we trying to address?

U.S. SURGEON GENERAL'S WEBSITE AND REPORT

- Showing support for **mental health** is important to workers.

- According to an American Psychological Association (APA) 2022 Work and Well-Being Survey, the majority (81%) of respondents said that employers support for mental health will be an important consideration when they look for work in the future.

- As the U.S. Surgeon General, Vivek Murthy, states in the **2022** report on **Workplace Mental Health & Well-Being**: "Revitalizing our workplaces to support mental health and well-being is how we can turn a moment of crisis into a moment of progress."

- Dr. Murthy's website also includes a report that provides a five-step framework for mental health and well-being to support workers and was created with the intention of driving organizational dialogue and change for the better in the workplace.

- Centered around the foundational principles of equity and the voice of all workers, it includes Five Essentials based on human needs.
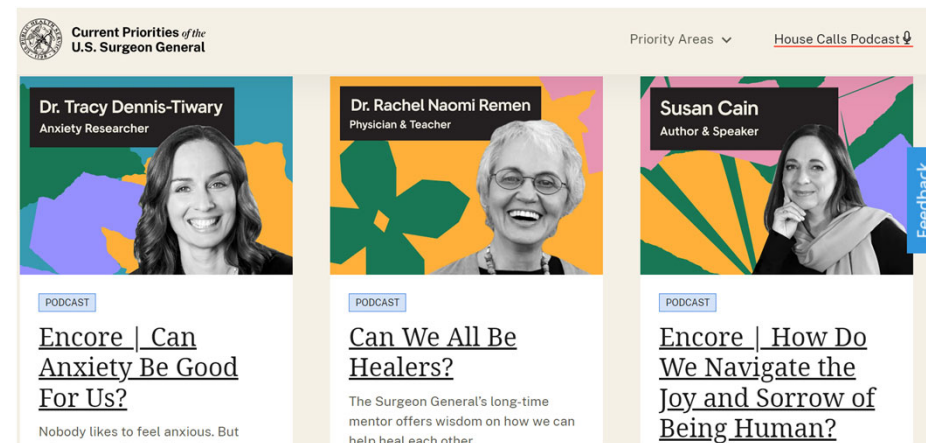
U.S. Surgeon General's Report on Workplace Mental Health & Well-Being (2022)

Five Essentials for Workplace Mental Health & Well-Being

Centered on the worker voice and equity, these five Essentials support workplaces as engines of well-being. Each Essential is grounded in two human needs, shared across industries and roles.

- Safety
- Security
- **Protection from Harm**
- **Opportunity for Growth**
  - Learning
  - Accomplishment
- **Connection & Community**
  - Social Support
  - Belonging
- Centered on **Worker Voice and Equity**
- **Mattering at Work**
  - Dignity
  - Meaning
- **Work-Life Harmony**
  - Autonomy
  - Flexibility

Components

Creating a plan with all workers to enact these components can help reimagine workplaces as engines of well-being.

Protection from Harm
- Prioritize workplace physical and psychological safety
- Enable adequate rest
- Normalize and support mental health
- Operationalize DEIA* norms, policies, and programs

Connection & Community
- Create cultures of inclusion and belonging
- Cultivate trusted relationships
- Foster collaboration and teamwork

Work-Life Harmony
- Provide more autonomy over how work is done
- Make schedules as flexible and predictable as possible
- Increase access to paid leave
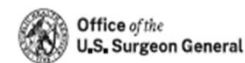- Respect boundaries between work and non-work time

Mattering at Work
- Provide a living wage
- Engage workers in workplace decisions
- Build a culture of gratitude and recognition
- Connect individual work with organizational mission

Opportunity for Growth
- Offer quality training, education, and mentoring
- Foster clear, equitable pathways for career advancement
- Ensure relevant, reciprocal feedback

*Diversity, Equity, Inclusion & Accessibility

Office of the U.S. Surgeon General

COUNTY OF SAN DIEGO — Health and Human Services Agency

LIVE WELL SAN DIEGO

Food for thought:

What do you think of the concept of **workplaces as engines of well-being**?

How close is your workplace to being an engine of well-being?

U.S. Surgeon General's Report on Workplace Mental Health & Well-Being (2022)
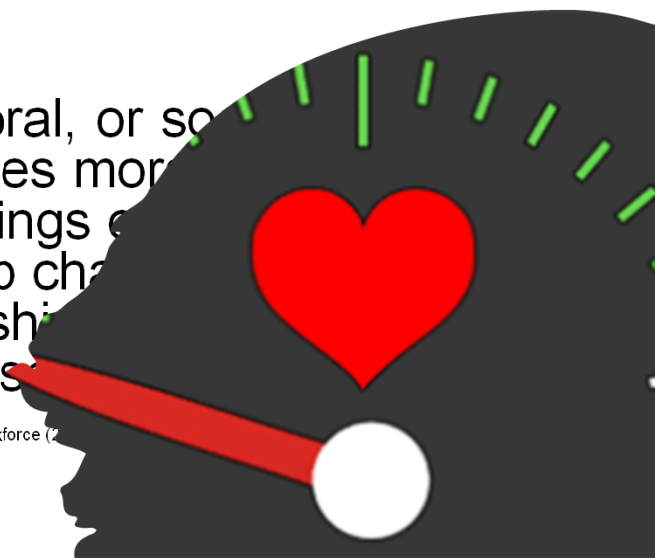
KEY TERMS

Compassion Fatigue: The phenomenon of stress resulting from exposure to a traumatized individual rather than from exposure to the trauma itself. It can be characterized by exhaustion, anger and irritability, negative coping behaviors including harmful alcohol and drug use, reduced ability to feel sympathy and empathy, a diminished sense of enjoyment or satisfaction with work, increased absenteeism, and an impaired ability to make decisions and care for patients and/or clients.

Moral Injury: …the lasting psychological, spiritual, behavioral, or so~~~~
can result from repeated experiences where one experiences mor~~~~
health workers have moral injury, they may experience feelings ~~~~
anger and these can result in stress reactions such as sleep cha~~~~
a weakened sense of empathy. Moral injury and its relationshi~~~~
chronic workplace stress phenomena is an active area of res~~~~

KEY TERMS

Burnout: …an occupational syndrome resulting from chronic workplace stress due to an imbalance between job demands and resources. It is characterized by having at least one of the following feelings when thinking about one's job: emotional exhaustion; feeling detached from and cynical about work and reduced professional efficacy.

Resilience: The ability to persevere, adapt, recover, or even grow from adversity, stress, or trauma.

Soft Skills: Do we still use this term? Is it used in public health? What about use of the term power skills? Communication skills? Interpersonal skills? People skills? Social skills? Competencies?

"There is no such thing as a "soft skill." Long mislabeled as "soft," these skills are, in reality, the bedrock of effective leadership. It's high time we abandon the outdated and derogatory term "soft skills" and embrace their true essence: professional skills."

"We might blame the U.S. Army for the definition. In the late 1960s, the U.S. Army realized that these so-called "soft skills" played a pivotal role in determining the outcomes of military exercises. Far from being related to the utilization of machinery or weaponry, these skills centered on the human element—the social aptitude required to command groups, inspire troops, and ultimately emerge victorious in battle."

Source: It's About Time We Abandoned The Term' Soft Skills' (forbes.com)

© Randy Glasbergen
glasbergen.com

GLASBERGEN
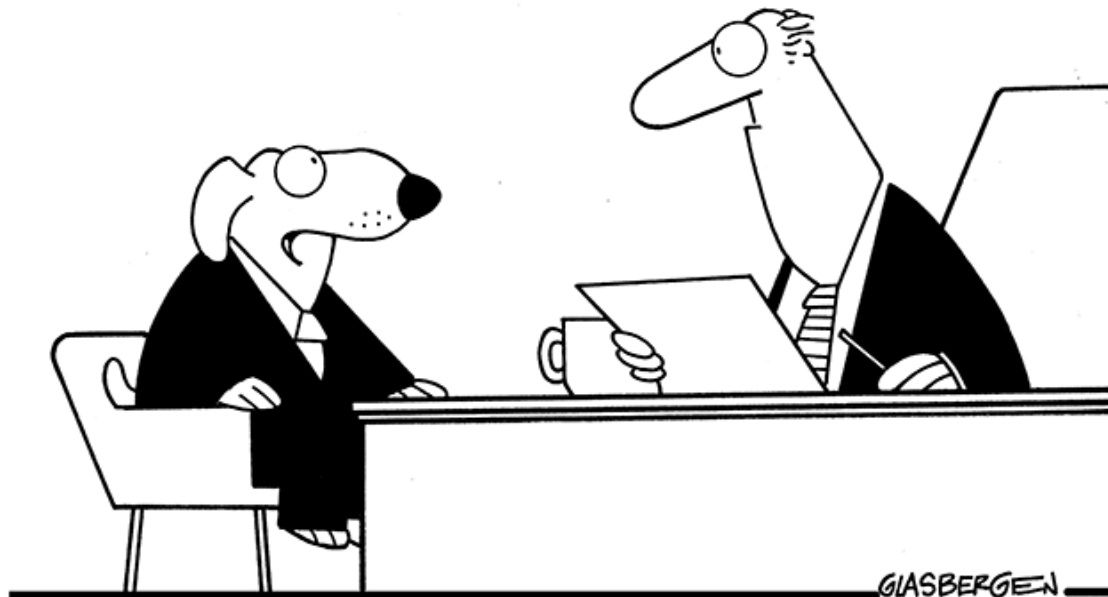
"Your office has a critical morale problem. My advice
is to go from desk to desk licking people's faces."

2. Why does this matter and why now?

WELL-BEING

- 1 in 5 national staff rate their mental health as either **"poor" or "fair."**

- Employees working in **big-city public health departments** reported **worse mental health** than employees in other types of public health departments (*data not shown*).

- Across all agency types, **executives reported worse mental health** than other employees (*data not shown*).

OVERALL MENTAL & EMOTIONAL WELL-BEING
SDC PHS: ALL EMPLOYEES
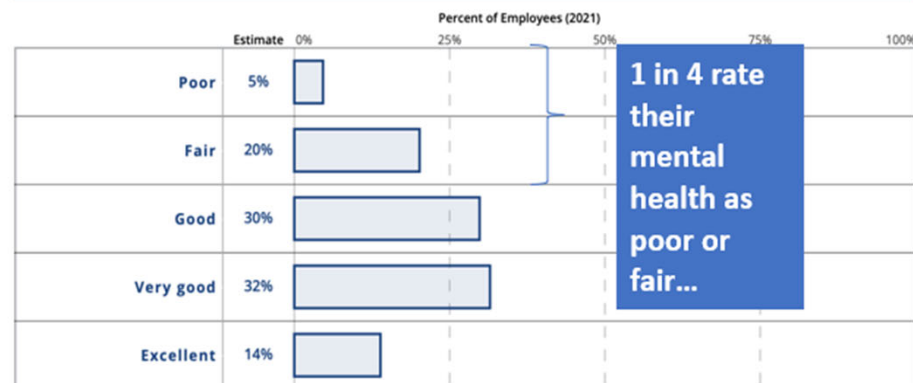
Percent of Employees (2021)

	Estimate	0%	25%	50%	75%	100%
Poor	5%					
Fair	20%					
Good	30%					
Very good	32%					
Excellent	14%					

1 in 4 rate their mental health as poor or fair...

3. What has San Diego Public Health Services (SDPHS) done to develop interpersonal and leadership skills to foster resilience?

INTERPERSONAL AND LEADERSHIP SKILLS TO FOSTER RESILIENCE

1. Employee Engagement (2008)

2. Leadership Development (2008)

3. Health Equity (2008)

4. Customer Service (2013-14)

5. Trauma-Informed Services (2014)

6. Diversity and Inclusion (2015)

7. Racial Equity (2021)

1. EMPLOYEE ENGAGEMENT

- **2008 launched Gallup's Strengths Finder "employee engagement" survey**.

- Strategies implemented include the following:

  - Included formation of a **Committee** that met monthly.

  - Questions such as "Someone at works seems to care about me," "Someone has talked to me about my progress," and "I have a best friend at work."

  - Monthly **trainings** at senior staff meetings.

  - Annual branch **impact plans.**

  - All staff continue to receive leadership **books** (e.g., *Strengths Finder, Strengths-Based Leadership,* and take the strengths-finder survey.

  - Promote use of discussion **booklet** called *Individual Conversations, Three Conversations that Matter*.
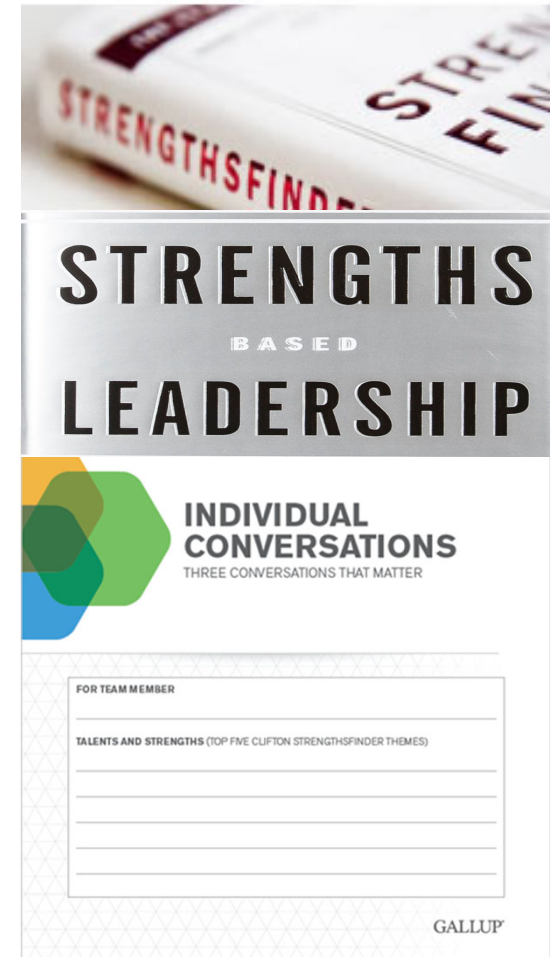
2. LEADERSHIP

SDPHS issued **Leadership Development survey** using County Leadership Model development competencies.

2015

PH Leaders trainings developed in key areas identified by the focus groups (e.g., organizational and political acumen, communication/ interpersonal skills, conflict resolution, boundary spanning). Consultant met monthly for up to 3 hours with PH Leaders to deliver tailored trainings

2019

SDPHS Branches were encouraged to collaborate with consultant to **address conflict resolutions** issues identified within branches.

2021

SDPHS conducts **Insight** Leadership Development assessment.

2022

2008 - 2016

SDPHS distributed and discussed the following **leadership books** in: *Good to Great, Five Dysfunctions of a Team, Speed of Trust*

2018

Focus groups held with **Public Health Leaders** to develop training needs for interacting with City municipalities (Kresge Grant).

TKC training on coaching.

2021

Deep Dive into DISC assessments completed by PH Leaders and Consultant met monthly for up to 3 hours with PH Leaders to deliver tailored trainings.

2022

SDPHS expands contract with Regional Training Center to work with multiple consultants to **build skills and resilience in the PHS workforce** during the pandemic.

2nd Leadership Development Survey issued.

COUNTY OF SAN DIEGO LEADERSHIP DEVELOPMENT MODEL

Initiative	Results Orientation	Interpersonal Relationships	Problem Solving	Development of Others	Organizational Acumen
Stimulates and actively initiates change in the 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 and 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 above the expectations of the position	Recovers quickly from setbacks	Helps others learn interpersonal skills	Capitalizes on opportunities and manages risks	Deals with performance issues in a timely manner	
	Demonstrates desire to improve self	Relates to a wide range of styles and personalities			Builds and supports mutually beneficial relationships with other organizations, associations, and community contacts
Volunteers and demonstrates initiative to take on new assignments	Sets and achieves challenging goals for self	Demonstrates strong teamwork and collaboration skills	Supports the big picture; not "turfy"	Mentors and coaches direct reports	Views political process as necessary and useful
Pursues innovation which results in sustained organizational change	Follows through on commitments	Seeks to understand perspectives and needs of others	Understands multiple perspectives, agendas, goals, etc.	Holds others accountable; sets high standards; makes self available to others; takes a personal interest in staff	Looks beyond department boundaries when making decisions
	Seeks feedback and corrects course		Anticipates problems and roadblocks		
Seeks opportunities for continuous learning and development	Remains optimistic and persistent even under adversity	Establishes rapport easily	Formulates objectives and priorities and implements plans consistent with the long term interest of the organization	Provides enough autonomy and freedom for others to succeed	Networks with relevant parties inside and outside the organization
		Builds trusting relationships			
Gives extra effort when not required to do so	Takes pride in accomplishments	Easy to approach and talk to	Considers impact of actions on other people and departments	Fair; even-handed	Recognizes others' agendas
	Works towards standards of excellence	Treats others with dignity and respect	Well-organized; plans and prepares in a thorough fashion	Praises; recognizes others	Sensitive to political dynamics inside and outside the organization
	Goal-oriented		Thinks globally in problem solving and plan development	Encourages and motivates others to do their best	
	Deals effectively with pressure				

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

- County of San Diego **Leadership Development Model** was translated into a survey (2015).

- SDPHS also converted the **Core Competencies for Public Health Professionals** into a survey.

"Yes, I think I have good people skills.
What kind of idiot question is that?"

3. HEALTH EQUITY

SDPHS launched the Reduce and Eliminate Health Disparities with Information (REHDI) initiative.

2001

Office of Health Equity created 1st HE Plan and policy published. **Health Equity Committee** formed. Began developing Public Health 101 series including Health Equity 101.

2015

Public Health 101 series including Health Equity 101 was updated and reissued for new staff.

2022 - 2023

SDPHS staff receive training on health equity and Diversity and Inclusion bi-monthly at Health Equity Working Group meetings.

2015 - 2023

Launched SDPHS HE website.

Equity, Diversity and Inclusion Team (HR) issued **Critical Conversations Toolkit** for supervisors and Management. HR presented at SDPHS senior staff meeting.

2022

HHSA made Health Equity a priority and established the Chronic Disease and Health Equity Unit.

2008

1st BARHII Survey for staff on Health Equity and Cultural Competency.

2012

2016 - 2018

Branch Health Equity Workshops hosted (2016).

Health Equity 101 was mandatory training for all staff (2017-18); last make-up session held fall (2019).

2nd BARHII Survey for staff on Health Equity and Cultural Competency (2018).

Developed Health Equity Tool for Programs and Health Equity Tool for Individuals (2018).

2019 - 2021

Added branch HE goals to PHS Strategic Plan (2019).

July 1, 2021, 2nd Health Equity Plan published.

2023

3rd PHS Health Equity Plan published.

In process of updating, HE Tool for Programs and HE Tool for Individuals.

COUNTY OF SAN DIEGO
Health and Human Services Agency

LIVE WELL
SAN DIEGO

Health Equity Tool: Individual

Individual-Level Contributions to Health Equity

Office of Health Equity
Public Health Services   9/24/18   For Discussion

Enhancing Interpersonal Communication:

"Love and compassion are necessities not luxuries. Without them, humanity cannot survive." Dalai Lama

"I would like my life to be a statement of love and compassion and where it is not, that's where my work lies." Ram Das

"Never worry about the numbers. Help one person at a time and always help the person nearest you." Mother Teresa

	To what extent are you:	Doing	Not Doing	Will Do
25.	Actively, consciously practice non-judgement and active listening; set small goals at first and commit to going one hour without making a judgement including against yourself; participate in training on active listening; find someone to practice with you and ask for feedback.			
26.	Being mindful of the impact you have on others through your daily interactions; being open to responding in different ways to achieve different results; noticing which exchanges left you feeling uplifted and why; being willing to pause and reflect before responding or reacting.			
27.	Setting an intention for how you want to leave people feeling after interacting with you in person or electronically (e.g., restored, renewed, appreciated).			
28.	Checking assumptions; examining your implicit biases; be willing to compromise and accommodate.			
29.	Learning about and practicing mindfulness and self-awareness and emotional intelligence.			
30.	Paying attention to power dynamics and differences; notice how these play out in different situations; look for examples of sharing power and try to practice where possible.			

UNCONSCIOUS BIAS

Public Health Services
Inclusion and Belonging Checklist

This checklist was developed with input from all seven branches of Public Health Services based on an icebreaker exercise where all staff were asked the questions: "What does respect and inclusion in the workplace mean to you? How do you know when you are being respected in the workplace?"

☐ Was I my <u>authentic</u> self today (while still being professional)?

Being honest, real, genuine, comfortable sharing information about myself, courageous, self-aware & transparent.

☐ Did I actively try to practice successful two-way <u>communication</u> today?

Active listening, asking others for their opinions, acknowledging others, waiting for others to complete their thoughts (e.g., raising hand on Teams/Zoom).

☐ Did I try to <u>include</u> others in my professional and social circle, making sure not to be clickish?

Building bridges, welcoming others, acknowledging strengths and contributions, inviting people to lunch, seeing who may be left out and remedying the situation, respecting people of all positions, bringing everyone into the conversation during meetings.

☐ Did I get through the day without <u>judging</u> others, including myself.

Being patient and practicing compassion & self-compassion, making room for various point of view, assuming the best of everyone in every situation, not judging people who have different values from myself and recognizing my own biases.

☐ Did I demonstrate <u>openness</u> to learning about other's differences, struggles, or successes?

Being curious and interested in others around me, asking them about who they are while demonstrating a genuine interest in the answers and a willingness to be transparent in return sharing information, showing trust in the person and the relationship, and showing that I care on a personal level.

☐ Did I show <u>respect</u> for the people today?

Making eye contact, taking people seriously, apologizing, acknowledging another's presence, requests, or emails (regardless of their rank and title), going to people directly, giving full attention, refraining from talking behind people's backs, not acting entitled or above another, speaking quietly outside people's offices, muting myself on Teams, trusting others and giving them autonomy.

☐ Did I actively foster a sense of <u>belonging</u> for others today?

Making sure everyone feels welcome and safe, that everyone has a chance to express themselves and feels comfortable bring their whole self to work, encouraging others to be seen and heard, looking for other ways to encourage a sense of belonging in the workplace (especially to new staff).

☐ Did I try to make others feel <u>supported</u> and <u>appreciated</u> today?

Asking how others are doing, providing positive feedback when others have done a good job, expressing gratitude, celebrating important milestones, offering work flexibility when needed, and giving help if asked.
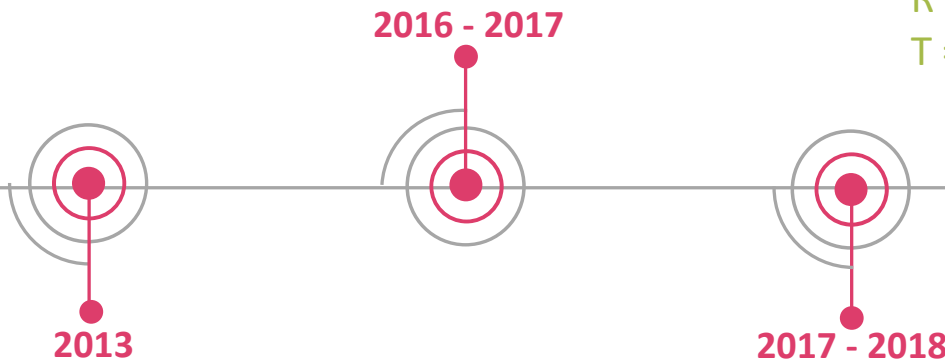
Through this effort SDPHS developed a set of Knowledge, Skills, Abilities and Behaviors (**KSABs**) of excellent customer service and trauma-informed services.

Customer service efforts focused on both internal and external.

H = Helpfulness
E = Expertise
A = Attentiveness
R = Respectfulness
T = Timeliness

2016 - 2017

2013

The County launched a Customer Service H.E.A.R.T. effort and SDPHS began hosting quarterly meetings and developed an annual work plan including **survey**, **training** and the development of **customer service skills.**

2017 - 2018

Admin Clerical staff received training on skills including customer service, trauma-informed services, diversity and inclusion and health equity.

All SDPHS staff were required to take **4 hours** each of customer service and cultural competency training (2017-18).
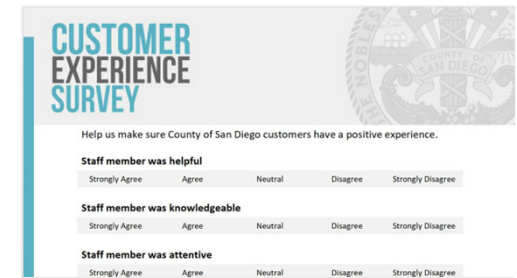
21 Key Customer Service Skills and how to develop them

Resources   Training   Promotional   Summit Materials   Surveys   Recognition
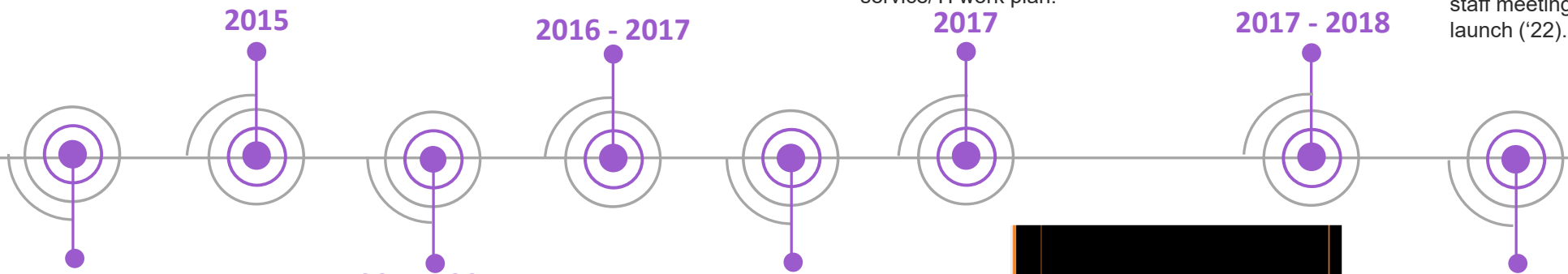
5. TRAUMA-INFORMED

COMPASSIONATE LEADERSHIP THROUGH A TRAUMA-INFORMED LENS

CONVERSATION TOOLKIT

The Knowledge Center | HHSA

All County departments, including SDPHS, hosted **focus groups** on how to integrate a trauma-informed approach into policies, facilities, etc.

The SDPHS H.E.A.R.T. Team added the Trauma-Informed effort to its charter and its annual work plan included both Customer Service and Trauma-Informed.

TI action plan was rolled into annual customer service/TI work plan.

The TISI team collaborated on a mandatory **training** for all HHSA staff called *Growing Resiliency within a Trauma Informed Lens.*

Compassionate Leadership through a Trauma-Informed lens. Came to senior staff meeting to launch ('22).

2015

2016 - 2017

2017

2017 - 2018

2014

HHSA issued a trauma-informed services **policy.**

2015 - 2017

SDPHS developed annual action plan advance trauma-informed services integration.

2016 - 2017

Branches were required to develop **impact plans** for customer service and trauma-informed.

Growing Resiliency within a Trauma Informed Lens

After you complete this training, you will be able to:

2018 - 2019

100% of HHSA staff, including PHS, were required to complete 8 hours of **Mental Health First Aid** Training.

KSABS OF CUSTOMER SERVICE AND TRAUMA-INFORMED SERVICES

KNOWLEDGE

Knowledge of Resources for Clients and Staff (Knowledge Worker)

- Programs and services for referrals, assistance, and accommodation
- Policies and procedures, laws (e.g., to promote human rights, safety and minimize liabilities)
- Mission, vision, values, programs and services
- Job duties, roles and responsibilities

Knowledge of Customer

- Cultural (diversity, competency, humility, responsiveness), individual and group narrative, historic trauma
- Social Determinants of Health, Health Equity, racial/ethnic, gender, age, sexual orientation, poverty
- Strengths, positive qualities, resiliency, vulnerabilities, needs and challenges, boundaries

Knowledge of Self

- Awareness personal and implicit biases, strengths, weaknesses, triggers, trauma-history, boundaries, seeking feedback to develop awareness, Myers Briggs Type Indicator, Gallup, DISC or Ethical Style (Personality Types)

Knowledge of Subject Matter _EXPERTISE_ including on Trauma and Resiliency

- Definitions and concepts, Mental Health First Aid, Psychology 101 (human behavior, emotions) secondary traumatic stress, toxic stress
- ACES, assessment, signs, symptoms, sources, strategies
- Trauma-informed practice
- Importance and implications of ACES and trauma on health and public health
- Public Health Sciences, organizations, data, academic journals

KSABS OF CUSTOMER SERVICE AND TRAUMA-INFORMED SERVICES

SKILLS

5. Active Listening Skills

Eliciting information (e.g., asking open ended questions), clarifying, empathizing, restating, summarizing, reframing

Tolerating silence, being present, giving full attention

Absorbing and processing information meaningfully

6. Verbal, Non-Verbal, and Written Communication Skills

Awareness and management of one's own non-verbal communication, pick up and respond to non-verbal, body language or other cues, read situations, responding to indicators of trauma

Verbal communication including engagement skills, interviewing skills, motivational interviewing, respectful disclosure

Emails, reports, communications materials

Making persuasive presentations (some classifications)

7. Interpersonal/People Skills

- Taking an interest in others, small talk, welcoming people, getting on the same level, relating, being helpful, customer service H.E.A.R.T. skills, make people feel appreciated and respected, seeing and bringing out the best in people, sharing success, community engagement

8. Conflict Management and Resolution Skills

- Creating a sense of safety, taking the high-road in a conflict, re-directing people's attention, when necessary, de-escalate tense situations, diffusing tensions, changing course of events toward a positive outcome

9. Computer Skills

- Programs such as Power Point, Word, Excel, Outlook, Public Health Information System, Connect Well, Refugee Health Electronic Information System, Electronic Health Records, databases

10. Organizational and Political Acumen Skills

- Context such as politics and power dynamics

KSABS OF CUSTOMER SERVICE AND TRAUMA-INFORMED SERVICES

LIVE WELL SAN DIEGO

ABILITIES

11. Ability to Have and Demonstrate *RESPECT*, Compassion, Empathy, Patience

- For *all* others, in *all* ways and situations without exception
- Practice non-judgement, develop the habit of suspending judgement and giving people the benefit of the doubt

12. Having Emotional Intelligence (EQ)/Maturity

- Be authentic, transparent, avoiding projecting one's own issues onto others
- Receive potentially negative information and not take it personally
- Team Work: Collaborate and work well as part of a team

BEHAVIORS

13. Professionalism

- Being positive, calm and composed, diffusing and de-escalating situations, applying self-calming and self-care techniques, role model of trauma-informed and resiliency promotion to others
- ***ATTENTIVENESS*** and accessible to people, situations, the big picture and details in a ***TIMELY*** manner, respectful of people's time
- Problem solving, being creative, thinking outside the box, making decisions in solving a variety of problems
- Flexibility, agility, nimbleness, adaptability, humility

14. Gestures

- Smiling, friendly, open, welcoming, inclusive, polite, ***HELPFUL***, supportive, courteous, caring, acknowledging of others, building and supporting resiliency in others

15. Work-Life Balance

- Modeling work-life balance for others
- Encouraging and promoting health

EAP EXTENSION PROGRAM SELF-CARE SEMINAR SERIES

SDPHS leveraged contract with Anthem to coordinate and offer monthly self-care seminar series for staff. SDPHS Admin staff selected topics, coordinated with Anthem and trainers, provided SDPHS specific context prior to the sessions, booked and promoted the sessions for all staff.

1. Embracing Happiness 6/21/22
2. Compassion Fatigue 6/22/22
3. Love and Love Part 2 7/19/22
4. Overcoming Burnout 7/20/22
5. Political Anxiety 8/16/22
6. Managing Fear and Anxiety 8/17/22
7. Dealing with Mental Health Issues 9/20/22
8. Grief: Losing our pre-COVID-19 lives 9/21/22
9. Practical tips for returning to the office 10/18/22
10. Restarting our personal lives 10/19/22
11. Identity theft protection and self-help 11/15/22
12. Fresh Start 2/7/23
13. Disrupting Negative Thoughts 2/24/23
14. Thinking traps 3/14/23
15. Dealing with challenging people 4/18/23
16. Workplace trauma for managers 5/16/23
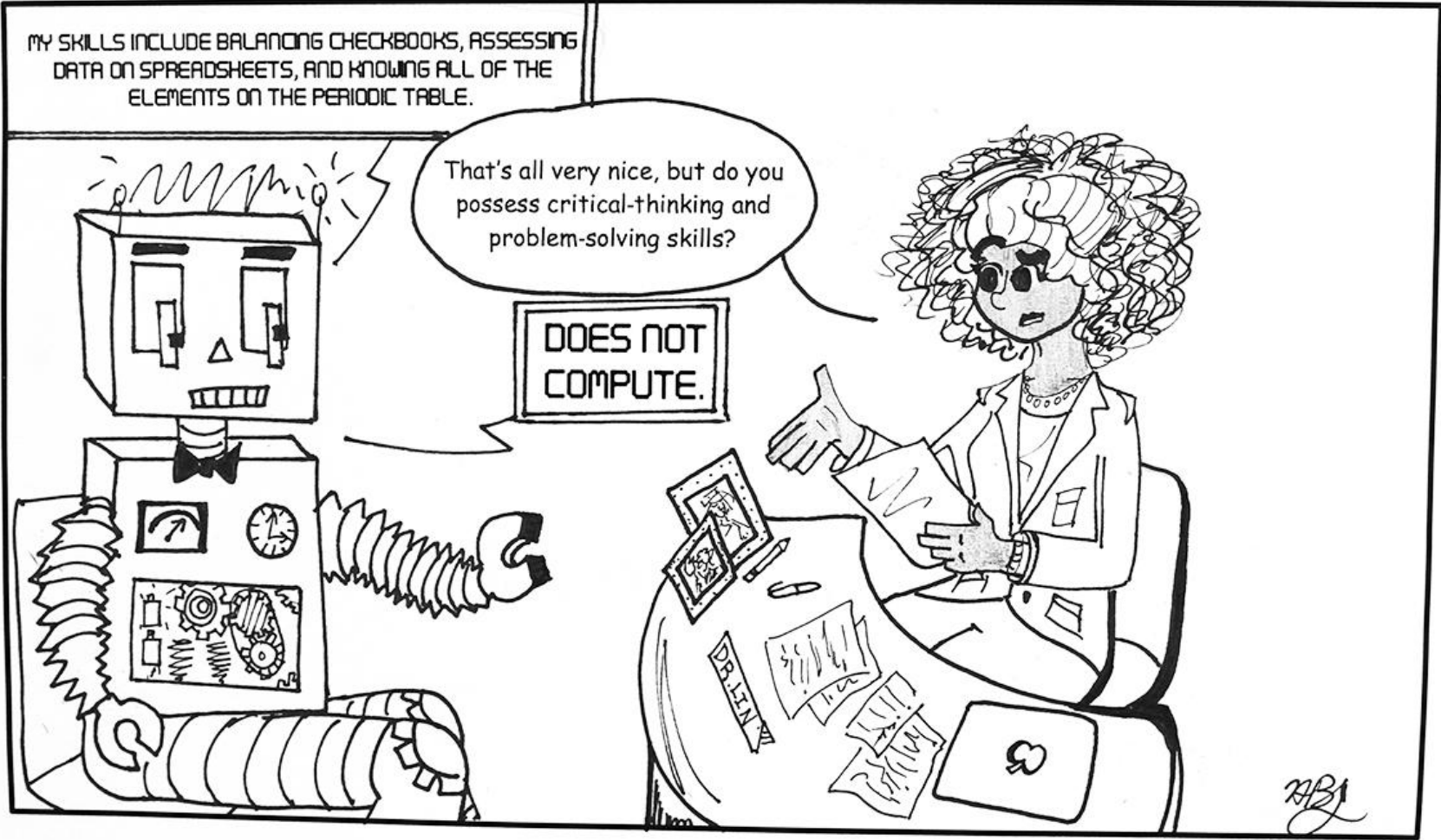17. Motivating and energizing employees 6/13/23

Self-Care

Sleep   **C**lean

Exercise   **A**void your kryptonite

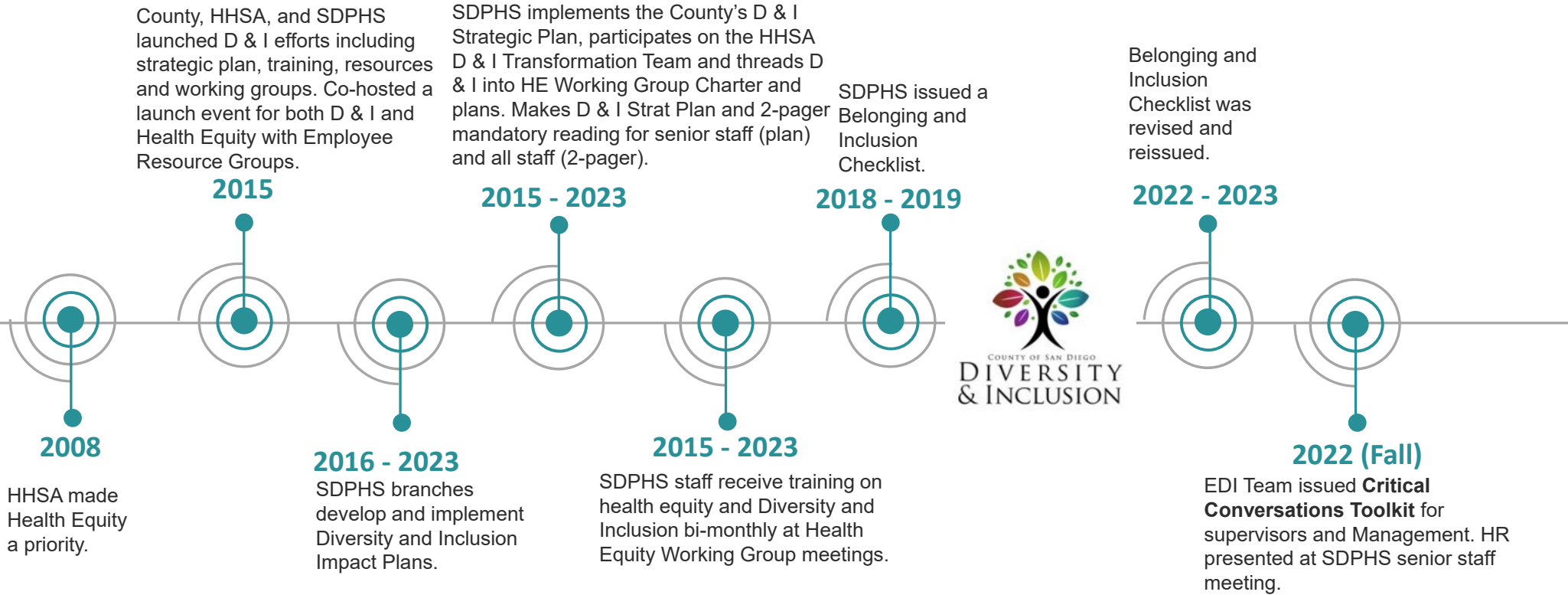**L**ight   **R**outine and rest

Food   **E**ngage

Which of these need your attention today?
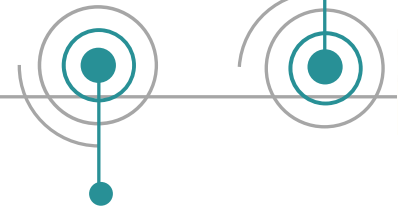
6. DIVERSITY AND INCLUSION

County, HHSA, and SDPHS launched D & I efforts including strategic plan, training, resources and working groups. Co-hosted a launch event for both D & I and Health Equity with Employee Resource Groups.

2015

SDPHS implements the County's D & I Strategic Plan, participates on the HHSA D & I Transformation Team and threads D & I into HE Working Group Charter and plans. Makes D & I Strat Plan and 2-pager mandatory reading for senior staff (plan) and all staff (2-pager).

2015 - 2023

SDPHS issued a Belonging and Inclusion Checklist.

2018 - 2019

Belonging and Inclusion Checklist was revised and reissued.

2022 - 2023

2008

HHSA made Health Equity a priority.

2016 - 2023

SDPHS branches develop and implement Diversity and Inclusion Impact Plans.

2015 - 2023

SDPHS staff receive training on health equity and Diversity and Inclusion bi-monthly at Health Equity Working Group meetings.

2022 (Fall)

EDI Team issued **Critical Conversations Toolkit** for supervisors and Management. HR presented at SDPHS senior staff meeting.

2015

Office of Health Equity (and Climate Change) established in SDPHS. Health Equity Committee formed and began developing Health Equity 101 which included concepts such as **implicit bias.**

2019

Legislation required SDPHS to implicit bias training.

2020

SDPHS staff invited to participate in a series of listening sessions hosted by the ERG Council.

The County of San Diego established the Office of Equity and Racial Justice.

2021

On January 12, 2021, the County of San Diego Board of Supervisors declared racism a public health crisis

2021 - 2023

SDPHS offered racial equity training to PHS staff provided by a consultant.

Consultant worked with branches on racial equity.

2022 - 2023

Equity, Diversity and Inclusion Team (HR) issued **Critical Conversations Toolkit** for supervisors and Management. HR presented at SDPHS senior staff meeting.

Health Equity 101 was updated and reissued for new SDPHS staff which included concepts such as **implicit bias.**

3.1 How did SDPHS leverage use of **consultants** to support interpersonal and leadership skills development to foster resilience after the COVID-19 pandemic?

1. Teamwork

2. Problem Solving

3. Communication

4. Adaptability

5. Critical Thinking

6. Time Management

7. Interpersonal Skills

Source: Hays

TRAININGS FOR THE IDENTIFIED SKILLS

Interpersonal Skills

Facilitate training on interpersonal skills, organizational and political acumen, **coaching,** motivating, and recognizing staff, strategic thinking and systems thinking, change management/ visioning facilitating, other leadership training topics for Public Health Services leaders.

Problem Solving and Time Management

Facilitate training, **coaching sessions** and support for teams, individually and collectively, and offer feedback and recommendations to improve organizational effectiveness.

Critical Thinking and Communication

Facilitate trainings and workshops on **racial equity** and **trauma informed** workforce in Public Health.

Adaptability

Facilitate consulting sessions with individuals and/or team to address issues of compassion fatigue, **resilience** and **job performance, stress management and mindfulness** practices.

Teamwork

Facilitate Insights Discovery Workshop. Insights Discovery is an exciting tool that helps to improve **personal and team effectiveness.**

"[We used this easily accessible help consultant] to present at two separate manager and supervisor in-person meetings specifically to work with our team in follow-up of some internal listening sessions regarding burnout and compassion fatigue. [They] facilitated some additional listening sessions and presented on mindful leadership and self-care and provided some tools for supervisors and managers around peer coaching.

[They] also began assist with further development of our Action Plan. We have another session TBD with the team. Additionally, [they] provided one-on-one leadership coaching to three HSHB supervisors/managers. We received good feedback from our team about their interactions with [this consultant]."

**– Epidemiology and Immunization Services Branch**

3.2 How has SDPHS measured progress and/or success in workforce development including development of competencies, engagement, leadership, mental health and well-being, and other workforce elements?
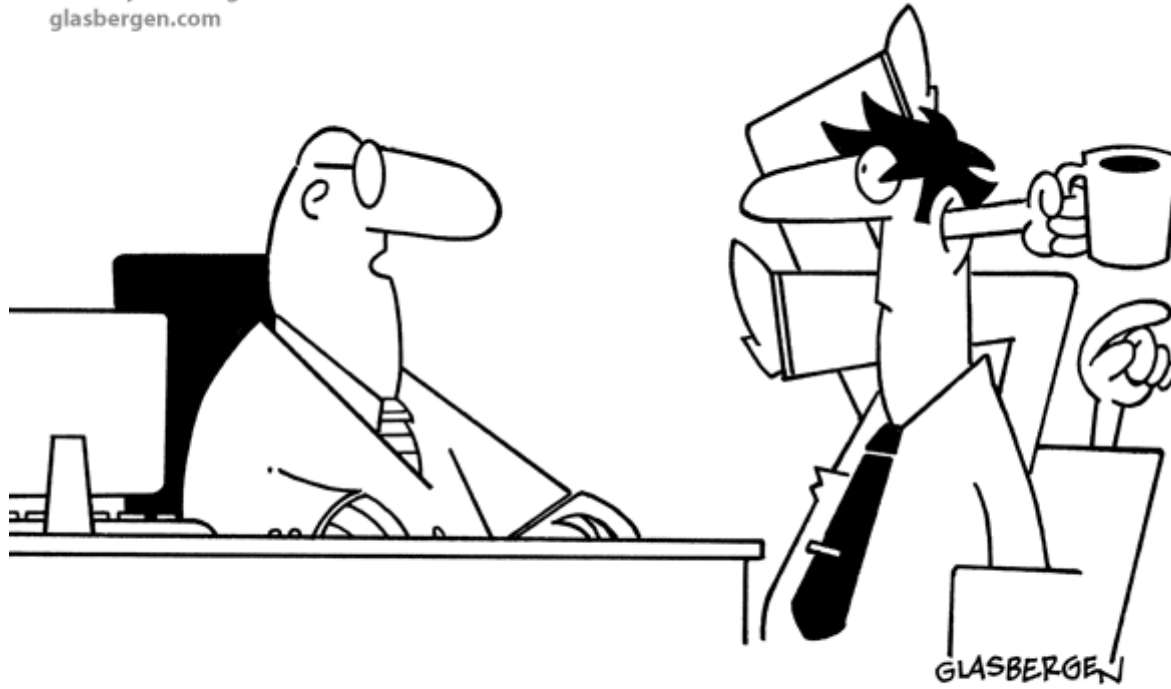
SURVEYS

1. Employee Engagement SDPHS (2008) and County (2022)

2. BARHII Internal (2012, 2018)

3. Customer Service (2014)

4. County Leadership Model Domains (2014, 2021)

5. Core Competencies for Public Health Professionals (2017, 2021)

6. PH WINS (2017, 2021)

7. Health Equity Organizational Self-Assessment (Combined 2022)
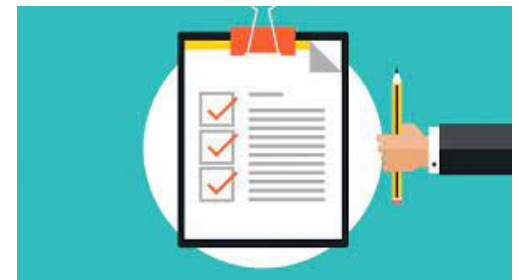
4. What were the lessons learned?

- Different consultants appeal to different staff.
- Some trainings can be delivered by staff, and others are better delivered by consultants.
- Front-line staff appreciate hands-on learning (e.g., interactive activities, exercises, role plays, skits) vs. long power points and lecture style learning.
- There will always be need to tailor trainings to the department.
- Generic training not tailored to public health has limitations leaving staff asking: *"But how does this apply to my work?"*

- Staff want to know what we want them to do differently? How does this apply to me? My job? My role? What behavior change are you expecting to see because of this training? How does this apply to public health?

LESSONS LEARNED

- Developing tailor made trainings, tracking and reporting on training completion rates is time consuming and resource intensive (2+ FTEs).
- There remains need for additional coaching and mentoring for soft skills and classification specific training.
- Training is a moving target with turnover and need to update materials.
- Levity was a key benefit of bringing in the consultants.
- COVID-19 took a toll on our workforce and acknowledging the impact and making efforts through the consultants helped address the soft skills needs of our staff and management.

The Top 10 Soft Skills

Communication, Self-motivation, Leadership, Responsibility, Teamwork, Problem solving, Decisiveness, Ability to Work Under Pressure and Time Management, Flexibility, Negotiation and Conflict Resolution

Source: The Importance of Soft Skills in Hard Times - Enterra Solutions

5. What are our next steps in SDPHS?

NEXT STEPS IN SDPHS

- Workforce Development Plan (FY 23-24 and 24-25)
- Training Strategy
  - Change Management (PHIG)
  - Community Engagement (PHIG)
  - Public Health 101 (PHS Staff)
  - Racial Equity (Health Disparities Grant)
  - EAP Seminar Series (County)
  - BRAVE Trauma Responsive Leadership Training (3-day, WFD Grant)
  - All of Us: Building Trauma Responsive Cultures Training (PHIG and WFD Grant)

6. What can we do to collaborate across local health departments in California?

OPPORTUNITIES TO COLLABORATE

- Share training materials.
- Collaborate on new training.
- Promote training of others (e.g., CHEAC, CDC TRAIN).
- Leverage opportunity through the Public Health Infrastructure Grant (PHIG) to share best practices, collaborate and innovate.
- Leverage partnerships with local universities, consultants and others.
- Form working group of the California Reginal Hub from PHIG (regional hub is in formation).
- Participate in the Public Health Learning Forum and TRAIN Learning Network Annual Meeting Oct 16-19, Richmond, VA.
- Other ideas?

TRAIN From the *Public Health Foundation*

Register for the 2023 Public Health Learning Forum and TRAIN Learning Network Annual Meeting

Join the Public Health Foundation (PHF) at the 2023 Public Health Learning Forum and TRAIN Learning Network Annual Meeting! The theme for this year's meeting is *Rebuilding the Public Health Workforce*, with topics addressing health equity, academic health department partnerships, Core Competencies for Public Health Professionals, Racial Justice Competencies, recruitment and retention, and more. Register today to secure your spot for this important meeting.
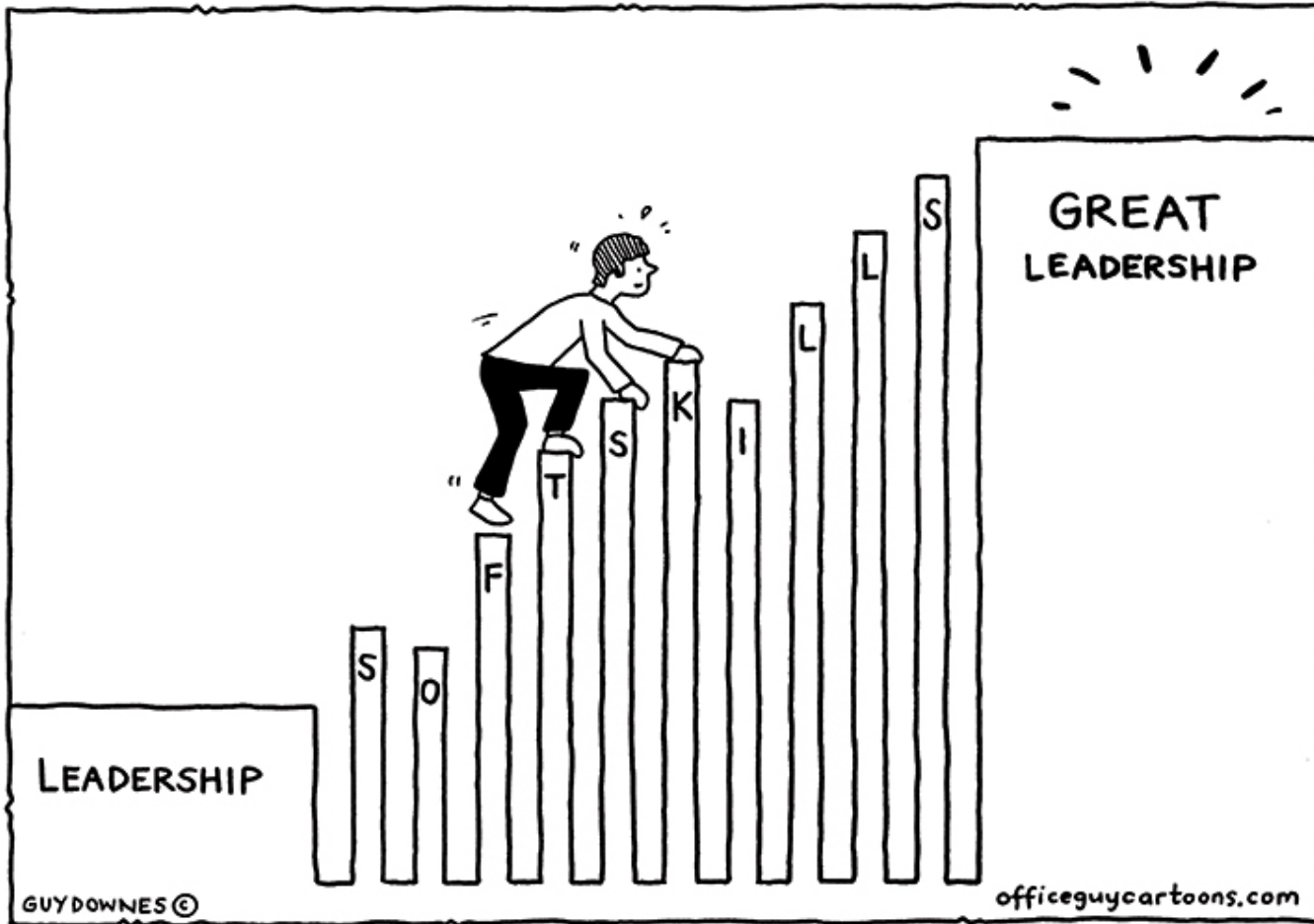
BREAKOUT SESSION

What are 1-3 things you will do in your jurisdiction as a result of this presentation?
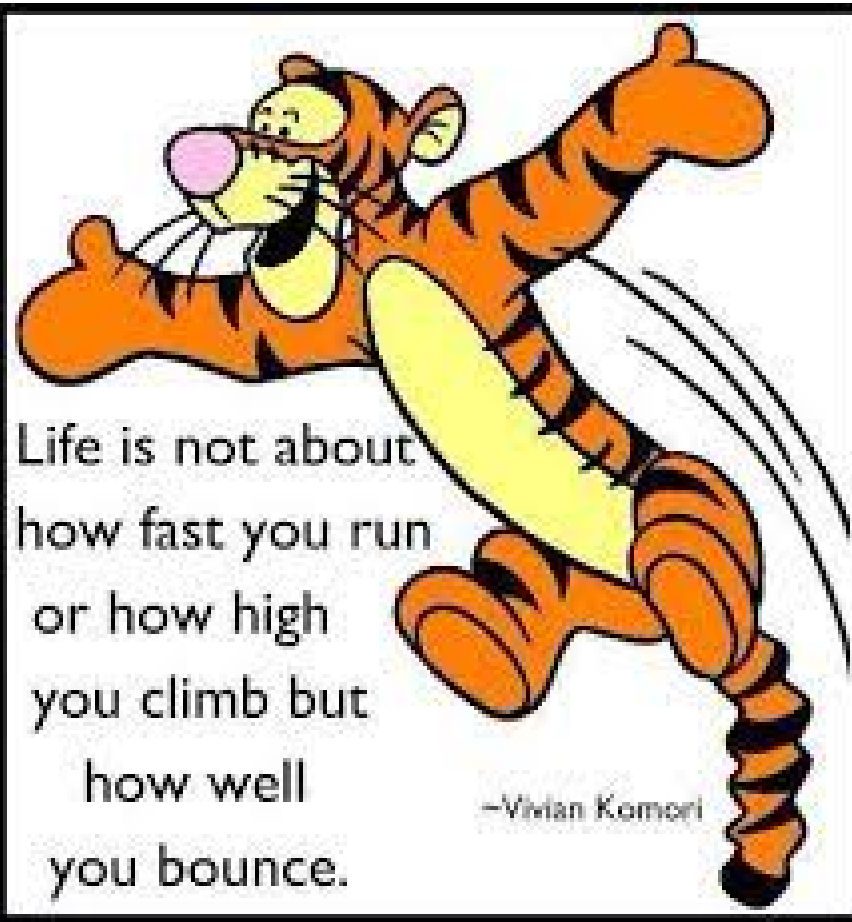
THANK YOU FOR YOUR TIME AND ATTENTION!

The Public Health Services department, County of San Diego Health and Human Services Agency, has maintained national public health accreditation, since May 17, 2016, and re-accredited by the Public Health Accreditation Board on August 21, 2023.