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Workforce Development Plan

Florida Department of Health in Broward County

Ron DeSantis

Governor

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State Surgeon General

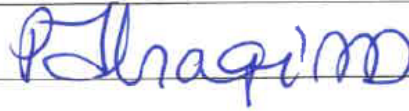
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Date

12-14-23

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12/14/2023

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Date

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Executive Summary

A competent, capable public health workforce is essential for protecting and improving the health and wellness of the public and responding to major health threats. Continued investment in training and development of the workforce will create many successes for the Florida Department of Health in Broward County (DOH-Broward). The purpose of this Work Force Development (WFD) Plan is to outline the training and development of DOH-Broward staff to ensure a competent public health workforce. The plan contains a description of the current workforce demographics, competencies, and future workforce needs. DOH-Broward staff completed an agency-wide Employee Climate Survey in August 2023 and a Public Health Workforce Interests and Needs Survey (PH WINS) in 2021. Training and development opportunities were identified to address gaps through analysis of survey results. This workforce development plan contains workforce development training that will be tracked and monitored closely in alignment with the DOH-Broward's performance management system Active Strategy and strategic plan.

This plan serves to address the documentation requirement for PHAB Accreditation Standards 8.2.1A: "Develop and implement a workforce development plan and strategies" (PHAB, 2022) that addresses the training needs of staff and the development of core competencies. Assessing current staff capabilities against an accepted set of core competencies is included in the creation of the WFD Plan. Training and development of the workforce is one part of a comprehensive strategy toward quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs and addressing those gaps through targeted training and development opportunities. The goal of the plan is to ensure a competent workforce that receives the training and guidance they need to be successful in the implementation of the Public Health programs we provide and serve our clients to the best of their abilities, while also rising to meet any future workforce needs. This plan serves as the foundation of DOH-Broward's ongoing commitment to the training and development of its workforce. This plan contains goals that DOH-Broward is committed to achieving, and barriers that the organization anticipates facing as it moves forward with workforce development.

DOH-Broward Profile

I. Mission, Vision, and Values

Mission: To protect, promote & improve the health of all people in Florida through integrated state, county, & community efforts.

Vision: To be the **Healthiest State** in the Nation.

Values:

- **Innovation:** We search for creative solutions and manage resources wisely.
- **Collaboration:** We use teamwork to achieve common goals & solve problems.
- **Accountability:** We perform with integrity & respect.
- **Responsiveness:** We achieve our mission by serving our customers & engaging our partners.
- **Excellence:** We promote quality outcomes through learning & continuous performance improvement.

II. Priorities

Agency Priorities:

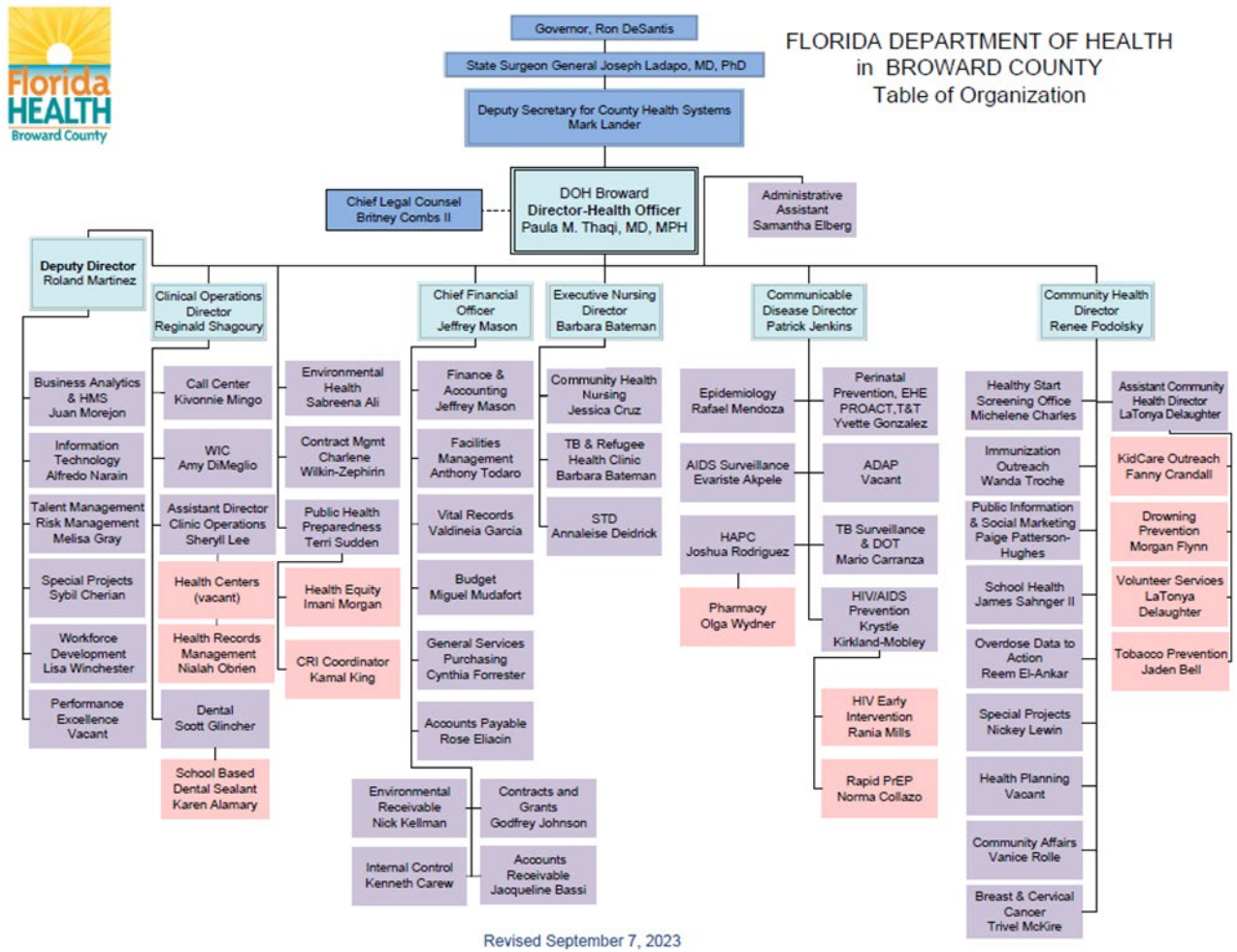
- Healthy, Thriving Lives
- Health Care Resiliency
- Emerging Health Threats
- Child Health
- Capacity Building
- Regulatory Efficiency

III. Governance

Chapter 20.43 F.S., outlines the purpose of the Department for the state’s public health system, which includes the 67 county health departments. Each county health department is led by an administrator or director, which is responsible for the management and daily operations oversight of all public health programs in that community, as outlined by Chapter 154.04, Florida Statutes. The county health department director or administrator trained in public health administration may be appointed by the State Surgeon General after the concurrence of the boards of county commissioners of the respective counties.

IV. Organizational Structure

Exhibit 1. DOH-Broward Organizational Structure



V. Workforce Policies

The following policies and resources are in the Central Library on the DOH SharePoint site:

- DOH-Broward follows DOH Training policy DOHP 300-1 which outlines the minimum training standards for all employees.
- Employee Rewards and Recognition policy, IOP-60 guides directors and administrators in recognizing and rewarding employees for excellent performance towards achieving the DOH mission, exemplary demonstration of the DOH values and satisfactory service in state government.
- Customer Focus policy DOHP 180-03 provide products, services or information to customers that will strive to meet and often exceed customer expectations for quality, timeliness, and

effective employee interaction. DOH-Broward has a local procedure, DOH(B) OP-A 058 – Customer Services - QI Survey, Complaint and Grievance Process, to address customer service and client complaints.

- Tuition Waiver Program – Educational assistance to full-time, salaried employees by allowing each state university and state college to waive tuition and fees for employees for up to six credit hours per semester on a space-available basis.

TRAIN Florida, the Department’s learning management system, contains a centralized, searchable database of courses relevant to public health, safety, and emergency preparedness that includes a comprehensive catalog of distance learning for public health professionals to **develop and sustain a competent and qualified public health workforce**.

The TRAIN Florida Knowledge Center contains information and training for learners and course providers to become familiar with TRAIN Florida.

- <http://www.floridahealth.gov/%5C/provider-and-partner-resources/training/train-florida/train-florida-knowledge-center.html>

Workforce Profile

I. Current Workforce Demographics

Exhibit 2 summarizes the demographics of DOH-Broward’s current workforce as of September 2023 using data in People First, the web-based human resource information System and enterprise-wide suite of human resource services for state government in Florida.

Workforce Demographics Analysis:

DOH-Broward’s workforce is comprised of 460 total employees of which 76.74% are female and 23.26% are male. 28.26% of employees identified as Hispanic, 48.91% as Black and 15% as Caucasian. The majority of employees were aged 40-49, followed by 50-59 and greater than 59 years. 29.78% of the Workforce held a primary professional discipline or credential. 15.22% of non-Management and 4.78% of Management staff are less than 5 years from retirement.

Exhibit 2. DOH-Broward Workforce Demographics

| Category | | Number | Percentage |
|----------------------------|--------------------------------|--------|------------|
| Total Number of Employees: | | 460 | |
| Gender | Female: | 353 | 76.74% |
| | Male: | 107 | 23.26% |
| Race | Hispanic: | 130 | 28.26% |
| | American Indian/Alaska Native: | 0 | 0 |
| | Asian: | 16 | 3.48% |
| | African American: | 225 | 48.91% |
| | Hawaiian: | 3 | 0.65% |
| | Caucasian: | 69 | 15.00% |
| | Other: | 17 | 3.70% |
| Age | <20: | 0 | 0 |
| | 20–29: | 49 | 10.65% |
| | 30–39: | 90 | 19.57% |
| | 40–49: | 113 | 24.57% |
| | 50–59: | 107 | 23.26% |
| | >59: | 101 | 21.96% |

| | | | |
|---|---------------------------------|-----|--------|
| Primary Professional Disciplines/Credentials | Administrative and Clerical: | 86 | 18.70% |
| | Human Services: | 44 | 9.57% |
| | Managerial: | 5 | 1.09% |
| | Supervisory: | 12 | 2.61% |
| | Operational Services: | 17 | 3.70% |
| | Physician: | 2 | 0.43% |
| | Professional: | 137 | 29.78% |
| | Attorney: | 0 | 0 |
| | Other, Not Represented: | 143 | 31.00% |
| Employees < 5 Years from Retirement | Management: | | |
| | Senior Management Service (SMS) | 22 | 4.78% |
| | Selected Exempt Service (SES) | | |
| Employees < 5 Years from Retirement | Non-Management: | 70 | 15.22% |

Source: [Workforce Demographics Report, Inside Florida Health](#)

II. Broward County Population Demographics

Exhibit 3 summarizes the population demographics of Broward County for 2018 and 2021, using data from the Community Health Assessment Resource Tool Set (CHARTS), which can be accessed at FLHealthCHARTS.com. CHARTS is a single source data repository that includes over 4,100 health indicators from more than 35 different programs and agencies.

Broward County Population Demographics Analysis:

DOH-Broward is responsible for protecting, promoting, and improving the health of the county’s 1.9 million residents and over 10 million annual visitors. According to the U.S. Census population estimates for July 2021, Broward County is the 17th most populous in the United States, with over 1.94 million people and 9% of Florida’s residents. 34.1% of residents are foreign-born. The population is increasingly diverse with significant growth among minority racial and ethnic groups. Among Broward residents, 63% identify as White; 31% Black or African American including many who immigrated from Haiti, Jamaica, and other parts of the Caribbean, as well as Central and South America. 31% of the population identifies as Hispanic or Latino. 37.5% of the population speaks a language other than English in the home.

The DOH-Broward Community Health Assessment reviews demographic changes in Broward’s population. In 2018, Broward County had a population of 1,903,210 which increased by 2.26% in 2021 to 1,946,733. 2021 data compared to 2018 shows that there was no change in gender distribution with just over half of residents (51.25%) being female and 48.75% male. In 2021, 62.74%

of Broward residents identified as Caucasian (63.51%, 2018), 30.50% as African American (29.90%, 2018) and 31.39% Hispanic (29.65%, 2018). DOH-Broward’s workforce when compared to Broward County is 28.26% Hispanic, 48.91% African American and 15% Caucasian as shown in Exhibit 2. It is a goal of DOH to portray a workforce culture that reflects the demographics of the County and recruitment efforts focus on representing the population served. When comparing the demographics of DOH-Broward’s Workforce as of September 2023 (Exhibit 2) to those of Broward County in 2021 (Exhibit 3), there is one noticeable gap; 76.74% of DOH-Broward’s workforce is female which differs from the County population (51.25%). DOH-Broward staff and consortia HR support, attend job fairs, university workshops, and other career recruitment forums to share opportunities with a wide array of individuals from diverse backgrounds. DOH-Broward promotes the agency for career opportunities for underrepresented individuals to support workforce diversity and inclusion to ensure recruitment of individuals who reflect the ethnic, language, multi-generational and cultural aspects of the population served in Broward County.

Exhibit 3. Broward County Population Demographics

| Category | | 2018 | | 2021 | |
|-------------------|-------------------|-----------|------------|-----------|------------|
| | | Number | Percentage | Number | Percentage |
| Total Population: | | 1,903,210 | | 1,946,733 | |
| Gender | Female: | 975,372 | 51.25% | 997,673 | 51.25% |
| | Male: | 927,838 | 48.75% | 949,060 | 48.75% |
| Race | Hispanic: | 564,342 | 29.65% | 611,097 | 31.39% |
| | African American: | 569,029 | 29.90% | 593,687 | 30.50% |
| | Caucasian: | 1,208,680 | 63.51% | 1,221,312 | 62.74% |
| | Other: | 125,501 | 6.59% | 131,734 | 6.77% |
| Age | < 20: | 444,841 | 23.37% | 446,148 | 22.92% |
| | 20 – 29: | 240,285 | 12.62% | 234,131 | 12.03% |
| | 30 – 39: | 257,126 | 13.51% | 265,920 | 13.66% |
| | 40 – 49: | 258,463 | 13.58% | 258,917 | 13.30% |
| | 50 – 59: | 277,318 | 14.57% | 274,442 | 14.09% |
| | >59: | 425,177 | 22.34% | 467,175 | 23.99% |

III. Current Workforce Capacity

Current Workforce Capacity Analysis:

In 2021, DOH administered the Association of State and Territorial Health Officials (ASTHO) Public Health Workforce Interests and Needs Survey (PH WINS) to assess DOH's current Workforce capacity and future competency needs. PH WINS is a national level survey that captures the perspectives of public health workers on key issues such as workforce engagement, morale, training needs, worker engagement, emerging concepts in public health, as well as collects data about the demographics of the workforce.

ASTHO used statistical methods to create a report with DOH-Broward specific data presented in summary tables and charts that included national comparisons as well as the overall of local health departments in Florida and DOH as a whole. The Core Competencies for Public Health framework were used in creating the survey items related to training. The results of the survey were provided in 2022 and were analyzed by Senior Leadership and have been used to develop this Plan.

The 2021 DOH-Broward PH WINS survey data shows alignment with state and national trends in most areas. Staff agree DOH-Broward is a good place to work with 85% of staff reporting job satisfaction and 72% of staff reporting organizational satisfaction. Staff are seeking opportunities for advancement which is addressed through internal supervisory opportunities as outlined in the DOH-Broward Strategic Plan. 54% of staff report being satisfied with pay. Broward County has one of the highest costs of living in Florida and is considered a cost burdened community which leads to higher turnover and dissatisfaction with pay.

Staff perceptions about DOH-Broward are positive:

- 88% of staff learn from one another
- 79% recognized diversity, equity, and inclusion as agency priorities
- 78% have the opportunity to fully utilize technology
- 77% recognize that supervisors recognize all employee backgrounds

The 2021 PH WINS survey included questions about employee mental and emotional wellbeing due to COVID response. Across all agency types, executives reported worse mental health than other levels of employees. DOH-Broward staff report overall mental & emotional well-being as:

- Excellent 2%
- Very Good 28%
- Good 23%
- Fair 11%
- Poor 2%

The DOH-Broward PH WINS Summary report revealed that 21% of DOH staff plan to retire within the next five years. 23% of staff plan to leave within one year of taking the survey. Supervisors, managers, and executives made up 88% of these employees. Leadership development opportunities are needed to increase the talent-pool of staff that demonstrate the competencies to assume the roles of these positions.

Results of the survey also revealed the following top skill gaps and training opportunities for non-supervisors, supervisors and managers and executives: Systems and Strategic Thinking; Budget and Financial Management; and Develop a Vision for a Healthy Community.

DOH utilizes additional data sources, both statewide and local, that can inform the current Workforce capacity and capability in addition to future needs to identify gaps. Examples of these data include the NACCHO Culture of Quality Self-Assessment Tool (SAT), the Performance Management Council Assessment and DOH-Broward's Employee Climate Survey which is administered every two years.

IV. Workforce Needs

Workforce Needs Analysis:

Florida will see many changes over the next few years, including a projected population growth that will average 2.3% annually by 2030. Hispanics are anticipated to represent almost 28% of Florida's population. Also, by 2030, it is anticipated that Florida will reach a population of 23,357,003. The population aged 65 and over is expected to represent 24.1% of the population by 2030. As these Baby Boomers (those born between 1945 and 1964) retire, many DOH-Broward positions will be left vacant as there may be more jobs than there are qualified workers to fill them. DOH-Broward employee demographics are reflective of the population that we serve as shown in Exhibits 2 and 3. Our recruitment strategies are in alignment with Federal, State, and Local laws. To assure that our recruitment continues to be reflective of our community, we advertise in a broad range of minority and culturally appropriate recruitment sites. Based on the demographic shifts that will occur in Florida's population, it will be necessary for DOH to continue to monitor population changes and ensure that the workforce reflects those changes. For example, chronic conditions, including obesity and age-related disabilities, will contribute to the need.

The vacancies created by DOH's retiring Baby Boomers will present significant replacement challenges in order to maintain the necessary expertise of the healthcare workforce. In Florida, like many other states, the issue will be compounded by the existence of numerous public health positions that are considered "hard to fill" such as nurses and nutritionists. Additional challenges related to DOH's future workforce needs include the following and, as part of an integrated agency, mirror DOH-Broward's challenges:

- Evolving nature of public health including a move away from providing primary health care services.
- Use of (and emphasis on) evidence-based practices. Need for more diverse and timely data (and the ability to analyze the data from a variety of sources).
- Developing a deeper understanding of cultural competency and health equity and the ability to operationalize these concepts into program design and evaluation.
- Need to work with more cross-sector partners and understand their systems and processes.
- Use of electronic health records within DOH and in partner organizations and other electronic advances in health care delivery.
- Retirement of senior leaders and subject-matter-experts.
- Differences in the knowledge, skills, abilities, and work ethics of the many generations in the workforce.
- Ongoing threat of natural disasters and the ability for workers to become proficient in the preparedness and response arena related to public health.

- DOH will also be challenged to help manage the expectations of Floridians about the evolving role of public health in their lives and communities.
- PH WINS 2021 data shows just over half of staff agree leadership and staff communicate well. 46% agree that creativity and innovation are rewarded.

These are areas to be explored to address future workforce needs.

Core Competencies for Public Health Professionals:

DOH-Broward uses the Council on Linkages Core Competencies for Public Health Professionals to guide professional development. The Core Competencies support workforce development within public health agencies and can serve as a benchmark for public health professionals and organizations as they work to better understand and meet workforce development needs, improve performance, and enhance the health of the communities they serve. The core competencies are organized into eight domains below.

Examples of the core competencies are included for each domain:

1. Analytical/Assessment Skills

- Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
- Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information

2. Policy Development/Program Planning Skills

- Gathers and evaluates policies, programs, and services
- Applies and implements strategies for continuous quality improvement
- Utilizes public health informatics in developing, implementing, evaluating, and improving policies, programs, and services

3. Communication Skills

- Communications in writing and orally with linguistic and cultural proficiency
- Conveys data and information to professionals and the public using a variety of approaches
- Facilitates communication among individuals, groups, and organizations

4. Cultural Competency Skills

- Describes the concept of diversity as it applies to individuals and populations
- Recognizes and addresses the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community
- Describes the value of a diverse public health workforce

5. Community Dimensions of Practice Skills

- Provides and utilizes community input for developing, implementing, evaluating, and improving policies, programs, and services

6. Public Health Sciences Skills

- Describes and applies public health sciences in the delivery of the 10 Essential Public Health Services
- Applies public health sciences in the administration and management of programs

- Contributes to the public health evidence base

7. Financial Planning and Management Skills

- Explains and leverages public health and health care funding mechanisms and procedures
- Determines and justifies programs and priorities for inclusion in organizational budgets
- Describes program performance standards and measures
- Uses performance management systems for program and organizational improvement

8. Leadership and Systems Thinking Skills

- Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
- Explains and creates opportunities for organizations to work together or individually to improve the health of a community
- Collaborates with individuals and organizations in developing a vision for a healthy community
- Ensures and participates in professional development opportunities for both teams and individuals

Competency Tiers:

These competencies are used at the national, state, and local levels to build capacity and develop public health professionals. The competencies were designed for public health professionals at three different levels:

- Tier 1 – Front Line Staff/Entry Level. Tier 1 competencies apply to public health professionals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities of these professionals may include data collection and analysis, fieldwork, program planning, outreach, communications, customer service, and program support.
- Tier 2 – Program Management/Supervisory Level. Tier 2 competencies apply to public health professionals in program management or supervisory roles. Responsibilities of these professionals may include developing, implementing, and evaluating programs; supervising staff; establishing and maintaining community partnerships; managing timelines and work plans; making policy recommendations; and providing technical expertise.
- Tier 3 – Senior Management/Executive Level. Tier 3 competencies apply to public health professionals at a senior management level and to leaders of public health organizations. These professionals typically have staff who report to them and may be responsible for overseeing major programs or operations of the organization, setting a strategy and vision for the organization, creating a culture of quality within the organization, and working with the community to improve health.

Other Competencies:

The following discipline-specific competencies are used in the Florida Department of Health:

- Competencies for Applied Epidemiologists in Governmental Public Health Agencies (AECs), CDC and the Council of State and Territorial Epidemiologist.
- Public Health Preparedness and Response Core Competency Model, Public Health Foundation.
- Competency Guidelines for Public Health Laboratory Professionals, CDC, and the Association of Public Health Laboratories.

V. Social and Economic Conditions

Findings:

According to DOH-Broward PH WINS 2021 survey data, staff agree that DOH-Broward is a good place to work with 85% of staff reporting job satisfaction and 72% of staff reporting organizational satisfaction. Staff are seeking opportunities for advancement which is addressed through internal supervisory opportunities as outlined in DOH-Broward's Strategic Plan. 54% of staff report being satisfied with pay. Broward County has one of the highest costs of living in Florida and is considered a cost burdened community which leads to higher turnover and dissatisfaction with pay.

Additional findings from the PH WINS survey revealed that staff perceptions about DOH-Broward are positive:

- 79% recognized diversity, equity, and inclusion as agency priorities
- 77% recognize that supervisors recognize all employee backgrounds
- 88% of staff learn from one another
- 78% have the opportunity to fully utilize technology

In addition to the PH WINS survey, DOH-Broward utilizes the National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care, to assess Workforce competence in the areas of cultural humility, diversity, and inclusion. The CLAS standards are intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services. Adoption of these standards help advance better health and health care in the U.S.

DOH-Broward Leadership supports CLAS and facilitates the implementation of these standards through annual reviews and updates of the CLAS assessment. DOH-Broward conducted a review and assessment against the CLAS standards in 2023 and results of the full assessment are provided in Appendix A.

An example of how DOH-Broward meets the CLAS standard for Governance, Leadership, and Workforce - (*Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area*) may be noted in how staff are recruited. DOH-Broward recruits and hires staff that reflects the population and communities served by employing pipeline programs to facilitate diversity recruitment and retention. Staff are provided opportunities to participate in cultural competency education and training on a regular basis through annual and new employee trainings.

Trainings within 30 days of hire:

- (1) Addressing Health Equity: A Public Health Essential.
- (2) FDOH Unnatural Causes 1: Is inequality making us sick?
- (3) Cultural Awareness: Introduction to Cultural Competency.
- (4) Equal opportunity training

VI. Gap Prioritization

The 2021 DOH-Broward PH WINS Summary report revealed the top skill gaps and training opportunities for non-supervisors, supervisors and managers and executives are: Systems and Strategic Thinking; Budget and Financial Management; and Community Engagement. Results from PH WINS also revealed that 21% of DOH staff plan to retire within the next five years. Supervisors, managers, and executives make up 88% of these employees. Leadership development opportunities are needed to increase the talent-pool of staff that demonstrate the competencies to assume the roles of these positions.

| Gap | Core Competency Domain | Explanation | Priority |
|---------------------------------|--|---|----------|
| Systems and Strategic Thinking | Leadership and Systems Thinking Skills | Improvement in Systems and Strategic Thinking will allow the agency to better understand the factors contributing to public health problems and identify high-impact interventions. Training may help develop a pipeline of leaders for the future and provide adaptive and strategic leadership skills necessary to address emerging Public Health issues. | 1 |
| Budget and Financial Management | Financial Planning and Management Skills | Budget and Financial Management is critical in ensuring sustainability of DOH-Broward's financial operations. | 2 |
| Community Engagement | Community Dimensions of Practice Skills | Community engagement is a fundamental practice of Public Health and enables changes in behavior, environments, programs, policies, and practices within communities. | 3 |

Over the next five years, DOH will utilize a cross-sector approach to continue engaging existing and new partners to leverage limited resources around access to care for Floridians, assess current programs and services, policy and system design, and train employees to support the core aspects of Public Health and related capacities and capabilities. DOH-Broward utilizes and trains all staff in the use of the Malcolm Baldrige Framework Criteria. Use of this framework enables organizations to accomplish their missions, improve results and maintain a competitive advantage.



Exhibit 4. Strategies to Address Capacities and Capabilities

| Strategy | Description |
|---------------------------------|---|
| Performance Management Councils | Utilizes strategies to address the gaps in capacities and capabilities of staff. For example, the purpose of the Program Councils, co-chaired by a health officer and a central Office division director, are to improve the coordination between county health departments and central office to achieve DOH's mission. |
| Partnerships | Builds relationships with local universities to assess, design, implement and evaluate programs and services, as well as train staff in core areas of public health through internships and volunteer opportunities. |
| Partnerships | Working with the Federally Qualified Health Centers through the Florida Association of Community Health Centers is ongoing. Leaders from both agencies meet at least quarterly to discuss programs and services, to understand the clients being served and how a seamless continuation of services from one organization to the next can be created, and to ensure that staff understand the unique aspects of each organization so that opportunities for collaboration and innovation can be enhanced. Staff from DOH have presented at the Association's conferences and quarterly meetings, and vice versa. |
| Partnerships | Partnership with the Region IV Public Health Training Center (Center) located at the Rollins School of Public Health, Emory University. It is comprised of seven community-based training partners and three technical assistance providers. The Center is a resource that provides competency-based trainings that target the current public health workforce and decides for field placements that promotes the future workforce. DOH staff participate in live webinars and can access on demand recordings to enhance their skills. Many of these opportunities offer professional education credits. Staff can access the Center's training database that is searchable by competency, topic, and CE credit. |
| Conference Participation | Employees are able, as resources allow, to attend national, state, and local conferences and trainings related to their area of work. Employees are encouraged to submit abstracts for oral and poster presentations to share the accomplishments and lessons learned in Florida, but also to learn from other states in the same way. All DOH-Broward staff attend an annual Employee Educational Conference where agency-wide appropriate trainings are offered to all staff for developmental opportunities. |
| TRAIN Florida | TRAIN Florida provides online training on an extensive array of topics in varying disciplines. TRAIN offers DOH the ability to design and deliver on demand trainings. Many TRAIN courses offer free continuing education credits that is needed for healthcare professional license renewal. DOH has designed a series of trainings on many different topics. For example, DOH designed a budget and financial management series for business managers and could update the training modules in real time, to reflect changing processes and needs. |

| Strategy | Description |
|--|---|
| American Society for Quality (ASQ) | DOH offers and organizational membership to DOH staff. DOH-Broward employees are able, as resources allow, to attend trainings related to their area of work. |
| DOH-Broward Performance Management Council | DOH-Broward staff meet monthly to advise and guide the creation, deployment and continuous evaluation of the performance management system and its components. They monitor and evaluate performance toward achieving strategic objectives in health improvement, strategic, quality improvement and workforce development plans and make recommendations to improve performance. |

VII. Implementation

The workforce development goals and objectives outlined 4 are based on the evaluation of current and future workforce needs. The Implementation Plan shows the alignment with the DOH's Agency Strategic Plan, the Core Competencies for Public Health Professionals and top skill gaps, training opportunities and opportunities to improve worker engagement from the PH WINS Summary Report. The Implementation Plan will be reviewed and evaluated at least annually, and updates will be made to address new challenges. Progress of the objectives will be reported at DOH Broward Performance Management Council meetings. Performance Management Council meetings occur monthly and will be tracked through the Active Strategy Performance Management System. This Plan is managed by Organizational Development with support from the DOH Broward Performance Management Council.

| Agency Strategic Priority Area #1: Healthy, Thriving Lives | | | | |
|--|--|----------|--------|----------|
| DOH-Broward WFD Plan Goal: Improve DOH's ability to share and implement strategies to address health inequities in programs, products, and services. | | | | |
| DOH-Broward Gap Priority: Community Engagement | | | | |
| Objective | Lead | Baseline | Target | Status |
| Objective 1: Provide Health Equity training to 100% of DOH-Broward staff by December 31, 2027. | Lisa Winchester, WFD Manager | 100% | 100% | On Track |
| Objective 2: Provide annual ZOLL AED Plus defibrillator training to staff at all levels in the organization by December 31, 2027. | Lisa Winchester, WFD Manager | 100% | 100% | On Track |
| Objective 3: Provide CPR Certification to select staff based on professional licensure by December 31, 2027. | Barbara Bateman Executive Community Health Nursing Director | 100% | 100% | On Track |
| Agency Strategic Priority Area #2: Health Care Resiliency | | | | |
| Objective | Lead | Baseline | Target | Status |
| Objective 1: N/A | | | | N/A |

| Agency Strategic Priority Area #3: Emerging Health Threats | | | | |
|--|--|------------------|---------------|---------------|
| Objective 1: N/A | Lead | Baseline | Target | Status |
| | | | | N/A |
| Agency Strategic Priority Area #4: Child Health | | | | |
| Objective 1: N/A | Lead | Baseline | Target | Status |
| | | | | N/A |
| Agency Strategic Priority Area #5: Capacity Building | | | | |
| DOH-Broward WFD Plan Goal: Expand the capacity of employees to perform current and future leadership roles within DOH-Broward. | | | | |
| DOH-Broward Gap Priorities: Systems and Strategic Thinking | | | | |
| Objective 1: By December 31, 2025, provide bi-annual executive leadership training to 10 DOH-Broward employees that demonstrate leadership potential. | Lead | Baseline | Target | Status |
| | Roland Martinez, Deputy Director | 0 | 10 | Not Started |
| Objective 2: By December 31, 2024, provide 10 monthly leadership trainings to all supervisors in the organization. | Lead | Baseline | Target | Status |
| | Roland Martinez, Deputy Director | 8 | 10 | On Track |
| Objective 3: By December 31, 2027, provide Behavioral Event Interview training to 5 identified members of the leadership team and employees who have demonstrated advance leadership potential. | Lead | Baseline | Target | Status |
| | Roland Martinez, Deputy Director | 0 | 5 | Not Started |
| Objective 4: By December 31, 2027, create a leadership development plan based on assessment results from the executive leadership workshop participants. | Lead | Baseline | Target | Status |
| | Roland Martinez, Deputy Director | 0 | 1 | Not Started |
| Agency Strategic Priority Area #5: Capacity Building | | | | |
| DOH-Broward WFD Plan Goal: Recruit and retain current and future Public Health Workforce | | | | |
| DOH-Broward Gap Priorities: Systems and Strategic Thinking | | | | |
| Objective 5: By December 31, 2024, complete analysis of the employee satisfaction survey deployed in August 2023 to identify areas of improvement. | Lead | Baseline | Target | Status |
| | Roland Martinez, Deputy Director | 0 | 1 | On Track |
| Agency Strategic Priority Area #6: Regulatory Efficiency | | | | |
| DOH-Broward WFD Plan Goal: Support DOH's financial operations and sustainability. | | | | |
| DOH-Broward Priority Area: Budget and Financial Management | | | | |
| Objective 1: By December 31, 2027, provide training to staff at all levels in budget and financial operations. | Lead | Baseline | Target | Status |
| | Jeffrey Mason, Chief Financial Officer | 64 staff trained | 100% | On Track |

Appendix - A



Florida Department of Health in Broward County Culturally and Linguistically Appropriate Services-CLAS

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

Principal Standard:

| | | |
|--|---|---|
| 1 | Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. | Staff informs clients of services offered in the consumer’s preferred language, collects client information via intake and needs assessment and addresses clients’ needs through coordination of care with culturally and linguistically appropriate collateral providers. |
| Governance, Leadership, and Workforce: | | |
| 2 | Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources. | DOH-Broward Leadership support CLAS and facilitate the implementation of the National CLAS Standards. DOH Office of Minority Health oversees the promotion of and training on the Cultural and Linguistic Appropriate Services (CLAS) Standards. |
| 3. | Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area. | DOH-Broward recruits and hires staff that reflects the population/communities served by employing pipeline programs to facilitate diversity recruitment and retention and employing advocates for patient rights. Staff are provided opportunities for health care professionals to participate in cultural competency education and training on a regular basis through annual and new employee trainings. <u>Trainings within 30 days of hire:</u> <ul style="list-style-type: none"> (1) Addressing Health Equity: A Public Health Essential. (2) FDOH Unnatural Causes 1: Is inequality making us sick? (3) Cultural Awareness: Introduction to Cultural Competency. (4) Equal opportunity training |



Florida Department of Health in Broward County Culturally and Linguistically Appropriate Services-CLAS

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

| | | |
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| 4. | Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis. | Staff is knowledgeable about diverse cultural groups and populations, including religious, ethnic and racial groups, and has an appreciation for differences in values, beliefs and customs. |
| Communication and Language Assistance: | | |
| 5. | Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services. | <p>Multi-lingual staff have the capability to serve Haitian-Creole, French, Spanish, Portuguese, and English-speaking clients in their native language. The Language Line is utilized when needed.</p> <p>Additionally, DOH-Broward Program Directors ensure that department staff, volunteers, and providers of client services are trained on how to assist sensory and mobility impaired limited English proficiency clients and potential clients to obtain assisting devices and aids, or other reasonable accommodations.</p> |
| 6. | Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing. | Posters in multiple languages with available language services are visible at all DOH-Broward service sites. |
| 7. | Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided. | <p>Staff is knowledgeable about diverse cultural groups and populations, including religious, ethnic and racial groups, and has an appreciation for differences in values, beliefs and customs. DOH offers translator courses to staff on a regular basis at no cost to the employee.</p> <p>During the new hire process, Talent Management supplies each new employee with a Language Line Solutions Interpreter access card that is worn with the DOH-Broward ID badge; this ensures that language assistance information is</p> |



Florida Department of Health in Broward County Culturally and Linguistically Appropriate Services-CLAS

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

| | | |
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| | | readily available. |
| 8 | Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area. | In addition to English, handouts and forms are available in Spanish, Portuguese, and Haitian-Creole for clients needing information in their native language. |
| Engagement, Continuous Improvement, and Accountability: | | |
| 9 | Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations. | DOH-Broward plans outline clear goals, policies, operational plans, and management accountability/oversight mechanisms to provide culturally and linguistically appropriate services. Promotes the Standards internally and externally by creating and instituting CLAS-specific organizational plans, providing CLAS-related training opportunities for staff, and publishing community health needs assessments and diversity reports online. |



Florida Department of Health in Broward County Culturally and Linguistically Appropriate Services-CLAS

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

| | | |
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| 10 | Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities. | Every five years, a community health assessment is conducted. The CLAS assessment is reviewed and updated annually. |
| 11 | Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery. | Demographic data is maintained in HMS and FL WISE. FL Health CHARTS and GIS mapping are also used to inform service delivery. |
| 12 | Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area. | Every five years DOH-Broward conducts a community health assessment that identifies key health needs and issues through systematic, comprehensive data collection and analysis. |
| 13 | Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness. | DOH-Broward engages their local community in outreach activities, focus groups, and advocates for resources to support implementation. |



Florida Department of Health in Broward County Culturally and Linguistically Appropriate Services-CLAS

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

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| 14 | Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints. | DOH-Broward has an established customer service and grievance procedure that is available in the customer's choice of language. Results are reviewed, analyzed, and discussed for areas of improvement at monthly Performance Management Council meetings that are attended by leadership and staff. |
| 15 | Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the public. | Adherence to CLAS standards is reviewed during audits and at monthly Performance Management Council meetings to conduct a business review. DOH-Broward foundational plans are posted on the website for community feedback, comment and input. |

Appendix - B

CURRICULA AND TRAINING SCHEDULE

This section outlines the curricula and training schedule for the following: Training Policy, DOHP 300-1; 2019 Overview Series for Leaders and examples of courses in TRAIN Florida.

Minimum training requirements for all DOH-Broward employees

| Topic | Competencies Addressed | Schedule |
|--|--|------------------------|
| Training Courses for Staff | | |
| FDOH SpNS-Special Needs Shelter Operations | <ul style="list-style-type: none"> • Communication • Public Health Preparedness • Emergency Public Information and Warning • Health Care Preparedness Response Capabilities • Health and Safety | Within 30 days of hire |
| IS-907 – Active Shooter: What Can You do | <ul style="list-style-type: none"> • Communication • Leadership and Systems Thinking • Policy Development/Program Planning • Community Dimensions of Practice | Within 30 days of hire |
| Quality Improvement Series | <ul style="list-style-type: none"> • Communication • Analytical/Assessment • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| FDOH Basic Records Management | <ul style="list-style-type: none"> • Communication • Policy Development/Program Planning • Leadership and Systems Thinking • Information Sharing | Within 30 days of hire |

| Topic | Competencies Addressed | Schedule |
|---|---|--|
| FDOH Broward Zoll AED Plus Defibrillator | <ul style="list-style-type: none"> • Communication • Analytical/Assessment Skills • Policy Development/Program Planning | Within 30 days of hire |
| FDOH Unnatural Causes 1: Is inequality making us sick? | <ul style="list-style-type: none"> • Policy Development/Program Planning • Analytical/Assessment • Cultural Competency | Within 30 days of hire |
| FDOH Unnatural Causes 2: When the Bough Breaks | <ul style="list-style-type: none"> • Policy Development/Program Planning • Analytical/Assessment Skills • Cultural Competency | Within 30 days of hire |
| Addressing Health Equity: A Public Health Essential | <ul style="list-style-type: none"> • Communication • Analytical/Assessment Skills • Cultural Competency • Policy Development/Program Planning | Within 30 days of hire |
| IS-800.C: National Response Framework, an Introduction | <ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning | Within 365 days of hire of hire or promotion |
| ICS-300: Intermediate Incident Command Management System for Expanding Incidents | <ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning | Within 365 days of hire of hire or promotion |
| ICS-400: Advanced Incident Command System for Command and General Staff – Complex Incidents | <ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning | Within 365 days of hire of hire or promotion |
| Cultural Awareness: Introduction to Cultural Competency | <ul style="list-style-type: none"> • Communication • Analytical/Assessment Skills • Cultural Competency | Within 30 days of hire |

| Topic | Competencies Addressed | Schedule |
|-------|---|----------|
| | <ul style="list-style-type: none"> • Policy Development/Program Planning | |

Minimum training requirements for all DOH employees outlined in Training Policy, DOHP 300-1.

| Topic | Competencies Addressed | Schedule |
|--|--|---|
| Training Courses for all Staff | | |
| Information Security & Privacy Awareness | <ul style="list-style-type: none"> • Analytical/Assessment • Communication • Financial Planning & Management Policy Development/Program Planning | Prior to providing services to DOH customers, clients and patients and have access to protected health information and/or the DOH information technology network. |
| Code of Ethics | <ul style="list-style-type: none"> • Communication • Financial Planning & Management • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| Equal Opportunity | <ul style="list-style-type: none"> • Communication • Cultural Competency • Financial Planning & Management • Policy Development/Program Planning | Within 30 days of hire |
| New Employee Orientation | <ul style="list-style-type: none"> • Analytical/Assessment • Communication • Leadership and Systems Thinking • Public Health Sciences | Within 30 days of hire |
| Sexual Harassment Awareness | <ul style="list-style-type: none"> • Communication • Policy Development/Program Planning | Within 30 days of hire |
| Public Health Preparedness Orientation | <ul style="list-style-type: none"> • Community Dimensions of Practice | Within 30 days of hire |

| Topic | Competencies Addressed | Schedule |
|---|---|---------------------------------------|
| Violence Free Workplace | <ul style="list-style-type: none"> • Communication • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| Workplace Safety | <ul style="list-style-type: none"> • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| IS-100.c: Introduction to the Incident Command System | <ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| IS-700.b: National Incident Management System, An Introduction | <ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| Customer Focus | <ul style="list-style-type: none"> • Communication • Leadership and Systems Thinking • Policy Development/Program Planning | Within 30 days of hire |
| Exposure Control Plan:* | | Annually- Between July 1 and June 30. |
| FDOH Annual OSHA Review FDOH Bloodborne Pathogens FDOH HIV/AIDS 101 in the News | <ul style="list-style-type: none"> • Public Health Sciences • Community Dimensions of Practice | |
| *The delegated authority decides who needs these trainings. They are not mandatory for all CHD employees. | | |

| Topic | Competencies Addressed | Schedule |
|--|--|---|
| Training Courses for All Newly Hired and Newly Promoted Supervisors | | |
| Basic Supervisory Training (BSTP) – Human Resource Overview | <ul style="list-style-type: none"> • Analytical/Assessment • Policy Development/Program Planning • Communication • Cultural Competency • Financial Planning and Management • Leadership and Systems Thinking | Within 6 months of hire or promotion |
| IS-200.b: ICS for Single Resources and Initial Action Incidents | <ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning | Within 6 months of hire or promotion |
| Annual Refresher Training for All DOH Employees | | |
| Annual Refresher Training | <ul style="list-style-type: none"> • Analytical/Assessment • Communication • Cultural Competency • Financial Planning & Management • Leadership and Systems Thinking • Policy Development/Program Planning | Annually- Between July 1 and December 31. |

Job-specific training requirements are the responsibility of supervisors.

Appendix - C

DOH-Broward provides training to supervisors and managers who demonstrate leadership potential. DOH-Broward has adopted specific methodology based on Korn Ferry-Hay Group leadership systems, behavioral models developed at the Case Western Reserve University Weatherhead School of Management, Organizational Behavior Department, and Myers-Briggs Personality Type Indicator. Instructors are accredited in each of the assessments utilized in the Leadership Development Series.

DOH-Broward Executive Leadership workshop schedule.

Delivery Program Flow

Day 1: Understanding Yourself

| Time | Topic | Notes |
|-------------------------|--|---|
| 8:00 – 8:45 45 min | Opening – <ul style="list-style-type: none"> • Welcome and Senior leader testimonial • Introductions • Concerns, expectations and program objectives • Agenda | |
| 8:45 – 9:00 15 min | Leadership Effectiveness Model <ul style="list-style-type: none"> • Introduce a framework for leadership effectiveness – the Leadership Effectiveness Model – which will serve as a touchpoint through the session | Four Circle model used as the framework |
| 9:00 – 10:00 60 min | View of My Leadership <ul style="list-style-type: none"> • Individual notes (15 min) • Peer group set up • Small group discussion (20 min) • Large group discussion (25 min) | |
| 10:00 - 10:15 15 min | Break | Ring toss material and flip charts |
| 10:15-11:45 1.5 hrs | Ring Toss Exercise <ul style="list-style-type: none"> • Objective: Understand why people do what they do, and the behavior equation: Behavior = f (person) x (situation) <ul style="list-style-type: none"> ◦ Do in 2 groups with concurrent rounds; Round 1 and 2: Two groups of 12 each / each facilitator lead a group separately for rounds 1 and 2 ◦ In Round 3, bring participants back to their table groups, they'll get 4 tosses per group, 2 people will throw 2 rings each; calculate distance x # of rings for the total group; Round 3: bring groups together and break them up by table – tables "compete" against each other • Individual work (10 min) • Large group discussion and wrap up (20 min) | Run as two consecutive groups |
| 11:45-12:45 60 min | Lunch | |
| 12:45 – 1:45 60min | Exercise: Accounting for Behavior <ul style="list-style-type: none"> • Objective: Understand: Concerns → Thoughts → Behaviors | |

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| | <ul style="list-style-type: none"> Smith, Jones and Green – Participants will get a biography of each person and match them to the story they wrote <ul style="list-style-type: none"> Part A: Individual work (20 mins) – read bios and stories and match each person to the story they wrote Part B: Small Group Work (20 mins) – each group is assigned one biography, they will identify the story that person wrote, and record the patterns of behavior demonstrated by that individual and link them to the thoughts/concerns expressed in the story Part C: Large Group Debrief (15 mins) – each group will present out to the large group | |
| 1:45-2:30 45 min | Motives <ul style="list-style-type: none"> Three social motives Lecture/discussion of the three social motives | |
| 2:30-2:45 15 min | <ul style="list-style-type: none"> Practice scoring – recognizing the three social motives (large group) | |
| 2:45 – 3:00 15 min | Break | |
| 3:00 – 3:45 45 min | Motive (PSE) feedback - measuring your motives <ul style="list-style-type: none"> Hand out stories Small groups share stories and guess the motive profile of others Hand out PSE feedback Compare how the Motives PSE graphs match the hypotheses Individual reflection | |
| 3:00 – 4:00 60 min | Values and What's Important to You Lecture: Values <ul style="list-style-type: none"> Motives vs values Introduction to the three values – Achievement, Affiliation and Power – and the difference between motives and values Values Feedback (PVQ) <ul style="list-style-type: none"> Participants will individually review their values data and answer reflection questions in their workbook. They will then meet with a partner to | |

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| | share/discuss insights around their motives and values data <ul style="list-style-type: none"> Peer sharing Large group debrief | |
| 4:00 – 4:45 45 min | Motivation and your job demands exercise (part 1) <ul style="list-style-type: none"> Set up exercise (10 min) Participants will answer questions about their job as a manager in their organization in as much detail as possible, including specific roles, responsibilities, tasks and activities, as well as goals and objectives they are expected to achieve Small group job presentation and rating – three rounds (30 min) | <ul style="list-style-type: none"> Could take 45 minutes |
| 4:45 – 5:00 15 min | <ul style="list-style-type: none"> Wrap up | |

Day 2: Leading Yourself and Others

| Time | Topic | Material |
|-------------------------|--|---|
| 8:00 – 8:45 45 min | Review of Day 1 / Preview of Day 2 <ul style="list-style-type: none"> Questions Insights from Yesterday Motives refresh /Questions Recognizing motives outside of work (flip charts) Motives related behavior if needed What we will cover today - Agenda | Flip charts on motive related behaviors |
| 8:45 – 9:45 60 min | Motivation and your job demands (part 2) <ul style="list-style-type: none"> Individual and small group reflection <p>Set up and tasking (10 min) Job analysis triads (3x10 min) Break and chart graphs (20 min) Post job/motives graphs (10 min)</p> <p>Large Group Debrief</p> | |
| 9:45 - 10:00 15 min | Break | |
| 10:00 – 10:15 15 min | Competencies / YOU / Behaviors for Impact <ul style="list-style-type: none"> Briefly revisit leadership effectiveness model – focusing on the Individual Characteristics/competencies circle Introduction to the iceberg model and competency concepts | |
| 10:15 – 10:30 15 min | Emotional Intelligence and business case <ul style="list-style-type: none"> What is EI? (Goleman's definition: "Recognizing our own feelings and those of others, motivating ourselves, managing emotions well in ourselves and in our relationships.") The business case for EI | |
| 10:30 - 10:45 15 min | Break | |
| 10:45 - 11:15 30 min | EI framework and EI competencies (lecture) <ul style="list-style-type: none"> Self-awareness / impact on other EI clusters / Blind spots Self-management / Amygdala hijack / need for balance Social-awareness / Common listening blocks Relationship management – bringing it all together <p>Exercise: Critical Competencies for your role</p> | |

| | | |
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| 11:15 – 12:00 45 min | ESCI Feedback Reports <ul style="list-style-type: none"> Explain how to read the report (10 min) Emotional curve of feedback (5 min) Individual ESCI review / KF Consultants Answer any questions. Peer coaching groups | <ul style="list-style-type: none"> Handout Emotional and Social Competency Inventory 360 reports |
| 12:00 - 1:00 60 min | LUNCH / continue to review 360 comments and journal | |
| 1:00 – 2:30 90 min | Leadership simulation – Tower Building <ul style="list-style-type: none"> 3 rounds (50 min) Small groups debrief (15 min) Large group debrief (25 min) | <ul style="list-style-type: none"> Tower building sets Tower building flipcharts |
| 2:30 - 2:50 20 min | Introduction to Leadership Styles <ul style="list-style-type: none"> Lecture and discussion | |
| 2:50 - 3:15 25 min | Leadership Styles (ILS) feedback <ul style="list-style-type: none"> How to read feedback Individual ILS review / KF Consultants answer questions. Peer coaching | <ul style="list-style-type: none"> Handout Inventory of Leadership Styles reports |
| 3:15 - 3:30 15 min | Break | |
| 3:30 - 4:00 30 min | Introduction to Organizational Climate <ul style="list-style-type: none"> Best place / worse place Lecture and discussion | |
| 4:00 - 4:25 25 min | Organizational Climate (OCS) feedback <ul style="list-style-type: none"> How to read feedback Individual OCS Review / KF Consultants answer questions. Peer coaching | <ul style="list-style-type: none"> Handout Organizational Climate Survey |
| 4:25 – 5:05 40 min | Movie clip review and analysis) <ul style="list-style-type: none"> Include 5 min break while setting up video/sound, etc. | |
| 5:05 - 5:25 20 min | Homework set up – <ul style="list-style-type: none"> Critical Incident exercise Identify areas for improvement /goals | <ul style="list-style-type: none"> Instruction on completing Critical Incident exercise worksheet |

Day 3: Integration and Consultations

| Time | Topic | Material |
|-------------------------------|--|---|
| 8:00-8:45 45 min | Review Days 1 and 2 / Preview <ul style="list-style-type: none"> • Questions • Critical incident review | |
| 8:45-9:00 15 min | Break and set up Decision Making Game with participants organizing their teams | • |
| 9:00-12:00 3 hrs | Decision Making Simulation <ul style="list-style-type: none"> • 3 rounds • Small group analysis • Large group presentations • Reflections | • Decision making material - cards and examples |
| 12:00 – 1:00 60 min | Lunch | |
| 1:00-1:30 30 min | Development Action planning <ul style="list-style-type: none"> • Overview of change • Tasks | • Developmental Plan |
| 1:30-4:15 2 hrs and 45 min | One on one consultations and Development Action Planning <ul style="list-style-type: none"> • 3 cohorts rotate through 3 different concurrent sessions 60 min each <ul style="list-style-type: none"> ○ Prepare action plan ○ Small group consultations ○ Peer coaching | |
| 4:15-4:30 15 min | Wrap – up Next Steps | • Korn Ferry and FL Dept Health representative |

Post Program Webinars: Implementing Goals and Peer Coaching

| Session | Topic | Material |
|---------------------|--|---------------------------------|
| Session 1 60 min | Korn Ferry Led Lecture: Sharing Results with Your Team <ul style="list-style-type: none"> • Best practices on sharing feedback and insights with team • Team Debrief Agenda Peer Coaching best practices and guidelines Peer Coaching Session <ul style="list-style-type: none"> • Break out rooms with Peer Coaching groups | • Sources ALP and EI4LS webinar |
| Interession | Peer Coaching Groups meet on their own Revised Goals based on team feedback | • Follow guidelines provided |
| Session 2 60 min | Korn Ferry Lead Lecture: Sharing Goals with Your Manager <ul style="list-style-type: none"> • Best practices on sharing insights and goals with your manager to gain their support Peer Coaching Session <ul style="list-style-type: none"> • Break out rooms with Peer Coaching groups | |
| Final Peer Coaching | Peer Coaching Groups meet on their own | • Follow guidelines provided |

DOH-Broward Supervisory Monthly Leadership Trainings

| Module | Dates | Pedagogy | Objectives |
|--|-------------------------------|-----------------|--|
| Crucial Conversations | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on Crucial Conversations • Provide models of Crucial Conversation • Individual roleplay of conversations utilizing the CC process • Participant proficiency in conducting Crucial Conversations |
| Performance Evaluations | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on the DOH Performance Evaluation process • Formulation of performance standards using SMART goals • Relationship of organizational performance to individual performance • Discussion of the Shared Accountability Model |
| The Abilene Paradox and Team Dynamics | Presented monthly, | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on The Abilene Paradox • Viewing of the Abilene Paradox Video • Presentation and discussion of group formation, dynamics, and decision making |

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|-------------------------------------|-------------------------------|-----------------|---|
| | Dates vary | | |
| Managing Management Time | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on time management • Understanding of different types of time in the work environment • Dynamics of how differing organizational levels are affected by time pressures |
| Impact and Influence | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on the Impact and Influence competency in communications • Understanding of the strategies utilized in Impact and Influence • Assessing different influence situations • Identifying and utilizing Influence techniques |
| Change Management | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on Change Management in the workplace • Discussion of the Change Process and its components • Dealing with the Human reaction to change • Utilizing communication techniques during change |
| Interviewing and Selection | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on the DOH Recruitment and Selection Process • Identifying the biases in interviewing • Formulating Questions for technical interviews • Scoring of interviews in a group interview • Legal considerations when interviewing and selecting candidates |
| Emotional Intelligence | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on the Goldman/Boyatzis model of Emotional Intelligence • Identify the four quadrants of the EI framework • Identify and explain the 12 competencies of the EI framework • Utilize the EI framework in organizational interactions |
| Leadership Style and Climate | Presented monthly, | 3-hour workshop | <ul style="list-style-type: none"> • Didactic presentation and group discussion on the 6 Leadership styles and the relationship with organizational climate • Complete video case study identifying the use of leadership styles and the effect on climate |

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| | Dates vary | | |
| Customer Service | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on Customers service • Identify the types of customers and stakeholders that interact with DOH-Broward • Identify and utilize the 5 customer satisfaction elements |
| Malcolm Baldrige Performance Excellence Criteria | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on the Malcom Baldrige Criteria for Performance Excellence • Understand the 7 categories of MBCPE • Understand scoring methodologies (ADLI & LeTCI) for the process and results sections of the criteria • Utilizing the MBCPE for organizational assessment |
| Leadership Coaching & Intentional Change | Presented monthly, Dates vary | 3-hour workshop | <ul style="list-style-type: none"> • Didactic and group discussion on Boyatzis Model of Intentional Change and its utilization in leadership coaching • Understand the basics emotional attractors in learning and their effects on neurogenesis • Identify the components of ICT • Understanding the Coaching process and the development of individual development plans |

Behavioral Event Interviewing (BEI)

| Module | Dates | Pedagogy | Objectives |
|--|-------|----------------------------|---|
| <p>Day 1</p> <ul style="list-style-type: none"> • Introduction to Interviewing • Behavioral Competencies • Video Exercise • Competency Models • Just Noticeable Differences Exercise • BEI Coding • Behavioral Interview Steps • BEI Setup Exercise • BEI Interview Exercise 1 | TBD | 2 Day Facilitated Workshop | <ul style="list-style-type: none"> • Provide participants with knowledge of the Behavioral Event Interviewing process. • Build participant's confidence in using the technique • Develop participant knowledge of interviewing errors • Review Competency Models • Develop participant's ability to correctly identify the level at which a competency is being displayed • Develop participant's ability to detect statements that are valid to code • Give participants the opportunity to practice BEI skills and gain confidence |
| <p>Day 2</p> <ul style="list-style-type: none"> • Video Exercise • BEI Interview Exercise 2 • BEI Variant Questions • BEI Scoring • BEI Exercise 3 • Avoiding Common Errors • FAQs | TBD | | <ul style="list-style-type: none"> • Build participant's confidence in using the technique • Develop participant's ability to correctly identify the level at which a competency is being displayed • Develop participant's ability to detect statements that are valid to code • Give participants the opportunity to practice BEI skills and gain confidence |

Appendix - D

TRAIN Florida contains a course catalog that can be searched by course name. Learners can use filters such as course, affiliate, format, subject, course rating, and credit type to search the catalog.

Examples of trainings DOH employees can access in TRAIN Florida

The screenshot displays the TRAIN Florida website interface. At the top, the logo for TRAIN Florida and Florida Health is visible. A navigation bar includes links for HOME, COURSE CATALOG (highlighted), YOUR LEARNING, CALENDAR, RESOURCES, ADMIN, and HELP. A search bar is located on the right.

On the left side, there are filter panels for 'Search By', 'Affiliate', 'Format', and 'Subject'. The 'Format' and 'Subject' filters are expanded. Under 'Format', options include Audioconference, Audiotape/Videotape, Blended Learning Series, CD/DVD, Computer-based Training, Conference, Drill, Full Scale, and Functional. Under 'Subject', options include Assessment/Analysis, Chronic Diseases, Computer Skills/Training, Cultural Competence (checked), and Disability.

The main content area shows a search result for 'Cultural Competence' with 352 records found. A list of training courses is displayed, each with a title, format, affiliate, and rating:

- [#NYCHealthEquity - Advancing Racial and Social Justice](#) (Webstream/Archived Webcast) - Region II Public Health Training (4.5 stars, 136 Ratings)
- [\\$10K Goes A Long Way](#) (Webcast (recorded)) - National Viral Hepatitis Roundtable (5 stars, 2 Ratings)
- [5-Minute MCH](#) (Web-based Training - Self-study) - Georgetown University (4.5 stars, 18 Ratings)
- [A Class About CLAS: Culturally and Linguistically Appropriate Services](#) (Web-based Training - Self-study) - OHD (5 stars, 4 Ratings)
- [A Commitment to Advancing Health Equity](#) (Webstream/Archived Webcast) - Region II Public Health Training (4.5 stars, 237 Ratings)
- [A Community-Based Organization's Approach to Addressing LGBT Health Disparities](#) (Webstream/Archived Webcast) - Region II Public Health Training (4.5 stars, 88 Ratings)
- [A Guide To Educating Patients](#) (Web-based Training - Self-study) - CDC PERLC (4.5 stars, 106 Ratings)
- [A Physician's Practical Guide to Culturally Competent Care](#) (Web-based Training - Self-study) - U.S. Department of Health and Human Services (4.5 stars, 15 Ratings)

Appendix - E

New Employee Training Plans



Florida Department of Health in Broward County New Employee Training Checklist

| | | | | |
|---|----------------------------|--------------------------|--|-------------------------------|
| Employee's Name Name | Title Title | Hire Date 09-16-2022 | | |
| Bureau/Section Program | Supervisor's Name Name | Phone 111-111-1111 | | |
| Employee E-Mail Address -----@flhealth.gov | Network Login LastNameF | TRAIN Login PF Number | Network Password Password123 | TRAIN Password Password123 |
| Mandatory Trainings will be completed onsite in Orientation | | Write Date Completed | Broward New Employee Local Training Plan (contd) | |
| I. New Employee Mandatory Training Plan | | | | Write Date Completed |
| 1. FDOH Information Security and Privacy Awareness Sec 1 & 2 Course ID# 1098313 & 1098314 (Complete Before Accessing Network) | | | 2. IS-907 Active Shooter: What You Can Do? Online Course ID# 1027008 (Upload Certificate) | |
| 2. FDOH Customer Focus Course ID# 1098311 | | | 3. Quality Improvement Series Course ID# 1074896 (Upload Certificate) (External College Registration Required) | |
| 3. FDOH Code of Ethics Course ID# 1098319 | | | 4. FDOH Basic Records Management Course ID# 1052655 | |
| 4. FDOH Equal Opportunity Awareness Course ID# 1098324 | | | 5. FDOH Broward ZOLL AED Plus Defibrillator Course ID# 1082208 | |
| 5. FDOH New Employee Orientation Course ID# 109316 | | | 6. FDOH Unnatural Causes 1: Is Inequality Making Us Sick? Course ID# 1059902 | |
| 6. FDOH Sexual Harassment Awareness Course ID# 1098322 | | | 7. FDOH Unnatural Causes 2: When the Bough Breaks – Course ID# 1059911 | |
| 7. FDOH Public Health Preparedness Orientation Course ID# 1098325 | | | IV. Health Equity Training Plan | |
| 8. FDOH Violence Free Workplace Course ID# 1098321 | | | 1. Cultural Awareness: Introduction to Cultural Competency and Humility Course ID# 1062987 | |
| 9. FDOH Workplace Safety Course ID# 1098318 | | | 2. Addressing Health Equity: A Public Health Essential Course ID# 1041931 (Upload Certificate) | |
| 10. IS-100.c: Introduction to the Incident Command System FEMA Online Course ID# 1078825 (Upload Certificate) | | | V. Courses – Local CHD | |
| 11. IS-700.b: National Incident Management System, An Introduction FEMA Online Course ID# 1078831 (Upload Certificate) | | | 1. Shared Savings Program Training – in People First System Use: GOOGLE CHROME | |
| 12. FDOH Public Records and Government in the Sunshine Course ID# 1052029 | | | 2. FDOH Revised Requirements and Prohibitions in Title X Family Planning Course ID# 1103454 | |
| | | | 3. Title X Orientation: Program Requirements for Title X Funded Family Planning Projects Course ID# 1068042 (Upload Certificate) | |
| | | | Respiratory Protection Demonstration Training: (Live) FIT Testing: (Individualize Session) | |
| II. Exposure Control Training Plan | | | VI. Supervisor Mandatory Training Complete Within 6 Months of Hire | |
| 1. FDOH HIV/101 In The News Online Course ID# 1059884 | | | 1. FDOH Basic Supervisory Training Program (BSTP) – Human Resources Overview (Live Classroom) Course ID# 1075902 | N/A |
| 2. FDOH Osha Review Online Course ID# 1098776, 1098777, & 1098779 | | | 2. FDOH Supervisory Preparedness Training Plan IS-200.c: ICS Basic Incident Command System for Initial Response Online Course ID# 1084004 (Upload Certificate) | N/A |
| 3. FDOH Bloodborne Pathogens Online Course ID# 1098780 & 1098781 | | | IS-800.D: National Response Framework, An Introduction Online Course ID# 1091330 (Upload Certificate) | N/A |
| | | | Registration Access on SERT TRAC: http://trac.floridadisaster.org/trac/loginform.aspx | N/A |
| III. Broward New Employee Local Training Plan | | | • G-300 (ICS): Intermediate Incident Command System for Expanding Incidents Live Classroom - Course ID# 1049506 | N/A |
| 1. FDOH SpNS: Special Needs Shelter Operations-An Online Overview Online Course ID# 1075963 | | | • G-400 (ICS) Advanced Incident Command System for Command and General Staff – Complex Incidents Live Classroom - Course ID# 1049896 | N/A |

Trainings MUST be completed during NEO in order on the Checklist, starting with FDOH Information Security and Privacy Awareness
Revised 09/16/2022



Florida Department of Health in Broward County New Employee Training Checklist

| | | | | | | |
|---|--|----------------------------|--|---------------------------------|-------------------------------|-------------------------|
| Employee's Name Name | | Title Title | | Hire Date 09-16-2022 | | |
| Bureau/Section Program | | Supervisor's Name Name | | Phone | | |
| Employee E-Mail Address @flhealth.gov | | Network Login LastNameF | TRAIN Login PF Number | Network Password Password123 | TRAIN Password Password123 | |
| Mandatory Trainings will be completed onsite in Orientation | | Write Date Completed | Broward New Employee Local Training Plan (contd) | | | Write Date Completed |
| I. New Employee Mandatory Training Plan | | | 2. IS-907 Active Shooter: What You Can Do Online Course ID# 1027006 (Upload Certificate) | | | |
| 1. FDOH Information Security and Privacy Awareness Sec 1 & 2 Course ID# 1098313 & 1098314 (Complete Before Accessing Network) | | | 3. Quality Improvement Series Course ID# 1074898 (Upload Certificate) (External College Registration Required) | | | |
| 2. FDOH Customer Focus Course ID# 1098311 | | | 4. FDOH Basic Records Management Course ID# 1052855 | | | |
| 3. FDOH Code of Ethics Course ID# 1098319 | | | 5. FDOH Broward ZOLL AED Plus Defibrillator Course ID# 1082208 | | | |
| 4. FDOH Equal Opportunity Awareness Course ID# 1098324 | | | 6. FDOH Unnatural Causes 1: Is Inequality Making Us Sick? Course ID# 1059902 | | | |
| 5. FDOH New Employee Orientation Course ID# 109316 | | | 7. FDOH Unnatural Causes 2: When the Bough Breaks – Course ID# 1050911 | | | |
| 6. FDOH Sexual Harassment Awareness Course ID# 1098322 | | | IV. Health Equity Training Plan | | | |
| 7. FDOH Public Health Preparedness Orientation Course ID# 1098325 | | | 1. Cultural Awareness: Introduction to Cultural Competency and Humility Course ID# 1062987 | | | |
| 8. FDOH Violence Free Workplace Course ID# 1098321 | | | 2. Addressing Health Equity: A Public Health Essential Course ID# 1041931 (Upload Certificate) | | | |
| 9. FDOH Workplace Safety Course ID# 1098318 | | | V. Courses – Local CHD | | | |
| | | | 1. Shared Savings Program Training – in People First System Use: GOOGLE CHROME | | | |
| | | | 2. FDOT Defensive Driving Training Course ID# 1088887 (FDOT Registration Upload Certificate) | | | N/A |
| 10. IS-100.c: Introduction to the Incident Command System FEMA Online Course ID# 1078825 (Upload Certificate) | | | Respiratory Protection Demonstration Training: (Live) FIT Testing: (Individualize Session) | | | |
| 11. IS-700.b: National Incident Management System, An Introduction FEMA Online Course ID# 1078831 (Upload Certificate) | | | VI. Supervisor Mandatory Training Complete Within 6 Months of Hire | | | |
| 12. FDOH Public Records and Government in the Sunshine Course ID# 1052029 | | | 1. FDOH Basic Supervisory Training Program (BSTP) – Human Resources Overview (Live Classroom) Course ID# 1075902 | | | N/A |
| II. Exposure Control Training Plan | | | 2. FDOH Supervisory Preparedness Training Plan IS-200.c: ICS Basic Incident Command System for Initial Response Online Course ID# 1084004 (Upload Certificate) | | | N/A |
| 1. FDOH HIV/AIDS 101 In The News Course ID# 1059884 | | | IS-800.D: National Response Framework, An Introduction Online Course ID# 1091330 (Upload Certificate) | | | N/A |
| 2. FDOH OSHA Review Course ID# 1098776, 1098777, & 1098779 | | | Registration Access on SERT TRAC: http://trac.floridadisaster.org/tracloginform.aspx | | | N/A |
| 3. FDOH Bloodborne Pathogens Course ID# 1098780 & 1098781 | | | • G-300 (ICS): Intermediate Incident Command System for Expanding Incidents Live Classroom - Course ID# 1049506 | | | N/A |
| III. Broward New Employee Local Training Plan | | | • G-400 (ICS) Advanced Incident Command System for Command and General Staff – Complex Incidents Live Classroom - Course ID# 1049896 | | | N/A |
| 1. FDOH SpNS: Special Needs Shelter Operations-An Online Overview Online Course ID# 1075983 | | | | | | N/A |

Trainings MUST be completed during NEO in order on the Checklist, starting with FDOH Information Security and Privacy Awareness
Revised 09/16/2022 1 of 2 |



Florida Department of Health in Broward County NON-FTE (Volunteer/Intern) Training Checklist

| | | | | | |
|--|------------------|--|--|---------------------------|-------------------------------|
| Participant Name <i>Name</i> | | Title <i>Title</i> | | Date 04-20-2022 | |
| Supervisor's Name <i>Name</i> | Supervisor Phone | Department/Division Broward CHD/Non -FTE | | Bureau/Section Program | |
| Participant E-Mail Address <i>Personal email address</i> | | Network Login | TRAIN Login <i>First.Lastname</i> | Network Password | TRAIN Password Password123 |
| <i>Mandatory Trainings will be completed in New Employee Orientation</i> | | Date Completed | IV. Emergency Operations Preparedness Courses | | Date Completed |
| FDOH Acceptable Use & Confidentiality Agreement and FDOH Reporting Abuse Acknowledgement Forms | | | 1. FDOH SpNS: Special Needs Shelter Operations-An Online Overview Online Course ID# 1075963 | | N/A |
| | | | 2. IS-907 Active Shooter: What You Can Do? Online Course ID# 1027006 | | N/A |
| I. Mandatory Training Plan Local – NON-FTE | | | | | |
| 1. FDOH Information Security and Privacy Awareness – Course ID# 1098313 & 1098314 <i>(Complete Before Accessing Network)</i> | | | V. CHD-Local Training Courses | | |
| II. Mandatory Training Plan Local - NON-FTE (contd) | | | 1. Quality Improvement Series Course ID# 1074896 <i>(External College Registration Required)</i> | | N/A |
| 2. FDOH Code of Ethics Course ID# 1098319 | | | 2. FDOT Defensive Driving Training Course ID# 1088887 <i>(As Needed – FDOT Registration Required: Upload Certificate)</i> | | N/A |
| 3. FDOH Customer Focus Course ID# 1098311 | | | | | |
| 4. FDOH Equal Opportunity Awareness Course ID# 1098324 | | | | | |
| 5. FDOH Sexual Harassment Awareness Course ID# 1098322 | | | | | |
| 6. FDOH Violence Free Workplace Course ID# 1098321 | | | | | |
| 7. FDOH Workplace Safety Course ID# 1098318 | | | | | |
| 8. FDOH Basic Records Management Course ID# 1052655 | | | <u>Notes:</u> | | |
| 9. FDOH Unnatural Causes 1: Is Inequality Making Us Sick? Course ID# 1059902 | | | | | |
| 10. FDOH Unnatural Causes 2: When the Bough Breaks – Course ID# 1059911 | | | | | |
| III. Exposure Control Training Plan | | | | | |
| 1. FDOH HIV/AIDS 101 In The News Online Course ID# 1059884 | | | | | |
| 2. FDOH OSHA Review Online Course ID# 1098776, 1098777, & 1098779 | | | | | |
| 3. FDOH Bloodborne Pathogens Online Course ID# 1098780 & 1098781 | | | | | |

CHECKLIST LEDGER

Mandatory & Additional Trainings MUST be completed during Orientation (NEO) (in order as listed on Checklist, starting with FDOH Information Security and Privacy Awareness)

Revised 04/20/2022