DOMAIN 1 ADMINISTRATION AND SUPPORT

Activity Guide

ACTIVITY 1.1

JOB TASK 1.1: RECRUIT AND RETAIN A DIVERSE PUBLIC HEALTH WORKFORCE

Workforce Recruitment and Retention Strategy Lab

Purpose: Apply job task 1.1 by developing strategies that strengthen recruitment and retention systems in state, Tribal, local, and territorial (STLT) health departments.

Instructor Context

Job task 1.1 focuses on building governmental public health workforce systems that support recruitment, retention, workforce diversity, and long-term organizational capacity.

Instructions:

Scenario: Your STLT health department has experienced a 28% turnover rate in the past two years. Exit interviews cite workload strain, unclear advancement pathways, and limited onboarding support. Several positions remain unfilled for over six months. Leadership has requested recommendations to stabilize the workforce.

Student role: Students are part of a workforce planning team implementing job task 1.1.

Students will:

- Propose two recruitment strategies aligned with workforce needs
- Propose two retention strategies that support workforce stability
- Identify key data needed to monitor recruitment and retention outcomes

Encourage students to consider:

- Workload and staffing levels
- Career pathways and advancement opportunities
- Onboarding and training systems
- Workplace culture and support

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Debrief questions:

- How do recruitment and retention systems influence governmental public health service delivery, workforce readiness, and organizational stability?
- What trade-offs exist between rapid hiring and long-term workforce development?
- How does workforce diversity strengthen governmental public health effectiveness, community trust, and organizational responsiveness?

ACTIVITY 1.2

JOB TASK 1.2: ENSURE THAT THE WORKFORCE HAS THE KNOWLEDGE AND ABILITY TO PERFORM THEIR JOB

Workforce Training System Mapping

Purpose: Apply job task 1.2 by designing systems that support workforce training, onboarding, and competency development.

Instructor Context

Health departments rely on onboarding, training, and continuing education to ensure staff can perform their roles effectively. Gaps in training can affect governmental public health program performance, emergency response readiness, and workforce effectiveness.

Instructions:

Scenario: A health department identifies inconsistent performance in outbreak investigations due to uneven staff training and unclear onboarding processes. Leadership asks for recommendations to strengthen workforce training systems.

Student role: Students are part of a workforce development team implementing job task 1.2.

Students will:

- Identify essential competencies needed for effective job performance
- Outline key components of an onboarding process
- Propose continuing education strategies to maintain and build skills
- Suggest methods to evaluate training effectiveness

Encourage students to consider:

- Standardization vs. flexibility in training
- Ongoing vs. one-time training approaches
- Role-specific vs. general competencies
- Methods for assessing governmental public health workforce readiness and competency

Debrief questions:

- How does workforce competency affect governmental public health service quality, community outcomes, and emergency response capacity?
- What barriers limit ongoing professional development?
- How should health departments balance urgent workload demands with training needs?

ACTIVITY 1.3

JOB TASK 1.3: DEVELOP AND IMPLEMENT ORGANIZATION-WIDE PLANS (E.G., STRATEGIC PLAN, PERFORMANCE MANAGEMENT PLAN, QUALITY IMPROVEMENT PLAN, WORKFORCE DEVELOPMENT PLAN, ACCREDITATION)

Organizational Planning Alignment Exercise

Purpose: Apply job task 1.3 by evaluating and improving alignment across organizational plans.

Instructor Context

STLT health departments maintain multiple internal plans that guide priorities, workforce development, and performance measurement. These plans are often developed separately, which can lead to gaps or misalignment.

Instructions:

Provide students with excerpts from:

- Health Department Strategic Plan (organizational priorities and goals)
- Health Department Workforce Development Plan (staffing, training, workforce needs)
- Public Health Performance Management Plan (metrics and evaluation processes)

(Note: Plans may come from different jurisdictions (such as the ones linked) and be simplified for instructional use)

Scenario: Leadership has asked for a review of internal plans to ensure alignment across priorities and improve organizational effectiveness, accountability, and alignment with governmental public health priorities.

Student role: Students are part of a leadership team implementing job task 1.3.

Students will:

- Identify overlapping priorities across plans
- Identify gaps, inconsistencies, or missing connections
- Propose 2-3 specific improvements to strengthen alignment

Encourage students to look for:

- Strategic priorities not supported by workforce capacity
- Missing or misaligned performance metrics
- Conflicting priorities across plans

Debrief questions:

- What factors make alignment across plans challenging in STLT health departments?
- Who is responsible for ensuring alignment, and how might this responsibility be shared?
- How can misalignment affect governmental public health operations, workforce capacity, service delivery, and emergency response readiness?
- What strategies could improve alignment in a real-world setting?

ACTIVITY 1.4

JOB TASK 1.4: IDENTIFY, PROCURE, AND MANAGE DEPARTMENT FINANCIAL RESOURCES AND THEIR UTILIZATION

Budget Prioritization and Resource Allocation Simulation

Purpose: Apply job task 1.4 by making financial decisions that align resources with organizational priorities.

Instructor Context

STLT health departments may operate with limited public resources, grant funding requirements, and competing governmental public health priorities.

Instructions:

Scenario: Your STLT health department faces a 10% budget reduction while demand increases for outbreak response, workforce training, and IT modernization. Leadership requests recommendations on how to prioritize spending.

Student role: Students are part of a leadership or finance team implementing job task 1.4.

Students will:

- Identify essential vs. flexible expenses
- Propose budget allocation or reallocation strategies
- Identify risks associated with each decision

Encourage students to consider:

- Short-term vs. long-term impacts
- Workforce vs. infrastructure trade-offs

Debrief questions:

- How do funding decisions influence program direction?
- What ethical considerations emerge regarding resource allocation?
- How does financial decision-making support stewardship of public funds, accountability, and governmental public health priorities?

ACTIVITY 1.5

JOB TASK 1.5: DEVELOP AND MAINTAIN INFORMATION TECHNOLOGY RESOURCES

Public Health IT Workflow Review

Purpose: Apply job task 1.5 by evaluating and improving technology systems that support data flow, reporting, and operational efficiency.

Instructor Context

STLT data systems are often fragmented or outdated, which can delay reporting and affect response efforts. Improving governmental public health data systems requires both technical modernization and operational process improvements.

Instructions:

Scenario: Case reports from healthcare providers are delayed due to incompatible reporting systems and unclear data-sharing processes. Leadership requests recommendations to improve reporting efficiency and data quality.

Student role: Students are part of an informatics or systems improvement team implementing job task 1.5.

Students will:

- Identify workflow bottlenecks affecting data flow
- Propose system or process improvements
- Identify data security and privacy considerations
- Discuss trade-offs such as speed, cost, and data protection

Encourage students to consider:

- Interoperability challenges
- Manual vs. automated systems
- Data accuracy vs. timeliness

Debrief questions:

- How do governmental public health information systems influence surveillance, outbreak response, and operational decision-making?
- What risks arise from outdated systems?
- How does interoperability strengthen governmental public health coordination across agencies, healthcare systems, and laboratories?

ACTIVITY 1.6

JOB TASK 1.6: DEVELOP, IMPLEMENT, AND EVALUATE INDIVIDUAL PERFORMANCE MANAGEMENT

Performance Management and Feedback Simulation

Purpose: Apply job task 1.6 by designing and using performance management systems to support workforce effectiveness.

Instructor Context

Performance management includes establishing expectations, evaluating performance, providing coaching and feedback, and aligning workforce performance with governmental public health priorities.

Instructions:

Scenario: A program analyst consistently meets deadlines but struggles with cross-team communication and documentation accuracy. A supervisor must conduct a structured performance review aligned with department goals.

Student role: Students act as supervisors implementing job task 1.6.

Students will:

- Develop two SMART performance objectives aligned with organizational priorities
- Propose coaching or support strategies
- Identify metrics to track improvement
- Discuss how performance management influences workforce development, retention, and organizational effectiveness

Encourage students to consider:

- Balancing accountability and support
- Aligning individual goals with organizational priorities
- Clear and measurable expectations

Debrief questions:

- How do clear expectations improve fairness and morale?
- What distinguishes coaching from punitive evaluation?
- How does performance management support workforce accountability, professional development, and governmental public health effectiveness?

Alignment with the CEPH MPH Foundational Competencies

Domain 1 Job Task		Related CEPH MPH Foundational Competencies
1.1	Recruit and retain a diverse public health workforce	**Competency 16:** Apply leadership and/or management principles to address a relevant issue
1.2	Ensure that the workforce has the knowledge and ability to perform their job	**Competency 16:** Apply leadership and/or management principles to address a relevant issue
1.3	Develop and implement organization-wide plans (e.g., Strategic Plan, Performance Management Plan, Quality Improvement Plan, Workforce Development Plan, Accreditation)	**Competency 16:** Apply leadership and/or management principles to address a relevant issue.
1.4	Identify, procure, and manage department financial resources and their utilization	**Competency 10:** Explain basic principles and tools of budget and resource management.
1.5	Develop and maintain information technology	*No direct CEPH MPH Foundational Competency alignment identified*
1.6	Develop, implement, and evaluate individual performance management	**Competency 16:** Apply leadership and/or management principles to address a relevant issue