**Core Competencies May 22, 2017**

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| **Planning and Evaluation**  *Definition:* Establishes a systematic approach to set and evaluate priorities, goals, and timelines to ensure accomplishment of a specific objective, policy, program, or service to achieve maximum effectiveness toward outcomes, efficient use of resources, and consistency with the DHS Strategic Plan. Ability to create and implement integrated plans, ensuring access to an array of linked services across prevention, population health, treatment and recovery. Uses information technology and knowledge of data sources in accessing, collecting, analyzing, using, maintaining and disseminating data and information. Identifies, analyzes, develops plans and evaluates using data and uses assessments to understand and address health status and factors. Implements DHS Strategic Plan and utilizes best practice strategies for continuous quality improvement. Uses and monitors evaluation results to improve program and departmental performance. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
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| (a) Understand my role to meet job defined goals | (a) Defines clear expectations to set meaningful and logical goals | (a) Communicates a clear and convincing vision of the value of performance management and drives and ensures results |
| (b) Communicate with Supervisor regarding obstacles | (b) Proactively mitigates obstacles or interference from team members to foster a culture of performance | (b) Proactively removes obstacles or interference from internal and external forces to foster a culture of performance |
| (c) Communicate with Supervisor regarding the need for timely and effective coaching and development | (c) Provides timely and effective coaching, mentoring, and development in performance management processes | (c) Provides timely and effective coaching, mentoring, and development in performance management processes |
| (d) Contribute to identifying measures for individual and program success | (d) Sets and measures standards and metrics for individual and program success | (d) Reviews standards and metrics for service area and Agency success |
| (e) Make evidence based decisions | (e) Makes logical and evidence based decisions | (e) Makes logical and evidence based decisions |
| (f) Contribute to the development of program strategies and actions | (f) Develops program goals and objectives in line with Agency performance management processes | (f) Develops service area/Agency strategic plan goals and objectives in line with the community health improvement plan |
| (g) Input information and data into systems for program and organizational improvement | (g) Uses performance management systems for program and organizational improvement | (e) Ensures resources are available to support the performance management system |
| (h) Consider multiple alternative solutions for a situation | (h) Stimulates creativity and encourages innovative approaches to problem solving and decision making, evaluating multiple alternative solutions for a situation and anticipating potential obstacles | (h) Stimulates creativity and encourages innovative approaches to problem solving and decision making, evaluating multiple alternative solutions for a situation and anticipating potential obstacles |
| (i) Select valid and reliable data | (i) Analyzes and Evaluates the validity and reliability of data | (i) Evaluates the validity and reliability of data |
| (j) Identify gaps in data and processes | (j) Resolves gaps in data and processes | (j) Resolves gaps in data and processes |
| (k) Willing to experiment and propose new ideas and solutions | (k) Models a willingness to experiment and challenge current processes, and actively pursues new ideas and solutions from staff | (k) Models a willingness to experiment and challenge current processes, and actively pursues new ideas and solutions from staff |

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| **Communications**  *Definition:* Presents and disseminates information in a clear and concise manner orally and in writing; appropriately designs and adapts message, style and tone to accommodate a variety of diverse audiences. Respectfully listens to others to gain full understanding of issues. Conveys commitment to strategies in DHS Strategic Plan and solicits input from internal and external stakeholders to inform and engage in strategies aimed at maximum impact. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
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| (a) Listens attentively, actively demonstrating positive nonverbal communication | (a) Listens attentively, actively demonstrating positive nonverbal communication | (a) Listens attentively, actively demonstrating positive nonverbal communication |
| (b) Asks probing questions to avoid misunderstanding | (b) Asks and anticipates probing questions to avoid misunderstanding | (b) Asks probing questions to uncover and understand the why behind the message |
| (c) Delivers clear, organized, and concise messages both orally and in writing | Delivers clear, organized, and concise messages both orally and in writing | Delivers clear, organized, and concise messages both orally and in writing |
| (d) Displays honesty and transparency in their communication and actions | (d) Displays honesty and transparency in their communication and actions | (d) Serves as a model of honesty and transparency in their communication and actions, building consensus |
| (e) Communicates in writing and orally with grammatical and cultural proficiency (e.g. correct grammar and punctuation, using appropriate materials for the audience age, language fluency, ethnicity, disability status) | (e) Communicates in writing and orally with grammatical and cultural proficiency (e.g. correct grammar and punctuation, using appropriate materials for the audience age, language fluency, ethnicity, disability status) | (e) Communicates in writing and orally with grammatical and cultural proficiency (e.g. correct grammar and punctuation, using appropriate materials for the audience age, language fluency, ethnicity, disability status) |
| (f) Suggests approaches for disseminating data and information | (f) Selects approaches for disseminating data and information | (f) Evaluates approaches for disseminating data and information |

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| **Cultural Competence**  *Definition:* Supports and promotes an environment that respects, values, and creates opportunities for all, regardless of individual differences. Provides services, collaborates, and develops programs, plans and policies that are relevant to the culture and language of the community, clients, and families. Supports and commits to the value of a diverse health workforce. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
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| (a) Describe the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences) | (a) Describe the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences) | (a) Ensure organizational policies include diverse strategies for interacting with people from diverse backgrounds (e.g., cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental and physical capabilities, historical experiences) |
| (b) Communicate effectively with persons from diverse backgrounds (including cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental, and physical capabilities) | (b) Incorporate strategies into service area work for interacting with persons from diverse backgrounds (e.g., cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental and physical capabilities) | (b) Ensure that cultural, social, and behavioral factors are considered in planning for accessibility, availability, acceptability and delivery of health services |
| (c) Describe the diversity of individuals and populations in a community | (c) Describe the diversity of individuals and populations in a community | (c) Respond to needs within DHS and the public that are the result of cultural differences |
| (d) Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community | (d) Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community | (d) Assess the dynamic social, political, economic and other contextual forces that contribute to cultural diversity across multiple settings |
| (e) Describe the value of a diverse workforce | (e) Advocates and supports a diverse workforce | (e) Ensure that the health workforce reflects the cultural diversity of the community |
| (f) Understand and describe the concept of equity and how DHS embodies this value in our work | (f) Supports the concept of equity and how DHS embodies this value in our work | (f) Ensures the concept of equity and how DHS embodies this value in our work |

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| **Collaboration**  *Definition:* Works with and values contribution of colleagues across DHS and in community partnerships to accomplish shared goals, develop a vision for community health and wellbeing, and collaborate to maximize impact. Treats others with dignity and respect and maintains a professional and courteous demeanor. Engages community residents, clients and leaders for input, leadership, planning and support of efforts for health and wellbeing of residents. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
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| (a) Asks for the input of group members and encourages the participation of all | (a) Incorporates the input of group members and encourages the participation of all | (a) Incorporates the input of group members and encourages the participation of all |
| (b) Gives credit and recognition to those who have contributed | (b) Gives credit and recognition to those who have contributed | (b) Gives credit and recognition to those who have contributed |
| (c) Demonstrates an interest in helping others solve problems and accomplish work objectives | (c) Demonstrates an interest in helping others solve problems and accomplish work objectives | (c) Demonstrates an interest in helping others solve problems and accomplish work objectives |
| (d) Actively follows up on inquiries and requests from supervisor and peers | (d) Actively follows up on inquiries and requests from supervisor and peers | (d) Proactively seeks partnerships with peers and external partners |
| (e) Participates actively in accomplishing group goals, doing his or her share willingly | (e) Participates actively in accomplishing service area goals, doing his or her share willingly | (e) Participates actively in accomplishing Agency goals, doing his or her share willingly |
| (e) Shares information with others to enable them to accomplish group goals | (e) Shares information and own experience with others to enable them to accomplish service area goals | (e) Shares information and own experience with others to enable them to accomplish Agency goals |
| (f) Gathers information across the agency to accomplish agency goals | (f) Analyzes information across the agency to accomplish agency goals | (f) Synthesizes information across the agency to accomplish agency goals |
| (g) Participates in productive problem-solving and positive dialogue | (g) Participates in and encourages productive problem-solving and positive dialogue | (g) Ensures productive problem-solving and positive dialogue |
| (h) Actively asks “what more can I do?” | (h) Actively asks “are we doing the things right?” | (h) Actively asks “are we doing the right things?” |

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| **Personal and Professional Accountability**  *Definition:* Consistently demonstrates an outcomes orientation in development and implementation of programs, plans, policies and service delivery. Sets and achieves goals, working in a way that meets deadlines and standards. Accepts full responsibility for self and contribution as a team member and displays honesty and truthfulness. Appropriately confronts problems quickly and accepts their role in them when necessary. Displays careful and responsible management of entrusted resources, including people, time, finances, supplies, and materials. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
| (a) Sets and maintains high self-standards | (a) Serves as a model of high self-standards | (a) Mobilizes people toward greater commitment to a vision and challenges people to set higher standards and goals |
| (b) Demonstrates an understanding of organizational and job specific standards | (b) Maintains and reinforces organizational and job specific standards | (b) Reinforces organizational and job specific standards |
| (c) Takes responsibility and stays focused on problems or issues until effective solutions can be found | (c) Takes responsibility and stays focused on problems or issues until effective solutions can be found | (c) Takes responsibility and stays focused on problems or issues until effective solutions can be found |
| (d) Follows through and meets personal commitments to others on time | (d) Follows through and meets personal commitments to others on time | (d) Follows through and meets personal commitments to others on time |
| (e) Addresses unethical behaviors head-on through appropriate channels | (e) Ensures unethical behaviors are addressed head-on through appropriate channels | (e) Ensures unethical behaviors are addressed head-on through appropriate channels |
| (f) Recognizes personal strengths and weaknesses, and openly accepts and pursues feedback o help continue to improve one’s self | (f) Leads with conviction, recognizes personal strengths and weaknesses, and openly accepts and pursues feedback o help continue to improve one’s self | (f) Leads with conviction, recognizes personal strengths and weaknesses, and openly accepts and pursues feedback o help continue to improve one’s self |
| (g) Promises only what can be reasonably and ethically delivered upon | (g) Promises only what can be reasonably and ethically delivered upon | (g) Promises only what can be reasonably and ethically delivered upon |
| (h) Describes needs for personal professional development | (h) Ensures availability of professional development opportunities | (h) Ensures availability of professional development opportunities |
| (i) Considers the impact and necessity of a resource before using it | (i) Considers the impact and necessity of a resource before using it | (i) Considers the impact and necessity of a resource before using it |
| (j) Thinks through alternative solutions and shares ideas | (j) Encourages, shares and analyzes ideas, evaluates alternative solutions | (j) Encourages, shares and analyzes ideas, evaluates alternative solutions |
| (k) Demonstrates a conscientious approach to resource management | (k) Models a conscientious approach to resource management | (k) Models a conscientious approach to resource management |
| (l) Supports team efforts to be “lean” and “green” in resource usage | (l) Assesses program and service area efforts to be “lean” and “green” in resource usage | (l) Assesses Agency efforts to be “lean” and “green” in resource usage |
| (m) Effectively manages expenditures, tracking and applying according to policy and procedure | (m) Evaluates expenditures, tracking and applying according to policy and procedure | (m) Evaluates expenditures, tracking and applying according to policy and procedure |
| (n) Applies ethical principles into all interactions | (n) Applies ethical principles into all interactions | (n) Applies ethical principles into all interactions |

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| **Organizational Awareness**  *Definition:* Combines job knowledge and broad organizational knowledge to help achieve the Department’s One DHS vision and implementation of the DHS Strategic Plan, including operationalizing DHS core values of equity, collaboration and excellence. Prioritizes tasks in order of value and urgency, allocating time and resources effectively based on appropriate priorities. Adheres to, implements and manages policies and procedures of DHS and regulations and laws, and operates programs and plans within budgeted resources. Incorporates ethical standards of practice. Motivates colleagues to achieving shared program, departmental goals and County priorities. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
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| (a) Understand and communicate DHS vision, mission and values | (a) Serve as a model for embodying and aiming to achieve the DHS vision, mission and values | (a) Establishes and serves as a model of organizational vision, mission and values |
| (b) Ability to prioritize tasks in order of value and urgency | (b) Manage staff work with the ability to prioritize tasks in order of value and urgency | (b) Lead Department work with the ability to prioritize tasks in order of value and urgency |
| (c) Participate in efforts related to the development of the DHS strategic plan and program performance measures | (c) Contribute to development of DHS strategic plan and program performance measures | (c) Develop and lead Department strategic plan and performance measures |
| (d) Understands the way in which Department programs work together to impact the health of the community | (d) Create opportunities for Programs to work together to impact the health of the community | (d) Create opportunities for programs to work together to impact the health of the community |
| (e) Understand the health department organizational structure and function | (e) Communicate value of DHS strategic plan and One DHS vision of integration across DHS | (e) Communicate value of DHS strategic plan and One DHS vision of integration across DHS |

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| **Leadership and Systems Thinking**  *Definition:* Understands DHS’ role in public health and behavioral health as part of a larger inter-related system of organizations that influence health and well-being of residents and clients. Identifies, analyzes, and leads efforts to address opportunities and barriers that may affect delivery of public health and behavioral health services, programs, policies and population health improvement. Demonstrates transparency, sound judgment and department-wide thinking in decision-making and encourages critical thinking in the work. Participates in professional development opportunities. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
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| (a) Incorporate ethical standards of practice into all interactions with individuals, organizations, and communities | (a) Incorporate ethical standards of practice into all interactions with individuals, organizations, and communities | (a) Incorporate ethical standards of practice into all interactions with individuals, organizations, and communities |
| (b) Recognize how one’s position fits into larger systems – including their Service Area, the Agency, the County, and organizational strategies | (b) Ensure that initiatives and projects fits into larger systems – including their Service Area, the Agency, the County, and organizational strategies and goals | (b) Ensure that initiatives and projects fits into larger systems – including their Service Area, the Agency, the County, and organizational strategies and goals |
| (c) Participate in identifying key health values and a shared health vision as guiding principles for community action | (c) Participate and partner with community leaders and other stakeholders in identifying key health values and a shared health vision as guiding principles for community action | (c) Partner with stakeholders to determine key values and a shared vision as guiding principles for community action |
| (d) Communicate issues that may affect the delivery of health services to supervisor | (d) Identify internal and external factors that may affect the delivery of the 10 Essential Public Health Services and/or SAMHSA Leading Change 2.0 frameworks | (d) Resolve internal and external situations that may affect the delivery of essential health services (e.g., through the identification of root causes, QI, QA, or other processes) |

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| **Understanding of the Disciplines**  *Definition:* Understands and applies basic knowledge of best practices in the disciplines of public health and behavioral health in the planning, administration, management, and evaluation of service delivery, programs, plans and policies. Knowledge and understanding of SAMHSA 2.0 Leading Change and the 10 Essential Public Health Services. | | |
| Tier 1 - Non-Supervisory Staff | Tier 2 - Managers and Supervisors | Tier 3 - Directors and Senior Leaders |
| (a) Understand the 10 Essential Public Health Services framework | (a) Understand and communicate the 10 Essential Public Health Services framework | (a) Understand and communicate the 10 Essential Public Health Services framework |
| (b) Understand the SAMHSA Leading Change 2.0 framework | (b) Understand and communicate the SAMHSA Leading Change 2.0 framework | (b) Understand and communicate the SAMHSA Leading Change 2.0 framework |
| (c) Recognize role of job duties within the frameworks above | (c) Understand and communicate the relationship between the two frameworks for Public Health and Behavioral Health | (c) Understand and communicate the relationship between the two frameworks for Public Health and Behavioral Health |
| (d) Understand behavioral and public health related terminology | (d) Understand and develop work plans based on the future direction of the PH and BH fields | (d) Understand and oversee work plans based on the future direction of the PH and BH fields |
| (e) Understand the relationship between the two frameworks for Public Health and Behavioral Health | (e) Understand and support the integration of work across PH and BH in DHS | (e) Understand and oversee the integration of work across PH and BH in DHS |